



Collège Jeanne-Sauvé Prospectus 2015– 2016



DIVISION SCOLAIRE

LOUIS RIEL

SCHOOL DIVISION





BIENVENUE AU CJS

Chers étudiants,

Ce prospectus vous servira de guide dans les choix de cours que vous aurez à faire. En faisant vos choix de cours, nous vous encourageons de consulter de près vos parents, les enseignants et Services aux élèves. Nous vous suggérons de choisir vos cours selon vos habiletés, vos aptitudes, vos intérêts, ainsi que vos plans futurs.

Notre mission est de vous aider à continuer votre apprentissage bilingue tout au long de votre vie et à devenir des citoyens respectueux et responsables. Notre devise reflète la mission que nous nous sommes donnée : les racines de l'avenir.

Le Collège Jeanne-Sauvé fera tout son possible pour vous donner l'occasion d'atteindre votre potentiel et de viser l'excellence par l'intermédiaire d'une variété d'expériences d'apprentissage, et ce, en encourageant l'indépendance, le respect et la responsabilité d'être bon citoyen, en promouvant les aptitudes nécessaires pour apprendre tout au long de votre vie, et en améliorant l'apprentissage de votre langue seconde.

Alain Michalik, Directeur
Joël Ruest, Directeur adjoint

Dear Parents and Students,

Welcome to Collège Jeanne-Sauvé, a Grade 9 to 12 French Immersion high school. Our immersion program provides students with opportunities to reach their potential and strive for excellence while further enhancing their second language learning.

We are proud of our academic and extra-curricular programs that prepare students well for life-long learning. At CJS, we provide our students with learning experiences that enable them to grow academically, socially, and emotionally so that they become responsible members of our society.

In addition to the traditional academic courses, we deliver a variety of programs such as Music, Fine Arts, Leadership, Spanish, Information Technologies, Theatre Arts, and Advanced Placement. All of these programs are taught in the French language.

Our commitment to offering a rich learning experience to all students extends beyond the classroom walls. Students are encouraged to actively contribute to our school culture through extra-curricular activities in athletics, media productions, music, fine arts, theatre, student leadership, and volunteer work.

With the help of their parents or guardians, student services teachers, and classroom teachers, we encourage students to use this Prospectus as a reference to choose the program of studies best suited to their abilities, aptitudes, interests, and future plans.

As a final note to students, keep in mind that your high school years are very important as they open the door to the future. Students who have the most satisfying senior years have one thing in common, a positive attitude!

Alain Michalik, Principal
Joël Ruest, Vice-Principal



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VISION / MISSION

Devise • Les racines de l'avenir

Mission

Notre mission est d'outiller nos élèves pour qu'ils deviennent des apprenants à vie et pour qu'ils réalisent leur potentiel en tant que citoyens responsables et indépendants.

Vision

Le Collège Jeanne-Sauvé offre des occasions à tous ses élèves de réaliser leur potentiel et de poursuivre l'excellence par l'entremise de diverses expériences enrichissantes qui:

- promeuvent l'indépendance, le respect et la citoyenneté,
- développent des habiletés qui facilitent l'apprentissage à vie,
- développent des habiletés linguistiques dans les deux langues officielles.

Le Collège Jeanne-Sauvé offre une ambiance collaborative afin que ses élèves puissent s'épanouir dans un milieu sécuritaire et chaleureux.

Conformément aux principes de l'énoncé de mission, les élèves s'engagent à faire un effort conscient et appliqué dans tout ce qui est entrepris en s'engageant à:

- améliorer leurs compétences langagières dans les deux langues officielles,
- se comporter comme citoyens respectueux et responsables conformément au code de vie.

Mon engagement

Compte tenu de la mission du Collège Jeanne-Sauvé, je désire bien assumer les responsabilités et l'engagement qui en découlent. C'est pourquoi je m'engage à:

- respecter le code de vie du Collège Jeanne-Sauvé,
- fournir un plein rendement dans mes cours et dans mes activités parascolaires,
- respecter la politique d'assiduité en étant assidu aux cours et aux activités dans lesquels je m'engage,
- respecter la mission langagière de notre école.

Motto • Foundations for Tomorrow

Mission

Our mission is to empower students to become lifelong learners and to realize their potential as resourceful and responsible citizens.

Vision

Collège Jeanne-Sauvé strives to provide students with opportunities to reach their potential and seek excellence through various learning experiences while:

- promoting independence, respect and good citizenship,
- nurturing the skills necessary for lifelong learning,
- enhancing their skills in both official languages.

Collège Jeanne-Sauvé provides a collaborative atmosphere so that our students have the opportunity to grow in a safe, open and caring environment.

In keeping with the mission statement, CJS students are committed to making a conscientious and diligent effort in all of their endeavours by:

- demonstrating a commitment to improving their language skills in both official languages,
- behaving as responsible and respectful citizens as per the Code of Conduct.

My Commitment

In keeping with our mission statement, I am committed to doing my very best to meet the following expectations. I shall

- behave in a responsible manner in agreement with school rules and Collège Jeanne-Sauvé's Code of Conduct,
- make a conscientious and diligent effort in my course work and extracurricular activities,
- attend my scheduled classes and extracurricular activities punctually and regularly,
- demonstrate a commitment to using and perfecting French, my second language.



GENERAL INFORMATION

Evaluation

Our school year is divided into two semesters. Students should choose courses that will not limit future career choices while being realistic about personal commitment and motivation. Therefore, before selecting courses, consider the following 2 points:

- Did you achieve a clear and solid pass (70% and above) in your subjects in the previous year?
- Are you prepared to do the work required in the courses you have chosen?

Student evaluations are based on daily work, assignments, tests, and exams. At the beginning of each semester, students receive a course outline which identifies grade distribution. Each course requires a certain number of obligatory summative assignments to be submitted. These assignments must be completed in a timely manner and are weighed in determining the final grade for the course. These assignments will be clearly identified by the teacher and students will be provided the necessary time to complete them. A final grade for the course will be withheld until such time as students submit all critical summative assignments, satisfactorily meeting the evaluative criteria for each assignment.

Final Exams

Most courses include a final exam. The value of the exam is as follows: Grade 9 - 20%, Grade 10 - 20%, Grade 11 - 25% and Grade 12 - 30%.

- Final exams for the first semester start at the end of January 2016
- Final exams for the second semester start in June 2016

Please note:

- In some courses, exams are a process and may start four to five days prior to the official exam period.
- These exam dates are final and cannot be changed for individual students except in circumstances deemed an emergency by the administration.
- Please note that family vacations are not considered exceptions and should not be planned during these times.

Test and assignment retakes

The philosophy of retakes is that they are a privilege not a right. Therefore, this privilege is only given at the discretion of the teacher who will consider the following factors: effort, attitude, and the difficulty of the element in question. To be eligible for a retake, students must demonstrate that they have earned the right. (Students can attend remedial classes, do extra research, discuss with the teacher, and work in Student services as examples of demonstrating the desire to improve their academic results.)

School Schedule

CJS offers a semester schedule. There are five 75-minute periods per day. Some music classes are taught before 8:30, during the lunch period, and after 3:45. We follow the 6-day school cycle.

	Heures	1	2	3	4	5	6
1	8:30 to 9:45	A	A	A	A	A	A
2	9:45 to 11:00	B	B	B	B	B	B
3	11:00 to 12:15	C	C	C	C	C	C
	12:15 to 1:15	Lunch					
4	1:15 to 2:30	D	D	D	D	D	D
5	2:30 to 3:45	E	E	E	E	E	E



The Credit System

What is a Credit?

A credit is defined by the Department of Education as a course of study undertaken in approximately 110 hours of instruction and earned by a student through successful completion of that course of study. A total of 30 credits is the minimum requirement for graduation from a four-year high school program. These credits must include compulsory credits. Students are encouraged to earn more than 30 credits. High school years are designated as Grade 9, 10, 11 and 12. A course numbering and identification system has been implemented at Collège Jeanne-Sauvé according to the Department of Education mandate. The numbering system for high school courses is made up of a three-character, alpha-numeric code. The first and second characters are numerals, while the third is a letter.

First Character

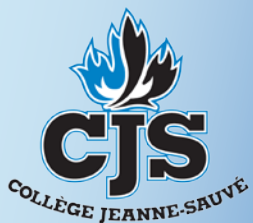
- 1 → for courses developed for Grade 9
- 2 → for courses developed for Grade 10
- 3 → for courses developed for Grade 11
- 4 → for courses developed for Grade 12

Second Character

- 0 → course developed or approved by the Department of Education for one credit
- 5 → course developed or approved by the Department of Education for a ½ credit
- 1 → course developed by school or division
- 2 → course developed elsewhere, such as the College Board (AP)

Third Character

- F → Foundation: educational experiences which are broadly based and appropriate for all students
- G → General: general education experience for all students
- S → Specialized: educational experiences in specialized areas leading to further studies at the post-secondary level
- A → Advanced: academically challenging courses which go beyond the curriculum expectations for general and specialized courses



EXPECTATIONS AND OBLIGATIONS

Behaviour Code

Respect for Self

As a student at Collège Jeanne-Sauvé, you have the right to be treated with dignity and respect. You are expected to behave responsibly, speak courteously, dress appropriately, and work diligently at all times. Doing so will indicate that you have a high level of self-esteem and that you have the self-discipline characteristic of successful students.

Respect for Others

You share this school with many other people. You are expected to help it function effectively by treating both your fellow students and all staff members with courtesy and respect through the display of a positive attitude and the use of language that is always appropriate. Meeting these expectations will help you achieve your goals.

Respect for Rules and Policies

As a student at CJS, you have the right to a positive learning environment so that you can achieve your educational goals. Rules and policies have been developed by the school and the trustees of the school division to ensure that the learning climate gives each student such opportunities. You are expected to respect school rules and divisional policies. In doing so, you are showing respect for your rights and the rights of your fellow students to learn in an atmosphere which is positive and orderly.

Respect for Property

Please treat the building and its contents with care so that those who follow you will enjoy the same quality of opportunity as you do now. It is your responsibility to care for and return all learning materials which are loaned to you by the school. You are also expected to show consideration for others by ensuring that the building and the grounds remain clean and tidy.

Classroom Responsibilities

Your classroom obligations are straightforward. Your job at school is to learn, and it is the teacher's job to help you learn. You are expected to attend all of your classes regularly, to arrive on time, to bring all necessary materials, and to be ready for work. Your study habits and your behaviour should be conducive to the learning process. By fulfilling these obligations, your academic goals become attainable.

Out-of-Class Responsibilities

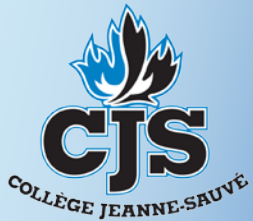
Your out-of-class behaviour should also reflect your classroom expectations. Whether you are enjoying free time, are on a field trip or on a tour, doing a research project, or participating in an athletic event, you are a representative of Collège Jeanne-Sauvé, and your behaviour should always bring credit to yourself and to the school.

Use of Free Time

You are expected to use your free time constructively and in a way that ensures that you do not impede others from achieving their goals. The library is available for homework and study. A quiet atmosphere for study or individual work is required in the school library. Out of consideration for classes in progress, students at CJS must conduct themselves in a respectful manner during their free time. Wandering the halls is not acceptable, and students who are unable to use free time properly may have the privilege taken away.

Personal Belongings

Unfortunately, each year we experience a certain number of thefts at CJS. Theft at our school is primarily a crime of opportunity: a purse left unattended in the change room, a backpack left in a hallway, or a binder left in the cafeteria. Many students own cell phones, laptops, iPods, etc. Although we do not ban these items from school, nor do we assume any responsibility should they become lost or stolen. Students are encouraged to not leave valuables in any unsecured location.



CODE OF CONDUCT

We believe that...

Effective teaching and learning occurs best in a positive school climate where students behave appropriately. Respect and responsibility are the foundation of proper conduct.

Teachers and other adults have an ongoing responsibility to prepare students for their role as citizens and to model these attributes in their daily interactions with students. Students and staff need to demonstrate the importance of respect for themselves, others and property.

