



Grade 9 - 12

2016-2017

STUDENT HANDBOOK

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Note: This handbook has been updated to February 2016. Changes and adjustments stemming from further announcements by our Minister of Education cannot be predicted at the time of printing.

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Forward

Dear Parents and Students:

We welcome you to Collège Béliveau! Béliveau has a long tradition of excellence in academics and we strive towards developing our students' skills in team work, problem solving, lifelong learning, communication and technology skills.

Our school is unique in North America in that it was the first to offer a High School French Immersion program in a totally French milieu. All of our courses are taught in French except for the English Language Arts program. In order to reach our goal of developing successful, bilingual learners, Collège Béliveau boasts an enthusiastic and dedicated staff to help students realize their full potential. It is expected that staff and students communicate in French.

Our handbook provides a description of the High School Courses, programs and services that are offered at Collège Béliveau. The handbook also provides details about policies that guide us at Collège Béliveau. We offer a variety of courses and programs that respond to the various interests of our students. A combination of these courses will provide a sound and balanced program for our students.

We look forward to meeting the needs of our students as they become members of the Collège Béliveau school community. Our staff are here to answer any questions about various courses that are taught at Collège Béliveau.

It is our sincere hope that this handbook will assist our students as they prepare for a successful and enjoyable 2016-2017 school year.

Yours truly,



Gilles Mousseau
Principal



Roger Lacroix
Vice-Principal

Mission Statement

*The mission of the Collège Béliveau learning community
is to nurture all students to become successful,
bilingual learners and responsible global citizens.*

BILINGUALISM

We recognize that to become bilingual, we need to practice our French language skills at every available opportunity.

GROWTH/COMMITMENT

Through the years, we develop, change and grow. We are committed to achieving our personal best through continuous improvement as life-long learners.

SELF-ESTEEM

We are good individuals, worthy of appreciation, love and respect.

RESPECT

We place value on learning, life, ourselves, others, the environment, and the property of others.



HONESTY

We will be truthful in all situations and in all our dealings with others.

INDEPENDENCE

We are unique individuals. We have special qualities, talents and unique personalities. We strive to be productive members of society, capable of making informed decisions.

RESPONSIBILITY/ ACCOUNTABILITY

We have many responsibilities: to ourselves, to our families, and at school. We accept these responsibilities and we are accountable for our actions.

What to Consider When Selecting Courses

As a student:

1. You must take the responsibility of choosing courses very seriously.
2. You are encouraged to get all the information you can before making course choices.
3. You should consult with your parents, student services support teachers and classroom teachers when selecting your courses.

Ask yourself:

- What are my interests?
- What are my abilities?
- What career do I have in mind?
- What courses do I need in order to achieve my career goals?

The Credit System and Graduation Requirements

A student must successfully complete a minimum of 30 credits in order to graduate.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Compulsory Credits	Compulsory Credits	Compulsory Credits	Compulsory Credits
Français 1	Français 1	Français 1	Français 1
English 1	English 1	English 1	English 1
Mathematics 1	Mathematics 1	Mathematics 1	Mathematics 1
Social Studies 1	Geography 1	History 1	Phys. Ed. 1
Science 1	Science 1	Phys. Ed. 1	Two additional Grade 12 credits
Phys. Ed. 1	Phys. Ed. 1		
Options (3)	Options (2)	Options (2)	Options (2)
	*A student may take a third option provided the school can accommodate the request.	*A student may take a third option provided the school can accommodate the request.	The school will attempt to schedule the student for as many options as required to graduate.
9 credits	8 credits	7 credits	6 credits

Graduation Requirements: 30 credits

A student is responsible for selecting courses needed for high school graduation, including the required credits and prerequisites for post-secondary education.

Within the optional subject areas, students must complete one Grade 11 credit and one Grade 12 credit.

A Collège Béliveau diploma attests to the fact that a student has completed an immersion program where French has been the language of instruction for all but the required English Language Arts courses. In order to become a Collège Béliveau graduate, a student must have:

- successfully completed the Français 40S credit;
- taken all courses in French and a Math 40S credit, with the exception of English language Arts courses. Exceptions to these requirements must be approved by the Principal.

How to Decipher Course Codes

CREDITS

The credit system begins in Grade 9 in all Manitoba High Schools. All courses offered are one credit each, any exceptions are specified. The minimum credits required for a Manitoba High School Diploma is 30.

COURSES NUMBERING

The numbering system is made up of three characters, the first and second being numerals and the third a letter. The first character represents the grade level, the second the origin of development, and the third the level of difficulty or specialization.

FIRST CHARACTER

- 1 = Grade 9
- 2 = Grade 10
- 3 = Grade 11
- 4 = Grade 12

SECOND CHARACTER

- 0 – Developed/approved by Manitoba Education, Citizenship and Youth for 1 or more credits
- 5 – Developed/approved by Manitoba Education, Citizenship and Youth for ½ credit
- 1 – Developed by the School or Division including Self-Initiated Projects for ½ or more credits
- 2 – Advanced placement courses or private music options.

THIRD CHARACTER

- F *Foundation*: educational experiences, which are broadly based and appropriate to all students.
- G *General*: general educational experience for all students.
- S *Specialized*: learning experiences/skills leading to further studies at the post-secondary level.
- M *Modified*: courses for which curriculum has been modified to take into account the capabilities of students with special needs.

ILLUSTRATIVE EXAMPLES

Social Studies 10G – Grade 9, general course, developed by the Department for 1 credit.

Pre Calculus 20S – Grade 10, specialized course developed by Manitoba Education, Citizenship and Youth, leading to further studies at the post-secondary level.

Timetable Changes

1. Timetable changes may be made for the following reasons:

- cancellation of a course due to insufficient enrollment;
- student failure in a student's previous course;
- timetable conflict;
- addition of a course to meet school requirements for graduation;
- addition of a course for post-secondary requirements;
- addition of a course due to new academic orientation;
- an imbalance of students registered in a certain course;
- office timetable error.

2. Procedures to follow for a timetable change are:

- students consult with the student services teachers to develop a timetable change;
- new timetable is submitted to the school administration for approval;
- if timetable is approved, the office makes the necessary changes and a new timetable is given to the student.

3. Timelines for changes in student timetables are:

- timetable changes may be requested from the student services teacher's office during the first three days of school.

4. If a student wishes to withdraw from a course, he/she should follow this procedure:

- discussion with the classroom teacher and the student services teacher;
- complete timetable change form at student service's office (salle 215) - requiring parental approval);
- submit form to office.

Grade 9

The following courses are compulsory: (6.0 credit hours)

Français	10F	1 credit
English	10F	1 credit
Mathematics	10F	1 credit
Science	10F	1 credit
Social Studies	10F	1 credit
Physical Education	10F	1 credit

The following courses are optional: (3.0 must be taken)

Some options may not be offered. Selection will be based on student interest and enrollment.

Transitional Math	10F	1 credit
Art	10G	1 credit
Applying Computer Technology	15G	1 credit
Electronics	15G	1 credit
Français – Film Studies	11G	1 credit
Human Ecology	10G	1 credit
Introduction to Pre-Engineering	15G	1 credit
Spanish	10F	1 credit
Music Options		
- Concert Band	10G	1 credit
- Guitar	10G	1 credit
- Jazz Band	10G	1 credit

Students should also be aware that, in the case of optional credits, minimum class size requirements need to be met before a course can be offered. Students may be required to change options in some cases if enrollment is insufficient for a course.

ONCE CHOICES HAVE BEEN FINALIZED, CLASSES WILL BE ORGANIZED AND STAFFING ALLOCATED.

THEREFORE, CHANGES IN COURSE SELECTIONS WILL BE VERY DIFFICULT TO ACCOMMODATE ONCE APPLICATIONS ARE COMPLETED.

Grade 9 Course Descriptions

In French immersion, the learning and teaching of *le français* as a second language relies on learning principles which encourage the student to progress toward language autonomy. For this to occur, the student must take responsibility for his/her learning and take advantage of every opportunity to communicate in French.

The learning outcomes of the French immersion program demand thought processes where the student benefits from cognitive and metacognitive strategies necessary to realize projects of communication. These learning outcomes can be divided into five categories:

- an appreciation of the learning of “*le français*”
- oral comprehension
- written comprehension
- oral production
- written production

Compulsory Courses

FRANCAIS 10F – Compulsory 1.0 credit

Content: This course is designed to further develop oral and written skills: listening, speaking, reading and writing. The emphasis is on oral communication. Students will be required to speak French in class in order to stimulate conversation. This will serve to enhance and develop their oral skills and more specifically the pronunciation, accent, and rhythm when speaking. There will be a review of basic grammatical concepts. This course includes the study of at least one novel and a selection of short stories, films, newspapers and magazine articles. Students will also apply their knowledge of French by writing their own short story.

ENGLISH 10F – Compulsory 1.0 credit

Content: The Grade 9 English Language Arts program enables each student to understand and appreciate language. Through the use of listening, speaking, reading, writing, viewing and representing activities, students will be working towards achieving the following general outcomes:

- explore thoughts, ideas, feelings, and experiences
- comprehend and respond personally and critically to oral, literary and media texts
- manage ideas and information
- enhance the clarity and artistry of communication
- celebrate and build community

To achieve these objectives, students will be studying all forms of language use: short stories, novels, Shakespearean drama, poetry, media broadcasts and many others. Students will also be involved in a variety of activities, including debates, video presentations, creative writing, dramatizations, presenting plays and writing journals.

Note: *Representing activities enable students to communicate their ideas visually through a variety of media including charts, posters, diagrams, photographs, video presentations, visual art, drama and mime.*

MATHEMATICS**A GUIDE TO MATHEMATICS COURSE SELECTION**

Success in mathematics relies heavily on a growing foundation of knowledge, skills and understanding from year to year. Learning new mathematics requires students to build their understanding of new concepts using understanding developed from kindergarten. Mathematics courses have been developed from a Western Canadian Framework and are connected from Kindergarten to Grade 12.

Please note that although many smartphones have Apps that students can use for math functions (scientific and graphing calculators, etc.), these cannot be used during assessments (quizzes, tests, exams) as it is not possible for teachers to monitor how the phones are being used.

GRADE 9 MATHEMATICS – Compulsory 1.0 credit

Beginning in September 2009, Manitoba's Grade 9 Math program implemented a new curriculum as developed by Manitoba Education Citizenship and Youth. The new curriculum continues to develop and expand the skills such as: communication, reasoning, estimation and mental mathematics, visualization, connections, technology and problem solving.

(See: www.edu.gov.mb.ca/k12/cur/math/framework_9-12/full_doc.pdf for further details.)

Numbers

- rational numbers
- square roots
- powers
- laws of exponents
- order of operations

Shape & Space

- circle properties
- properties and relations of 2-D and 3-D objects and shapes
- position and motion of objects and shapes

Statistics & Probability

- data gathering, analysis & drawing conclusions from experiments
- comparing a variety of data gathering techniques
- experimental & theoretical probabilities
- the role of probability in today's society

Patterns & Relations

- solving equations & inequalities
- algebraic expressions (polynomials)
- graphing, analyzing, interpolating, extrapolating linear relations.

SCIENCE 10F – Compulsory 1.0 credit

Content: The Grade 9 Science program focuses on four different areas of study:

- Biology (Reproduction)
- Chemistry (Atoms and Elements)
- Physics (Nature of Electricity)
- Astronomy

SOCIAL STUDIES 10F – Compulsory 1.0 credit

The Grade 9 social studies course deals with Canada and Canadian society. Specific topics include: Canada's political heritage, multiculturalism, Canadian identity, politics & history, immigration, Canada's legal and political system, Canada's economic and social system, Canada's role in the world, and current issues regarding Canada.

Instruction:

- Lectures
- Reading
- Discussions
- Assignments
- Films
- Research projects
- Caricatures

PHYSICAL EDUCATION 10F and HEALTH 10F – Compulsory 1.0 credit

Grade 9 Physical Education is a one-credit course aimed at promoting health and wellness through physical activity and discussions. Students will participate in team and individual activities and will explore health education issues.

Content: This course offers a variety of activities including team, individual, competitive, cooperative and lifetime sports activities. Included is Health 1 which involves topics such as Family Life Education, Positive Lifestyles, S.T.D.'s, Reproduction, Birth Control, Social and Emotional Health.

Note: Students are required to have a change of clothing of athletic equipment, e.g. shorts, sweats, t-shirt and runners.

Option Courses

TRANSITIONAL MATHEMATICS 10F - Optional 1.0 credit

Grade 9 Transitional Mathematics is a program designed to provide transitional support for students who may have struggled to learn mathematics in middle years. The course is designed for delivery prior to Grade 9 Mathematics 10F to reinforce skills required to develop further understanding in mathematics. The guiding principles of the course include the language, skill, process, and concept development necessary for the transition into Grade 9 Mathematics 10F and beyond.

ART 10G - Optional 1.0 credit

Prerequisite: Art 8 or teacher approval

Content: Some concepts explored in art class include: Elements and principles of design (line, form, shape, value, colour, texture, space), proportions of the human form, perspective drawing, observational drawing, sculpting/ceramics, artist's styles throughout history, and how to analyze and apply context/meaning to a work of art.

APPLYING COMPUTER TECHNOLOGY 15G - Optional 1.0 credit

The purpose of the course is to reinforce and extend the information and technology knowledge, attitudes and skills acquired by students in the Middle Years. This course will further prepare students to use information and communication technology (ICT) to learn and demonstrate their learning in all senior courses.

Students enrolled in this course will receive two half credits for the following courses:

- Applying Information and Communication Technology 1
- Applying Information and Communication Technology 2

ELECTRONICS 15G – Optional 1.0 credit

This course will appeal to students who are interested in the functioning of electronic devices and who would like to build electronic projects. Students will begin with a study of electronic component identification and testing. Basic electrical theory is also covered in the first few weeks. An introduction to schematic diagrams reading will enable students to design and construct various DC powered projects. Electronic devices typically include alarms, strobe lights, FM radio transmitters. Projects are added yearly in order to better reflect the dynamic and growing field of electronic engineering.

FRANÇAIS 11G (FILM STUDIES) – Optional 1.0 credit

This course is designed to complement the Français 10F curriculum, with a focus on listening, viewing, and different forms of self-expression in French. Students will study several different genres of film (i.e. samurai, western, science-fiction), directors (i.e. Hitchcock, Jean Pierre Jeunet), script-writing and storyboarding. Students will also be involved in the process of film making on all levels.

HUMAN ECOLOGY 10G - Optional 1.0 credit

This course includes Family Studies for approximately 1 month, Clothing and Textiles for approximately 2 months and then Foods and Nutrition for the remainder of the time (approximately 3 months). There is an equal emphasis on theory and practical components of the course.

Content:**Clothing and Textile****Theory**

- Fabrics: types, principal characteristics
- Garment labels: interpretation, content and care of clothing
- Figure types and measurements
- Creating an image

Practical

- Working with patterns
- Seams and seam finishes
- Hand stitching techniques
- Machine project
- Machine embroidery

Foods and Nutrition**Theory**

- Safety
- Hygiene
- Food safety
- Kitchen equipment
- Measuring techniques
- Canada's Food Guide
- Nutrient Properties and Functions
- Healthy Food Choices
- Food Habits
- Breakfast
- Snacks
- Food Presentation
- Consumerism
- Budgeting
- Malnutrition
- Nutrient deficiency
- Obesity
- Vegetarianism
- Cultural Food Habits and Practices

Practical

- Utilization of different cooking techniques and equipment
- Creating and preparing recipes that enhances theory aspect of the course
- Food preparation
- Food presentation
- Food Safety
- Cooperation – Team work
- Time management
- Efficiency
- Grade 9 take part in a practical exam as well as a written exam

Family Studies

This section of the course incorporates theory and practical experience to enhance learning which includes the Baby Think It Over Program.

Theory

- Family relationships, structures, influences and functions
- Human Needs
- Self-concept vs. Self-Esteem
- Personal Development
- Communication
- Conflict
- Friendship, Relationships
- Diversity in society
- Parenting

Practical

Baby Think It Over Doll simulates the reality, hardships and difficulties of having a child and being an adolescent parent. A variety of in-class activities is practiced to emphasize learning.

INTRODUCTION TO PRE-ENGINEERING 15G – Optional 1.0 credit

Recommendations for Success: Students should have the ability to meet deadlines, and work independently and cooperatively with others. A strong academic standing in mathematics and sciences is recommended.

