



SISLER HIGH SCHOOL

**COURSE
INFORMATION
BOOKLET**

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SISLERHS



SISLERHS

WELCOME TO SISLER HIGH SCHOOL



Welcome to Sisler High School, home of the Spartans and the doorway to your future! Sisler HS is the largest high school in Manitoba and we are proud to provide a wide variety of unique and innovative programming to meet your needs and every learner at our school. Sisler is a dual track school providing both English and French Immersion programming. Sisler administration and staff provide a safe and respectful learning environment to enable every student to reach their potential. Thank you for choosing Sisler High School.

Below are a few examples of our programs that focus on strong academics and technical skills:

- French Immersion Diploma
- 1st Year University of Manitoba Calculus Course
- 1st Year University of Winnipeg English
- Advanced Placement Credited Courses (AP) Chemistry, Physics, Biology and Computer Science
- English as an Additional Language Program (EAL)
- Comprehensive Practical Arts Program
- Create Program with collaboration with Vancouver Film School
- Cyber Security Program
- Work experience / Pre-employment Program

In addition, Sisler HS offers a wide range of extra-curricular activities that include highly competitive athletic programs. Sisler “Spartan” athletes strongly represent us in basketball, football, volleyball, track and field, cross country, rugby, badminton, curling and golf. Students also have the opportunity to be active through daily noon hour intramurals.

Our Visual and Performing Arts Department (VPA) enable Sisler students to participate in choir, dance, art and band. VPA is home of our prestigious dance group “Sisler’s Most Wanted” (SMW).

Our Create and Cyber Security Program continue to innovate, inspire and prepare our students for future employment in the digital and cyber world. Students have access to the latest and most advanced technology available on the market.

Sisler has continuously upgraded its facility, especially over the past decade. Improvements to our science labs, practical arts, gymnasiums, cafeteria, library, Taras Korol Theatre and most recently our Inclusion Support Wing.

Familiarize yourself with the high school requirements and course content in this booklet to help you make the best choices. Consider your personal interests, abilities and future goals to make the most of your time with us. Please contact our school counsellors if you have any questions regarding our school. Thank you for your interest in Sisler High School and we look forward to working with you in the future.

Sisler Administration Team

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GENERAL SCHOOL INFORMATION

The goal of Sisler High School is to provide a safe, respectful, positive working and learning environment for all students and staff. By cultivating a positive learning environment, students are encouraged to take risks and ask questions to further enhance their education in a meaningful and personal way. All students are inspired to pursue personal excellence through meaningful learning opportunities.

Sisler High School follows a 4 period Schedule. The school is divided into two semesters so there is the opportunity to earn 8 high school credits throughout the school year. There are various other opportunities to earn other credits outside of the regular school day as well.

CLASS SCHEDULE:

9:00 – 10:20	SLOT A
10:20 – 10:30	Break
10:30 – 11:45	SLOT B
11:45 – 12:45	Lunch
12:45 – 2:00	SLOT C
2:00 – 2:10	Break
2:10 – 3:30	SLOT D

Students are encouraged to be in class on time for every class. If a student does come late to class, they will be given a late which will result in a detention. Regular attendance provides your child with the best opportunity for continued academic success.

COURSE CHANGES

Students will be given their schedules at the start of the school year. If a student requests a course change, they need to email or see their counsellor before the first week of the semester is over. For compulsory courses, a change is permitted if the prerequisite course has been failed and there is room in that course. For students wishing to take a higher-grade course, they must have completed the previous grade prerequisite course in order to do so. To drop a course, students need to see their counsellor for further details and regulation as well as get parental permission. See Course Descriptions for details.

PARENTS' NIGHT

Parents are invited to come to the school to discuss concerns or issues at any time during the year. Certain evenings are planned so that parents have the opportunity of meeting teachers and administrators at those times. Since an evening provides time for only brief meetings, parents are encouraged to arrange, through the Guidance Office, for individual visits if they wish to discuss particular concerns at length. Report cards are sent home with students informing parents of dates and times.

FIRE DRILLS

As a safety precaution fire drills will be held a set amount of times per year to acquaint students with the procedures for evacuating the building. Class teachers and home room teachers will inform students of exit routes and behaviour at the start of each semester. In case of emergency in severely inclement weather, Lord Nelson School and the Northwood Community Club are used as shelter areas for evacuated students.

HOME REPORTING

Computer reports are issued several times a year – usually in November, February, April and June. In addition, anecdotal reports may be sent home with students any time during the year by individual teachers if the situation warrants it. Parents may phone the Guidance Office to receive progress reports on their children at any time.