Students must:

- behave responsibly
- be respectful to self and others
- show concern for and tolerance of others

Our goal is for students to achieve self-discipline. Our expectations revolve around two beliefs. These powerful words guide a standard of behavior at our school.

Respect and Responsibility

Students are expected to:

- demonstrate respect for the rights, roles and responsibilities of other students and staff
- demonstrate respect for the school and the property of others
- adhere to school policies respecting appropriate use of electronic mail and the internet, including the prohibition of materials that the school has determined to be objectionable
- attend school regularly
- arrive to school on time
- follow guidelines for appropriate school attire
- ensure that all assignments and tests demonstrate academic honesty

School staff play a critical role by modeling respect for and support of the above expectations.

Staff will intervene when students:

- use profanity (including language and/or gestures)
- are disrespectful
- do not maintain academic integrity – plagiarism, cheating, etc.
- utter threats
- are disruptive and interfere with the learning of others
- fail to complete their homework

Students are referred to the administration when the following occurs:

- fighting and/or assault on an employee or another student
- threats to staff members and/or other students
- weapons on the school grounds (including school buses and bus stops)
- serious damage to property – this includes fires that are set on school property
- chronic behavior problems
- stealing
- leaving class or school without permission
- plagiarism or cheating

The following are unacceptable according to the Manitoba Public Schools Act and will result in immediate referral to the administration:

- bullying, or abusing physically, sexually or psychologically (orally, in writing or otherwise) any person
- discriminating unreasonably on the basis of any characteristic set out of subsection 9(2) of The Human Rights Code
- using, possessing or being under the influence of alcohol or illicit drugs at school

The following will not be tolerated on school site and will result in immediate referral to the administration:

- possessing a weapon, as “weapon” is defined in Section 2 of the Criminal Code (Canada)
- Interventions, including disciplinary consequences for violating the Code of Conduct, in all situations are intended to preserve the dignity and self worth of all involved in the disciplinary action. Interventions/consequences may include: counselling, formal conference, temporary withdrawal from the classroom, removal of privileges, detention, restitution, clinician referral, performance contract, police involvement, out-of-school suspension.



POLICIES AND PROCEDURES

Regular attendance and punctuality are key to a student's academic success. Parents are asked to encourage regular attendance and punctuality. Students and parents should plan appointments and family vacations on the days when the school is closed.

Academic Responsibility

Students at CJS are responsible for their own academic success. However, students can also expect help and guidance from their classroom teachers. Teachers are responsible for ensuring that due dates for assignments are clearly established and that students are informed of these dates in advance.

- When exceptional circumstances arise, a student can approach a teacher to negotiate an alternate due date for a particular assignment.
- If the established due date is not respected, the student may:
 - Be required to stay after school hours to complete the assignment in question.
 - Lose the privilege of their spare/s until the assignment is submitted.
 - Lose the privilege of participating in extra-curricular activities until the assignment is submitted.
 - Be required to spend his/her class time in the office until the assignment is submitted if it is more than a week overdue.
- The final grade of an assignment will be lowered by 10% if the above interventions are not respected within 24 to 48 hours following the due date established.

Academic Integrity

All students at CJS are encouraged to learn and work with others. However, the issue of academic integrity implies that students represent only what they have created as original work. Anything less is deemed as plagiarism.

Plagiarism means: quoting directly from another source (such as the internet, book, magazine, or essay) and not documenting the quotations; using or submitting someone else's work and claiming it as original work; submitting work for a class which has already been submitted for another class; knowingly giving someone else an assignment to copy and hand in as his/her own.

Another form of academic dishonesty is the use of automated translators such as Google Translator. Students should write their French assignments in French and their Spanish assignments in Spanish. They should not write in English and then have their computer translate their texts into the target language. Such dishonesty prevents the students from developing their language skills and no language can be readily translated word-for-word into another language.

When a teacher determines that an assignment has been plagiarized or that an automated translator has been used, the student will not receive a grade for the work. The student will be required to find the time to redo the assignment under the direct supervision of the teacher or another adult approved by the teacher. The second assignment must be completed to the satisfaction of the classroom teacher and upon doing so the student will receive a final mark of 50% due to the decision to attempt to intentionally deceive by submitting an assignment that was not original or authentic.

Attendance Policy

Punctuality, attendance, and reliability are essential values. Tardiness and irregular attendance cause valuable learning time to be lost and takes time away from opportunities. Regular attendance and punctuality are keys to a student's academic success.

Please read the attendance policy and expectations listed below:

- Parents will notify the school before 9:15 am on the day of the absence, should a student miss a class for a reason that justifies the loss of valuable class time. Common justified absences are related to illnesses, medical appointments, family vacations, driver's license examinations, and funerals. **Please note that sleeping in and/or missing class in order to complete course work will not be deemed a justified absence.**
- All CJS 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 an error, please call the school and ask to speak to the teacher in question.



- Students who will be absent from school for an extended period of time must submit a Student Leave of Absence Notification form prior to their departure.
- All absences incurred due to school organized activities (outings, committees, teams, etc.) are not included.
- Please note that absences due to suspension will be included in the total number of absences.

Teachers are expected to keep careful records of students' attendance. They will enforce the following expectations and procedures.

- A student who is absent from class shall be marked absent, except when participating in school-initiated programs or activities out of the regular classroom.
- When a student misses a class without parental notification, teachers will meet the student to address their concerns.

Grade 9 - 10 Students:

- Students must serve a 75 minute detention for every unexcused absence. Detentions can be served during a spare and/or after school.

Grade 11 - 12 Students:

As they approach the end of their high school career, Grade 11 and 12 students are expected to assume greater responsibility for their education and their academic success.

- After a total of 5 absences in a specific course (justified or not), a letter will be mailed to parents to confirm the number of missed classes.
- Parents will receive a second letter if the student reaches a total of 7 absences.
- After a total of 10 absences, the student will meet the administration and be subject to serving time missed (detention) for all other absences incurred from that point until the end of the semester.
- If the absences persist and the student's average is less than 35%, the student may be withdrawn from the course.

Student Extended Leaves

Over the years, we have had a variety of requests from parents regarding extended leaves during the school year to accommodate family trips.

As your child is in high school and part of a semestered system, his/her absence from school for an extended period of time (1 – 2 weeks) will have an adverse effect on his/her learning. It is also unrealistic to expect teachers to “pre teach” or “re teach” everything that a student misses due to absences. Therefore, all students who plan an extended absence must complete the “Student Leave of Absence Notification” form prior to departure.

This form ensures us that all absences are identified well in advance and places the onus of missed assignments and learning on the student. A great deal of learning occurs in the classroom and simply cannot be replicated later. Although we can appreciate the value of travel and the importance of family time, we continue to encourage you to do so within the dates set aside for school holidays.

Late Policy

Students are expected to be punctual for all classes. Tardiness is disruptive to the learning process of the entire class.

Parents must notify the school if a student will be late for class for a legitimate reason that justifies the loss of valuable class time and disruption to the learning process.

Student Responsibilities

When a student arrives late with parental notification, the student must come to the office and ask for a late-slip. The student will present the late-slip to the teacher.

If a student is late without parental notification, no late-slip will be issued. The student should go directly to the classroom.

Teachers will enforce the following expectations, consequences, and procedures:

- Unexcused lates in a course are addressed by the classroom teacher who will provide the student with his/her expectations and consequences.
- If a student continues to be tardy for class, the teacher will contact parents to inform them of the growing problem before it is referred to the school's administration for further action.
- If the problem persists, the classroom teacher will inform an administrator of the problem. This would be considered a serious discipline problem and actions may be taken including the student being withdrawn from the course.



Responsible and Respectful Use of Technology

At Collège Jeanne-Sauvé, we recognize the educational potential of technology in a school setting. A wide variety of current, common-place technological devices, coupled with greater and more flexible Internet access, have opened the doors to many new learning tools. These improvements in technology facilitate the acquisition and transmission of information. They also provide opportunities for students, teachers, parents and community members to engage in collaborative learning. Accordingly, we encourage the use of personal devices (laptops, tablets, smartphones, etc.) for educational purposes such as research and access to educational software, including online dictionaries and encyclopedias.

The responsible and respectful use of technology is critical and students must always strive to be good digital citizens. The use of technological devices must never: ***disturb learning in the classroom or elsewhere in the school; violate the school's code of conduct; be harmful toward another person's security or well-being, or violate any laws or personal privacy rights.***

Staff members will serve as positive role models of digital citizenship and play an important role toward educating students to use technology in responsible and respectful ways. Teachers will clearly communicate their expectations in regards to technology use in the classroom or in any other school setting (such as the library or on field trips). If necessary, the school administration will be consulted and parents will be contacted in order to ensure that these expectations are followed and that students continue to develop responsible use of technology. In cases of continuous inappropriate use of technology, disciplinary measures, as defined by the school code of conduct and divisional policy, will be imposed.

Dress Code

Collège Jeanne-Sauvé 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 in any other workplace. Therefore, the following standards for appropriate attire have been established:

- Clothing that is revealing or provocative is inappropriate for the school environment: midriffs, chests, and underpants will remain covered at all times. All tops must have a shoulder covering, therefore tube tops, halter tops, "spaghetti" straps, are not permitted. All shorts and skirts must be of a sufficient length to be deemed appropriate for a workplace.

- Headwear is not permitted, including bandanas, toques, caps and hats.
- Language or graphics on clothing should not display illegal substance, provocative, obscene, sexist or racist slogans.

Drugs and Alcohol

A student who is under the influence of alcohol or drugs at school or while participating in any school activity, will be subject to discipline. Possession of and/or trafficking of illegal drugs are criminal offences. As per Divisional guidelines, in addition to other consequences, the Winnipeg Police Service may also be contacted.

Illness

Students who become ill during school hours are asked to report to the Administration Office and inform the secretary, who will telephone parents before the student is allowed to leave the building. In the event that no home contact can be made, the student will be looked after at the school.

Change of Address

Please inform the office of any changes of address, telephone number, workplace information or email address which may occur during the year.

Lockers

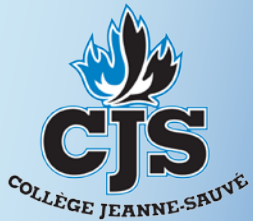
CJS provides lockers and locks for the convenience of students. Students are not to change locks once they have assumed responsibility for the condition of the locker and for its contents. We recommend that you not keep valuables and money in your locker. School lockers may be subject to inspection.

Computers and Internet Access

Students can access computers in various areas of the school. All students must complete the *Internet and Systems Student User Agreement* and have it signed by a parent or guardian.

Smoking

CJS is a smoke-free school, therefore smoking or chewing tobacco on school property is not permitted at any time. Any student caught smoking or chewing tobacco on school property may be suspended from school.



OUR STUDENT SERVICES TEAM

Student Services

At CJS, the Student Services team is composed of the Principal, the Vice-Principal, the Student Services Advisors, and the Educational Assistants. Through the collaboration and consultation of the Student Services team members, students at CJS have access to a network of support services. The Student Services team functions in a consultative capacity, providing services to students, parents, and teachers. When special services are required, appropriate goals and programs are developed to meet the individual needs of the student.

The Student Services teachers are available to meet with students and/or parents to provide assistance of a general or personal nature. Services are provided in a wide variety of areas such as career development, course selection, planning of post-secondary education, study habits, personal development and relationships, tutoring, and many other areas that affect the student's academic, social, and emotional well-being. Personal concerns are discussed in a confidential atmosphere.

The Student Services Team prevents and alleviates problems that can interfere with student learning. Assistance can be provided to both classroom teachers and students in the following ways:

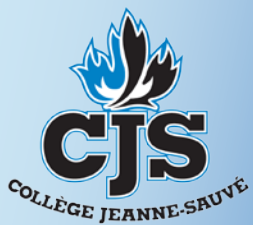
- Prevention
- Assessment
- Intervention
- Referrals

Clinical Services – Divisional

When students find themselves struggling, either academically, emotionally or socially, it is possible to solicit the assistance of divisional specialists at any time during the school year. The LRSD Clinical Services Unit provides students with professional support by way of social workers, psychologists, occupational therapists as well as speech and hearing specialists. With the CJS Student Services team, these specialists effectively collaborate to assess and develop a plan that will best meet the students' needs.