Content: This course is designed to use Project Based Learning as the instructional model. Students will be involved in problem-solving investigations and other engaging tasks that allow them to work in groups and/or autonomously to solve problems by developing realistic products. Students will be taught all required manufacturing skills, and how to safely utilize the equipment in the lab. Projects cover one of several major technology sectors while employing an enterprise process to design, build, and market an invention or idea. No previous experience required!

ADDITIONAL INFORMATION: The technologies introduced are:

- | | |
|-----------------------------------|--------------------------|
| • AC/DC Power | • CNC Milling Technology |
| • Communication Technology | • Electrical Systems |
| • Engineering | • Manufacturing Tools |
| • Mechanical Systems & Mechanisms | • Pneumatics Technology |
| • Quality Control | • Robotics Technology |
| • Lab Safety | |

SPANISH 10F - Optional 1.0 credit

Prerequisite: A desire to learn a new language and discover new worlds, to work hard and laugh easily, and to develop and expand one's learning techniques.

Content: This beginner's course in Spanish is based on the language skills: oral comprehension, speaking, reading and writing. The conversational aspect is highly encouraged so students may learn to communicate as well as possible and as soon as possible. Students will be exposed to American and European Spanish, although emphasis is on the former, and introduced to Hispanic art, music and culture.

MUSIC OPTIONS

CONCERT BAND 10G – Optional 1.0 credit

Prerequisite: Grade 8 Band or permission from instructor.

Content: This course is designed to develop each musician's musical skills. The course will include both instrumental and theory instruction with the primary focus being performance in the Jr. Concert Band. This ensemble, made up of Grade 9 students, will study and perform a variety of music of different styles and eras. Concerts will highlight some of the works studied throughout the year.

Note: Students are expected to participate in all concerts and activities. Home practice is expected. Any student who uses a Division-owned instrument will be required to pay a fee in the first week of school to defray the cost of maintenance and repair. Students should note that the Grade 12 Music Band credit is considered a University Entrance Credit.

GUITAR 10G - Optional 1.0 credit

Prerequisite: Grade 8 Guitar or permission from instructor.

Content: The curriculum is centered on four distinct areas of study including music language and performance skills, understanding music in context, creative expression in music, and valuing musical experience. It is possible that all senior high students will be grouped together in one class.

JAZZ BAND 10G - Optional 1.0 credit

Prerequisite: Student must be presently registered in either band or guitar at the senior high level and/or have permission of instructor.

Content: This course will deal with the idiom of jazz, jazz-rock, and Latin jazz. It will include the discussion and practice of modern harmony, improvisation, and various jazz styles. Classes may take place outside of regular school hours. All senior high students will be in the same ensemble.

Grade 10

Grade 10 students must take six (6) compulsory courses. The school will provide one optional course for each student; a second and third option may be possible providing there is flexibility within the timetable and where space is available.

The following courses are compulsory:

Français	20F	1 credit
English	20F	1 credit
Mathematics - <u>one</u> of the following:		
- Essential Mathematics	20S	1 credit
- Introduction to Applied and Pre-Calculus Mathematics	20S	1 credit
Science	20F	1 credit
Geography	20F	1 credit
Physical Education	20F	1 credit

The following courses are optional: (one must be taken)

Art	20G	1 credit
Computer Programming	20S	1 credit
Digital Pictures & Desktop Publishing	25S	1 credit
Drama	21G	1 credit
Français - Yearbook	21G	1 credit
Spanish	20F	1 credit
Music Options		
- Concert Band	20G	1 credit
- Guitar	20G	1 credit
- Jazz Band	20G	1 credit
- Technical Music Production	21G	1 credit
Peer Tutoring	31G	1 credit
Pre-Engineering II	21G	1 credit
Web Design & 2D Animation	35S	1 credit

Grade 10 Course Descriptions

In French immersion, the learning and teaching of *le français* as a second language, relies on learning principles which encourage the student to progress toward language autonomy. For this to occur, the student must take responsibility for his/her learning and take advantage of every opportunity to communicate in French.

The learning outcomes of the French immersion program demand thought processes where the student benefits from cognitive and metacognitive strategies necessary to realize projects of communication. These learning outcomes can be divided into five categories:

- an appreciation of the learning of “*le français*”
- oral comprehension
- written comprehension
- oral production
- written production

Compulsory Courses

FRANCAIS 20F - Compulsory 1.0 credit

Prerequisite: Français 10F - Grade 9

Content: This course is designed to further develop and refine student ability to communicate in French as well as to expand their knowledge in reading and writing skills through the study of themes that reflect their interests. Students will apply their knowledge of French in discussions, oral presentations and projects. Students will read and write in a variety of genres (e.g. articles, brochures, newspapers, songs, opinion letters, interviews, documentaries). Study a minimum of one classic novel, and a variety of films. This course will further develop writing skills through continuing practice in the use of complex grammatical structures.

ENGLISH 20F - Compulsory 1.0 credit

Prerequisite: English 10F - Grade 9

Content: This course consists of a detailed study and literary analysis of novels, short stories, plays, poems, articles, essays and films in addition to specific units on study skills, research skills, public speaking and drama. The goal of the course is to define all the basic skills with a special emphasis on reading and writing. Students will learn to write more extensively for a variety of purposes and audiences, with a special focus on thesis development and essay writing. Study of the media is also incorporated into the program.

A GUIDE TO MATHEMATICS COURSE SELECTION

Success in mathematics relies heavily on a growing foundation of knowledge, skills and understanding from year to year. Learning new mathematics requires students to build their understanding of new concepts using understanding developed from kindergarten.

Mathematics courses have been developed from a Western Canadian Framework and are connected from Kindergarten to Grade 12.

In Grade 10, students may choose from two different mathematics courses (although they can take both), each one counting as a course credit towards graduation and each course offering post-secondary educational options. These courses have been designed to meet different interests and learning needs of students.

When students choose courses which best suit their needs, they have the greatest chance for success and they develop a mathematical foundation that can be built upon in the future.

Please note that although many smartphones have Apps that students can use for math functions (scientific and graphing calculators, etc.), these cannot be used during assessments (quizzes, tests, exams) as it is not possible for teachers to monitor how the phones are being used.

INTRODUCTION TO APPLIED AND PRE-CALCULUS MATH 20S - Compulsory 1.0 credit

Prerequisite: Mathematics 10F

As indicated in the document, *Province of Manitoba's Grades 9 to 12 Mathematics Manitoba Curriculum Framework of Outcomes*,

http://www.edu.gov.mb.ca/k12/cur/math/framework_9-12/index.html Grade 10

Introduction to Applied and Pre-calculus Mathematics (20S) 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. The topics studied form the foundation for topics to be studied in both Grade 11 Applied Mathematics and Grade 11 Pre-calculus Mathematics.

Students will engage in activities that include the use of technology, problem solving, mental mathematics, and theoretical mathematics to promote the development of mathematical skills. The learning outcomes are divided into three topics: Measurement; Algebra and Number; Relations and Functions. Students must have a good work ethic and must be prepared for the daily practice work that will be assigned to them.

ESSENTIAL MATHEMATICS 20S - Compulsory 1.0 credit

Prerequisite: **Mathematics 10F**

As indicated in the document, *Province of Manitoba's Grades 9 to 12 Mathematics Manitoba Curriculum Framework of Outcomes*,

http://www.edu.gov.mb.ca/k12/cur/math/framework_9-12/index.html Grade 10

Grade 10 Essential Mathematics (20S) is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Grade 10 Essential Mathematics (20S) 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.

Topics of Study include: Analysis of Games and Numbers, Personal Finance, Trigonometry, Measurement, Consumer Decisions, 2-D Geometry, Transformations, Angle Construction

NOTE: Students, with an average of less than 60% in Math 10F must meet with guidance counselors or the administration accompanied by a parent or guardian, before being admitted in Grade 10 Introduction to Applied and Pre-calculus Mathematics.

Students choosing to study Introduction to Applied and Pre-Calculus Mathematics must know that a minimum of 20 minutes of practice outside of class time, on a daily basis, is strongly advised if a student is to have success. New concepts are taught every day, and students must be willing to keep up with their work if they are to thrive.

Although students will be introduced to graphing calculators on occasion during the semester, and they are permitted to have one, it is not required that students in Grade 10 Math purchase a graphing calculator.

Students who do not possess the requisite skills to be successful in Grade 10 Introduction to Applied and Pre-calculus Mathematics, and who may require the course for entry in future post-secondary programs, are encouraged to choose a mathematics course best suited to their interests and abilities and to explore appropriate upgrading opportunities at a later date.

SCIENCE 20F - Compulsory 1.0 credit

Prerequisite: Science 10F

Content: The emphasis for this course is environmental impact.

- Ecosystem dynamics (Ecology)
- Chemical reactions (Chemistry)
- Weather dynamics (Meteorology)
- Motion Dynamics (Physics)

GEOGRAPHY 20F - Compulsory 1.0 credit

Prerequisite: Social Studies 10G

Content: This course deals with the physical and human geography of North America and will cover such topics as cartography, climates, physiographic regions, vegetation, economic activities, energy and population. In addition, specific issues in urban geography may be dealt with such as environment conservation, global warming, the greenhouse effect and natural resources.

PHYSICAL EDUCATION AND HEALTH 20F - Compulsory 1.0 credit

Prerequisite: **Physical Education and Health 10F**

Content: This course offers a variety of activities including; competitive, cooperative, team, individual and lifetime sports activities. Included is Health II which involves topics such as values, morals, ethics, attitudes, relationships, AIDS, stress, nutrition, drug and alcohol abuse. In addition to all the curriculum topics offered, a philosophical view of the principles of fair play and sportsmanship are integrated into all lessons.

Note: Students are required to have a change of clothing of athletic equipment, e.g. shorts, sweats, t-shirt and runners. Some activities will require a small fee, such as golf, bowling, racquet sports, or curling.

Option Courses

ART 20G - Optional 1.0 credit

Prerequisite: Art 10G.

Content: This level of the Art Program builds on the development of concepts and skills that have been previously introduced at the prior levels. Students apply the elements and principals of design that were studied in Art 10G to create works of art in new media. Students will study techniques in art as well as the language of art, history of art, and cultural context of art throughout history.

COMPUTER PROGRAMMING 20S - Optional 1.0 credit

Computer programming will develop a student's ability to problem-solve, to organize tasks and to communicate ideas and goals with the students and teacher. These skills are developed in parallel with a computer programming language, in this case VB.Net. The student will learn to work individually and collaboratively, to express himself/herself creatively and to adapt to changes in programming.

***No prerequisites are needed for the Computer Programming 20S course.**

The general learning areas of the course are:

- | | |
|--|-----------------------|
| • History of Computer Hardware | • Data Structures |
| • Ethical Behavior | • Control Structures |
| • Documentation | • Debugging |
| • Project Management | • Reusable Code |
| • Programming Standards and Convention | • Reasoning and Logic |

Most areas will be integrated together and developed throughout the course.

DIGITAL PICTURES & DESKTOP PUBLISHING – Optional 1.0 credit

This course is designed to provide students with the skills and knowledge to convey a message through a digital image. Students will also manipulate a digital image to create a new image.

These new skills will then be applied to plan and create a variety of published documents.

Students enrolled in this course will receive two half credits for the following courses:

- Digital Pictures 25S
- Desktop Publishing 35S

DRAMA 21G - Optional 1.0 credit

Theatre and drama...what a wonderful way to improve a second-language as well as teamwork skills! During the course, students will learn various techniques in body movement, voice articulation, memorization skills and stress control while working on monologues, dialogues, improvisation and an original production for an elementary school. Students will be required to memorize various texts, present them in front of their peers as well as keep a journal of their personal theatre experience.

FRANÇAIS 21G - Optional 1.0 credit

Content: The main focus in this course is on creating the yearbook. Students must display the ability to adapt to a flexible schedule and to work both independently as well as within a group setting.

Students applying for this course should possess many of the following characteristics/abilities: desire to learn, to work without supervision; ability to meet deadlines; knowledge in computer use, photography, interest in lay-out design, graphic arts; self-motivation to produce high quality work; effective use of the French language; ability to accept group decisions and to function cooperatively.

NOTE: Due to the nature of this course, student selection will be based on teacher recommendations, personal interviews, student motivation, and/or interest. Enrollment is limited to 15 students.

FRANÇAIS –RADIO SCOLAIRE 21G - Optional 1.0 credit

Content: This course is being offered to grade 10 and 11 students. It has been created to better answer the specific language needs of the immersion student. This course will give students an alternative to the traditional academic course. It will explore French music and musicians in order to expand students' knowledge and appreciation of this media.

Students will be responsible for a daily journal and also the production and delivery of radio programs to be aired on the school radio in the morning and at noon hour.

PRE-ENGINEERING II CONCEPTS AND APPLICATIONS 21G (EP21G) - Optional 1.0 credit

Prerequisite: Pre-engineering I is recommended but not required.

Recommendations For Success: Students should have the ability to meet deadlines, and work independently and cooperatively with others. A strong academic standing in mathematics and sciences is recommended.

Content: This course is an introduction to engineering which bridges the gap between pure science and pure technology. Using problem solving, experimentation and self-directed research projects students are given an opportunity to investigate and experience hands-on learning. Students will work cooperatively in teams to create, test, and communicate solutions to a variety of interesting challenges. Did you enjoy the series “Junk Yard Wars?” If so, this course is for you!

This course places a strong emphasis on basic mathematical skills, design, applied physics, manufacturing processes and computer applications in engineering technology. Course work includes classroom lectures, hands-on opportunities and

individual projects that provide students with a broad range of technical knowledge used by today's engineers. Major topics include:

- Introduction to Engineering Principles
- Tools Materials & Processes
- Technical Writing
- Basic Electronics
- Pneumatics
- Hydraulics
- Mechanical Devices
- Drafting by Design
- Projects and Challenges
- Lab Safety

Career Connections: This course will be of interest to those students who are curious about the many facets of engineering, and its practical applications. Skills learned would apply to careers in sciences, engineering, electronics, material, science, and production technologies, to name a few.

SPANISH 20F - Optional 1.0 credit

Prerequisite: Spanish 10F

Content: This course is a continuation of Spanish 10F based on the four language skills: oral comprehension, speaking, reading and writing. The oral aspect takes on greater importance in this second year as mastery of the language increases. Emphasis continues to be on American Spanish although aspects of European Spanish will also be presented. Students will continue to explore Hispanic culture through cultural and literary texts.

MUSIC OPTIONS

CONCERT BAND 20G - Optional 1.0 credit

Prerequisite: Band 10G or recommendation of teacher.

Content: This course is designed to develop each musician's musical and technical skills. The course will include both instrumental and theory instruction with the primary focus being performance in the Senior Concert Band. This ensemble, made up of Grade 10, Grade 11, and Grade 12 students, will study and perform a variety of different styles and eras. Concerts will highlight some of the works studied throughout the year.

Note: Students are expected to participate in all concerts and activities. Home practice is expected. Any student who uses a Division-owned instrument will be required to pay a fee in the first week of school to defray the cost of maintenance and repair. Students should note that the Grade 12 Music Band credit is considered a University Entrance Credit.

GUITAR 20G – Optional 1.0 credit

Prerequisite: Guitar 10G or permission from instructor.

Content: This course will continue building on the four distinct areas of study including music language and performance skills, understanding music in context, creative expression in music, and valuing musical experience. It is likely that the Grade 10, 11, and 12 students will be grouped together.

JAZZ - BAND 20G – Optional 1.0 credit

Prerequisite: Student must be presently registered in either band or guitar at the senior high level and/or have permission of instructor.

Content: This course will deal with the idiom of jazz, jazz-rock, and Latin jazz. It will include the discussion and practice of modern harmony, improvisation, and various jazz styles. Classes may take place outside of regular school hours. All senior high students will be in the same ensemble.

TECHNICAL MUSIC PRODUCTION 21G - Optional 1.0 credit

This course aims to provide students with the fundamental of music composition and to gain music production experience in the recording arts through modern technology. The course will include an introduction to basic theory, chord progressions, harmonies, and song structure. Students will work with a variety of software to compose their own melodies, harmonies. Studio analog and digital recording formats will be introduced. MIDI technology, music composition software and digital recording software will be used in this class.

Note: No musical or computer experience is required. This course is open to all students.

PEER TUTORING 31G - Optional 1.0 credit

Tutoring is a supplemental service program designed to train prospective tutors in their work with students who require academic reinforcement in a particular subject area. The program serves to promote personal success among all learners including the tutored and the tutor. Peer tutoring exists as a support to the subject area teachers.