MEDICAL SERVICE

Norwest Co-Op Teen Clinic is available to students on a part-time basis. Students should familiarize themselves with the schedule posted on the nurses' office door, located by the science wing, or check www.teenclinic.ca for more information.

LUNCHROOM

The lunchroom at Sisler is a full-service cafeteria that provides students with the opportunity to have a hot breakfast or lunch at school. The lunchroom is used as a study area all day and students are encouraged to help maintain the cleanliness of this space on a continuous basis all day.

LIBRARY

Sisler has a full-service library that is open from 8:00 to 4:30 everyday. The library is to be used by students for the purpose of individual research, studying, quiet reading, and classroom project work. Students may borrow up to two books at a time. Work station computers are also at the student's disposal unless they are being used by a class for school work purposes.

PLAGIARISM

Plagiarism is the act of representing someone else's words or someone else's ideas as your own. If you do not give another writer credit for his/her words or ideas, that is also plagiarism.

How to avoid plagiarism

1. Make sure you are using appropriate research methods. (You can learn these from your teacher, from the Sisler Library staff, or from any one of a number of excellent books available in the school.)
2. Make sure that when you take notes, you also record the source of every single note you write down, including page number, so that you will be able to include that information in your paper.
3. Make sure you understand what you write.
4. Keep all your notes and rough drafts until your paper is marked and returned to you.
5. When in doubt, always ask your teacher. Always ask for help before the paper is due.

Remember, if you want credit for your work, give others credit for theirs.

COMPUTER USE

Sisler has a vast array of computers to use for student school work. Students are reminded to adhere to the Winnipeg School Division policies in respect to appropriate use of any electronic device. In order to gain access to a computer at Sisler, students should have completed the Application for Use on Online Resources that is part of the Registration process each year. Teachers will work closely with students to go over the rules associated with computer use at Sisler.

SUMMER SCHOOL

Please visit the Guidance Office in early May to receive information about the opportunity to take Summer School courses. Students may wish to take a summer school course to upgrade a mark, retake a class, or take a new class and get ahead.

ABSENCE REPORTING SYSTEM

Sisler High School will be using the School Messenger-Safe Arrival Absence Reporting System. We encourage the use of the mobile app or the website where a pin can be set up. If you do not have access to a computer and prefer to use the phone line, you must call the school to set up a pin. Absences can be reported in advance 24 hours a day, 7 days a week, for any school day in the school term, and up to 1 pm on the day of the absence. For extended absences, students must submit a letter/form to the main office to verify they will be away for set amount of time.

ATTENDANCE PROCEDURES

Procedure:

1. Parents will be contacted through an automated calling system for **each absence in any given subject**.
Teachers will make personal contact at the 3rd and 6th absence. Parents should call the subject teacher for further information.
 2. Automated calls will be made when a student has **reached their 6th and 12th absence in the same subject**.
These absences do include verified absences.
- Parents/guardians are welcome to call anytime to ask about student attendance.

GRADE 10-12 ATTENDANCE

Maximum number of absences permitted in a full course is **12**, in a half course is **6**. This includes **ALL** absences. If there is a prolonged illness, the student has the right to appeal once 12 absences are reached.

1. Parents will be contacted through an automated calling system at each absence. Parents will call the subject teacher for further information.
2. Automated calls will be made when a student has **reached their 6th and 12th absence in the same subject**.
These absences do include verified absences.
3. Parents/guardians are welcome to call anytime to ask about student attendance.

At the 12th absence, students may receive a course withdrawal and no credit status unless an appeal is granted. The student may appeal the “no credit” status. During the appeal process, you must continue to attend class, and do all work during the appeal process, but will receive no credit/marks until the appeal process is completed and a final decision is made. If unsuccessful, the “no credit” status remains.



STUDENT SERVICES

The Guidance Office is a safe environment for all of Sisler's students and staff.

Our computers are available to everyone but priority will be given to students completing assignments.

MEET OUR TEAM

Grade 9 Counsellor	Ms. Sinclair ksinclair@wsd1.org ext: 114520
Grade 10 – 12 Counsellor Last names A - DEE	Mr. Tribula ctribula@wsd1.org ext: 114516
Grade 10 – 12 Counsellor Last names DEL – I EAL Program	Mr. Andruchuk gandruchuk@wsd1.org ext: 114517
Grade 10 – 12 Counsellor Last names J – PL	Ms. Mackintosh cmackintosh@wsd1.org ext: 114519
Grade 10 – 12 Counsellor Last Names PO – Z	Ms. Stein cstein@wsd1.org Ext: 114518
Career Advisor	Ms. Kazmerowich kkazmerowich@wsd1.org Ext: 114525

OUR DOORS ARE ALWAYS OPEN FOR:

Academic needs:

- Schedule planning & course changes
- Exam stress tips
- Grad Check
- Summer school
- Volunteer credit
- Credit for employment
- MyBlueprint

Social & Emotional needs:

- Listen to personal concerns and offer advice
- Group counselling
- Assist with mediation, conflict resolution and interventions

Future needs:

- Post secondary options
- Scholarships
- Career/Job Information
- Entrance guidelines
- Volunteer opportunities
- Resumes/Cover letters

STUDENT CLUBS

Sisler has many clubs and student lead groups that cover a variety of initiatives and topics.