Transition Vie-travail 40S

The Student Services team offers our students a progressive career and life skills program which is integrated into their high school timetable over a period of four years. This program integrates a formal exploration of career and life paths blended with practical experiences. Program units include Take Your Kids to Work, Job Shadowing, Career Cruising, visits from various university and college representatives, scholarship and bursary workshops, Career Symposium, employment workshops, Gap Year, financial planning, and many more timely activities. Upon completion of the grade appropriate units plus 20 hours of community service each year, students can earn 1 credit. Details of the program are delivered to the students at the beginning of the school year. All students are automatically registered for this course.



CJS Student Committees

Amis de Rachel:

Les Amis de Rachel is a committee inspired by Rachel Scott, the first victim of the shooting at Columbine High School in 1999. Rachel's goal was to change the world, one simple act of kindness at a time. She strived to create a positive chain reaction of kindness and strived to include and celebrate everyone. Our committee began to organize simple projects in 2010 and continues to share the spirit of Rachel in monthly school activities, which include: volunteering at the Hand-in-Hand for Haiti run, Valentine's Day cards, an Easter egg hunt, draws for prizes, a toy mountain and hockey game at Christmas time, free hot chocolate days, Kendra's Walk for cancer in the spring, preparing dainties for police officers and firefighters in the community, to name a few. Come and join us and help us to keep Rachel's spirit alive in the halls of CJS!

Co-conseil:

Co-conseil is comprised of grade 10, 11 and 12 students who have been identified by their peers as natural helpers. Students receive basic training in peer counseling which allows them to better understand and assist others. Co-conseil members undertake different roles in the school; participate in various workshops, attend conferences and initiate projects that benefit the entire student population. Recent themes have included maintaining a balanced lifestyle, encouraging resiliency and promoting positive relationships.

GAD:

The Gay-Straight Alliance (GSA) at Collège Jeanne Sauvé is called GAD (groupe action diversité). It has been formed to promote tolerance and acceptance of diversity in sexual orientation and gender identity. Our GAD seeks to create a school environment where all can feel welcome and accepted for who they are and enjoy the full experience of high school, free from fear of harassment or homophobic/transphobic bullying. Our goals include:

- Fighting discrimination and harassment in all forms.
- Creating a safe and friendly environment where all students and staff are welcome.
- Educating the school community about homophobia, gender stereotypes, gender identity, and sexual orientation.

ÉcOlympiens:

This group works under the supervision of a staff member and plays an active leadership role in the exploration of concepts and ideas related to environmental topics.

Sportif:

This group actively works under the supervision of a staff member and plays an active leadership role in the planning and implementation of activities related to physical activity and sports in the school.

Technique:

This group works under the supervision of a staff member and helps with technical aspects (i.e. lights, sound, and presentation) for school presentations and activities.

Leadership:

This group works under the supervision of a staff member and plays an active leadership role in the organization of school activities that contribute to school spirit such as theme days, morning announcements, and special events in the school.

Citoyenneté numérique:

The Citoyenneté numérique (Digital Citizenship) committee is comprised of students from all grade levels, guided by teachers whose main objective is to promote awareness of digital citizenship issues and promote the responsible and respectful use of technology.



RECOGNITION OF YOUR SUCCESS

French Immersion Diploma

Students graduating from Collège Jeanne-Sauvé receive a French Immersion High School Diploma. Our students should be very proud of their high school diploma as it is a tangible demonstration of their commitment to and successful completion of the French Immersion program. Students are to be commended on achieving their educational goals while completing all of their studies in a second language.

Specialized Diplomas

Aside from the French Immersion Diploma, CJS students may apply in their Grade 12 year to receive a special diploma. Completed application forms are to be submitted to Student Services by the end of April of their graduating year. Students should consult with Student Services as early as Grade 9 if they wish, for application forms to apply for one of the following:

Arts Diploma

An Arts Diploma will be awarded to students who complete a minimum of 30 credits between Grade 9 and Grade 12 with ten credits being selected from the Arts electives list (please see Student Services for an updated electives list). Students must take 4 consecutive classes of one course on this list and 3 consecutive classes of another course to qualify. Students must receive a mark of 80% in each Grade 12 course to receive this diploma.

Science and Technology Diploma

A Science and Technology Diploma will be awarded to students who complete a minimum of 30 credits between Grade 9 and Grade 12 with ten credits being selected from the Science and Technology electives list (please see Student Services for an updated list). Students must choose two Science credits in both Grade 11 and Grade 12. Students must receive a mark of 80% in each course at the Grade 12 level to receive this diploma.

Humanities Diploma

A Humanities Diploma will be awarded to students who complete a minimum of 30 credits between Grade 9 and Grade 12 with ten credits being selected from the Languages and Humanities electives list (please see Student Services for an updated list). Students must receive a mark of 80% in each course at the Grade 12 level to receive this diploma.

Community Services

A Community Services Recognition Diploma will be presented to graduates who have completed the Transition Vie-Travail 40S Credit and the Community Services SIP.

Scholarships and Bursaries

To access CJS's list of bursaries, scholarships and other post-secondary information, please go to www.lrsd.net/schools/CJS and click on the awards and bursaries link. The list consists of:

- awards, bursaries, and scholarships for which students can apply (many of which are awarded at the convocation ceremony in June)
- outside sources for awards, bursaries, scholarships, and financial aid including internet links
- details for university and college entrance awards: CUSB, RRC, U of M, U of W, WTC, and the LRSD ATC
- information for apprenticeship programs

Please Note:

Students are encouraged to consult Student Services Advisors for information related to their specific interests and to actively participate in the various career / education sessions available throughout the high school years.

Community service and volunteerism are assets when students are being considered for awards, bursaries and scholarships.



RECOGNITION OF YOUR SUCCESS

Collège Jeanne-Sauvé recognizes student success in various programs and in several ways.

Prix du directeur

Students with superior academic success who achieve a 90% average at the end of the school year receive a special award at the **Cérémonie Prix du Directeur** held every fall.

Méritas

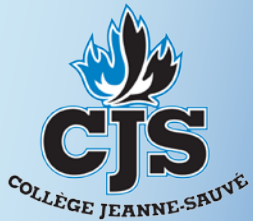
At the end of each semester, the school celebrates students who maintain an 80% average and no mark lower than 75%. These students receive a special certificate of achievement.

Arts Award

Students who demonstrate outstanding achievement in the Arts throughout the year are also recognized at the annual **Soirée des Arts** held near the end of the school year. This includes students who participate in music courses, art, theatre, improve, practical arts as well as computer classes.

Sports Award

CJS offers students a wide variety of occasions to participate in a wealth of sports. Students who demonstrate outstanding achievement and sportsmanship in sports throughout the year are also recognized at the annual **Banquet sportif** held towards the end of the school year. Athlete of the month awards are also given to students based on performance, leadership and improvement.



NON-SCHOOL BASED CREDITS

Cadet Service

Cadets in Manitoba may receive two (2) additional credits for actively taking part in the Cadet Program:

Basic Program - Sea Cadets, Cadet, Army Cadets, and Air Cadets

Advanced Program - Sea Cadets, Army Cadets, and Air Cadets

These two credits will be recognized as additional credits beyond the minimum 30 credits required for high school graduation.

Private Music Option

The Private Music Option, in which credit is offered for studies under private teachers, may be offered for credits in Grade 9, 10, 11 or 12. A maximum of four credits may be obtained in the Private Music Option. Students desiring to take the Private Music Option as an elective should make the necessary arrangements with a Student Services Advisor who can provide the necessary guidelines and requirements for this option. 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 or the Manitoba Education, Citizenship and Youth, Program Development Branch.

Private Ballet Option

The Department of Education allows high schools to grant a maximum of three credits for ballet at the senior dance levels (professional division), one credit for each of levels 3, 4, and 5. High schools will also be allowed to assign further student initiated course credits for the work done in the Ballet School's dance program to a maximum of three credits. These credits must be taken at the Royal Winnipeg Ballet School.

Special Language Credit

The Special Language Credit Option has been available to Manitoba students for a number of years. Credits for language competency can be granted for a language that is curriculum based or not. French or Spanish may not be used as a special credit. Examinations occur in November and/or in March. Students who wish to write a language exam should make arrangements with a Student Services Advisor. All credits obtained as a Non-School Based Credit will appear on the final transcript.

Community Service Student Initiated Project

The Community Service Student Initiated Project (SIP) enables those students who make a contribution to their community by volunteering for approved causes or organizations. Students have the opportunity to obtain credit for a private activity in a pre-approved placement for which they may receive either .5 credit (55 hours minimum) or 1.0 credit (110 hours minimum). The school and organization will monitor performance collaboratively and students who successfully complete the placement requirements will be awarded a P (pass).

Please Note:

Community Service Student Initiated Projects (SIP) are valuable assets when applying for awards, bursaries and / or scholarships.

FAST FORWARD

Fast Forward – Post Secondary Today! For French Immersion Students

Fast Forward is a unique opportunity for Louis Riel high school students to earn university and college credits in partnership with University of Winnipeg, Université de Saint-Boniface, Red River College, and the University of Manitoba while they are still in high school. These courses are free and are considered dual credits; they count for high school graduation and university or college credit with our partner institutions.

Fast Forward courses will:

- Follow Canadian university or college curriculum
- Be taught by university or college accredited professors/instructors
- Be recognized by Canadian universities and colleges

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 (maintaining a 70% academic average), completed at least one 40S credit or in consultation with/or at the school's discretion.

When are courses offered in 2015/16?

- Second semester (February to June)

Is there a cost for Fast Forward Courses?

If you are taking a course at the Université de Saint-Boniface, your registration fee will be waived. If you choose to take a course outside of the Université de Saint-Boniface, a registration fee for the post-secondary institution (approximately \$80) will be charged. Course enrolment is free (costs are covered by the Louis Riel School Division) and represents a significant cost reduction to a student's post-secondary program.

Can students withdraw from the course if they find it is not for them?

University or college transcripts will not include courses from which students withdraw two weeks prior to the final exam.

What courses will be offered?

Courses offered will be dependent on enrolment and may include first year:

- Calculus
- Psychology
- Applied Computer Science
- English
- Intro to Kinesiology
- Psychologie (CJS only)
- Français (CJS only)
- A business course



COURSE GUIDE

High School Graduation Credit Requirements (minimum 30 credits)

21 compulsory credits and a minimum of 9 electives

Courses	Grade 9 (6 compulsory)	Grade 10 (6 compulsory)	Grade 11 (5 compulsory)	Grade 12 (4 compulsory)
Français	10F	20F	30S	40S
English:				
Foundation	10F	20F		
Comprehensive *			30S	40S
Literary *			30S	40S
Transactional *			30S	40S
Mathématiques:				
Fondation	10F			
Introduction appliquées et pré-calcul *		20S		
Quotidien *		20S	30S	40S
Appliquées *			30S	40S
Pré-calcul *			30S	40S
Sciences de la nature	10F	20F		
Sciences humaines:				
Le Canada contemporain	10F			
Les Enjeux géographiques		20F		
Histoire du Canada			30F	
Éducation physique:				
Fondation	10F	20F		
Pour filles *			30F	40F
Général *			30F	40F
Plein air *			30F	
Entraînement personnel *				40F
Académie de sports *			30F	40F

* Students are required to select 1 of the available options.