Methodology: The tutoring program consists of two components:

- 1) Tutors meet for ongoing, on-the-job training designed to develop and enhance tutoring skills and discuss feedback about experiences.
- 2) The practical one-on-one tutoring sessions (twice a week for a minimum of 30 minutes and a maximum of 110 minutes depending on the grade level of the student being tutored).

Content: The training component of the Tutoring Program may include the following:

- Importance of self-esteem in the learning situation (what is self-esteem? effects of negative self-esteem, positive reinforcement, learned helplessness)
- Tutor characteristics (expectations, developing helping relationships, effective practices, advantages)
- Communication skills (active listening, effective communication, behavior management)

- Learning styles (learning styles, multiple intelligence, time-management, organizational skills)
- Learning strategies (graphic organizers, test-taking strategies, strategies for independent learners)
- Leadership roles, responsibilities and procedures in tutoring
- Tutoring in the content area
- Record keeping and evaluation tools

Selection Criteria: Students chosen to work as tutors will be selected according to the following criteria:

- maturity and ability to get along with others
- responsibility
- availability to work with others and a positive attitude

Students wishing to work with a tutor must also meet particular criteria. Specifically, they must be at-risk of failing, willing to improve and be responsible in completing their homework and attending catch-up classes. Selection and acceptance of students wishing to participate in the program will be the responsibility of the Student Services Department in collaboration with the referring teacher.

WEB DESIGN & 2D ANIMATION – Optional 1.0 credit

The purpose of this course is to provide students with the skills and knowledge to design, develop, and publish a simple website and to create two-dimensional animations. Students will work individually and in groups to create both websites and animations from the planning stage to the presentation of the final product. The students will also learn to document the stages of the production.

Students enrolled in this course will receive two half credits for the following courses:

- Web Design 25S
- 2D Animation 35S

Grade 11

Grade 11 students must take 5.0 compulsory credits. The school will provide two optional courses for each student. Additional options may be possible providing there is flexibility within the timetable and/or space available in the courses requested.

The following courses are compulsory:

Français	30S	1 credit
History	30F	1 credit
English - <u>one</u> of the following:		
- Comprehensive focus	30S	1 credit
- Literary focus	30S	1 credit
- Transactional focus	30S	1 credit
Mathematics - <u>one</u> of the following:		
- Applied	30S	1 credit
- Essentials	30S	1 credit
- Pre-Calculus	30S	1 credit
Physical Education	30F	1 credit

The following courses are optional: (2 must be taken)

Art	30S	1 credit
Biology	30S	1 credit
Career Development: Life/Work Building	30S	1 credit
Chemistry	30S	1 credit
Computer Programming	30S	1 credit
Digital Pictures/Desktop Publishing	35S	1 credit
Entrepreneurship	31G	1 credit
Français - Yearbook	31G	1 credit
Law	40S	1 credit
Leadership Training	41G	1 credit
Music Options		
- Concert Band	30S	1 credit
- Guitar	30S	1 credit
- Jazz Band	30S	1 credit
- Technical Music Production	31G	1 credit
Peer Tutoring	31G	1 credit
Physics	30S	1 credit
Psychology	40S	1 credit
Spanish	30S	1 credit
Web Design & 2D Animation	35S	1 credit

Grade 11 Course Descriptions

In French immersion, the learning and teaching of *le français* as a second language, relies on learning principles which encourage the student to progress toward language autonomy. For this to occur, the student must take responsibility for his/her learning and take advantage of every opportunity to communicate in French.

The learning outcomes of the French immersion program demand thought processes where the student benefits from cognitive and metacognitive strategies necessary to realize projects of communication. These learning outcomes can be divided into five categories:

- an appreciation of the learning of “*le français*”
- oral comprehension
- written comprehension
- oral production
- written production

Compulsory Courses

FRANÇAIS 30S - Compulsory 1.0 credit

Prerequisite: Français 20F - Grade 10

Content: This course continues to develop skills acquired in previous years. Literary and non-literary works are studied. Emphasis is placed on the student's ability to express and defend his or her point of view.

HISTORY 30F - Compulsory 1.0 credit

Prerequisite: Geography 20G

Content: The objective of this course is to study the historical development of Canada from a colony to an independent nation. In addition to political developments, the course will deal extensively with social and economic issues. Specific topics include:

- | | |
|------------------------------------|---|
| • The native peoples of Canada | • Canadian - British relations |
| • The ethnic mosaic of Canada | • Canadian - American relations |
| • Canadian immigration 1870 - 1980 | • The Canadian parliamentary system of government |
| • Confederation | • Current issues |

HOW TO SELECT YOUR ENGLISH LANGUAGE ARTS COURSE

The prerequisite for all of the English options is successful completion of English 30F.

The following is a brief summary of each English course to help students understand which option is best suited to their needs. Before going further, it is important to understand the difference between the terms **transactional** and **literary**.

Literary material is language – written, spoken, read, or visual – that has a literary, usually fictional spin on it. That means rather than studying a book on business, the student reads a novel like *The Apprenticeship of Duddy Kravitz*. Rather than writing a report, the student writes a short story. Rather than chairing a meeting, the student does choral/drama work.

Transactional is the language of getting things done. It is practical, functional and direct. Transactional material is usually non-fiction, contemporary, and useful in day to day living. Students will read about someone rather than read the author's fiction. Scientific writing is more likely to be read than poetry. (Interesting; reading Shakespeare is literary, reading about Shakespeare is transactional). The act of paraphrasing Shakespeare is transactional. Acting the play is literary, while writing the essay is transactional.

Note: Students may choose to register for two English options as long as one of the options is NOT Comprehensive. Students may enroll in Transactional AND Literary if they wish.

English Comprehensive Focus 30S – 1 credit

As the name implies, this is a core English course. Both literary and transactional materials are studied – 50% of each. It is a balance of the two other options. The Grade 12 English exam is based on exactly this split.

English Literary Focus 30S – 1 credit

This course is 75% literary and 25% transactional. The focus is on literature and language that has a literary spin. The novels and short stories are primarily fiction. The writing tends to be more personal and creative. Poetry and great writers of the past and present are studied. Shakespeare is essential as well as other dramatic works. Students are expected to perform theatrically. There is a healthy dose of the basics as well, but the focus is on improving one's ability to write, read, and speak with flair as well as in everyday communication. This course is useful for any student who wishes to be well grounded in our finest writing and thinking. Any university bound student will find it useful.

English Transactional Focus 30S – 1 credit

This course is 75% transactional material and 25% literary. The course is designed for those students who are inclined towards a business and/or science future and are not terribly interested in literary/poetic reading and writing. There are few novels/short stories but many magazine, newspaper, and journalistic articles. There are fewer major assignments but many short term projects like reading and summarizing, synthesizing, reporting, etc. This course is designed for practical, motivated students and is useful for university, college and post-secondary employment.

MATHEMATICS

A GUIDE TO MATHEMATICS COURSE SELECTION

Success in mathematics relies heavily on a growing foundation of knowledge, skills and understanding from year to year. Learning new mathematics requires students to build their understanding of new concepts using understanding developed from kindergarten. Mathematics courses have been developed from a Western Canadian Framework and are connected from Kindergarten to Grade 12.

In Grade 11, students may choose from three different mathematics courses (although they can take more than one), each one counting as a course credit towards graduation and each course offering post-secondary educational options. These courses have been designed to meet different interests and learning needs of students.

When students choose courses which best suit their needs, they have the greatest chance for success and they develop a mathematical foundation that can be built upon in the future.

Please note that, although many smartphones have Apps that students can use for math functions (scientific and graphing calculators, etc.), these cannot be used during assessments (quizzes, tests, exams) as it isn't possible for teachers to monitor how the phones are being used.

APPLIED MATHEMATICS 30S – 1.0 credit

This course is intended for students considering post-secondary studies that do not require a study of theoretical calculus. Primary goals of Applied Mathematics are to have students develop critical-thinking skills through problem-solving and modelling of real-world situations mathematically to make predictions. Technology is an integral part of both learning and assessment in Applied Mathematics. Therefore, students will be required to use a Graphing calculator. The Grade 11 Applied Mathematics course includes the following topics:

- Problem Solving
- Scale
- Quadratic Functions
- Proofs
- Research Project
- Statistics
- Systems of Inequalities
- Trigonometry

Note: 70% or higher in Introduction to Applied
and Pre-Calculus Mathematics 20S
is recommended for students to continue into Applied Mathematics 30S.

ESSENTIAL MATHEMATICS 30S – 1.0 credit

Grade 11 Essential Mathematics (30S) is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. This course centers on the connections to mathematics that we face in our day-to-day lives. Students are expected to work both individually and in small groups on mathematical concepts and skills encountered in a technological society.

Topics include:

- Analysis of Games and Numbers
- Interest and Credit
- Managing Money
- 3-D Geometry
- Relations and Patterns
- Statistics
- Trigonometry
- Design Modelling

PRE-CALCULUS MATHEMATICS 30S – 1.0 credit

Grade 11 Pre-Calculus Mathematics (30S) is designed for students who intend to study calculus and related mathematics in their post-secondary education.

The course comprises a **high-level, fast-paced** study of **theoretical** mathematics with an emphasis on conceptual problem solving, mental mathematics, as well as cumulative exercises and testing.

Students must possess an ability to learn theoretical concepts and must be capable to work with increasingly abstract ideas. Topics include:

- Quadratic Equations
- Algebra
- Radicals
- Functions
- Sequences
- Absolute Value
- Rationals
- Equation Solving
- Trigonometry
- Systems and Inequalities

NOTE: It is recommended that students have attained a minimum average of 70% in Introduction to Applied and Pre-Calculus Math 20S to continue with this course. Students choosing to study Pre-Calculus Math must understand that a minimum of 30 minutes of daily practice outside of class time is strongly advised to ensure success in this course.

PHYSICAL EDUCATION 30F – 1.0 credit

Students are required to select one Physical Education course from the available options. These compulsory full-credit courses are designed to help students take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage in active lifestyles into their futures. All courses are a “75% In and 25% OUT” stream or 50% In and 50% Out. All students will be required to submit a personal fitness portfolio containing elements such as a fitness plan. The “Complete/Incomplete” designations approach used for Physical Education will not affect the student’s grade point average because no percentage mark will be used for either stream.

75% “in class” and 25% “Out of class” Stream

For the 75/25 stream, three quarters of the course is teacher-directed (all students in a group) while the other quarter will be student-directed (done individually by the student out of class without teacher supervision). Students in the 75/25 stream will develop and implement their personal fitness portfolio including their fitness plan, physical activity log or journal entries. For the “Out” portion, students must select a minimum of 28 hours of moderate to vigorous physical activity that contributes to their overall fitness. Students will be introduced to safety and risk management planning to minimize the associated risks of the activities they have chosen. The 75/25 stream will require pre- and post-sign-off from the student, parent and teacher. The pre-sign-off form is used to ensure that the physical activity selected is safe and appropriate to meet the learning outcomes. The post-sign-off form is used to provide the documentation that the student met the requirements of the physical activity practicum. Parents are completely responsible for ensuring the 28 hours are met on the post-sign off.

Courses offered	
75% IN- 25% OUT	50% IN - 50 % OUT
Active Healthy Lifestyles (General)	Active Healthy Lifestyles (General)
Active Healthy Lifestyles (Female Wellness)	

75% “In” Stream & 25% “Out” stream**Active Healthy Lifestyles 30F (Female Wellness – 75% “In” Stream)**

Students will study topics related to fitness management, mental health, substance use and abuse prevention, body image, healthy eating and other important lifestyle issues will be discussed. This course will focus on topics, issues and concerns relevant to young women’s lives. The focus of this content will be on health and personal planning. This will be done through activities, classroom sessions, and by accessing experts to share their knowledge and skills. These topics will make up the core 75% in-class component of the course content. Students will be required to develop and implement the remaining 25% of the course on their own time in a personal physical activity plan as part of the physical activity practicum. As part of earning a credit for this course, students will be required to submit a personal fitness portfolio containing elements such as a fitness plan, physical activity log, or journal entries. Please note that there will be a nominal fee (amount is dependent upon course enrollment) associated with course activities. Fees will be used to cover the cost of outings, specialized activities (i.e. hot yoga, aerobics, self-defense) and expert instructors.

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

Active Healthy Lifestyles 30F (General - 75% "In" & 25% "Out")

This full-credit course is designed to encourage them to seek out activities that interest them, and to engage in active lifestyles into their futures. Students will study topics related to fitness management, mental health, substance use and abuse prevention, and the social impact of sport. The focus of this content will be on health and personal planning. These topics will make up the core 75% in-class component of the course content.

Students will be required to develop and implement the remaining 25% of the course on their own time in a personal physical activity plan as part of the physical activity practicum. As part of earning a credit for this course, students will be required to submit a personal fitness portfolio containing elements such as a fitness plan, physical activity log, or journal entries.

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

50% "In" Stream & 50% "Out" stream

Active Healthy Lifestyles 30F (General - 50% "In" & 50% "Out")

This full-credit course is designed to encourage them to seek out activities that interest them, and to engage in active lifestyles into their futures. Students will study topics related to fitness management, mental health, substance use and abuse prevention, and the social impact of sport. The focus of this content will be on health and personal planning. These topics will make up the core 50% in-class component of the course content.

Students will be required to develop and implement the remaining 50% of the course on their own time in a personal physical activity plan as part of the physical activity practicum. As part of earning a credit for this course, students will be required to submit a personal fitness portfolio containing elements such as a fitness plan, physical activity log, or journal entries. For the "Out" portion, students must select a minimum of 55 hours of moderate to vigorous physical activity that contributes to their overall fitness.

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

Option Courses

ART 30S - Optional 1.0 credit

Prerequisite: Art 20G

Content: This level of the Art Program builds on the development of concepts and skills that have been previously introduced at the prior levels. Students apply the elements and principals of design that were studied in previous years to create works of art in new media. Students will study techniques in art as well as the language of art, history of art, and cultural context of art throughout history. This course includes an introduction to gesture drawing and figure study.

BIOLOGY 30S - Optional 1.0 credit

Prerequisite: Science 20F

Content: The Biology 30S course encompasses on one hand an introduction to the life sciences and on the other, an overview of human anatomy and physiology. The first part of the course includes the study of biological characteristics, a presentation of cell theory, and an introduction to biochemistry. The bulk of the course entails a relatively detailed study of the human body. The human systems are examined from an anatomical, physiological and pathological viewpoint.

CAREER DEVELOPMENT : LIFE/WORK BUILDING 30S – Optional 1.0 credit

The career development course is designed to connect school learning with the workplace. Students will develop employability skills and experiences, explore different careers and experience a specific career. Students in this course will work largely independently to gain experience through volunteering and an internship. A teacher will help facilitate their experience. The course is not in the regular timetable, and runs the entire year, giving students the necessary flexibility and time for their learning.

CHEMISTRY 30S - Optional 1.0 credit

Prerequisite: Science 20F. A strong background in Mathematics is recommended.

Content: The course covers topics such as:

- atomic and molecular theory
- mole concept
- formulae and chemical equations
- behaviors, both qualitative and quantitative, of gasses, liquids and solids
- introduction into organic chemistry

Note: There is a heavy emphasis on the quantitative i.e. mathematical aspects of Chemistry.

COMPUTER PROGRAMMING 30S - Optional 1.0 credit

The Computer Programming 30S course continues from the 20S course with renewed emphasis on teamwork, communication, documentation, imagination and logic. In addition, the course will develop programming structures using arrays and subprograms.

The use of VB.Net or Java will be used in Computer Programming 30S, with the possibility of exposure to a new language, such as Java, towards the end of the course.

Prerequisite: Computer Programming 20S is required for the Computer Programming 30S course.

Content: Most areas will be integrated together and developed throughout the course.

- | | |
|---|-----------------------|
| • History of Computer Software | • Data Structures |
| • Ethical Behavior | • Control Structures |
| • Documentation | • Debugging |
| • Project Management | • Reusable Code |
| • Programming Standards and Conventions | • Reasoning and Logic |

Note: We recommend an average of 70% in Computer Programming 20S to continue in Computer Programming 30S.

CURRENT TOPICS IN SCIENCE 30S – Optional 1.0 credit

Current Topics 30S is multidisciplinary, involving the integration of biology, chemistry, physics, geographical and space sciences. It is based on current issues in science rather than being textbook driven. Critical thinking, problem solving, research and project completion are emphasized. There are no prescribed units of study for the course. Topics are chosen based on interests of the students and expertise of the teacher involved. Possible units include: Forensics, Sports and the Modern Athlete, Living in Space, Music and Sound, Emerging Medical and Health Technologies, and any other science topic that is covered in the media. Topics areas are selected from local, regional, national and international issues.