Athletic Council
Breakfast Club
French Honour Council
Games for a Cause
Generation Peace (GP)
Girl Empowerment
Global Medical Aid (GMA)
Homeless Outreach Program Emissaries (HOPE)
INSPIRE
LAC (Library Academic Crew)
Liberty in North Korea (LINK)
Mental Health Club
Overseas Educational Fund (OSEF)
Reach for the Top
Sharing Circle
Sisler Christian Youth Group
Sisler High Against Cancer (SHAC)
SLCC – Sisler Library Chess Club
SLTW – Sisler Library Tab for Wheels
Sisler Political Youth (SPY) Club
Sisler Science Squad
Sisler Teens Against Nicotine and Drugs (STAND)
Student Council
Sustainable Circle
SWAN
Under the Rainbow
We Social Justice Group

Please visit sislerhigh.org to learn more.

GRADUATION REQUIREMENTS

ENGLISH LANGUAGE DIPLOMA				<i>*Students must complete one Grade 11 elective credit.</i> <i>**Students must complete two Grade 12 elective credits.</i> <u>Maximum</u> of 11 school-initiated courses (SIC)
GRADE 9	GRADE 10	GRADE 11	GRADE 12	
Language Arts (1)	Language Arts (1)	Language Arts (1)	Language Arts (1)	
Math (1)	Math (1)	Math (1)	Math (1)	
Science (1)	Science (1)	History (1)	Physical Education (1)	
Social Studies (1)	Geography (1)	Physical Education (1)	**Elective (1)	
Physical Education (1)	Physical Education (1)	*Elective (1)	**Elective (1)	

FRENCH IMMERSION DIPLOMA				I) Tout élève doit réussir un minimum de 14 crédits en français afin d'obtenir le diplôme bilingue. II) Etant donné l'objectif linguistique du programme, tout élève s'engage à utiliser uniquement le français à l'intérieur de ses classes.
GRADE 9	GRADE 10	GRADE 11	GRADE 12	
FICF 1F	FRAF 2F	FRAF 3S	FRAF 4S	
TRMR 1F MATF 1F	GEOF 2F	HISF 3S		
PHER 1F		PHEF3F	PHEF4F	
SCHF 1F	SCIF 2F	BIOF3S	BIOF4S	
SCIF 1F	Le cours d'immersion est offert aux étudiants voulant améliorer leurs compétences en français et développer davantage leur niveau de bilinguisme. On doit remarquer que:			
ENGF 1F				

SENIOR YEARS TECHNOLOGY EDUCATION PROGRAM				A minimum of 8 to a maximum of 14 approved credits are required from within an approved Senior Years Technology Education Program cluster. In addition, students must fulfill the graduation requirements by completing (0-6) optional credits.
GRADE 9	GRADE 10	GRADE 11	GRADE 12	
Language Arts (1)	Language Arts (1)	Language Arts (1)	Language Arts (1)	
Math (1)	Math (1)	Math (1)	Math (1)	
Science (1)	Science (1)	Physical Education (1)	Physical Education (1)	
Social Studies (1)	Geography (1)	History (1)	**Elective (1)	
Physical Education (1)	Physical Education (1)	*Elective (1)	**Elective (1)	

SCHOLARSHIPS, BURSARIES AND AWARDS

AWARDS fall into two categories: those controlled by Sisler and those controlled by outside organizations. In all cases awards are based on either academics, citizenship, leadership, athletic performance, and/or financial need.

AWARDS REGULARLY PRESENTED AT CHURCH GRADUATION EXERCISES:

Allen Koverzin Memorial Rugby Award_____ **2@ \$200**

Awarded to a male and female involved with Sisler's Rugby team and is continuing their education at a post-secondary institution. The recipient must be a veteran of the rugby program who demonstrates leadership and sportsmanship.

ANAK Liwayway Scholarship_____ **\$500**

Awarded to Filipino-Canadian students in grade 12, who demonstrate a commitment to preserving and promoting Philippine heritage.