Optional Courses	Grade 9	Grade 10	Grade 11	Grade 12
Advanced Placement:				
Calcul				42S
World History (Online)				42S
Arts	10G	20G	30S	40S
Arts pratiques:				
Études de la famille/Vêtements, habitation et dessin	15G / 15G			
Études de la famille		20G		40S
Intro tech de la propulsion mécanique /travail de bois	15G / 15G			
Technologie électronique		20G		
Vêtements, habitation et dessin		20G	30S	
Éducation physique : Leadership			31G	
Langues :				
Espagnol	10G	20G	30S	40S
Français annuaire		21G	31G	
Mathématiques de transition	10F			
Musique :				
Introduction à l'Harmonie	10G			
Chorale	10G	20G	30S	40S
Ensemble à vents	11G	21G	31G	41G
Guitar	10G			
Harmonie	10G	20G	30S	40S
Jazz	10G	20G	30S	40S
Vocal Jazz		20G	30S	40S
Sciences humaines :				
Droit				40S
Enjeux mondiaux				40S
Histoire de la musique contemporaine			31G	
Le cinéma, témoin de l'histoire moderne				40S
Premières nations, Métis et Inuit				40S
Psychologie				40S
Sciences de la nature :				
Biologie			30S	40S
Chimie			30S	40S
Physique			30S	40S
Technologie :				
Animation 2D / Modélisation 3D			35S / 35S	
Application des technologies 1 et 2	15F / 15F			
Imagerie numérique / Éditique		25S / 35S	25S / 35S	
Informatique		20S	30S	
Introduction to Design Drafting	10G			
Conception de sites web / Sites Web interactifs			35S / 35S	
Théâtre	10F	20F	30S	40S



ARTS PLASTIQUES

The arts contribute to the development of creativity, expression, cognition, confidence, and hope. Aesthetic education enriches our quality of life and is critical in maintaining a vibrant and healthy culture.

Art 10G

The Grade 9 Art program is intended to develop visual perception. An understanding of the application of art fundamentals is achieved by having students explore various media and techniques. Aesthetic awareness is promoted through observation and analytical study. Topics studied in Grade 9 include drawing, painting, ceramics, and art history.

Art 20G

Prerequisite: Art 10G

In Grade 10, students are encouraged to explore various art mediums and techniques. Students will develop a broader understanding of the elements of art. The assignments will encourage exploration and perceptual developments in two and three-dimensional design. Topics studied in Grade 10 include drawing, painting, ceramics and art history.

Materials needed:

An art kit will be available for purchase at wholesale price at the beginning of each semester (price may vary – details available on 1st day of classes).

- Sketchbook (Strathmore, 9 x 12, 50 sheets)
- Pencil set (HB, 3B, 5B, 6B)
- White eraser
- Grey kneadable eraser
- Colored pencil crayons
- #4 blending stomp
- Small tortillon
- Sanding block
- 30 cm ruler
- Sharpie fine marker
- 1 black and 1 white charcoal pencils
- Set of paintbrushes
- Black bag

Art 30S

Prerequisite: Art 20G

The Art 30S program extends what was initiated in Art20G. The elements of design are extended to the study of the principles of art and the study of art styles. Students will be exploring the characteristics of abstract art. Units include instruction in art history, drawing, painting, airbrush, collage, ceramics, sculpture, and art criticism.

Art 40S

Prerequisite: Art 30S

At this level, students in the art program will continue using a thematic approach. Students will also work on research assignments in art appreciation, art history and the principles of design and composition. Students are encouraged to develop their own personal art style and create artwork that may be included in an art portfolio.



ARTS PRATIQUES

CJS students interested in continuing their studies in Practical Arts can select from the following courses offered in our facility.

Études de la famille 15F

Family Studies places an emphasis on the individual within the framework of family and society. Topics for discussion offer students the chance to discover more about themselves as individuals, as friends, as partners, and as future parents. Students will learn valuable lifelong skills in communication and conflict resolution.

Vêtement, habitation et dessin 15G

Primarily a “hands-on” approach to clothing and textiles aimed at recognizing the influences on design and fashion, past and present, and how one's needs, preferences, values and goals affect clothing and housing choices. Within the framework of specific requirements, students will be able to choose their own practical projects in the area of greatest interest. Basic materials will be supplied in class, but students can expect to purchase fabrics or accessories for self-initiated projects.

Introduction à la technologie de la propulsion mécanique 15G

This course will appeal to students with an interest in internal combustion engines and who enjoy working on mechanical equipment. Students will also be introduced to basic machining through use of metal lathe, and CNC platform. Engineering skills will be tested through the construction of a mini electric dragster and electronic alarm. Introduction to welding processes will include MIG, Oxy-acetylene as well as plasma arc cutting. Students will have the opportunity to explore information and practice skills related to careers in power mechanics and mechanical engineering.

Introduction à la technologie du travail du bois 15G

This course will appeal to students who enjoy designing and building projects from wood and manufactured materials. Students will have the opportunity to learn new skills in the shop with the introduction of advanced equipment and processes. Project design will be emphasized and recent technological advances in the industry and environmental issues will be explored.

Études de la famille 20G

This course looks at prenatal and child development from birth through the pre-school years. Students have the opportunity to parent an electronic simulator baby and to observe and participate in a local pre-school setting. There is no prerequisite for this course.

Technologie électronique 20G

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 and blueprint reading will then enable students to design and construct various AC and DC powered projects. This course will lead from simple parallel circuit engineering with the introduction of CNC milling on student designed signs to a variable battery charger. Basic residential wiring will also be discussed. Others electronic devices typically include alarms, strobe lights, FM radio transmitters. New projects are added yearly in order to better reflect the dynamic and growing field of electronic engineering.

Vêtement, habitation et dessin 20G

Students will use a knowledge of textiles, and sewing skills as a vehicle to explore the practical application of the principles of design, fashion past and present, needs, preferences, values and goals to clothing and housing choices. Basic materials will be supplied in class. Fabric for the major sewing project will be provided by the student.

Vêtement, habitation et dessin 30S

Students will examine the world of textile fabrics. Using an experimental approach, they will discover fabric qualities and design elements that ensure wise choices in clothing, household, and industry-related textile purchases. Practical projects allow students to further their skills in the use of textiles in areas such as interior decorating. Basic materials will be supplied in class. Students will be required to supply fabric for the major projects.

Études de la famille 40S

Family Studies 40S aspires to identify and describe the physiological stages of growth and development during adolescence, adulthood, and through to old age as well as how each stage can be nurtured. The theories of human needs and how they apply to the aging adult will be examined as students will participate in a practical experience working with this sector of the population. Other concepts to be studied include diversity in families, parenthood, life choices, illness, death and grieving. There is no prerequisite for this course.



ÉDUCATION PHYSIQUE

The Physical Education course will provide all students with the knowledge, skills, and attitudes to become physically active and make healthy lifestyle choices.

The Foundation Years

Grade 9 and 10

Éducation physique et éducation de la santé 10F

The grade 9 physical education course is comprised of a variety of movement and fitness units. The basis of the course is to select and refine the movement skills that are required for adapting and applying them to individual and dual games or sports, group and team-type activities and alternative pursuit activities. Some of the skills that will be covered are as follows:

- transport skills – ie: running, galloping, jumping, etc.
- manipulation skills – ie: overhand throwing, underhand throwing, striking, bouncing, etc.
- balance abilities – ie: static balance, dynamic balance

Students will also strive to identify similarities and/or differences between characteristics of basic movement skills to thus describe how movement skill patterns transfer from one activity to another.

The health curriculum and fitness unit is an integral part of the program. The fitness unit will consist of demonstrating the use of heart-rate monitoring to compare exertion levels in different activities and identifying types of strength and stretching exercises, among other fitness topics. Students will also study the following health topics:

- human sexuality
- personal safety
- mental health
- substance use and abuse

Éducation physique et éducation de la santé 20F

The grade 10 physical education course is comprised of compulsory and optional units of study. The health curriculum is an integral part of the program. Students will study human sexuality, nutrition and substance use and abuse. Students will be able to choose from a wide variety of optional physical education units. Some of these activities will require a fee. Please refer to the list below.

Compulsory Units: Health, First Aid & CPR (\$27.00), Fitness (\$8.00)

Optional Units:

- | | |
|------------------------|---------------------------------|
| • Aerobics | • Archery |
| • Badminton | • Basketball |
| • Beach Volleyball | • Broomball |
| • Cross Country Skiing | • Cycling |
| • Flag Football | • Downhill Skiing (\$50 - \$75) |
| • Golf (\$10 - \$15) | • Floor Hockey |
| • Low Organized Games | • Indoor Soccer |
| • Skating | • Racquet Sports |
| • Softball | • Soccer |
| • Team Handball | • Table Tennis |
| • Volleyball | • Touch Rugby |



The Specialty Years

Grade 11

Students will be asked to indicate a first and second choice.

Éducation à la santé 30F

These compulsory full-credit courses are designed to help youth take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage 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 fitness planning. These topics will make up the core 25% IN-class component of every course.

As part of earning a credit for these courses, students will be required to submit a personal fitness portfolio containing elements such as a fitness plan, physical activity log, or journal entries. Students will be graded for completion of the course with a Complete or Incomplete designation.

Please 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.

Académie de sports 30F

This course is designed for students who wish to pursue and develop their personal potential and knowledge in their preferred sport. The In-class component of the course will be devoted to personal fitness training, substance use and abuse and the social impact of sport. Students will be required to develop and implement a personal fitness plan and a physical activity plan as part of a physical activity practicum.

Éducation physique pour filles 30F

This course consists of topics and activities related to health, fitness, and wellness issues relevant to young women. Students will be required to participate in a variety of activities and develop and implement a personal physical activity plan. Fees may be charged to cover the cost of certain activities.

Plein air 30F

The objectives of this course are to provide students with the knowledge and skills to participate in a variety of outdoor pursuits. The course will combine theoretical and practical components. Potential units are: wilderness survival, snow shoeing, camping, cross-country ski touring, canoeing, mountain biking, hiking, orienteering, rock climbing. Students will be required to participate in activities outside of school hours and will be assessed fees to cover activity costs. Participants may be required to obtain equipment for various activities.

Général 30F

This course will focus on developing and maintaining physical fitness and healthy lifestyle choices. Students will participate in a wide range of activities that will enhance their ability to make informed choices in regards to their overall personal wellness. Fees may be assessed to cover the cost of certain activities.

Optional Credit Leadership 31G

The Leadership course will provide practical and theoretical experiences in the field of Leadership. Students will benefit from the opportunity to develop their own leadership abilities and styles. Students will learn how to cooperate with others, plan meetings, express themselves in public, participate in and promote school/community events and experience a personal commitment and responsibility to their school and community. Concepts of problem solving, mediation, team building, conflict resolution, and portfolio preparation will be examined. Students will be required to complete 30 hours of volunteer service within the school and/or community.



The Specialty Years

Grade 12

Students will be asked to indicate a first and second choice.

Éducation à la santé 40F

These compulsory full-credit courses are designed to help youth take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage in active lifestyles into their futures. Students will study topics related to fitness management, nutrition, sexual health, social/emotional health, and personal development. These topics will make up the core 25% IN-class component of these courses.

As part of earning a credit for these courses, students will be required to submit a personal fitness portfolio containing elements such as a fitness plan, physical activity log, or journal entries. Students will be graded for completion of the course with a Complete or Incomplete designation.

Please 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.

Entraînement personnel 40F

This course is designed for students who wish to develop and pursue a personalized fitness program or sports specific program. The emphasis will be on the development and implementation of different exercise routines that are safe, ethical and contribute to health-related fitness goals.

Students will also be required to develop and implement, on their own time, a personal physical activity plan as part of a physical activity practicum.

Académie de sports 40F

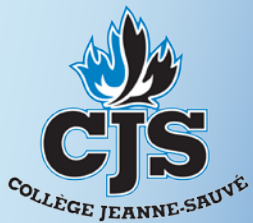
This course is designed for students who wish to pursue and develop their personal potential and knowledge in their preferred sport. The IN-class component of the course will be devoted to human anatomy, muscle structure and function, prevention and care of injuries and sports nutrition. Students will be required to develop and implement a personal fitness plan and a physical activity plan as part of a physical activity practicum.

Éducation physique pour filles 40F

This course consists of topics and activities related to health, fitness, and wellness issues relevant to young women. Students will be required to develop and implement, on their own time, a personal physical activity plan as part of a physical activity practicum. Students will be introduced to risk management planning to minimize the associated risks of the activities they have chosen. Students will also be required to participate in a variety of activities. Fees may be charged to cover the cost of certain activities.