Students may obtain a credit from this course as well as a credit from any biology, chemistry or physics course. Students who are capable of independent work, have good academic standing, appropriate work ethic and research skills are the best candidates for this course.

DIGITAL PICTURES & DESKTOP PUBLISHING – Optional 1.0 credit

This course is designed to provide students with the skills and knowledge to convey a message through a digital image. Students will also manipulate a digital image to create a new image. These new skills will then be applied to plan and create a variety of published documents. Students enrolled in this course will receive two half credits for the following courses:

- Digital Pictures 25S
- Desktop Publishing 35S

ENTREPRENEURSHIP 31G - Optional 1.0 credit

Prerequisite: Introduction to Applied and Pre-Calculus Math 20S or Essential Math 20S

Content: This course is designed to introduce and develop students' business sense. The course is intended for students who are considering going into commerce or who are interested in possibly starting their own business. Some topics include developing a business idea, creating a detailed business plan, determining revenue and expenses, staffing, assessing viability, selecting a target market, discussing business ethics, recognizing competition, calculating risks, and determining appropriate means of marketing. As part of their evaluation, students will be required to start their own business. For this, an idea will be generated and put in place as the students will pursue this venture for the duration of the semester. This must be taken into consideration when registering for this course.

FRANCAIS 31G - Optional 1.0 credit

Content: The main focus in this course is on creating the yearbook. Students must display the ability to adapt to a flexible schedule and to work both independently as well as within a group setting.

Students applying for this course should possess many of the following characteristics/abilities: desire to learn; ability to work without supervision; ability to meet deadlines; knowledge in computer use, photography, interest in lay-out design, graphic arts; self-motivation to produce high quality work; effective use of the French language; ability to accept group decisions and to function cooperatively.

NOTE: Due to the nature of this course, student selection will be based on teacher recommendations, personal interviews, student motivation, and/or interest. Enrollment is limited to 15 students.

LAW 40S – Optional 1.0 credit

The Law 40S course is an introduction to our Canadian Legal system. It is designed to enable the student to discover his/her relationship to law, his/her legal rights and obligations and how law affects him/her now and in the future.

Content: Topics to be studied include:

- Origins of law
- The Common Law & its origins
- The Civil Law & its origins
- The Canadian Legislative system
- Canadian Constitution
- Canadian Charter of Rights & Freedoms
- Canadian judicial system
- Criminal law
- The judicial procedure

LEADERSHIP TRAINING 41G - Optional 1.0 credit

Content: This course is designed to encourage students to learn how to successfully plan, organize and implement school and community events. A total of 50 hours of volunteer service must be completed within the school & community (ex. organizing intramurals, coaching, joining a school committee, volunteer at a community organization). With appropriate training and tools, students can develop the skills to become independent, positive leaders who are able to lead programs with minimal assistance from adult facilitators. Students will learn, through theory and practical strategies, how to cooperate with others, plan meetings, express themselves in public, develop a job resume, interview preparation, participate in and promote school events, and experience a personal commitment and responsibility to their school. Specific topics include:

- Becoming an effective leader
- Building a leadership team
- Developing leadership skills
- Taking the lead – leadership in action
- Job search preparation

Selection Criteria: Students will be selected for the course according to the following criteria:

- Application Form
- Adult nomination
- Volunteer experience
- Interviews (if needed)

Note: This course is restricted to Grade 11 and Grade 12 students.
The student must submit an application form to the teacher for the course.
Only those students meeting the necessary requirements will be accepted.

MUSIC OPTIONS**CONCERT BAND 30S - Optional 1.0 credit**

Prerequisite: Music 20G Band or recommendation of Teacher

Content: This course is designed to develop each musician's musical and technical skills. This course will include both instrumental and theory instruction with the primary focus being performance in the Senior Concert Band.

Note: This ensemble, made up of Grade 10, Grade 11 and Grade 12 students, will study and perform a variety of music of different styles and eras. Concerts will highlight some of the works studied throughout the year. Students are expected to participate in all concerts and activities. Regular home practices will assist students in further developing the skills they will learn in class. Any student who uses a Division owned instrument will be required to pay a fee in the first week of school to defray the cost of maintenance and repair.

GUITAR 30S – Optional 1.0 credit

Prerequisite: Guitar 20G or permission from instructor.

Content: This course will continue building on the four distinct areas of study including music language and performance skills, understanding music in context, creative expression in music, and valuing musical experience. It is likely that the Grade 10, 11, and 12 students will be grouped together.

JAZZ BAND 30S - Optional 1.0 credit

Prerequisite: Student must be presently registered in either band or guitar at the senior high level and/or have permission of instructor.

Content: This course will deal with the idiom of jazz, jazz-rock, and Latin jazz. This will include the discussion and practice of modern harmony, improvisation, and various jazz styles. Classes may take place outside of regular school hours. All senior high students will be in the same ensemble.

TECHNICAL MUSIC PRODUCTION 31G - Optional 1.0 credit

Prerequisite: Technical Music Production 21G with a minimum of 70% or permission from instructor.

Content: This course, which is a continuation of Technical Music Production 21G, aims to enhance the students understanding of music composition and techniques in music production and the recording arts through modern technology. The course will include basic and more advanced theory, chord progressions, harmonies and song structure. Various types of recording formats will be introduced and applied in the musical productions. MIDI technology, music composition software and digital recording software will be used in this class.

PEER TUTORING 31G - Optional 1.0 credit

Tutoring is a supplemental service program designed to train prospective tutors in their work with students who require academic reinforcement in a particular subject area. The program serves to promote personal success among all learners including the tutored and the tutor. Peer tutoring exists as a support to the subject area teachers.

Methodology: The tutoring program consists of two components:

- 1) Tutors meet for ongoing on the job training designed to develop and enhance tutoring skills and discuss feedback about experiences.
- 2) The practical one-on-one tutoring sessions (twice a week for a minimum of 30 minutes and a maximum of 110 minutes depending on the grade level of the student being tutored).

Content: The training component of the Tutoring Program may include the following:

- Importance of self-esteem in the learning situation (what is self-esteem? effects of negative self-esteem, positive reinforcement, learned helplessness)
- Tutor characteristics (expectations, developing helping relationships, effective practices, advantages)
- Communication skills (active listening, effective communication, behavior management)
- Learning styles (learning styles, multiple intelligence, time-management, organizational skills)
- Learning strategies (graphic organizers, test-taking strategies, strategies for independent learners)
- Leadership roles, responsibilities and procedures in tutoring
- Tutoring in the content area
- Record keeping and evaluation tools

Selection Criteria: Students chosen to work as tutors will be selected according to the following criteria:

- maturity and ability to get along with others
- responsibility
- availability to work with others and a positive attitude

Students wishing to work with a tutor must also meet particular criteria. Specifically, they must be at-risk of failing, willing to improve and be responsible in completing their homework and attending catch-up classes. Selection and acceptance of students wishing to participate in the program will be the responsibility of the Student Services Department in collaboration with the referring teacher.

PHYSICS 30S - Optional 1.0 credit

Prerequisite: Science 20F

Content: The study of the motion of objects and the related concepts of force and energy forms the field called mechanics. The study of waves, sound waves in particular, and their motion are also explored - the focus of Physics 30S. Mechanics is divided into two parts:

- kinematics - the description of how objects move, and
- dynamics, which deals with why objects move as they do.

Note: Students must be enrolled in Math pre-calculus 30S or Applied Math 30S.

PSYCHOLOGY 40S - Optional 1.0 credit

Content: The psychology course is the study of human behavior which describes, explains, predicts and influences the actions of individuals. Topics to be included are behavior, motivation, perception and consciousness, learning thinking and intelligence. Other topics may be included as interest warrants.

Objectives:

- To introduce students to the study of psychology – the scientific study and understanding of behavior.
- To present information with respect to normal, abnormal development, and social psychology.

SPANISH 30S - Optional 1.0 credit

Prerequisite: Spanish 20F

Content: In this third-year language course, development of all four language skills continues, although more independent oral and written work is required. Exposure to varied written texts continues and is augmented by a taste of Hispanic literature.

Students are expected to communicate in Spanish and should be comfortable and competent using bilingual and unilingual dictionaries to help them meet their communicative needs.

WEB DESIGN & 2D ANIMATION – Optional 1.0 credit

The purpose of this course is to provide students with the skills and knowledge to design, develop, and publish a simple website and to create two-dimensional animations. Students will work individually and in groups to create both websites and animations from the planning stage to the presentation of the final product. The students will also learn to document the stages of the production. Students enrolled in this course will receive two half credits for the following courses:

- Web Design 25S
- 2D Animation 35S

Grade 12

Grade 12 students must take a minimum of 4.0 compulsory credits (one in each of French, Math, English and Phys. Ed at the 40S level), plus sufficient optional courses to complete the required 30 credits in 2012-2013 for graduation.

The following courses are compulsory:

Français	40S	1 credit
English - <u>one</u> of the following:		
- Comprehensive focus	40S	1 credit
- Literary focus	40S	1 credit
- Transactional focus	40S	1 credit
Mathematics - <u>one</u> of the following:		
- Applied	40S	1 credit
- Essentials	40S	1 credit
- Pre-Calculus	40S	1 credit
Physical Education	40F	1 credit

The following courses are optional: (2 must be taken)

Art	40S	1 credit
Biology	40S	1 credit
Calculus and Advanced Math	45S	1 credit
Chemistry	40S	1 credit
Computer Programming	40S	1 credit
Entrepreneurship	31G	1 credit
Current Issues: First Nations, Métis & Inuit	40S	1 credit
Français	31G	1 credit
Français	1005	1 credit
Global Issues: Citizenship and Sustainability	40S	1 credit
History	40S	1 credit
Law	40S	1 credit
Leadership Training	41G	1 credit
Music Options		
- Concert Band	40S	1 credit
- Guitar	40S	1 credit
- Jazz Band	40S	1 credit
- Technical Music Production	31G	1 credit
Peer Tutoring	41G	1 credit
Physics	40S	1 credit
Psychology	40S	1 credit
Spanish	40S	1 credit

Grade 12 Course Descriptions

Compulsory Courses

FRANÇAIS 40S - Compulsory 1.0 credit

Prerequisite: Français 30S

Content: The development of the students' French language skills is continued, with emphasis on the functional aspects of the language. Students will learn to write more extensively with a special focus on the development of essay writing in preparation for the provincial exam. This course also consists of the study of literary and non-literary works. We will have a look at the world's finest literature and famous authors.

Note: There is a Provincial Exam at the end of this course that is worth 30% of the students' final mark.

ENGLISH LANGUAGE ARTS

Students must take one of the following ELA 40S courses.

Pre-requisite: One ELA30S course

ELA COMPREHENSIVE FOCUS 40S

Provides opportunities for students to consolidate the skills they have been developing over the past 12 years and that they will need to meet the challenges of their post-secondary experience. The course is an equal balance of literary (aesthetic) and transactional (pragmatic) reading material, writing and other work. All students will complete a major research project.

ELA LITERARY FOCUS 40S

Is a course designed for students who wish a more in-depth look at the world's finest literature and wish to continue working on creative writing, short stories and poetic language. Special emphasis is placed on fiction, poetry, drama, and literary forms. (Students, however, are not required to read any more than the other two courses). 25% of the course is Transactional.

ELA TRANSACTIONAL FOCUS 40S

Provides the same opportunities but the focus is primarily transactional (pragmatic) reading material, writing and other work. (The course allows for some literary study as well (25%). Students read mostly non-fiction, journalistic pieces, and work hard to perfect referencing skills. A major research project is required as well. Special emphasis is placed on public speaking, debating and finding a job.

Note: Students enrolled in **one** of the ELA 40S courses will write a Provincial Exam that is worth 30% of the students' final mark.

MATHEMATICS

A GUIDE TO MATHEMATICS COURSE SELECTION

Success in mathematics relies heavily on a growing foundation of knowledge, skills and understanding from year to year. Learning new mathematics requires students to build their understanding of new concepts using understanding developed from kindergarten. Mathematics courses have been developed from a Western Canadian Framework and are connected from Kindergarten to Grade 12.

In Grade 12, students may choose from three different mathematics courses (although they can take more than one), each one counting as a course credit towards graduation and each course offering post-secondary educational options. These courses have been designed to meet different interests and learning needs of students.

When students choose courses which best suit their needs, they have the greatest chance for success and they develop a mathematical foundation that can be built upon in the future.

Please note that, although many smartphones have Apps that students can use for math functions (scientific and graphing calculators, etc.), these cannot be used during assessments (quizzes, tests, exams) as it is not possible for teachers to monitor how the phones are being used.

APPLIED MATHEMATICS 40S – 1.0 credit

Prerequisite: Applied Mathematics 30S or Pre-Calculus Math 30S with teacher approval (students should have a minimum Grade 11 mark of 60% to take this course, or should meet with an advisor to ensure the student can succeed in this course)

Grade 12 Applied Mathematics (40S) 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. Technology is an integral part of both learning and assessment in Applied Mathematics. Graphing calculators, spreadsheets or other computer software will be used by students for mathematical explorations, modelling, and problem solving. Topics include:

- Financial Mathematics
- Logical Reasoning
- Probability
- Relations and Functions
- Design and Measurement
- Permutations and Combinations

Additionally, students will complete a Mathematics Research Project

Note: There will be a provincial exam that is worth 30% of the students' final mark. Also, students must supply their own graphing calculator for this course. The recommended models are TI-83 plus, TI-84, and TI-84 plus. The Graphing Calculator is the main tool used to represent and analyze data, apply concepts in mathematics and find solutions to real-world problems.

ESSENTIAL MATHEMATICS 40S – 1.0 credit

Grade 12 Essential Mathematics (40S) is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Grade 12 Essential Mathematics (40S) is a one-credit course emphasizing consumer applications, problem solving, decision making, and spatial sense.

The Grade 12 also includes a Career Life project which connects student self-assessment data with career possibilities and allows students to learn topics from the perspective of a consumer or an employee. Students explore and simulate future lifestyle considerations and learn valuable day-to-day financial applications. Topics include:

- Analysis of Games and Numbers
- Vehicle Finance
- Precision Measurement
- Home Finance
- Statistics
- Career life
- Probability
- Business Finance
- Geometry and Trigonometry

Note: There will be a Provincial Standards Exam valued at 20% of their final grade, at the end of this course (mandated Province-wide).

MATHEMATICS PRE-CALCULUS 40S – 1.0 credit

Prerequisite: Pre-Calculus Math 30S (students should have a minimum Pre-cal 30S mark of 70% to take this course, or should meet with an advisor to ensure the student can succeed in this course)

Grade 12 Pre-Calculus Mathematics (40S) 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. The course comprises a high-level study of theoretical mathematics. Topics include:

- Trigonometric Functions
- Transformations of Functions
- Polynomial Functions
- Radical Functions
- Binomial Theorem
- Exponential and Logarithmic Functions
- Permutations and Combinations
- Rational Functions
- Trigonometric Identities

Note: There will be a Provincial Exam at the end of this course (mandated Province-wide), worth 30% of the students' final grade.

Students registering in this course should expect a workload of a minimum of 30-40 minutes outside of classtime, on a daily basis. Due to the level of difficulty, there must be a consistent commitment for students to succeed in this course.

PHYSICAL EDUCATION 40F – 1.0 credit

Students are required to select **one Physical Education course from the available options**. These compulsory full-credit courses are designed to help students take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage in active lifestyles into their futures. Courses are offered in two streams: “75% In/ 25% Out” stream or “50% In/ 50% Out” stream. All students (from both streams) will be required to submit a personal fitness portfolio containing elements such as a fitness plan. The “Complete/Incomplete” designations approach used for Physical Education will not affect the students’ grade point average because no percentage mark will be used for either stream.

50% “in class” and 50% “Out of class” Stream

For the 50/50 stream, half of the course is teacher-directed (all students in a group) while the other half will be student-directed (done individually by the student out of class without teacher supervision). Students in the 50/50 stream will develop and implement their personal fitness portfolio including their fitness plan, physical activity log or journal entries. For the “Out” portion, students must select a minimum of 55 hours of moderate to vigorous physical activity that contributes to their overall fitness. Students will be introduced to safety and risk management planning to minimize the associated risks of the activities they have chosen. The 50/50 stream will require pre and post-sign-off from the student, parent and teacher. The pre-sign-off form is used to ensure that the physical activity selected is safe and appropriate to meet the learning outcomes. The post-sign-off form is used to provide the documentation that the student met the requirements of the physical activity practicum. Parents are completely responsible for ensuring the 55 hours are met on the post-sign off.