Byrdye Beckel Scholarship/Bursary_____ **\$1000**

This award is intended for a graduating student at a Winnipeg Inner City School. The basic criteria as set out by the Christmas Cheer Board are as follows: school/community involvement, economic need and good academic standing

Bourse du Collège Universitaire de Saint Boniface Admissions Scholarship_____ **\$750-\$1000**

Students that have a minimum average of 80% are recommended by the French department. Five awards in total are presented. Students apply directly to CUSB.

Canadian Polish Athletic Club University Entrance Bursary_____ **\$250**

Recipient must be continuing education at the university level and must not be receiving any other major school award. CPAC Board to have final decision taking into consideration sportsmanship, citizenship, leadership and academic ability. Award will be dispensed upon proof of acceptance and registration at university.

Cargill Visual Arts Scholarship_____ **\$2000**

Awarded to an academically qualified student (70% overall average) who plans to pursue a career in the visual arts related field through a post-secondary education. The successful candidate must have clearly exhibited giftedness in the visual arts and be willing to work on an extra-curricular art project. Successful candidates will present a portfolio of work demonstrating proficiency in at least two artistic media.

Child Guidance Clinic Award of Merit_____ **\$300**

This Award will be presented to a graduating high school student who has shown resilience and determination in the face of adversity.

Chown Centennial Scholarship_____ **\$1000**

Awarded to a graduating student having a minimum average of 85% on five credits in a full program at the 4S/4G level. Candidate must enroll in a full program at the U of M.

Community Citizenship Award_____ **2@\$500**

Awarded to graduating students who have taken a leadership role and shown an active awareness and concern for the people in their school, community and/or globally.

Dr. Davinder S. Jassal University Scholarship_____ **\$2000**

Training at the University level, in pursuit of applying to the Faculty of Medicine at the University of Manitoba. The entrance scholarship will be offered to the students who best fulfills the following criteria including: (1) high school student graduating from Sisler High; (2) academic ranking and transcript; (3) extracurricular activities in point form; (4) 500-word essay describing why you wish to become a physician.

Dr. G.C. Sisler Humanitarian Memorial Award_____ **\$200**

Student selected must be committed to community involvement.

French Immersion Studies Scholarship_____ **\$250**

Awarded to a graduating French Immersion student who is strong academically and is perusing full-time studies in French in a post-secondary institution. Financial may be a consideration.

Governor-General Medal & W.S.B. Post-Secondary Scholarship_____ **\$1000**

The medal and scholarship award is given to the graduating student with the highest academic average. Student must be going on to university/college full-time.

Harry Finkle North End Awards_____ **\$500**

One Scholarship and one bursary are awarded to students graduating from Sisler High School or St. John's High School who attend the University of Manitoba. The scholarship award is based on a minimum 80% average, good attendance and demonstrated leadership ability. The bursary is based on 70% average, good attendance and financial need.

J.C. Smythe Scholarship_____ **\$500**

Will be award to the student who demonstrates excellent skills in the areas of citizenship, community service or volunteer work, involvement in school sports activities and have good academic skills. The student should be enrolled or intending to enroll in a post-secondary institution.

Kathryn Degner Scholarship_____ **\$500**

Awarded to a student with the highest mark in Science and Mathematics in an all-female class.

Kevin Lamoureux MP Award_____ **\$300**

Korytowski Math Excellence Award_____ **\$200**

Awarded to a student with the highest mark in advanced Mathematics.

L & G Bursary_____ **\$100**

To be awarded to a student in good academic standing (65% or higher) who has given back to the community.

Lorne Richards Physics Prize_____ **\$100**

To be awarded to the graduating student achieving the highest standing in Physics 40S, on his or her first attempt.

Margaret and Abe Barg Scholarship_____ **\$1110**

Awarded to a student with financial need pursuing post-secondary studies. Recipient must not be receiving any other scholarship.

Mary and Louis Finkle Aboriginal and Immigrant Scholarship_____ **\$475**

One scholarship and one bursary are awarded to students graduating from Sisler, St. John's or R.B. Russell. Students' applying must attend the University of Manitoba. Candidates for the awards must demonstrate leadership abilities through volunteer and extracurricular activities and must have consistent attendance. Scholarship award is based on a minimum average of 80% and the Bursary is based on a minimum average of 70%. See guidance for applications.

Platinum Jets Bursary_____ **\$1000**

Awarded to a graduating athlete enrolled in a post-secondary institution. Financial need will be a consideration

Point Douglas Community Service Awards_____ **2@\$300**

Citizenship is an important criterion of this award. Mr. M. Pagtakhan will select recipients from submitted resume forms.