Général 40F

This course will focus on developing and maintaining physical fitness and healthy lifestyle choices. Students will be required to develop and implement, on their own time, a personal physical activity plan as part of a physical activity practicum. Students will be introduced to risk management planning to minimize the associated risks of the activities they have chosen. Students will participate in a wide range of activities that will enhance their ability to make informed choices in regards to their overall personal wellness. Fees may be assessed to cover the cost of certain activities.



ENGLISH LANGUAGE ARTS

The Senior English Language Arts program as outlined by the Province emphasizes studies of language and thinking skills to promote increasing independence in the learning and exploration of communication.

The Foundation Years

Grade 9 and 10

The foundation years are intended to provide learners with access to a core curriculum with common essential learning.

Grade 9 and 10 English stresses the basic program objectives in order to

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

English Language Arts 10F

Grade 9 English examines the program objectives listed above.

The course will offer students a broad range of language experiences using a wide variety of literary and transactional sources.

English Language Arts 20F

Prerequisite: English 10F

Grade 10 English stresses the increasing complexities of the program objectives outlined above.

To prepare for increasing course specialization, studies will foster a greater awareness of language in various contexts (i.e. the purpose of shaping the message to suit the audience).

The Specialization Years

Grade 11 and 12

The specialization years are intended to provide learners with access to a variety of curricula to allow them to prepare most effectively for their post-secondary goals and for their future in an increasingly complex society.

All Grade 11 and 12 students may choose any one of the following courses. A sufficient number of students must be enrolled in order for the course to be offered.

What is the difference between Transactional and Literary Language?

Transactional (Pragmatic) language is used to “inform, instruct, direct, explain, persuade, argue, analyze, or plan” (*ELA Foundation for Implementation* 1-13). Activities in class are more practical and direct.

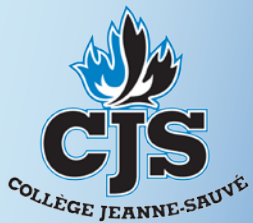
Literary (**Aesthetic**) language is used “to capture and represent experiences, feelings, or vision for self or others,... to create an imagined reality, to enlighten, foster understanding and empathy,...to use language and forms in creative ways” (*ELA Foundation for Implementation* 1-13).

Please note:

The three course offerings in Grade 11 and 12 are of approximately equal difficulty; however, the skill activities students do in class will be, for the most part, different, even if the thematic unit is similar.

All ELA students in Grade 11 and 12 write the **same final exam** (provincial or local) at the end of the semester. Final exams strive to provide a balance of transactional and literary materials.

Students may take any one of the three course offerings in Grade 11 (Comprehensive, Literary, Transactional) and subsequently change their course focus in Grade 12. Their Grade 11 focus choice **does not** pre-determine their Grade 12 choice.



Comprehensive Focus 30S

Prerequisite: English 20F

Students will develop a greater sensitivity to language, literature and communication by examining and responding to a wide variety of literary and transactional sources. In a dystopian unit, Comp students might create an essay which compares a dystopian film to a dystopian novel of choice. Students will examine and create work with a roughly 50% transactional emphasis, and a roughly 50% literary emphasis including a Shakespearean unit.

Literary Focus 30S

Prerequisite: English 20F

Students explore meaningful and relevant themes presented in literature. They will also develop their own creative writing. Exploration of transactional and research material will also be included. In a “Dystopia” unit, a literary activity might involve creating a fictional impression of a dystopia which uses a specific character’s voice to convey meaning and vision, or creating a series of poems or prose-based impressions which use powerful imagery to convey emotion and vision. Students will examine and create work with a roughly 30% transactional emphasis, and a roughly 70% literary emphasis.

Transactional Focus 30S

Prerequisite: English 20F

The Transactional course will emphasize practical communication with units on print journalism, promotional media, presentational media and public speaking. In a “Dystopia” unit, a transactional activity might involve creating a design for a utopian society, and then providing a rationale or a “pitch” to the audience that convinces them to invest in the design. Students will examine and create work with approximately 70% transactional emphasis, and approximately 30% literary emphasis.

Comprehensive Focus 40S

Prerequisite: English 30S

This course will offer students a broad range of reading and language experiences (literature, drama, journalism, transactional). Students will develop an awareness of how different language formats shape the message. Students will examine and create work with a roughly 50% transactional emphasis, and a roughly 50% literary emphasis including a Shakespearean unit.

Literary Focus 40S

Prerequisite: English 30S

Students will have the opportunity to explore meaningful and relevant themes presented in literature and to develop their own creative writing. Major literary genres will be studied with an overview of the intellectual and literary traditions of Europe and North America. Students will examine and create work with a roughly 30% transactional emphasis, and a roughly 70% literary emphasis.

Transactional Focus 40S

Prerequisite: English 30S

The Transactional course will emphasize practical communication with units on print and television journalism, screen adaptation and writing, promotional media, presentational media and public speaking. There will be a combination of individual and group assignments and projects. Students will examine and create work with approximately 70% transactional emphasis, and approximately 30% literary emphasis.



ESPAGNOL

Would you like to be able to communicate in three languages by the time you graduate? It's possible at CJS. Your years of French language experience will help you learn Spanish more quickly than you think.

Throughout all four years of Spanish at CJS, speaking and listening are more important than reading and writing. Some students are already conversing fluently by the end of their second year. All students who continue with Spanish through Grade 12 are able to converse with native speakers by the end of their fourth year.

Espagnol 10G

This course is your introduction to one of the most widely-spoken languages in the world. As early as possible, classes are conducted exclusively in Spanish. DVDs and various new media such as interactive websites are used in order to help develop listening and speaking. Students are encouraged to speak the language as much as possible, and they will participate in short oral presentations in class. Learning useful vocabulary is more important than grammar at this level. Since this is a first-year course, an effort is made to use vocabulary which is common to both Spain and Hispanic America. Differences between European Spanish and the Spanish of this hemisphere are discussed as they arise.

Espagnol 20G

Prerequisite: Espagnol 10G

There is a strong cultural component to the second-year course. Students will be given the opportunity to learn about the food, music, festivals, films and dance of Hispanic America. They will develop their speaking skills through group presentations. As always, there is more emphasis on listening and speaking than on reading and writing. There is some new grammar (especially verb tenses), but this grammar is taught in order to facilitate communication and never just for its own sake.

Espagnol 30S

Prerequisite: Espagnol 20G

Students in the 30S course continue to develop their speaking fluency through a wide variety of small-group conversations, role-playing, and games. Working in groups, students prepare and present at least one major video project. There is more use of news sources such as CNN Español which are intended for native speakers, so students are challenged to learn about current events while at the same time developing their listening skills. We also view the feature film "Diarios de motocicleta" (The Motorcycle Diaries). Towards the end of the course, students get their first taste of Hispanic literature through an Argentinian crime story. As always, grammar is taught in order to facilitate communication and never just for its own sake.

Espagnol 40S

Prerequisite: Espagnol 30S

The fourth year course has lots of cultural content and is light on grammar, since most of what the students need to know has been taught in previous years. Students continue to develop their speaking fluency through a wide variety of small-group conversations, role-playing, and games, and, as in the Grade Eleven, they prepare and present at least one major video project. Students also determine course content through group presentations about current events or lifestyle topics. There is more extensive use of literature, as three (very short!) short stories are taught. At least two feature films are presented.



FRANÇAIS

The main objective of the Senior High Français program is to enable students to further develop second language skills in the areas of listening, speaking, reading, writing, viewing and representing. Emphasis is placed on communication in various real life situations.

The Foundation Years

Grade 9 and 10 Compulsory Credits

Français 10F

This course is designed to develop language proficiency in the students' second language. Students will study: novels, songs, poems, newspaper articles and other forms of literature. Films and other video elements are included in the course. We will emphasize the improvement of oral fluency and the use of everyday vocabulary. Oral and written communication exercises will enable the students to enhance their vocabulary and acquire a better understanding of grammatical concepts.

Français 20F

Prerequisite: Français 10F

In this course, students will develop language proficiency in their second language through the study of literary as well as non-literary works. The main literary work will be on fables, short stories and novel studies. Various aspects of communication using oral and written activities will be explored through group and independent assignments. Students will learn to enhance their vocabulary and acquire a better understanding of grammatical concepts.

A French dictionary, a French-English dictionary as well as a French verb conjugation reference book (Bescherelle) are important resources throughout the high school Français program.

The Specialization Years

Grade 11 and 12 Compulsory Credits

Français 30S

Prerequisite: Français 20F

The main objective of this course is to enable students to further develop and enhance language proficiency in their second language through the study of mass media, literary and non-literary works. Students will learn to read and to analyze an opinion piece as well as learn to summarize an existing written text. Themes such as relationships, conflicts and social issues will be explored. The improvement of grammar skills will be emphasized through written and oral work. Students will be challenged and enabled to acquire a better understanding of the complexities of the French language, to broaden their vocabulary, and learn to appreciate another culture.

Français 40S

Prerequisite: Français 30S

In this final year of high school French, student writings will focus on the argumentative essay and on how to convince various audiences on their point of view as well as the short story where he or she will be expected to grab and keep the reader's attention while developing a conflict and finding a resolution; both of these with tone and style. A variety of oral and written activities allow students to give their opinion and experiment with various strategies in authentic communication settings. Peer evaluation is given greater emphasis. Themes include: love and the human condition through the study of a French classic, the importance of appearance as seen through literature, chosen films and other written texts. Vocabulary enrichment is targeted with the study of more complex French idiomatic expressions as well as a comprehensive translation unit. Students work on becoming autonomous in their correction and editing skills.



Optional Credits

Français annuaire 21G and 31G

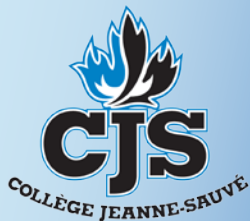
The main focus in this course is the creation of the school's yearbook. Students interested in this course must be willing to adapt to a flexible schedule and to work both independently as well as within a group setting.

Students applying for this course should possess many of the following characteristics/abilities: a desire to learn; to work without supervision (at times); 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.

Français 1001

Prerequisite: Français 30S

This course is more advanced than Français 40S. It covers the basis of Français 40S but goes into more depth and details. Grammar is given a primary focus throughout daily activities, weekly assignments and evaluations. Student will be doing 2 courses simultaneously; *Français 40S* and *Grammaire de l'écrit* and will obtain 6 university credits and one high school credit. The objective of this course is to reinforce the competences and to give an appreciation of a university course.



MATHÉMATIQUES

The Senior High mathematics program is varied as interest, capabilities, and needs of individuals differ considerably. For some students, a thorough understanding of mathematics is necessary for what they plan to do in the future; for others, a general knowledge of the basic concepts and skills is sufficient.

Mathématiques 10F

Grade 9 Mathematics (10F) is a foundation course to prepare students for multiple pathways in Grades 10 to 12. The acquired knowledge in this introductory course will help the students select their future mathematics courses. Students will be expected to complete daily assignments in order to master concepts presented in class. Topics studied include number sense, exponents, polynomials, linear relations and geometry. Problem solving is emphasized in all units.

This course requires a scientific calculator in order to complete the course work.

Mathématiques de transition 10G

This course does not replace Mathématique 10F. The goal of this optional course is to prepare students to successfully meet the expectations of the Mathématiques 10F course. Several topics from the middle years' curriculum will be reviewed.

Specialization Years

Grade 10

Introduction aux mathématiques appliquées et pré-calcul 20S

Prerequisite: Mathématiques 10F

Students considering this course **should have achieved a mark of 65% and above in Grade 9**. 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 experiments and activities that include the use of technology, problem solving, mental mathematics, and theoretical mathematics to promote the development of mathematical skills.

Mathématiques au quotidien 20S

Prerequisite: Mathématiques 10F

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 course emphasizing problem solving, decision making, and spatial sense. Students develop valuable knowledge and skills that will allow them to make informed decisions as they become independent citizens. The Essentials curriculum addresses personal financial management, career exploration, analysis of games, as well as more traditional topics such as trigonometry and 2-D geometry.