Courses offered	
75% “In” /25% “Out” Stream	50/50 Stream
Active Healthy Lifestyles (Female Wellness)	Active Healthy Lifestyles (General)
Active Healthy Lifestyles (Outdoor education)	

Active Healthy Lifestyles 40F (Female Wellness – 75% “In” / 25% “Out” Stream)

Content: Students will study topics related to fitness management, nutrition, personal and social development, healthy relationships, and image. Other important lifestyle issues will also be discussed. This course will focus on topics, issues and concerns relevant to young women’s lives. The focus of this content will be on health and personal planning. This will be done through activities, classroom sessions, and by accessing experts to share their knowledge and skills. These topics will make up the core 75% in-class component of the course content. Students will be required to develop and implement the remaining 25% of the course on their own time in a personal physical activity plan as part of the physical activity practicum. For the “Out” portion, students must select a minimum of 28 hours of moderate to vigorous physical activity that contributes to their overall fitness. As part of earning a credit for this course, students will be required to submit a personal fitness portfolio containing elements such as a fitness plan, physical activity log, or journal entries. Please note that there will be

a nominal fee (amount is dependent upon course enrollment) associated with course activities. Fees will be used to cover the cost of outings, specialized activities (i.e. hot yoga, aerobics, self-defense) and expert instructors.

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

Active Healthy Lifestyles 40F (Outdoor Education – 75% “In”/ 25 % “Out” Stream)

Content: Students will study topics related to fitness management, nutrition, personal and social development, and healthy relationships. Other important lifestyle issues will also be discussed. These topics will make up the core 25% in-class component of the course content. Students will implement the remaining 50% of the course via the outdoor education portion with the class as a group. For the “Out” portion, students must select a minimum of 28 hours of moderate to vigorous physical activity that contributes to their overall fitness. This class will expose students to lifelong and family oriented outdoor recreational pursuits through theoretical and practical application of survival skills as well as exploration of current outdoor education issues. The emphasis of the course will be to teach students how to plan, organize and enjoy outdoor experiences. Theory will be taught through classroom lectures, discussions, assignments and a practical section (day and overnight excursions). Popular outdoor recreational activities that may be covered include the following: Ecology, Cycle touring, Wilderness navigation and survival, Snow shoeing, Outdoor cooking techniques, Canoeing, Meteorology, First Aid, Rock climbing, Mountain biking (*Helmet required*), Orienteering, Geocaching, Winter survival/camping, Cross-country and downhill skiing, and Backpacking.

Students will need access to the following equipment at some point during the course: back pack, sleeping bag, tent, mountain bike, cooking pots and utensils, day pack, clothing suitable for prolonged outdoor physical activities.

Lab Fee: The course will require a lab fee to cover major costs for excursions and special programs. Students will also be responsible to purchase their own food supplies for the excursions.

A mandatory 3-day cycle tour, canoeing, downhill ski or back packing trip will be required for course completion.

Selection Criteria: Students will be selected for the course according to the following criteria:

- Application Form
- Interviews (if needed)

Note: There will be half day and/or full day trips during off school hours (possible Saturday and Sunday). Students will receive plenty of notification in order to make the necessary arrangements for transportation.

50% “In” Stream & 50% “Out” stream**Active Healthy Lifestyles 40F (General - 50% “In” & 50% “Out”)**

Content: This full-credit course is designed to encourage them to seek out activities that interest them, and to engage in active lifestyles into their futures. Students will study topics related to fitness management, nutrition, personal and social development, healthy relationships and other important lifestyle issues. The focus of this content will be on health and personal planning. These topics will make up the core 50% in-class component of the course content.

Students will be required to develop and implement the remaining 50% of the course on their own time in a personal physical activity plan as part of the physical activity practicum. As part of earning a credit for this course, students will be required to submit a personal fitness portfolio containing elements such as a fitness plan, physical activity log, or journal entries. For the “Out” portion, students must select a minimum of 55 hours of moderate to vigorous physical activity that contributes to their overall fitness.

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

Option Courses

ART 40S - Optional 1.0 credit

Prerequisite: Art 30S

Content: This level of the Art Program builds on the development of concepts and skills that have been previously introduced at the prior levels. Students apply the elements and principals of design that were studied in previous years to create works of art in a variety of media. Students will learn techniques in art as well as the language of art, history of art, and cultural context of art throughout history. Alongside regular assignments, students at this level will be able to work on specific projects of their choosing. Much emphasis is placed on developing a professional attitude and product through analysis and the joy of discovering.

BIOLOGY 40S - Optional 1.0 credit

Prerequisite: **Biology 30S is not a prerequisite but is strongly recommended.**

Content: Several themes are studied in Biology 40S. Cellular reproduction is examined in detail. Nucleic acid replication and protein synthesis are also studied in the first part of the course.

Genetics, that is, the study of the transmission of character traits, is an important part of the course. Also included is the study of the five biological kingdoms (Monera, Protista, Fungi, Plantae and Animalia). The evolutionary mechanisms of species and variation are also considered.

CALCULUS and ADVANCED MATH 45S - Optional 1.0 credit

****Upon completion of this course, students will receive two half credits.**

Prerequisite: Mathematics Pre-Calculus 30S.

Co-requisite: Must be enrolled in or have completed Pre-Calculus 40S.

Calculus 45A Content:

The prime objective of this course is to introduce the student to areas of mathematics which will be studied in depth in post-secondary programs. In this half-credit course, students will be introduced to the concepts of limits, derivative of a function, applications of derivatives and integration. Senior Calculus (45S) is not to be substituted for Grade 12 Pre-Calculus Mathematics.

Advanced Math 45A Content:

In this course, students will be introduced to various mathematical concepts which can include:

- Complex numbers & polar coordinated
- Matrices and systems of linear equations
- Number theory
- Theory of equations

CHEMISTRY 40S - Optional 1.0 credit

Prerequisite: Chemistry 30S. A strong background in Mathematics is recommended.

Content: The Chemistry 40S course will consist of 9 units or chapters. The purpose of Chemistry 40S is an extension or continuation of the purpose of Chemistry 30S - that of developing some basic principles of chemistry through experimentation, textbook study and problem solving. The fundamental principles which will be introduced to the student at the Chemistry 40S level will include: solubility equilibria, acid and base systems, oxidation reduction reactions, atomic structure, atomic bonding, and molecular architecture.

COMPUTER PROGRAMMING 40S - Optional 1.0 credit

Prerequisite: Computer Programming 30S

Computer Programming 40S is a project-based course that reflects the way projects are completed in industry. The course is structured to give students opportunities to write programs and develop project-management skills in a team-programming environment.

The use of VB.Net will be used in Computer Programming 40S, with the possibility of exposure to a new language, such as Java, during the course.

The general learning areas of the course are:

- Data Structures
- Control Structures
- Debugging
- Reusable Code
- Reasoning and Logic
- Ethical behavior
- Future of Information and Communication technologies
- Documentation
- Project Management
- Programming Standards and Conventions

Most areas will be integrated together and developed throughout the course. Evaluation will be based on in class worksheets or programs, quizzes, projects, and a Final exam.

Note: It is recommended that students attain an average of 70% or better in Computer Programming 30S to continue in Computer Programming 40S.

CURRENT TOPICS: FIRST NATIONS, MÉTIS AND INUIT 40S – Optional 1.0 credit

Prerequisite: Histoire du Canada 30S

Content: Through this course, students will gain knowledge and develop the values, as well as the critical thinking, communication, analytical, and inquiry skills, which will enable them to better understand past and present realities of Indigenous peoples. Topics will include image and identity; self-determination and self-government; health, education and justice; and language and cultural reclamation. Students will also be exposed to a variety of perspectives through interactions with guest speakers and field trips.

GLOBAL ISSUES: CITIZENSHIP AND SUSTAINABILITY 40S - Optional 1.0 credit

Content: Students conduct inquiry into the social, political, environmental, and economic impact of contemporary and emerging global issues. Through their inquiry, students focus on questions of quality of life locally, nationally and globally. This course is based on the principles of active democratic citizenship, ecological literacy, critical media literacy, and ethical decision-making, and consolidates learning across the disciplines to empower students as agents of change for a sustainable and equitable future. As a mandatory component of the course, students plan and implement a community-based action-research project

LAW 40S – Optional 1.0 credit

Content: The Law 40S course is an introduction to our Canadian Legal system. It is designed to enable the student to discover his/her relationship to law, his/her legal rights and obligations and how law affects him/her now and in the future.

Topics to be studied include:

- | | |
|---------------------------------|--------------------------|
| • Canadian Legal System | • Succession to property |
| • Basic principles of contracts | • Insurance |
| • Consumer Law | • Family Law |
| • Real property | • Civil rights |
| • Credit transactions | • Citizenship |
| • Mortgages | |

LEADERSHIP TRAINING 41G - Optional 1.0 credit

Content: This course is designed to encourage students to learn how to successfully plan, organize and implement school and community events. A total of 50 hours of volunteer service must be completed within the school & community (ex. organizing intramurals, coaching, joining a school committee, volunteer at a community organization). With appropriate training and tools, students can develop the skills to become independent, positive leaders who are able to lead programs with minimal assistance from adult facilitators. Students will learn,

through theory and practical strategies, how to cooperate with others, plan meetings, express themselves in public, develop a job resume, interview preparation, participate in and promote school events, and experience a personal commitment and responsibility to their school. Specific topics include:

- Becoming an effective leader
- Building a leadership team
- Developing leadership skills
- Taking the lead – leadership in action
- Job search preparation

Selection Criteria: Students will be selected for the course according to the following criteria:

- Student Questionnaire
- Candidate References
- Volunteer experience
- Interviews (if needed)

Note: This course is restricted to Grade 11 and Grade 12 students.
The student must submit an application form to the teacher for the course.
Only those students meeting the necessary requirements will be accepted.

PEER TUTORING 41G - Optional 1.0 credit

Tutoring is a supplemental service program designed to train prospective tutors in their work with students who require academic reinforcement in a particular subject area. The program serves to promote personal success among all learners including the tutored and the tutor. Peer tutoring exists as a support to the subject area teachers.

Methodology: The tutoring program consists of two components:

- 1) Tutors meet for ongoing on the job training designed to develop and enhance tutoring skills and discuss feedback about experiences.
- 2) The practical one-on-one tutoring sessions (twice a week for a minimum of 30 minutes and a maximum of 110 minutes depending on the grade level of the student being tutored).

Content: The training component of the Tutoring Program may include the following:

- Importance of self-esteem in the learning situation (what is self-esteem? effects of negative self-esteem, positive reinforcement, learned helplessness)
- Tutor characteristics (expectations, developing helping relationships, effective practices, advantages)
- Communication skills (active listening, effective communication, behavior management)
- Learning styles (learning styles, multiple intelligence, time-management, organizational skills)
- Learning strategies (graphic organizers, test-taking strategies, strategies for independent learners)
- Leadership roles, responsibilities and procedures in tutoring

- Tutoring in the content area
- Record keeping and evaluation tools

Selection Criteria: Students chosen to work as tutors will be selected according to the following criteria:

- Maturity and ability to get along with others
- Responsibility
- Availability to work with others and a positive attitude

Students wishing to work with a tutor must also meet particular criteria. Specifically, they must be at-risk of failing, willing to improve and be responsible in completing their homework and attending catch-up classes. Selection and acceptance of students wishing to participate in the program will be the responsibility of the Student Services Department in collaboration with the referring teacher.

PHYSICS 40S – Optional 1.0 credit

Prerequisite: Physics 30S, Pre-Calculus 30S or Applied Math 30S

Content: A further study of kinematics and dynamics of motion are the nature of the first part of the course. Topics studied are projectile motion in two dimensions, momentum, kinetic and gravitational potential energy and circular motion.

The study of fields: gravitational, electrical and magnetic are also explored. These topics are then applied to concepts of space exploration, low earth orbits and electromagnetic induction and medical physics. The study of electricity and electric circuits are also included in the course.

PSYCHOLOGY 40S – Optional 1.0 credit

Content: The psychology course is the study of human behavior which describes, explains, predicts and influences the actions of individuals. Topics to be included are behavior, motivation, perception and consciousness, learning, thinking and intelligence. Other topics may be included as interest warrants.

Objectives:

- To introduce students to the study of psychology – the scientific study and understanding of behavior.
- To present information with respect to normal, abnormal development, and social psychology.

SPANISH 40S – Optional 1.0 credit

Prerequisite: Spanish 30S

Content: This fourth year course continues to develop the oral and written skills acquired in previous years through literary and non-literary works. Graduates of this course should be able to get along independently in a Hispanic environment.

MUSIC OPTIONS

CONCERT BAND 40S – Optional 1.0 credit

Prerequisite: Music Band 30S or recommendation of Teacher

Content: This course is designed to develop each musician's musical and technical skills. The course will include both instrumental and theory instruction with the primary focus being performance in the Senior Concert Band. This ensemble, made up of Grade 10, Grade 11 and Grade 12 students, will study and perform a variety of band music of different styles and eras such as classical, jazz, pop, and concert marches. Concerts will highlight some of the works studied throughout the year.

Note: Students are expected to participate in all concerts and activities. Regular home practice will assist students in further developing the skills they will learn in class. Any student who uses a Division owned Instrument will be required to pay a fee in the first week of school to defray the cost of maintenance and repair.

GUITAR 40S – Optional 1.0 credit

Prerequisite: Guitar 30S or permission from instructor.

Content: This course will continue building on the four distinct areas of study including music language and performance skills, understanding music in context, creative expression in music, and valuing musical experience. It is likely that the Grade 10, 11, and 12 students will be grouped together.

JAZZ BAND 40S – Optional 1.0 credit

Prerequisite: Student must be presently registered in either band or guitar at the senior high level and/or have permission of instructor.

Content: This course will deal with the idiom of jazz, jazz-rock, and Latin jazz. This will include the discussion and practice of modern harmony, improvisation, and various jazz styles. Classes will take place outside of regular school hours. All senior high students will be in the same ensemble.

TECHNICAL MUSIC PRODUCTION 31G - Optional 1.0 credit

Prerequisite: Technical Music Production 21G with a minimum of 70% or permission from instructor.

Content: This course, which is a continuation of Technical Music Production 21G, aims to enhance the students understanding of music composition and techniques in music production and the recording arts through modern technology. The course will include basic and more advanced theory, chord progressions, harmonies and song structure. Students will work with a variety of software to compose their own melodies, harmonies and full songs and arrangements.

Various types of recording formats will be introduced and applied in the musical productions. MIDI technology, music composition software and digital recording software will be used in this class.

Fast Forward Program

What is Fast Forward?

Fast Forward is a unique opportunity for high school students in the Louis Riel School Division to earn university and college credits before entering post-secondary.

The Louis Riel School Division has partnered with the University of Winnipeg, the University of Manitoba, Université de St.Boniface and Red River College to offer courses without large fees that count towards high school graduation and university or college credit.

Fast Forward is being offered to any student within the Louis Riel School Division catchment, providing the whole division with the opportunity to get a head start and cut down on tuition fees.

Fast Forward Courses will:

- Follow Canadian University or College curriculum;
- Be taught by Louis Riel School Division teachers and supported by University or College Accredited Professors or Instructors;
- Be recognized by Canadian Universities and Colleges;
- Provide a step up in first year of university with little to no cost to the student or family;
- Offer students familiar environments and relationships with their instructors to begin their university or college educations.

When can students begin Fast Forward courses?

University or college course work can begin in Grade 11.

Students

- **Must have completed 22 high school credits**
- **Must have maintained a 70% academic average**
- **May require a pre-requisite or the approval of the fast Forward program coordinator.**

Fast Forward Courses

Français 1001 (USB)
Psychologie (USB)
Calculus (U of M)
Computer Science (U of W)
English (U of W)
Kinesiology (U of M)
Psychology (U of M)

Alternative Credit Options

Université de Saint-Boniface (USB) and the Louis Riel School Division (LRSD) Partnership

Background

The École Technique et Professionnelle (ETP) at the Université de Saint-Boniface (USB) and the Louis Riel School Division (LRSD) are partnering to offer technical and professional courses to grade 11 and 12 students for the 2016/2017 school year.

The objectives of the ETP (USB)-LRSD partnership:

1. To offer the above-mentioned LRSD clientele secondary-level credits for completed technical and professional courses. These credits could then be transferable to the corresponding programs at USB's ETP for up to 5 years after high school graduation. Grade 12 students of the LRSD will receive the *Aide en soins de santé* certificate from the ETP only when they have received their high school diploma. As for courses in tourism management, early childhood education, multimedia communication/web mastering or any other program, the post-secondary level credit will be granted once the student has enrolled in the respective diploma program at the ETP.
2. To address the shortage in bilingual personnel in the above-mentioned fields and enhance the development of the francophone communities.
3. To create a partnership between the LRSD and USB in order to maximize resources from both institutions and avoid overlap in services.
4. To encourage the targeted clientele to pursue post-secondary education in French.

Attendance policy of the ETP:

The courses offered by the ETP to the LRSD clientele are at a post-secondary level and require regular attendance. Any absence exceeding 10% of classes within any one course will be reported to the principal of the student's school.

Courses offered in the USB - LRSD partnership during the 2016/2017 school year

I. Aide en soins de santé (Health Care Aide)

The program includes theory courses and a clinical practicum. A maximum of four (4) secondary-level credits are granted to students who have successfully completed the program. Students who have successfully completed the program according to the criteria of ETP (a grade of B or more in every course) and who have obtained a high school diploma will receive the *Certificat d'aide en soins de santé* (Health Care Aide Certificate) from l'Université de Saint-Boniface.

a) **Instruction**

The theory courses are taught on campus at the Université de Saint-Boniface two evenings per week, Tuesday and Thursday, from 5 to 9 p.m., starting in September 2013. Practical courses and practicums will also be offered at USB on weekends. It is therefore possible for students to finish the entire program by June 2014.

II. Éducation de la jeune enfance (Early Childhood Education)

Course: *Le jeu de l'enfant*

Credits: 1 secondary-level credit

3 credits towards the *Diplôme en éducation de la jeune enfance* granted by USB's ETP

The student who successfully completes this course and who is 18 years old or older can apply for a position as a Daycare Assistant.

a) **Instruction:**

This course is offered in-class (synchronously) every Tuesday from 11:30 a.m. to 2:30 p.m. (from September to December, 2013) on campus at the Université de Saint-Boniface.

III. Gestion du tourisme (Tourism Management)

Course: *Introduction à l'industrie du tourisme*

Credits: 1 secondary-level credit

3 credits towards the *Diplôme en gestion du tourisme* granted by USB's ETP

a) **Instruction**

This course is offered online (asynchronously) in the first semester.

a) **Instruction**

This course is offered online (asynchronously) in the second semester.

STUDENT INITIATED PROJECT (S.I.P.)

Students may initiate their own courses in areas of special interest not provided for in the regular high school program. Up to three S.I.P.'s may be included among the optional courses.

The onus is on the student to initiate such a course and to find a teacher to act as advisor. Application forms are available from the school's guidance counsellors' office. The completed form must be ratified and signed by the teacher advisor, the student, the parents, and the principal before the course is considered authorized.

A number of further rules apply:

1. Students may receive no remuneration for undertaking an S.I.P.
2. The S.I.P. is formalized and begun before September 30th of the current school year.
3. Credit for an S.I.P. will be granted for the activity generated by the S.I.P. and not for competence already possessed.
4. S.I.P.'s must not be equated either with the regular extra-curricular activities of the school nor with the regular activities of organized community groups.

Note: *Teachers who agree to act as advisor to a Student Initiated Project do so voluntarily. It is not part of their normal assignment.*

Special Language Credits

Students who are proficient in a language other than English or French may be eligible to write a special language exam to obtain high school credits. Any student who is interested should contact the Student Services Department. Typically, exams take place in the Fall and Spring. Students will be tested to determine their proficiency in a language, which includes reading, writing, listening and speaking. Based on their exam performance, students can earn up to four credits towards graduation.

Community Service Credit

Manitoba Education Citizenship and Youth provides a Community Service credit for high school students. Students who make a significant contribution by volunteering for worthwhile causes or organizations within the community may be eligible to earn a full credit (110 hours) or a half credit (55 hours). Students who may be interested in pursuing this credit are advised to speak to a Student Support Services teacher for more details.

Private Music Option

The Private Music Option, in which credit is offered for studies under private teachers, may be offered for credit in Senior I and in each year of the high school. The requirements for this option have been set up by the universities and departments of education of Alberta, Saskatchewan and Manitoba, acting through the Western Board of Music. Where private teachers of music are available, it is recommended that principals and teachers draw students' attention to this provision for training in music.

Private Music Option 12G	<u>Western Board of Music</u> Theory (Grade I) - plus ONE of: Grade 1: String Bass, Flute, Oboe, Clarinet, Horn, Trumpet, Trombone, Euphonium, Percussion Grade 2: Recorder Grade 5: Singing, Piano, Violin, Viola, Cello	<u>Royal Conservatory of Toronto</u> Preliminary Rudiments plus ONE of: Grade 2: Singing, Bassoon, Clarinet, Flute, Oboe, Saxophone, French Horn, Trombone, Euphonium, Trumpet, Tuba, Percussion Grade 5: Piano, Violin, Accordion, Guitar
Private Music Option 22G	Theory (Grade II) plus ONE of: Grade 3: String Bass, Recorder, Flute, Oboe, Clarinet, Bassoon, Horn, Trumpet, Trombone, Euphonium, Percussion Grade 6: Singing, Piano, Violin, Viola, Cello, Guitar Grade 7: Organ	Theory (Grade I) plus ONE of: Grade 4: Singing, Bassoon, Clarinet, Flute, Oboe, Saxophone, French Horn, Trombone, Euphonium, Trumpet, Tuba, Percussion Grade 6: Piano, Violin, Accordion, Guitar
Private Music Option 32S	Theory (Grade III) - plus ONE of: Grade 5: String Bass, Recorder, Flute, Oboe, Clarinet, Bassoon, Horn, Trumpet, Trombone, Euphonium, Percussion Grade 7: Piano, Violin, Viola, Cello, Guitar, Singing Grade 8: Organ	Theory (Grade II) plus ONE of: Grade 6: Singing, Cello, Bassoon, Clarinet, Flute, Oboe, Saxophone, French Horn, Tuba, Trombone, Euphonium, Trumpet, Percussion Grade 7: Piano, Violin, Accordion, Organ, Guitar
Music Option 42S	Theory (Grade IV) plus ONE of: Grade 7: String Bass, Recorder, Flute, Oboe, Clarinet, Bassoon, Horn, Trumpet, Trombone, Euphonium, Percussion Grade 8: Singing, Piano, Violin, Viola, Cello, Guitar Grade 9: Organ	Theory (Grade II) if not previously passed plus ONE of: Grade 8: Singing, Organ, Cello, Piano, Violin, Accordion, Guitar, Bassoon, Clarinet, Flute, Oboe, Saxophone, Tuba, French Horn, Trombone, Euphonium, Trumpet, Percussion

Note: The above requirements are subject to change each year.

Guidelines

1. Schools offering the Music 20G, 30S, 40S, Choral, Band, or Guitar program may also, at the school's discretion, allow students to submit private music option credits, provided the instrument studied in the private option is different from that studied in the school program.
2. No prerequisite is necessary for a student who wishes to take the Private Music Option in high school.
3. Where separate certificates are not available, schools may allow Grade II Theory (Royal Conservatory) or Grade IV Theory (Western Board) to stand for theory credit in Senior I and the Private Music Option 22G and 32S. Also, the highest grade in any instrument or voice can be used as credit for previous years if separate certificates are not available.
4. A student may claim Private Music Option credit in any high school level provided the minimum music standing for that level has been attained.
5. Any student claiming Private Music Option credit should be prepared to present to the school principal a music certificate showing evidence of standing.

Students desiring to take the Private Music Option as an elective should make the necessary arrangements with the school principal. Full information concerning School of Music programs may be obtained from their respective universities. Further Western Board requirements can be received from the Western Board Office at the School of Music, University of Manitoba.

Online Courses

The Louis Riel School Division is pleased to announce that a number of online courses will be offered during the 2016-2017 school year. All high school students in the LRSD are eligible for these courses with the approval of their high school administration. Various circumstances can make online courses an appropriate option for some students:

- an interest in learning through this delivery method
- course conflict
- full schedule
- course not offered at their home school
- school absence due to illness/surgery, elite athletics, etc.
- the need to change or add a course once the term has started

What to Expect

Taking a course online is challenging and requires students to be willing to commit the same amount of time as they typically would in a face-to-face classroom environment. Past experience indicates that interested students should possess the following characteristics:

- capable of an appropriate level of independent learning
- excellent time management skills
- a willingness to contribute to discussions and to share problems and opinions online

An online course delivery tool called **WebCT** is used to deliver course content. Teachers provide students with course outlines, assignments, tests and feedback using this system and e-mail. Course content is available on the Internet at all times.

N.B. Course selections are subject to change.

Candidates for the Program

Ideally, students interested in registering for an online course should be self-motivated, capable of independent learning and have excellent time management skills. Students will be responsible for meeting deadlines, completing assignments and contributing to online discussions while working in the online environment. Students will have a school contact teacher to facilitate communication and provide additional support. Application forms can be obtained from a school's Students Service Department.



2016/2017

For more detailed information about specific programs, see your counsellor for a brochure or call 204 237 8951.
 website: www.lrsd.net/schools/atc facebook: www.facebook.com/atcLRSD twitter: @ArtsTechCentre

The **Arts & Technology Centre** is an extension of the Louis Riel School Division high schools for grade 11 & 12 students. Students who choose ATC as part of their high school studies take the majority of their grade 11 & 12 elective courses at ATC and their compulsory courses at their home school. Students typically attend ATC for one semester in grade 11 for Part 1 of a program and then may return for another semester, in grade 12, to take Part 2 of their program. Talk to your counsellor about other possible patterns.

Students register at their home school, allowing them to participate in school events and extra-curricular activities including sports, music, and student government. Students graduate with their classmates at their home school. In addition to their regular high school diploma and an ATC certificate, students in most programs earn a Technology Education high school diploma. Students may be eligible to receive a grant that reduces tuition in half for an eight (8) credit course.

ATC students who hold evening or summer jobs may be eligible to obtain high school credits towards graduation and time credit towards continued apprenticeship training by applying for the High School Apprenticeship Program.

Students are encouraged to bring and use their own electronic devices. Students are encouraged to participate in intramural activities available at lunch time through our open gym program as well as the Student Leadership Council (student government).

See your guidance counsellor to include ATC courses as part of your grade 11 and 12 or post-secondary plans.

ATC PROGRAMS

Academic Courses: To assist with scheduling, ATC students can enrol in an online academic course while at ATC. There are five class periods in a day at ATC and most programs require four periods with the exception of the following programs: Building Trades, Hairstyling, and Esthetics. Academic courses are scheduled into the remaining period and include:

- | | |
|---------------------------------------|---|
| • English Comprehensive Focus 30S/40S | • Essential Mathematics 30S/40S |
| • English Transactional Focus 40S | • Applied Mathematics 30S/40S |
| • History 30F | • Pre-Calculus 30S/40S (term 2) |
| • Physics 30S/40S (term 1) | • Calculus 42S & World History 42S (AP) |
| | • Physical Education 30F/40F |

Administrative Assistant: Designed for students with strong personal interest in Microsoft Office applications and office practices and to prepare students for employment in clerical and administrative assistant positions.

- **Skills** – accounting, word processing, spreadsheets, databases, multimedia presentations, management fundamentals and office procedures & protocols
- **Features** – most current office software & technology, Accounting 30S & 40S.
- **Part 1** – 4 credits, offered in semester 1 (part 1 must be taken before part 2)
- **Part 2** – 4 credits, offered in semester 2
- **External Industry Certification** – can take any one of the Microsoft Office Specialist exams in *Word, Excel, Access or PowerPoint* (extra fees apply)

Automotive Technology: Designed for students with strong personal interest in automotive technology and to prepare students for employment or further education in the automotive industry.

- **Skills** – diagnosis and repair related to basic service, mig & gas welding, brakes, engine fundamentals & performance applications, fuel systems, chassis & drive train and electronics
- **Features** – theory (1 period/day), practical lab work (1 period/day), on-the-job training on customer vehicles in a well-equipped 12 bay shop (2 periods/day) and industry work practicum (4 weeks) matched to student's interests

- **Part 1** – 4 credits, offered in semester 2 (students normally take part 1 before part 2 – exceptions based on Industrial Arts or past experience)
- **Part 2** – 4 credits, offered in semester 1
- **Apprenticeship Manitoba** – can receive credit for Level 1 in-school technical training for the trade of Automotive Service Technician
- **Red River College** – can receive credit in the Automotive Technician Certificate Program

Baking & Pastry Arts: Designed for students with strong personal interest in pastry and baking and to prepare students for employment in the food services industry, retail and commercial bakeries and in pastry shops, specialty shops, corporate and health care cafeterias, cruise ships and international resorts and hotels.

- **Skills** – Sanitation and safety procedures, bakery management, quick breads & cookies, yeast goods, wedding & occasional cake production and decorating, special pastries, chocolate, artistic show pieces
- **Features** – theory (1 period/day), on-the-job training in well-equipped bakery (3 periods/day)
- **Part 1** – 4 credits, offered in semester 1
Part 2 – 4 credits, offered in semester 2 (part 2 may be taken before part 1)

Broadcast Media: Designed for students with strong personal interest in television production and to prepare students for employment in the broadcasting industry as general operators, television assistants, camera operators, and editors.

- **Skills** – video, film, and audio production, multi-camera production, content editing, lighting, storyboarding, script writing, news reporting, sporting event video production
- **Features** – state-of-the-art industry-quality equipment, hands on experience with the school's online TV station – LRSD TV
- **Part 1** – 4 credits, offered in semester 2 (part 1 must be taken before part 2)
Part 2 – 4 credits, offered in semester 1

Building Trades: Designed to provide students (minimum 16 years old) with valuable on-the-job experience in one or more building construction trade(s) that may include; carpentry, concrete, bricklaying, framing, heating, plumbing, painting and cabinet-making in preparation for employment, apprenticeship or further education.

- **Skills** – theory and demonstrations focus on all aspects of residential construction including blueprints, concrete, framing, exterior coverings & roofing, interior millwork & finishing, cabinets & finish coatings, electrical, heating & air-conditioning and renovations. On-the-job skills training will vary depending on the trade chosen for industry work practicum.
- **Features** – theory & demonstrations (Mondays at ATC) and industry work practicum (Tuesday – Friday on job sites).

Alternative Credit Options

Students are required to travel to job sites and may work in adverse conditions.

- **Part 1** – 4 credits, offered in semester 1
- **Part 2** – 4 credits, offered in semester 2 (part 2 may be taken before part 1)

Culinary Arts: This program is designed for students with strong personal interest in culinary arts and to prepare students for employment locally, nationally or internationally or for further education in the food services industry.

- **Skills** – preparation of fruits & vegetables, stocks, soups & sauces, meats, poultry, fish & seafood, baking & pastry, nutrition, garde manger, management, purchasing, costing, catering and entrepreneurship
- **Features** – theory (1 period/day), on-the-job training in well-equipped commercial kitchen (3 periods/day), on-site and off-site catering, industry work practicum (5 weeks), culinary competitions.
- **Part 1** – 4 credits, offered in semesters 1 & 2 (part 1 must be taken before part 2)
- **Part 2** – 4 credits, offered in semesters 1 & 2
- **Manitoba Apprenticeship** – can receive credit for Level 1 in-school technical training for the trade of Cook
- **Red River College** – can receive credit in the Culinary Arts Program

Early Childhood Educator: Designed for students with strong personal interest in early childhood education and to prepare students for employment in child care centres. This program provides a strong foundation and a head start for students considering further post-secondary education leading to Early Childhood Educator II (ECE II) designation.

- **Skills** – development of self-regulation through guided practice, planning play-based experiences and interacting with children through play, providing nurturing care, cultural diversity and family dynamics, human development, infancy & toddlerhood, and communication.
- **Features** – comprehensive child development theory delivered in a teacher-led classroom environment, weekly work practicum in a child care facility
- **Part 1** – 4 credits, offered in semester 1
- **Part 2** – 4 credits, offered in semester 2 (part 2 may be taken before part 1)
- **Red River College** – students who complete the ATC program with a grade of 65% or greater in each course can apply to enter directly into Term 2 of the four-term Early Childhood Education program. RRC Early Childhood Education graduates earn credit toward degree programs at several universities; please see RRC website for details.