Specialization Years

Grade 11

Mathématiques appliquées 30S

Prerequisite: Introduction aux mathématiques appliquées/pré-calcul 20S

A Texas Instrument (TI-83+ or TI-84) graphing calculator is required for Mathématiques appliquées 30S.

This course is intended for students considering post-secondary studies that do not require a study of theoretical calculus. It is context driven and promotes the learning of numerical and geometrical problem-solving techniques as they relate to the world around us. Primary goals of Applied Mathematics are to have students develop critical-thinking skills through problem solving and model real-world situations. Graphing calculators, spreadsheets, or other computer software will be used by students for mathematical explorations, modeling, and problem solving.

Mathématiques au quotidien 30S

Prerequisite: Mathématiques au quotidien 20S

Essential Mathematics 30S emphasizes consumer applications, problem-solving, decision making as well as number understanding and use. Students are expected to work both individually and in small groups on mathematical concepts and skills encountered and used in a technological society. The curriculum addresses the following units: managing money, relations and patterns, trigonometry, 3-D geometry and statistics.

Mathématiques pré-calcul 30S

Prerequisite: Introduction aux mathématiques appliquées/pré-calcul 20S

Students considering this course should have achieved a mark of 70% and above in Grade 10. The Pre-Calculus Mathematics 30S curriculum comprises, primarily, a high-level study of theoretical mathematics with an emphasis on problem solving and mental mathematics, supported by cumulative exercises and testing. Students are required to learn mathematical concepts through practice and regular homework. Many of the questions and problems on exercises, tests, and examinations can be expected to be different from those presented in class.

Specialization Years

Grade 12

Mathématiques appliquées 40S

Prerequisite: Mathématiques appliquées 30S/pré-calcul 30S

A Texas Instrument (TI-83+ or TI-84) graphing calculator is required for Mathématiques appliquées 40S.

Applied Mathematics 40S is a one-credit course which emphasizes collaborative explorations, probable inferences, and the testing of solutions. Students are required to complete exercises and assignments. Every effort is made to ensure relevance through the use of practical and applied problem solving using technology.

Mathématiques au quotidien 40S

Prerequisite: Mathématiques au quotidien 30S

Essential Mathematics 40S is a course whose main objective is to ensure that students gain sufficient knowledge and skills in mathematics so that they may better understand issues in a technological society as well as in their own lives. Students have the opportunity to develop the cooperative, interactive and communicative skills required for future careers and as active citizens. The units of study for this course will include home finances, geometry and trigonometry, statistics and precision measurement.

Mathématiques pré-calcul 40S

Prerequisite: Mathématiques pré-calcul 30S

Students considering this course should have achieved a mark of 70% and above in Grade 11. The Pre-Calculus Mathematics 40S curriculum comprises primarily a high level study of theoretical mathematics with an emphasis on problem solving and mental mathematics, supported by assignments and testing. Students are required to learn mathematical concepts through regular homework. Many questions on assignments, tests, and examinations can be expected to challenge the students and to improve their problem-solving skills.

Calcul 42S

Advanced Placement Calculus is a one-credit high school course that reflects the curriculum of a first-year university calculus course. Students are expected to be highly motivated. The course is recommended for those students wishing to pursue post-secondary education in science, engineering, computer science, and other calculus related fields. Students have the option of writing an exam from the Advanced Placement board in early May. If the student is successful, this exam can be used towards post-secondary credits.



MUSIQUE

Learning through the arts enables students to rely on imaginative and creative processes. It also promotes open-ended, non-linear thinking, and encourages understanding and feelings mediated through the senses. It requires openness to new ideas, connections, and new ways of seeing - a spirit of inquiry and exploration that leads to independent learning.

Introduction à l'Harmonie 10G

This band course is designed for students who have never played a band instrument, or who have not played for at least one year. Students will follow an accelerated beginning band curriculum in order to become proficient on their instrument in such a way that they may merge with the Harmonie 10G class by springtime. Students will also have opportunities to listen to, study and create music. Apart from their in-class responsibilities, students must commit to at-home practice and must attend all performances outside of regular school hours.

Chorale 10G, 20G, 30S, 40S

The Choral Music course is designed for students who have an interest in learning music through singing. It is not mandatory to have previous singing experience; however, knowledge in music theory and/or music reading skills would be beneficial. In this course, students will learn the fundamentals of vocal production, develop aural and reading skills, and grow as choral musicians through the performance of various styles of choral repertoire. Students are expected to be available for all performances outside of regular school hours.

Ensemble des instruments à vents

11G, 21G, 31G, 41G

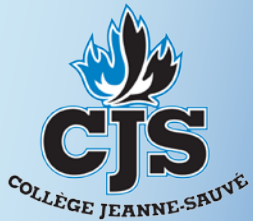
This half-credit course is designed for students whose interest and/or abilities go beyond the repertoire performed in the 10G, 20G, 30S or 40S band program. A wind ensemble is characterized by its limited instrumentation which therefore requires more responsibility from individual players. Students will be admitted into Wind Ensemble based on instrumentation requirements and by audition. Students may audition in September or be invited to play during the year based on their performance in other band classes. Rehearsals will take place outside of the regular timetable. There will be a number of concerts over the course of the school year. Students will be expected to participate in all band activities. Students must be enrolled in Harmonie 10G, 20G, 30S or 40S in order to participate in Wind Ensemble.

Harmonie 10G

The Band 10G course is designed for students who have studied band in grades 7 and 8. Band 10G will strive to provide musical opportunities for the students through playing, studying, listening and creating music. It is the intent of this program to foster the musical independence of its students through these activities. There will be a number of concerts over the course of the school year. Students are expected to participate in all band activities.

Harmonie 20G, 30S, 40S

These courses are a continuation of the programs from previous years and will strive to provide musical opportunities for the students through playing, studying, listening to, and creating music. It is the intent of this program to foster the musical independence of its students through these activities. There will be a number of concerts over the course of the school year. Students will be expected to participate in all of these band functions.



Jazz 10G, 20G, 30S, 40S

Jazz Ensemble is designed for students whose interest and/or abilities go beyond the performance of concert band repertoire and who wish to perform in a specialized group studying the various styles of jazz music and performance. Students must be enrolled in Harmonie 10G, 20G, 30S or 40S in order to enroll in the Jazz Ensemble. Students will be admitted into the Jazz Ensemble based on the specific required instrumentation needed for this kind of performing group and by audition, if necessary. There will be a number of concerts over the course of the school year. Students will be expected to participate in all of these functions.

Jazz vocal 20G, 30S, 40S

This full-credit course is designed for students who participate in choir and would like to work in a smaller vocal setting, singing more select styles of vocal repertoire. This ensemble is selected by audition only and will generally be limited to 12 spaces. Due to the size and nature of Vocal Jazz Ensemble, students must have a strong sense of musical independence and above average vocal technique. Although not mandatory, it is very beneficial if the students have previous jazz performance experience or are currently involved in the instrumental jazz program. Students are expected to be available for all performances outside of regular school hours.

Guitar 10G

Prerequisite: Grade 8 Guitar or permission from instructor
Curriculum is centered on five distinct areas of study including technique, ear training, music literacy, creative process, and appreciation. It is possible that all senior high students will be grouped together in one class.

Guitar Program Objectives:

Music is one of the finer pleasures in life regardless of whether one is involved professionally or on a more casual basis.

Our objectives in the guitar program are:

- To develop skills and proficiency in playing the guitar, as a lifelong skill.
- To develop an appreciation and understanding of the language and structure of music.
- To give the student the opportunity of expanding his/her interest and talent.
- To provide the student with opportunities for public performance.
- To give the student an opportunity to participate in a group activity, thus developing team spirit.
- To give the student an opportunity to develop self-discipline and pride in his/her accomplishments.
- To assist the student in planning for future leisure enjoyment and lifelong learning.



SCIENCES DE LA NATURE

The science program seeks to develop students' awareness of the impact of science in their daily lives, specifically the relationships between science, society, technology and the environment. The science program also seeks to provide students with an understanding of basic scientific principles and increase scientific literacy.

The Foundation Years

Grade 9 and 10

Sciences de la nature 10F

Grade 9 Science consists of the following topic areas:

- Reproduction examines biological mechanisms essential for the continuity and diversity of species.
- Atoms and Elements builds on the Particle Theory of Matter introduced in previous grades.
- The Nature of Electricity focuses on the development of the particle model of electricity and offers an introduction to electrostatics and current electricity.

Sciences de la nature 20F

Prerequisite: Sciences de la nature 10F

Grade 10 Science consists of the following topic areas:

- Chemistry in Action investigates the periodic table, the naming of binary compounds, chemical reactions, acids and bases, and air pollution.
- In Motion examines relationships between displacement, velocity, acceleration, and time. Newton's Laws of Motion, impulse, and momentum are studied in the context of automobile safety.
- Dynamics of Ecosystems studies the complex relationships present in ecosystems and the consequences of human activity on biodiversity and ecosystem sustainability.

The Specialization Years

Grade 11 and 12

Biologie 30S

Prerequisite: Sciences de la nature 20F

Biology 30S is centered around the following topics:

- Cell Structure and Functions
- Wellness and Homeostasis
- Digestion and Nutrition
- Circulation and Respiration
- The Excretory System
- The Nervous and Endocrine Systems

Chimie 30S

Prerequisite: Sciences de la nature 20F

In Chemistry 30S, students will begin by studying the role of chemistry in an ever-evolving world. Physical properties and changes of matter are compared to chemical properties and changes through a series of demonstrations and lab experiments. The mathematical aspect of chemical reactions is introduced as well as the concept of the mole, rules of nomenclature and stoichiometry. Other units of study include solubility and organic chemistry. Strong math, independent study and organizational skills are required to do well in this challenging course. Students will develop the ability to make informed hypotheses and draw logical conclusions from the various compulsory laboratory activities.



Physique 30S

Prerequisite: Sciences 20F et Introduction aux mathématiques appliquées et pré-calcul 20S

Physics is the most basic and fundamental of all the sciences. Physicists want to understand how things work, in every detail and at the deepest level. This includes everything from electrons to the universe itself. In this introductory course, students will study the nature of light, motion, forces, fields, waves and radiation. Problem-solving, critical thinking and the science of everyday life are all key components of the course.

Biologie 40S

Prerequisite: Sciences de la nature 20F

The Biology 40S course focuses on the following topics:

- Genetics: understanding biological inheritance and mechanisms of inheritance
- Nucleic acid replication and protein synthesis
- Gene mutations and genetic variation
- Evolutionary theory and biodiversity
- Organizing biodiversity: comparing the characteristics of the domains

Emphasis is placed on:

- using appropriate strategies and skills to develop and demonstrate in-depth understanding of biological concepts
- using accurate scientific vocabulary
- using appropriate scientific problem-solving or inquiry strategies when answering a question.
- This course has recently become a pre-requisite to enter biology courses at the post-secondary level. Due to the nature of the course, students are required to master a substantial amount of vocabulary, therefore independent study skills are key.

Chimie 40S

Prerequisite: Chimie 30S

Chemistry 40S is an extension of the principles of Chemistry 30S. Units of study include inquiry in chemistry, atomic structure, chemical kinetics, chemical equilibrium and acids and bases. Emphasis is placed on the skills, knowledge and work ethics needed to develop inquiry, problem-solving and decision-making abilities in a classroom or laboratory setting. Furthermore, independent study skills and strong math skills are a must.

Physique 40S

Prerequisite: Physique 30S

Physicists combine critical-thinking and creativity to understand the relationships and interactions in the world that surrounds us. As an extension of Physics 30S, this course enables students to further their scientific literacy through the study of experimental techniques, motion, forces, energy fields, and electric circuits and electromagnetic induction.



SCIENCES HUMAINES

Through Social Studies, students will have the opportunity to learn about themselves and the world around them. A particular emphasis will be placed around the four main pillars of learning identified by UNESCO: learning to know, learning to do, learning to be and learning to live together.