Electrical Trades: Designed for students with strong interest in electrical trades. A pre-employment program for individuals who have good mathematical capabilities and are seeking apprenticeship opportunities in electrical trades or considering a career in electrical engineering.

- **Skills** – principles of electronics including relevant mathematics and physics, Canadian Electrical Code, AC/DC Circuits, residential and industrial wiring, conduit bending, armoured cable applications, blueprint reading, installation of complete systems.
- **Features** – Theory in a teacher-led classroom environment, hands-on practical work in a lab facility
- **Part 1** – 4 credits, offered in semester 2 (part 1 must be taken before part 2)
- **Part 2** – 4 credits, offered in semester 1
- **Apprenticeship Manitoba** – can receive credit for Level 1 in-school technical training for the trade of Construction Electrician, Industrial Electrician, and Power Electrician.

Esthetics: This program is designed for students with strong personal interest in nail and skin care and to prepare students for employment as estheticians or nail technicians in a salon or spa.

- **Skills** – manicures, pedicures, nail extensions, nail art & nail treatments, skin treatments, make-up application and hair removal
- **Features** – theory, practice on mannequins, on-the-job training on clients in a well-equipped salon facility, competitions
- **Part 1** – 5 credits, offered in semester 1 & 2 (part 1 must be taken before part 2; students must maintain a 70% average and complete required hours throughout part 1 to be eligible to proceed to part 2)
- **Part 2** – 6 credits, offered in semester 1 & 2
- **Apprenticeship Manitoba** – Students who successfully complete Parts 1 & 2 and pass the practical exam administered by Apprenticeship Manitoba will be eligible to enter a two-year apprenticeship, which will lead to journeyman status as an Esthetician.

Hairstyling: This program is designed for students with strong personal interest in hairstyling and to prepare students for employment as a hairstylist for both men and women.

- **Skills** – safety & sanitation, hair analysis, shampooing & hair cutting, waving & straightening, permanents, bleaching, conditioning, hairstyling, hair coloring, beauty treatments on face and neck, wig & hairpiece service, trimming beards & mustaches, makeup, eyebrow & eyelash treatments, manicures on natural nails and salon management
- **Features** – theory, practice on mannequins, on-the-job training on clients in a well-equipped salon facility, industry work practicum (1 week), hairstyling competitions
- **Part 1** – 5 credits, offered in semesters 1 & 2 (part 1 must be taken before part 2)
- **Part 2** – 5 credits, offered in semesters 1 & 2 (part 2 must be taken before part 3)
- **Part 3** – 2 credits, offered in semesters 1 & 2
- **Apprenticeship Manitoba** – successful students will be eligible to enter a two-year apprenticeship in a salon, which will lead to red seal journeyman status as a Hairstylist. Students may be eligible to begin a paid apprenticeship while enrolled in the program.

Information Systems: Designed for students with strong personal interest in computer repair and networking and to prepare students for employment in the installation and maintenance of computer hardware, software and network infrastructure. ATC is part of the Cisco Academy Program.

- **Skills** – software, hardware and networking fundamentals and troubleshooting, security and forensic techniques, network gaming and optimization, router programming, home and small business networking solutions.
- **Features** – theory, on-the-job training on clients' computers, industry work practicum (5 weeks)
- **Part 1** – 4 credits, offered in semester 2. (Students normally take Part 1 before Part 2 – exceptions based on experience)
- **Part 2** – 4 credits, offered in semester 1.
- **Red River College** – can receive credit in the following programs: Electronic & Network Technician, Electronic & Network Technician, Electrical/Electronic Engineering Technology, Network Technology (CCNA).
- **External Industry Certification** – Students completing Part 1 can write the CompTIA A+ Computer Repair Technician exam. In Part 2, students may also choose to write the CompTIA Net+ Network Technician exam. Students may also be eligible to write the Cisco CCENT Cisco Certified Entry Network Technician exam (extra fees apply).

New Media Design: This program will expose students to different aspects of the New Media Industry through participation in the work flow of designing and developing an online presence. This program provides a solid foundation for students considering a career in website development, computer programming, digital media design, game design and development or other information technology fields whether through direct employment, self-employment or further study at university or Red River College.

- **Skills** – HTML, CSS, Java Script, PHP, website creation and maintenance using Dreamweaver, web layouts and graphics using Photoshop and Fireworks, Flash Games & Action Script, database concepts, business concepts including SEO and Social Media, project management.
- **Features** – web project for a business client (4 months), online portfolio development
- **Part 1** – 4 credits, offered in semester 2 (part 1 must be taken before part 2)
- **Part 2** – 4 credits, offered in semester 1
- **Red River College** – may receive credit in the following programs: Digital Media Design and Business Information Technology

Plumbing Trades: Designed for students with strong personal interest in the piping and plumbing industry and to prepare students for employment, apprenticeship, or further education in the plumbing industry.

- **Skills** – workplace safety, tool use and maintenance, piping material storage and assembly, construction code education and application, piping installation, venting system

installation, water distribution installation, fixture installations, plumbing system installations.

- **Features** – State-of-the-art learning facility and lab, 4-week work practicum

- **Part 1** – 4 credits, offered in semester 2 (part 1 must be taken before part 2)
- **Part 2** – 4 credits, offered in semester 1

High School Apprenticeship Program (HSAP)

HSAP allows Louis Riel School Division students, while attending their home high school or ATC, to earn up to eight grade 12 credits and up to 880 hours of on-the-job training towards continued apprenticeship training after graduation. Depending on school timetable, students may be able to do paid work during the day, evening, or weekend. Summer work can count too. Students must work a minimum of 110 hours towards apprenticeship in any of the designated trades and obtain a grade of 70% or higher on their evaluation to be eligible to receive one credit. ATC students who register for HSAP can combine their on-the-job hours earned in an ATC program with hours earned through HSAP for a significant start on apprenticeship.

- **Skills** – on-the-job skills in over 40 trades consistent with Apprenticeship Manitoba guidelines for training
- **Features** – a way to make your part-time job count and earn grade 12 credits towards graduation, allows you to begin apprenticeship while in school, you get paid to learn
- **Prerequisites** – high school students must have a complete Grade 10, students must be at least 16 years old.
- **Student's Responsibilities** – to gain entry into the HSAP program the student:
 - finds an employer willing and able to train an apprentice
 - contacts the LRSD apprenticeship teacher
 - works with school to ensure an appropriate timetable is possible.

Once accepted into the HSAP program, the student:

- arranges travel to and from work
- maintains all in-school studies and a 70% mark in on-the-job training
- informs the employer of any absences
- reports regularly all hours worked to the LRSD apprenticeship teacher
- **How to Register** – students may see Mr. Darry Stevens, Louis Riel School Division HSAP Teacher, at their home school or contact him by phone at 204-792-4816. More information about HSAP is available online at <http://www.lrsd.net/schools/atc>
- **Qualifying Trades**

INDUSTRIAL

- Electric Motor System Technician
- Industrial Electrician
- Industrial Instrument Mechanic
- Machinist
- CNC Machinist
- Power Electrician
- Rig Technician
- Tool and Die Maker
- Water and Wastewater Technician
- Welder

TRANSPORTATION

- Agricultural Equipment Technician
- Aircraft Maintenance Journeyman
- Automotive Painter
- Automotive Service Technician
- Diesel Engine Mechanic
- Gas Turbine and Overhaul Technician
- Heavy Duty Equipment Mechanic
- Marine & Outdoor Power Equipment Technician
- Motor Vehicle Body Repairer
- Railway Car Technician
- Recreational Vehicle Service Technician
- Transport Trailer Technician
- Truck & Transport Mechanic

CONSTRUCTION

- Boilermaker
- Bricklayer
- Cabinetmaker
- Carpenter
- Concrete Finisher
- Construction Craft Worker (Labourer)
- Construction Electrician
- Crane & Hoist Equipment Operator
- Glazier
- Industrial Mechanic (millwright)
- Mobile Crane Operator
- Boom Truck Hoist Operator
- Tower Crane Operator
- Power Generation and Transmission Boom Truck Hoist Operator
- Gasfitter
- Domestic Gasfitter
- Floor Covering Installer
- Insulator (Heat & Frost)
- Ironworker
- Lather (Interior Systems Mechanic)
- Landscape Horticulturalist
- Painter & Decorator
- Plumber
- Refrigeration & Air Conditioning Mechanic

- Rig Technician
- Roofer
- Sheet Metal Worker
- Sloped Roofer
- Sprinkler System Installer
- Steamfitter-Pipefitter

SERVICE

- Cook
- Electrologist
- Esthetician
- Hairstylist
- Parts Person
- Pork Production Technician

Manitoba Institute of Trades and Technology

The Manitoba Institute of Trades and Technology (MITT) offers the latest innovations in applied, hands-on-learning, with caring instruction in a modern, well equipped facility. Specializing in the fields of Health Care, Human Services, Information and Business Technology as well as Skilled Trades and Technology, high school students can achieve an accredited College certificate while continuing to earn credits towards high school graduation.

For application process and entrance requirement information students must see their home high school counsellor as seating can be limited.

General School Information

The Semester System

The Collège Béliveau school year is divided into two equal parts or semesters. The first semester extends from beginning of the school year in September to approximately the end of January. The second semester extends from February until the end of June. Most one credit courses are scheduled to meet six periods every six days and last one semester. However, some one credit courses meet only three periods per six-day cycle and run throughout the year. Periods are 75 minutes each.

Evaluation

Students will be evaluated both formatively and summatively throughout the year. Formative assessment is used to assist the learning process and to guide teaching and learning. These evaluations do not usually count towards the final mark. Examples of formative assessments may include ungraded quizzes, oral questioning, teacher observations, draft work, class discussion, and portfolios. Summative evaluation includes things that aid in determining the final mark such as tests, projects, and presentations.

All teachers will distribute a course outline at the beginning of the year that will provide a more specific definition of the evaluation used in each course. Most Grade 9 to 12 courses include a three-hour final exam that represents 20 to 30 percent of the final grade. The final exams for courses ending in the first semester are usually scheduled at the end of January and the exams for courses ending in June are usually scheduled during the second last week of June.

Specific dates for the final exam periods for the school year will be provided to parents by September 30.

Note: We strongly recommend that parents do not schedule family vacations or appointments for their son/daughter during the formal exam periods.

Report Cards and Communication Regarding Student Progress

1. Students will receive report cards 4 times per year – November, February, April, and June.
2. Parent-teacher conferences will be held in conjunction with the November and April report cards.
3. Teachers will contact parents by phone, e-mail, or by interim report if their son/daughter is experiencing major difficulties.
4. Parents may contact the school or a specific teacher by phone or e-mail at any time to inquire about the son's/daughter's progress. For a list of teachers and their e-mail address, please visit the staff section of our website at:
<http://www.lrsd.net/Schools/CB/N4/>

Transcript of Marks

Students may obtain a transcript of their marks from the School Office. The student fills out a request for the transcript slip in the Office and the transcript will be prepared.

Promotion

Students in Grade 9 to Grade 12 are promoted **by course**. Any student who fails a course will not receive the credit and will have to repeat it in its entirety.

Summer School

During the months of May and June, information from Summer School programs is sent to all High Schools. Students who may wish to attend a Summer School Program should speak to one of our student services teachers during that time. The cost for Summer School is the student's (parent's) responsibility. Information is posted on our divisional website in June.

Student Support Services

Our student support services teachers are available to respond to the personal, social, educational, and career development of all students of Collège Béliveau. Student support services teachers also assist teachers with the Health Program. Classroom sessions cover topics such as transition to high school, dealing with decisions appropriate to adolescents, self-understanding and long-range career planning. Students can choose to see the student support services teachers or they may be referred by parents, teachers and administrators. Students can be assured that problems or personal concerns will be discussed in a caring and confidential atmosphere.

Roles and Responsibilities of the Student Support Services Team:

- assisting the classroom teacher in identifying and assessing at-risk students;
- consulting and collaborating with classroom teachers in setting up individualized programming to meet student needs;

- assisting teachers in selecting strategies and instructional materials;
- collaborating with classroom teachers in reviewing and redefining individualized, adapted and modified programs;
- collaborating with the student support services team and the classroom teachers in informing parents of the results of assessment and the special programming needs of their child;
- assisting other members of the student services team in coordinating services from divisional clinicians (psychology, social work, occupational therapy, speech and language pathology);
- coordinating educational assistants' schedules;
- coordinating the Learning Center and helping students meet their academic goals within the center;
- assist students in areas of course selection and changes, secondary school alternatives, and post-secondary planning;
- Assist students in exploring future job/career possibilities and/or training with the counsellor;

Listed below are other functions performed by student support services teachers:

- Working with teachers and parents;
- Working/consulting with community agencies such as the Louis Riel School Division clinicians, Child and Family Services, Public Health, Probation Services, Canada Employment Services, MarketAbilities, Truancy etc.;
- Organizing and conducting orientation and information sessions for students and families new to the school;
- Arranging tours and/or transitions to other schools, colleges, and universities;
- Providing informational services to students and parents;
- Coordinating special conferences and presentations - e.g. Winnipeg Police Department School Liaison Program, Addictions Foundation of Manitoba, Apprenticeship Manitoba;
- Providing information to students and parents regarding various bursaries and scholarships;
- Coordinating and implementing "Natural Helpers Program";
- Other functions that arise throughout the year to support students.

Peer Tutoring Program

The Peer Tutoring Program at Collège Béliveau provides academic support for students by arranging one-on-one tutoring in specific subjects.

Students experiencing academic difficulties may complete an application form for tutoring services in collaboration with their teacher. The application is given to the advisor of the Peer Tutoring Program who matches the student to a peer-tutor. The tutor and student then establish a tutoring schedule.

Tutoring sessions are held in room 217, under adult supervision, before and after school, at lunchtime, and/or during spares.

After six weeks of receiving tutoring from a peer, the student's need to participate in the program is reassessed by the student, the teacher and the advisor.

The Learning Centre (salle 215)

The Centre provides a learning environment for any student needing additional academic support. The learning centre is equipped with computers, resource books, and math manipulatives and has a qualified teacher and educational assistants assigned to support students on a part time basis.

Library Services

Media Centre – La médiathèque

The Médiathèque is Collège Béliveau's school library, housing a wide selection of print and multimedia material. The Médiathèque is open from 8:15 a.m. to 3:45 p.m. daily to assist students with their coursework and to provide a quiet area to study. It is a place to read, research, study and work on assignments. Either the Teacher-Librarian or Library-Assistant is available to help students during these hours. Students also have access to the Médiathèque during their lunch hour but food is not allowed at any time. Students are asked to finish their lunch or snack before entering.

The school's collection includes a variety of novels, literary works, reference materials, periodicals, government publications, audio-visual materials and online resources. Students may also use the library's computer lab for Internet research, to access online databases and complete assignments. Students are encouraged to ask the library staff for help if they are not finding the resources they need.

Most books may be signed out for a two-week period. Students who have overdue books will not be allowed to borrow other books until overdue ones are returned. All losses and unreasonable damages to books must be paid for by the borrower. Students must not sign out books for other students. We have a security system in the library to ensure that students sign out their books at the circulation desk. The school's library catalogue is automated using the automation system "Destiny". Students can access the library catalogue online from any computer using a link on the Collège Béliveau school portal.

School Policies

Language Policy

Collège Béliveau is a **Total French Immersion High School**. The Collège Béliveau learning community believes that a student best learns a second language by communicating and studying in that language.

BILINGUALISM

We recognize that to become bilingual, we need to practice our French language skills at every available opportunity.

The Collège Béliveau Community

Expectation

Students will communicate in French in the presence of any staff member or delegate (includes support personnel and guests)

Each staff member has evolved a classroom plan to promote le **FRANÇAIS** as the only language of communication in their classroom.

Attendance Policy (Collège Béliveau)

Students are required to be in regular attendance in order to earn their credits. There is a direct relationship between regular, punctual attendance and success in school. Absenteeism and lates usually result in inferior performance.

“Every parent of a child of compulsory school age, and every person who has or receives a child of compulsory school age in his house, whether that child is his own or that of any other person, and the child is resident with and in the care and custody of the parent or the person, as the case may be, shall ensure that the child attends school, unless specifically excused in writing by the Minister, in accordance with the provisions of this act and the regulations.”

(From Public Schools Act, 260 (1))

Guidelines

- a) The Public Schools Act requires students to attend school/classes and to be punctual unless students are sick or unavoidably need to be absent from school/class by reason of communicable diseases or any day regarded as a holy day by the church or religious denominations.
- b) To ensure regular and punctual attendance, counselling of student and/or parent/guardian by school personnel, a divisional truant officer, and/or outside social agencies, may be required.