Compulsory Credits

Grade 9, 10 and 11

Le Canada dans le monde contemporain 10F

This contemporary course provides students with the opportunity to examine Canada as a society as well as its place on the international stage. The course will focus on four main themes: diversity, government, Canada on the world stage and future challenges.

Les Enjeux géographiques du 21^e siècle 20F

Prerequisite: Le Canada dans le monde contemporain 10F

In this geography course, we will ask ourselves three questions: Why this? Why there? Why care? The intent of the new curriculum is to educate students about the world around them and to develop critical thinking skills. We will study current world issues such as genetically engineered foods, the growing urban population in the world, and how natural resources impact the economy.

Histoire du Canada 30F

Prerequisite: Les Enjeux géographiques du 21^e siècle 20F

The objective of this course is to study the historical development of Canada, beginning with the First Nations, followed by the influence of French and English colonization, and finally achieving nationhood and playing an independent role on the world stage in the 20th and 21st centuries. Local, national, and international events, as well as a large selection of important historical figures are also interwoven into the course.

Optional Credits

Histoire de la musique contemporaine 31G

This is a bilingual course designed to study, explore, and understand elements of History of the 20th Century through the development of Rock and Roll. The units of study begin with a brief, yet thorough foundation of the roots of Rock and Roll (from Blues and Jazz at the turn of the 20th Century until the 40s) to the birth of Rock & Roll (in the 50s) and move toward the study of rock genres, influences (from the 60s until now) and its cultural impact on our society.

By investigating the musicians, songs, and events that are a part of the music landscape, students will deepen their understanding of this cultural phenomenon known as Rock and Roll. Though the instruction will be in French, with the exception of one unit dedicated to the Quebec contribution in the field, most of the source material will be presented in English and will reflect the English language's contribution to music. Students will be assessed through: journals, presentations, quizzes and tests, article reviews, projects and essays including a final research project or paper.

Droit 40S

Students will discover their relationship to law, their legal rights and obligations, and how law affects them now and in the future. Topics include the Canadian legal system, criminal law, consumer law, family law, basic principles of contracts, civil rights, and citizenship. Renowned cases will be studied and emphasis is put on current events. Students will be able to create connections between the media and what they have learned in their law course. A variety of guest speakers will provide their expertise in order to put the Canadian legal system into context.



Le Cinéma, témoin de l'histoire moderne 40S

Prerequisite: Histoire du Canada 30F

This course considers cinema as a source of information or myth about the past and as a source of inspiration for critical reflection about diverse interpretations of history. Students will study examples of various genres of cinema, exploring the historical and social context in which the selected films were created, and analyzing the cinematographic techniques used to convey the filmmaker's message. They will pose questions about the influence of film on their own representations of the past, and conduct inquiry based on guiding questions that engage them in critical thinking, principles of media literacy, and historical thinking. Each film, whether documentary or drama, is considered as a product of its period as well as a message to be interpreted about history. The course will deal with a selection of the principal themes in world history since the beginning of the 20th century, including the two world wars, the holocaust, the power of ideology and propaganda, oppression and resistance, and issues related to industrialization and the environment. Students will also carry out historical research as part of their assessment of the relevance and accuracy of representations of history in film.

Enjeux mondiaux 40S

Students conduct inquiry into the social, political, environmental and economic impact of a variety of contemporary and emerging issues in the world. Through their inquiry they 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, ethical decision-making, and consolidates learning across the disciplines to empower students as agents of change for a sustainable and equitable future. All of the four UNESCO pillars are studied and applied throughout the course. The goal is to provide students with a voice to put their knowledge into action through a variety of means, including project work within the global community. Some of the areas of study include media, consumerism, environment, poverty, indigenous peoples, genocide, oppression, gender politics, social justice and human rights. A component of the course is the planning and implementation of a community-based action-research project.

Psychologie 40S

This course is recommended for students interested in pursuing the study of basic concepts and principles of psychology. Topics are both theoretical and applied in nature and include: psychological perspectives, biological basis of behaviour, motivation, personality, learning, memory, intelligence, and psychological skills for life and performance.

Premières nations, Métis et Inuit 40S

Prerequisite: Histoire du Canada 30F

Through this course, students will gain knowledge and develop the values, as well as the critical thinking, communication, analytical, and inquiry skills, that 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.

Advanced Placement World History (Online)

Prerequisite: Histoire du Canada 30F

Advanced Placement World History is a university-level survey course with an emphasis on Asian, African, European, and American history. The focus will be on the big picture, using a global perspective to analyze the ways in which people and societies have been connected through time.

AP World History follows a chronological approach in covering the history of civilization from prehistoric times through the twenty-first century in five units of study:

- Technological and Environmental Foundation, to 600 B.C.E (3 weeks)
- Organizations and Reorganization of Human Societies, 600 B.C.E-600 C.E (3 weeks)
- Regional and Transregional Interactions, 600 C.E-1450 (7 weeks)
- Global Interactions, 1450-1750 (6 weeks)
- Industrialization and Global Integration, 1750-1900 (6 weeks)
- Accelerating Global Change and Realignment, 1900-Present (6 weeks)

University Credit

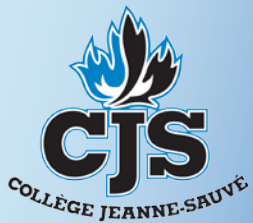
Each university /college makes its own decision regarding granting of credits to students writing the AP exam. Universities grant credits for AP courses based on their local mark requirements on the AP exam.

University of Manitoba / University of Winnipeg

AP Policy on History

- Students must earn a grade of 4.0 or 5.0 on the AP exam
- Successful students earn a transfer of 1 full University credit (6 hours)

The exam is written in May but the grade is not received until July. This mark is not used to calculate a student's final grade. As such, an in-school final exam is written at the completion of the course in May. Please note that both the school exam and the AP Exam will both be written at the Arts and Technology Centre.



TECHNOLOGIE

At CJS, we believe in an integrated approach to using information technology. Applying Information and Communication Technology helps promote the use of information technology across the curriculum. We also recognize the need to offer students specialized instruction in the area of information technology such as Computer Science and Multimedia Authoring.

Application des technologies de l'information et de la communication 1 et 2 (15F)

The purpose of Applying ICT 1 and 2 is to reinforce and extend the ICT knowledge, attitudes, and skills acquired by students in the Early and Middle Years. The course will further prepare students to use ICT to learn and demonstrate their learning in all Senior Years courses. Applying ICT is divided into the following modules: introduction to computer networks, internet search techniques, email, computer ethics, keyboarding, word processing, spreadsheets, graphics, web page authoring, presentation software, and programming.

Introduction to Design Drafting 10G

This introductory course is intended for students interested in exploring design drafting. The course will consist primarily of project-based activities which will engage students in the design process for architecture, engineering and interior design. Students will be using a variety of 2D and 3D computer software solutions to produce plans, elevations, 3D models and renderings.

Main topics will include the following:

- Freehand sketching
- Principles of design
- Drafting standards
- Basics of architectural and engineering basics
- Computer modelling

Conception de sites Web 35S et Sites Web interactifs 35S

Prerequisite: Application des technologies de l'information et de la communication 1 et 2

The conception de sites Web course provides students with skills to create web pages and web sites. Topics include navigation strategies, file management, copyright issues and design considerations. Students will also learn how to prepare media for use on web pages. The course also teaches techniques that allow end users to have greater interaction with web page content.

Students enrolled in Sites Web interactifs will learn how to create web pages and web sites that make greater use of interactive components such as Forms, Applets, scripts, and hover / mouse-over effects. Another component of the class will teach intermediate and advanced use of Cascading Style Sheets to control web page layout and formatting. There will also be an introduction to scripting languages for the web but this course is not intended to be an in-depth study of this topic.



Imagerie numérique 25S et Éditique 35S

Prerequisite: Application des technologies de l'information et de la communication 1 et 2

Students taking this course will learn about photography and the operating of digital cameras. Photography topics cover key concepts such as aperture, exposure, shutter speed, ISO speed, depth of field and exposure compensation. Students will have access to a variety of digital cameras, both point-and-shot and DSLR's, as well as an excellent variety of lenses. The desktop publishing portion of the course focuses primarily on the creation of printed media, such as concert programs, posters, CD/DVD covers, and so on.

Animation 2D 35S et Modélisation 3D 35S

Prerequisite: Application des technologies de l'information et de la communication 1 et 2

Students taking the Animation 2D course will learn to create animations. Topics include traditional animation techniques, stop-motion video and computer-based animations using Flash-like software.

The Modélisation 3D course provides students with an introduction to the world of 3D modeling and rendering. Students will learn to create and manipulate objects in a 3D environment. Topics include creating and using simple primitive objects, re-shaping objects, creating objects by rotation and extrusion, and high-quality rendering.

Informatique 20S

Prerequisite: Application des technologies de l'information et de la communication 1 et 2

Students considering this course should have achieved a mark of 70% and above in mathematics. This introductory course in computer programming is taught primarily through the creation of games and simulations. Students will learn to create programs using the Greenfoot programming environment. This course serves very well as an introduction to object-oriented programming as well as an initiation to the Java programming language. The concepts of classes, methods, control structures, variables, looping are some of the topics covered in this course.

Informatique 30S

Prerequisite: Informatique 20S

Students taking this course will learn to create programs written in the Java programming language. This course is an introduction to object-oriented programming and builds on the concepts acquired in the Informatique 20S. Topics include Java fundamentals, decision structures, loops and files, methods and inheritance.



THÉÂTRE

At CJS we strongly believe that an arts education provides balance in the overall school curriculum by developing many "other" ways of knowing, and by enhancing understanding of our cultures and ourselves.

Théâtre 10F

This course is an introduction to theatre: the vocabulary of theatre, the origins of theatre conventions, and an introduction to acting. Students will learn the basic principles of this art form and will practice their theatre skills by presenting short dialogues and monologues. Improvisational skills will also be developed.

There will be many opportunities to present their work. Students may perform in a play presented in front of their peers or in front of an elementary class. They can also perform in the Festival Théâtre Jeunesse in early May.

Théâtre 20F

Students will continue to work on their acting skills, more specifically on voice, movement, and scene study. The students will develop strategies for building characters. They will continue to work on their theatrical improvisational skills.

This course will also allow the students to develop their French language skills through the creative writing of individual or group scripts for theatre. They will examine the structural elements of a script, how to choose a subject, characters, and conflict. Music will also be studied and used to develop an emotional connection to a character. Through the study of different forms of dialogues and monologues, students will begin by writing short scenes. Their final project will be an original thirty-minute script as part of a class collective.

Class outings to the Cercle Molière, Canada's oldest French professional theatre company will give students a close-up opportunity of seeing the work needed to be accomplished to produce a full-fledged show. Students will continuously perform in a variety of plays in front of young audiences. This could possibly be followed by a performance at the Festival Théâtre Jeunesse in early May.

Théâtre 30S

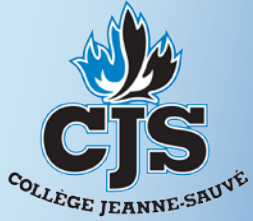
Students will continue to work on voice, movement, and scene study. Students will learn to appreciate the drama between the lines, dramatic pause, and the importance of subtext for character development.

This course will also allow the students to develop their French language skills through the creative writing of individual or group scripts for theatre. Students will further their study of the structural elements of a script and the creation of more complex characters with a particular emphasis on internal rather than external conflict.

Through the continued study of different forms of dialogue and monologue, students will practice writing scenes and plays. The students will be required to author a thirty-minute play either alone or collectively. Students may perform in a play in the Festival Théâtre Jeunesse in early May, or students may go on tour of divisional feeder schools performing for young audiences. Local French-speaking playwrights are invited as guest speakers to enrich the students' creative writing experience.

Théâtre 40S

This course offers an in-depth study of the stage actor and the psychological nuances of a character. Students will learn to critique in-class presentations according to traditional theatre criteria. Students will take on a leadership role in the many different areas of theatre production. Direction and design for a final production will be the responsibility of the students. The teacher will act as a facilitator and advisor for the production. The students in this course will be required to author a thirty-minute play as part of a class collective.