Procedure

1. If a student will be absent from a class or classes, parents must notify the school office on the day of the absence. Common explained absences are related to illnesses, medical appointments, family vacations, and funerals. ***Please note that neither sleeping in nor missing a class in order to work on an assignment is considered a justifiable absence.***
2. All families will be notified on a daily basis when students miss classes. This will be done via a computerized voice message system. If you receive a phone call judged to be in error, please contact the school to clarify the situation.
3. If a student must miss school for an extended period of time, please call the Principal or Vice-Principal to discuss the matter. Students must complete a *Student Leave of Absence Notification* form two weeks prior to a pre-determined extended absence.
4. Teachers and Administration will enforce the following procedures and expectations:
 - When a student misses a class without parental notification, teachers will meet with the student to address their concerns.
 - When a student reaches **three** unjustified absences in one course, teachers will contact a parent to address the concern regarding attendance.
 - When a student reaches **five** unjustified absences in one course, a counsellor will meet with the student and his/her parent(s) to set up an academic success plan. An attendance letter will also be mailed home.
 - When a student reaches **eight** unjustified absences in one course, the school administration will meet with the student and his/her parent(s) to review the academic plan and to discuss the serious nature of the situation. At this time, the student will be put on an attendance contract.
 - Students who are required to make up time will be assigned to a class during their spare. **This class will be of a different grade level.** They will attend that class, on time and work on assignments directly related to the courses involved to support their academic success. At the end of the class, they must take the time sheet to the teacher who will sign it. If the student is disruptive at any time, they will be asked to leave and will not receive the signature required, thus impeding completion of the

attendance contract. This will continue for the length of time that is required to get absences back down to zero. Students are given an end date as to when they must complete the attendance contract.

- Students who have not completed make up time prior to the end of semester will be assigned an incomplete in the course that has five or more unjustified absences. Students will be given one month at the beginning of the next semester to complete the make-up time or will have to repeat the course.
- When a student reaches **fifteen** unjustified absences in one course, continuation in that course will be reviewed by administration and the student may be withdrawn.

Note: All absences regardless of the reason will be counted. This includes absences that are due to school suspensions.

Excused Absences

From time to time, there are absences for such things as school field trips or school sponsored events that will be considered an excused absence. These **excused absences will not be counted against the student. Excused absences will be determined only by the Administration of the school.**

Extended Absences

Students are required to fill out a ***Student Leave of Absence Notification*** form two weeks prior to any extended leave and are responsible for any missed assignments during their absence.

Late Policy

Students are expected to be punctual for their classes. Students who arrive late are a disruption to the teacher and to the other students in the class. When a student is tardy, he/she will report to the office to receive a late slip. The student will then proceed to the class and present the late slip to the teacher. Parents will notify the school if a student will be late for class for a legitimate reason.

- a) Students who accumulate **four lates** will have the equivalent of **one unjustified absence**.
- b) The teacher will contact a parent to inform them of the growing problem before it is referred to the school's administration for further action.
- c) If the student's tardiness persists, the classroom teacher will inform an administrator of the situation. This will now be considered a discipline issue and disciplinary actions may be taken, including the necessity of makeup time to be completed as per the attendance policy.
- d) A student is considered absent when he/she is 20 minutes late or more from the start of class.

Excused Lates:

Some lates are occasionally unavoidable due to inclement weather, medical appointments, etc. In these cases, **the student must report to the office upon his/her arrival.** If the reason is considered to be acceptable, the student will receive an explained late.

**** Excused lates will not be counted towards a student's total lates. ****

Dress Code Policy

Collège Béliveau has adopted a dress code policy that reflects our belief that school is a workplace. Students should be dressed in a modest and respectful manner as they would be in any other workplace environment. Therefore, we have determined the following standards for appropriate attire for school:

- Students should not have their underwear showing from either the upper or lower body area.
- No belly buttons should be visible. Thus, students should not wear short shirts or very low riding pants.

- All tops must have a shoulder covering that is at least 1 inch wide (i.e. no spaghetti straps or halter tops.)
- No short shorts or short mini-skirts. The bottom of the skirt must be no more than 4 inches above the top of the knee.

We ask that students use these criteria in selecting their school attire. Any student, who is dressed inappropriately, according to the criteria outlined above, will be asked to remedy the situation immediately with another article of clothing. If this is not possible, the student will be sent home to change into a more suitable outfit and then return to school.

Hats and Other Headwear:

Headwear cannot be worn in the school.

Non-Smoking Policy (*Tobacco cigarettes & Electronic cigarettes*)

Collège Béliveau is designated a non-smoking area. This means that adults and students are not allowed to smoke in the school or anywhere on school property. **Any student caught smoking in the school or on school property will receive a minimum 2-day out-of-school suspension.**

Substance Abuse Policy (*Alcohol/Drugs*)

1. If a teacher **suspects** a student of **being under the influence**, as a result of observing the student, he/she will contact the office requesting an administrator to his /her classroom. If the teacher's observation occurs in the evening or during the absence of the administration, the teacher will have his/her suspicion confirmed by another adult. A report will then be given to the administration for follow-up.
2. The administration will escort the student from the class to the office where he/she will be questioned.

NOTE: Regardless of the outcome the student will not return to the classroom for the remainder of the period.

3. If the administrator confirms the teacher's suspicion, the following actions will result:
 - a) Parents will be contacted immediately so that they may come to the school to discuss with the administration and if need be, escort their son/daughter home.
 - b) An out of school suspension if the student is under the influence of drugs or alcohol. It should be noted that this suspension may be extended following consultation with the Superintendent's Office.
 - c) The parents and the student will meet with the school administration prior to the student's return to school.
 - d) Other consequences as determined in consultation with parents.
 - e) If drugs are found on the student and/or in his/her locker, the police **will be** contacted.

If a student is suspected of being under the influence a second time during the same school year:

- a) Parents will be contacted immediately so that they may come to the school to discuss with the administration and if need be, escort their son/daughter home.
- b) Out of school suspension for an undetermined period of time.
- c) The situation is referred to the superintendent's office.

- d) The parents and the student will meet with the school administration prior to the student's return to school.
- e) The student will be subject to a probationary period during which time he/she may not be permitted to attend extracurricular events (sporting events, dances, etc...)
- g) Other consequences as determined in consultation with parents.
- h) If drugs are found on the student and/or in his/her locker, the police **will be** contacted.

Academic Honesty Policy

To plagiarize is to take the ideas or words of another person and pass them off as one's own. In short, it is stealing something intangible rather than an object. Obviously it is not necessary to state the source of well-known or easily verifiable facts, but students are expected to acknowledge the sources of ideas or expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables, and all written material. To provide adequate documentation is not only an indication of academic honesty but also a courtesy, which enables the reader to consult your sources with ease. Failure to do so constitutes plagiarism. It will also be called plagiarism and/or cheating if a student submits a term paper written in whole or in part by someone other than him/herself, or copies the answer or answers of another student in any test, examination or take-home assignment.

Plagiarism or any other form of cheating in examinations or term tests (e.g. crib notes) is subject to penalty. A student found guilty of contributing to cheating in examinations or term assignments is also subject to penalty.

Some Key Ways to Avoid Cheating and Plagiarism:

In tests and exams

- Do not sit near friends.
- Shield your answer sheet so that others cannot see it.
- Do not gaze around the room when writing a test or exam.
- Do not communicate with any other student during a test or exam: communicate only with the teacher.
- Arrive on time. Hand in all papers required.
- If you hear of anyone obtaining information about a test or exam in advance, report it to the teacher without delay. This includes information about past exams when the past exams are not known to be available to all students.

In essays, reports and other assignments

- Know the rules, including the specific rules for the specific assignment.
- In your bibliography, do not cite any books, articles or other sources, which you have not used for the assignment in question. A bibliography lists only material actually used as reference.
- Do not lend your work to other students unless you feel certain they will not use it dishonestly.
- Submit assignments directly to your teacher. If you are unable to turn it in to your teacher, turn it in at the office with your teacher's name on it.
- When in doubt about any practice, ask your teacher. Do not rely only on friends, relatives or fellow students for information about what is acceptable academic practice in a particular course or discipline.
- When material you read impresses you, be particularly careful to use your own words. Use quotation marks and cite sources whenever you use words of another, even phrases only one or

two words in length. Acknowledge all sources of information and inspiration. Think of 4 A's:
Always Acknowledge All source Appropriately.

Possible Consequences

1. Student receives a zero for this assignment or test.
2. Detention or suspension

Student Conduct Policy

Students are expected to behave in a reasonable fashion at all times. Students behaving unreasonably will meet with the teacher(s). Recurring problems will be directed to the Principal and/or Vice-Principal. Chronic and flagrant violations of the school rules will result in lunch hour detention or suspension (either in-school or out-of-school).

The following will result in an automatic suspension:

- intimidation
- sexual harassment
- smoking on school property
- fighting
- arson
- substance abuse (possession or use)
- theft
- harassment
- defiance
- hazing

The Louis Riel School Division has a zero tolerance policy against weapons in school. A student who brings a weapon to school could face expulsion.

The staff and administration of Collège Béliveau use a variety of strategies to deal with behavior issues. The most common of these are the following:

1. Phone call

Teachers are encouraged to discuss their concerns directly with the parents of the students. Likewise, parents are invited to get in touch with their son's/daughter's teachers to discuss issues relevant to learning and behavior.

2. Detention

- When a student fails to honor his/her detention, it is doubled.
- When a student misses a doubled detention, school administration is notified and will meet with the student.

Cell Phone Policy

Students are allowed the use of a cell phone at the discretion of the classroom teacher.

Should a student choose to use a cell phone without permission from his/her classroom teacher, this equipment could be confiscated by school staff and returned at the end of the school day. If a student continues to use their cell phone without permission from his/her classroom teacher, school administration is notified and will meet with the student.

Parents are encouraged to call the school office if they wish to contact his/her child during scheduled class time.

Parents may contact his/her child on their cell phone outside of scheduled class time.

Electronic Equipment Policy

Students will be allowed the use of certain electronic equipment **at the discretion of the classroom teacher** and only with the teacher's permission.

Should a student choose to use electronic equipment without permission from his/her classroom teacher, this equipment could be confiscated by school staff and returned at the end of the school day. If a student continues to use their equipment without permission from his/her classroom teacher, further disciplinary action will be taken.

Graduation Policy

Diploma Ceremony

The right to participate is limited to all students who have successfully completed provincial graduation requirements and who were enrolled at Collège Béliveau during the current school year.

Picture Composite

The composite will include all students who:

- Receive their diploma in June of the current school year;
- Successfully complete all graduation requirements by September 1st of the current school year and who were enrolled at Collège Béliveau during the previous school year.

Graduation Banquet and Safe-Grad

These events are reserved for Grade 12 students enrolled at Collège Béliveau during the current school year.

Student Parking Policy

Student parking is available for a fee of \$180.00 per school year for a parking spot with an electrical outlet **OR** \$110.00 per school year for a parking spot without an outlet. **It should be noted that this is subject to change.** Students paying for parking will receive an assigned parking spot.

Parking Violations

Students who do not pay for parking are not permitted to park in the parking lot. If a student's car is found to be parked in the lot without paying the necessary fees, a warning will be issued and the student will be expected to move the vehicle immediately. Also, a letter will be sent home after this first incident advising the parent/guardian that the student was illegally parked and should this happen again, no further warning will be issued. If the student decides to park illegally in the parking lot a second time, the car will simply be towed at the student's expense without warning.

*** Please note that parking in the Winakwa Community Club parking lot is also prohibited and similar consequences may result for violators.**

Parking is available on virtually all of the residential streets around the school and all student parking can be accommodated within a 5 minute walking distance of the school.

Entrance Requirements for Manitoba Post-Secondary Institutions

It is the responsibility of each student who plans to enroll in a post-secondary institution to ensure that he or she takes the specific courses required for entrance into postsecondary institutions. For specific information about these programs, the student should make an appointment with a school counselor. Although specific courses are required by each faculty at the universities, the following are the basic general entrance requirements.

UNIVERSITY OF MANITOBA

University 1

1. Manitoba High School graduation, with 5 full credits at Grade 12 level, in courses designated S (Specialized), G (General), or U (Dual credit-University), with a minimum of 3 of these credits in S or U courses.

2. Completion of **one** of the following sets (A, B or C) of requirements:

Set A:

- One credit of Grade 12 S or U English, with a minimum grade of 60%, and
- A minimum average of 70% over three Grade 12 S or U credits.

Set B: (limited admission)

- One credit of Grade 12 S or U English, with a minimum grade of 60%, and
- A minimum average of 63% to 69.9% over three Grade 12 S or U credits.

Set C: (limited admission)

- A minimum average of 70% over three Grade 12 S or U credits, but lacking the Grade 12 S or U English requirement (either less than 60% or no credit at all).

Note: Admission under Set B or C will be considered a limited admission to University 1; some registration restrictions and performance standards will apply and additional academic supports and services will be provided.

For more specific information regarding requirements for admission into specific faculties, please visit the University of Manitoba website at www.umanitoba/admissions.

RED RIVER COLLEGE

The Regular Admission Requirement for all College programs (excluding upgrading and integrated programs and those programs requiring post-secondary education) is a Manitoba Grade 12 High School Diploma with the necessary program related course pre-requisites.

For more specific information regarding requirements for admission into specific programs, please visit the Red River College website at www.rrc.ca.

UNIVERSITY OF WINNIPEG

General Entrance Requirements (Manitoba Students) – Regular Status Admission:

1. By June of this year, you will either be a high school graduate with standing in at least 30 Manitoba high school credits or will hold a Mature Student High School Diploma.
2. You have five credits at the Grade 12 level, designated A, S, or G, (three of which must be 40S).
3. Present a minimum one credit of Core English 40 (A or S) and one credit of Mathematics 40S (Pre-Calculus, Applied, Consumer or Essential)
4. You have an average of at least 65% in your best three 40S courses from the list of Approved courses. These courses must cover three different subject areas and include at least one of English 40S and Mathematics 40S, plus one other 40S credit from a different subject area.
5. Physical Education 40F cannot be used as one of the five courses.

Notes:

- *In place of English 40 A or S level (2 credits), Français and French Immersion students may present Anglais 40S or English 40 A or S level (1 credit) PLUS Français 40S or French 40S.*
- *Consumer Mathematics 40S and Essential Mathematics 40S are not approved courses and cannot be used to calculate admission to Education.*
- *Advanced Placement and International Baccalaureate courses will be used to calculate Education admission and Entrance Scholarship averages.*

For more specific information regarding requirements for admission into specific faculties, please visit the University of Winnipeg website at www.uwinnipeg.ca.

BRANDON UNIVERSITY

1. Students must qualify for graduation.
2. Students are encouraged to take 40S courses in preparation for a university education.

For more specific information regarding requirements for admission into specific faculties, please visit the University of Brandon website at <http://discover.brandonu.ca/>.

UNIVERSITÉ DE SAINT-BONIFACE

University 1

1. Manitoba High School graduation, with 5 full credits at Grade 12 level, in courses designated S (Specialized), G(General), or U (Dual credit-University), with a minimum of 3 of these credits in S or U courses.
2. Completion of **one** of the following sets (A, B or C) of requirements:
Set A:
 - One credit of Grade 12 S or U Français with a minimum grade of 60%, and
 - A minimum average of 70% over three Grade 12 S or U credits.**Set B: (limited admission)**
 - One credit of Grade 12 S or U Français, with a minimum grade of 60%, and

- A minimum average of 63% to 69.9% over three Grade 12 S or U credits.

Set C: (limited admission)

- A minimum average of 70% over three Grade 12 S or U credits, but lacking the Grade 12 S or U English or Français requirement (either less than 60% or no credit at all).

Note: Admission under Set B or C will be considered a limited admission to University 1; some registration restrictions and performance standards will apply and additional academic supports and services will be provided.

For more specific information regarding requirements for admission into specific faculties, please visit the Université de Saint-Boniface website at www.ustboniface.ca

École Technique et Professionnelle (College programs at USB)

The Regular Admission Requirement for all École Technique et Professionnelle programs is Manitoba Grade 12 high school graduation with standing in at least 30 credits which satisfy the Manitoba Education, Training and Youth high school program, Grades 9 to 12.

For more specific information regarding requirements for admission into specific programs, please visit the Université de Saint-Boniface website at www.ustboniface.ca.