LRSD ON-LINE COURSES

Why Take an Online Course?

Various circumstances can make online courses an appropriate option for some students. Please see your student services advisor if you have any of these requirements:

- 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

Am I a Candidate for an Online Course?

- 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 to be successful, you 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

How Does an Online Course Work?

An online course delivery tool called WebCT is used to deliver course content. Teachers working from various LRSD high schools 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. Students will have a school contact teacher to facilitate communication and provide additional support. Some course previews can be found at: <http://webct.merlin.mb.ca/webct/entryPageIns.dowebct> Login with "demo" for both user name and password.



HIGH SCHOOL APPRENTICESHIP PROGRAM (HSAP) AT LRSD HIGH SCHOOLS

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 & Wastewater Technician
- Welder

Construction

- Boilermaker
- Bricklayer
- Cabinetmaker
- Carpenter
- Concrete Finisher
- Construction Craft Worker
- Construction Electrician
- Crane & Hoist Equip. Operator
- Domestic Gasfitter
- Floorcovering Installer
- Glazier
- Industrial Mechanic (Millwright)
- Mobile Crane Operator
- Boom Truck Hoist Operator
- Tower Crane Operator
- Insulator (Heat & Frost)
- Interior Systems Mech. (Lather)
- Ironworker (Generalist)
- Landscape Horticulturist
- Painter & Decorator
- Plumber
- Rig Technician
- Refrigeration & Air Conditioning Mechanic

Construction – cont'd

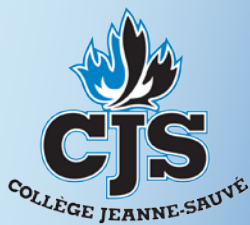
- Roofer
- Sheet Metal Worker
- Sloped Roofer
- Sprinkler System Installer
- Steamfitter-Pipefitter
- Power Generation & Trans Boom Truck Hoist Operator
- Gasfitter

Transportation

- Agricultural Equipment Tech
- Aircraft Maintenance Journeyman
- Automotive Painter
- Automotive Service Technician
- Diesel Engine Mechanic
- Gas Turbine Repair & Overhaul Technician
- Heavy Duty Equipment Mechanic
- Marine & Outdoor Power Equipment Technician
- Motor Vehicle Body Repairer (Metal & Paint)
- Railway Car Technician
- Recreation Vehicle Service Technician
- Transport Trailer Technician
- Truck & Transport Mechanic

Service

- Cook
- Electrologist
- Esthetician
- Hairstylist
- Partsperson
- Pork Production Technician



LOUIS RIEL ARTS & TECHNOLOGY CENTRE

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.

Academic Courses

To assist with scheduling, ATC students can enroll 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 Part 2 of Esthetics. Academic courses are scheduled into the remaining period and include:

- English Comprehensive Focus 30S/40S
- English Transactional Focus 40S
- History 30F
- Accounting 30S
- Physics 30S/40S
- Essential Mathematics 30S/40S
- Applied Mathematics 30S/40S
- Pre-Calculus 30S
- 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

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

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

Building Trades

Designed to provide students (minimum 16 years old) with valuable on-the-job experience in one or more building construction trade(s) of personal interest such as 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.

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



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.

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.

Esthetics

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

Hairstyling

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

Information Systems Architect

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

New Media Design

This course 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, JavaScript, 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



MANITOBA INSTITUTE OF TRADES AND TECHNOLOGY (MITT)

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.

Health Care:

Medical Administrative Assistant

The Medical Administrative Assistant program offers students a unique blend of medical, business and computer courses. Graduates possess confidence and skill in, medical documentation, medical terminology, billing, scheduling, business skills, computer applications and medical software, preparing them to meet the demands of our current and emerging health care system.

The Medical Administrative Assistant program has recently completed an accreditation agreement with the Health Information Management Program (HIM) at Red River College. An accreditation agreement allows for transfer of certain courses in the MAA program to the HIM.

Pharmacy Technician

The Pharmacy Technician program provides students with the knowledge and skills necessary to assist the pharmacist in the preparation and distribution of medications.

This program is accredited by the Canadian Council for Accreditation of Pharmacy Programs (CCAPP) and was granted Provisional Accreditation status.

Rehabilitation Assistant

The Rehabilitation Assistant program provides students with the knowledge and skills necessary to provide a safe and competent standard of rehabilitation care to clients and their families, under the supervision of a Speech Language Pathologist, Occupational Therapist and/or Physical Therapist.

Three of the courses are delivered by Red River College (RRC) in partnership with Winnipeg Technical College. Graduating students receive a joint Winnipeg Technical College and Red River College certificate.

Human Services:

Culinary Arts & Design

The Culinary Arts & Design program provides students with the practical skills and knowledge required to enter the food service industry. The program is Level 1 apprenticeship accredited and allows experienced food production personnel to enhance existing skills.

The Culinary Arts & Design program offers hands-on experience in all facets of food preparation and production including basic food service, baking, meat and poultry preparation, banquet and buffet service, inventory control, and menu planning. The program is set up to mirror industry and emphasizes speed, team work, quality and service. The program requires stamina and an ability to work under pressure.

Hairstyling

The Hairstyling program provides students with the study and practice of all aspects of hair services for men and women. Students also receive basic manicure training on natural nails and basic beauty treatments such as makeup product and application and eyebrow arching and waxing.

This accredited program follows Entrepreneurship, Training and Trade, Apprenticeship Branch guidelines.

WTC operates SalonTech, a full service hair salon that is available to the public. Services are provided by the Hairstyling students under the supervision of qualified instructors.



Hotel & Hospitality Services

The Hotel and Hospitality Services program provides students with the knowledge and skills necessary to work in the hotel and hospitality industry in Canada. The students will receive emergent training which was developed and tested by tourism sector employees, employers and educators from across Canada and that is based on industry-defined occupational standards that are internationally recognized. The program encompasses a wide range of occupations in the tourism sector involving front desk, housekeeping, food and beverage service and line cook duties. Students also receive management training related to the industry.

This program focuses on both theoretical knowledge and practical occupation-specific skills. The program has on-the-job Work Practicum placements.

Information & Business Technology:

Business Administrative Assistant

The Business Administrative Assistant program is a ten-month program designed to prepare student for employment in both large corporations and small independent businesses.

In this program, students will develop their skills in computer applications using Microsoft Office Suite. They will also learn administrative procedures, manual and computerized accounting and gain practical experience in a six week Work Practicum.

Microcomputer Systems Technician

The Microcomputer Systems Technician program provides detailed hardware and software training to students with little or no computer background. It is designed to prepare students for an entry level position as a computer technician or a computer support professional providing desktop or call centre support.

Students receive detailed coverage of PC hardware technology that progresses through installing and configuring operating systems, troubleshooting, and maintenance.

Students configure and administer networks and connect these networks to an Internet Service Provider using a SOHO, small office/home office model. This model incorporates NAT, DHCP, firewalls and network and wireless security using SOHO switch/routers.

Network Systems Administration

Students completing the Network Systems Administration program will be prepared for entry-level positions in an enterprise networking environment. The Network Systems Administration program contains Microsoft MCITP, Cisco CCNA and Linus/Unix exam preparation. Students are concurrently enrolled in the Microsoft and Cisco Academies. These credits are recognized internationally and can be used as prerequisites for further Microsoft and Cisco training such as the Cisco CCNP designation.

Production Art

The Production Art program offers students exposure to the print media industry, from concept and computer art, to a complete printed product. This program is for students who are creative and/or mechanically inclined. After completing the first 4 core credits, students will choose to focus the remainder of their training in either the Design or Print option of the program. They will then complete either 5 Design credits or 5 Print credits, and 1 Work Practicum credit.

This specialization of instruction allows each student's individual aptitudes and interest to be more closely matched when the Work Practicum is arranged and maximizes his/her potential for employment.

Skilled Trades & Technology:

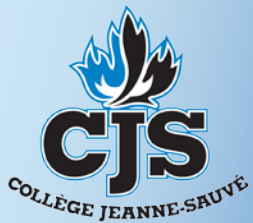
Auto Mechanics

The Auto Mechanics program provides students with the knowledge and skills necessary to enter into the motor vehicle repair industry. Students will learn the theory of auto repair as well as performing selected repairs. Students will have an opportunity to receive training on our new state-of-the-art Hunter DSP 600 laser targeted alignment machine. This program is accredited by Apprenticeship Manitoba in Level 1.

Carpentry

The Carpentry program provides students with the knowledge and skills to gain employment in an entry-level position within the construction industry including commercial, residential, and renovations.

This program covers all subject areas in the Level 1 Carpentry Apprenticeship program as well as additional topics found in higher levels of the Apprenticeship training program that will enhance carpentry skills.



Electrical Applications

The Electrical Applications program provides students with the knowledge and skills necessary to install, operate, troubleshoot, service, and repair electrical equipment in residential, commercial, and industrial settings. The program includes studies of motors, generators, transformers, electrical systems, and a wide variety of control equipment.

This program is accredited by Apprenticeship Manitoba in Level 1 and Level 2.

Industrial Electronics

The Industrial Electronics program provides students with the fundamental knowledge and skills applicable to electronic and electrical components, and the devices and circuits used in industrial settings. These skills are acquired through a variety of theory and lab exercises, and through related projects including the construction of a power supply using electronic test equipment, fabrication equipment, and soldering.

Industrial Welding

The Industrial Welding program provides students with the knowledge and skills necessary to design and build products by cutting and joining materials using ferrous and non-ferrous materials. Students will design and fabricate projects using current welding and fabrication equipment which simulates an industrial shop environment.

This program consists of theory and practical applications which prepare students for apprenticeship. Students are evaluated through written tests in welding, power tools, blueprint reading, and math. Practical evaluations are conducted using Canadian Welding Bureau (CWB) and Department of Labor procedures and standards. Student should have good manual dexterity, possess a mechanical aptitude, and the ability to problem solve.

The Industrial Welding program is accredited by Apprenticeship Manitoba in Level 1. It is also associated with the Canadian Welding Association, the Canadian Welding Bureau, and the Department of Labor.

Industrial Mechanic/Millwright

The Industrial Mechanic/Millwright program offers training in two segments of industry: millwright and machining. The program involves the repair, maintenance, and installation of machinery and industrial equipment found in today's modern industry.

The machine shop area involves operation of cut-off saws, drill presses, lathes, and milling machines in the manufacturing of machine parts. These operations involve blueprint reading and the use of precision measuring and layout instruments.

This program is accredited by Apprenticeship Manitoba.

Motosport Technician

The Motosport Technician program provides students with the knowledge to develop skills in tool and equipment operation required to maintain, repair or rebuild motorcycles, snowmobiles, marine equipment, and all-terrain vehicles. Students will build a foundation on vehicle systems including tune-up and diagnostics and learn about advanced technologies such as fuel injection and antilock brake systems.

This program is accredited by Apprenticeship Manitoba Level 1 for Marine and Power Equipment.

Technical Drafting

The Technical Drafting program provides students with the knowledge and skills necessary to translate ideas, sketches and specifications into accurate working drawings using both manual and computer-assisted drafting techniques. The course content includes credits in architectural, mechanical, and civil drafting. This program contains 10 credits, of which 6 core subjects are required. After completing the core credits, students will choose to focus the remainder of their training on either architectural, mechanical, or civil drafting.



ÉCOLE TECHNIQUE ET PROFESSIONNELLE

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 2014/2015 school year.

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

- 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.
- To address the shortage in bilingual personnel in the above-mentioned fields and enhance the development of the francophone communities.
- To create a partnership between the LRSD and USB in order to maximize resources from both institutions and avoid overlap in services.
- 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.

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.

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. 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 2015.

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.

Instruction:

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

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

Instruction:

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

Communication multimédia / Webmestre (Multimedia Communication/Webmastering)

Course: Animation pour Internet I (Flash)

Credits: 1 secondary-level credit
3 credits towards the Diplôme en Communication multimédia or the Webmestre Certificate granted by the USB's ETP

Instruction:

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