Robert Coffey Memorial Sports Award_____ **\$2000**

Awarded to a student involved with Sisler's Hockey or Golf Team and is continuing their education at a post-secondary institution. The recipient must demonstrate team leadership, sportsmanship, and dedication to the sport. Student must be in a position of financial need where the cost of post-secondary education will be a burden.

Samuel and Marion Doctoroff Memorial Scholarship_____ **\$300**

Awarded to the graduating student attaining the highest standing in Mathematics 40S.

Sonia and Ralph Kaplan Aboriginal and Immigrant Scholarship and Bursary_____ **\$450**

One scholarship and one bursary are awarded to students graduating from Sisler, St. John's or R. B. Russell. Students' applying must attend the University of Manitoba. Candidates for the awards must demonstrate leadership abilities through volunteer and extracurricular activities and must have consistent attendance. Scholarship award is based on a minimum average of 80% and the Bursary is based on a minimum average of 70%. See guidance for applications.

Souchay Gossen Family Foundation Scholarship_____ **\$2000 or \$20,000**

The school will put forward the name of one student who fits the following criteria: **commitment to education** as evidenced by consistent attendance and good achievement, **engagement to the school community** as shown by participation in various extra-curricular activities such as sports teams, choir, band, clubs or other groups and **possibly to the community at large** as shown by volunteering or participation in community groups. The student must be in a position of financial need where the costs of a post-secondary education will pose a hardship for the student or the student's family. The foundation determines whether the name put forward will receive this scholarship. See guidance for further details.

Spencer Duncanson Contemporary School of Dance Scholarship_____ **\$1000**

Tallman Award 1st Degree

Based upon scholarships, community involvement, and general deportment. To cover all expenses for the first university degree.

Triskolar Scholarship Award_____ **\$300**

Vancouver Film School Scholarships_____ **TBA**

W. J. Sisler Memorial Award_____ **\$1000**

Awarded to the runner-up for the Governor-General's Medal. Scholarship and character, as well as qualities of leadership in community and school are to be considered also.

Westland Foundation Education Fund._____ **\$ for each A or B earned at a WSD school**

Established in 2009, the Westland Foundation Education Fund (WFEF) is dedicated to post-secondary scholarships for inner-Winnipeg students. The WFEF scholarship is accessible to all inner-Winnipeg Grade 12 graduates. Eligible students can apply for the WFEF scholarship at Red River College, University of Manitoba and University of Winnipeg.

W.T.A. Scholarship_____ **\$1000**

Awarded to a graduating student who intends to register at a post-secondary institution. Must have a minimum average of 65% and must display outstanding citizenship. Cannot be receiving any other award.

Walter and Maria Schroeder Scholarship_____ **U of M Full Ride x 2**

Awarded to 2 students going into Business, Science or Computer Science at the University of Manitoba.

Winnipeg Hawkeye Inc._____ **\$1000**

HONOURS AWARDS

To receive an Honours Award, students must have an average over 80% based on the subjects taken in that year. Only school marks are to be used. For example, Special Language, music credits from the Royal Conservatory, evening school, summer school, school-initiated courses, or Distance Education cannot be used. Physical Education credits do not affect the school average in grades 11 & 12, but may be counted toward the minimum number of credits.

Grade 9 - All 8 subjects and over

Grade 11 - Minimum 6 subjects (does not include PE) and over

Grade 10 - All 8 subjects and over

Grade 12 - Minimum 5 subjects (does not include PE) and over

Students are not eligible for Honours Certificate if they take less than five subjects in their grade 12 year, regardless of how credits are required for graduation.



GRADE 9 PROGRAM

Our purpose is to inspire learning by providing appropriate education that will increase engagement and open doors to future success. Grade 9 students at Sisler will have unique opportunities for learning. Grade 9 students will have the opportunity to be successful in a variety of programs that will meet their individual needs. Students will cover the compulsory subjects of English (2 credits), Mathematics (2 credits), Social Studies, Science, and Physical Education. All grade 9 students will have the opportunity to take up to 2 electives from a variety of subject areas. See Course Descriptions for further details.

Due to COVID-19 the Accelerated program will begin in Grade 10, based on your Grade 9 performance. It will include an accelerated pace and/or enriched courses. See your counsellor for further details.

Please visit sislerhigh.org under Academics and Classes to learn more about our programming.



GRADE 9-12 COURSES AT A GLANCE

GRADE 9		GRADE 10		GRADE 11		GRADE 12	
<p><u>COMPULSORIES</u></p> <p>English English Math Math Science Social Studies Phys. Ed.</p> <p><u>ELECTIVES</u></p> <p>Concert Band Concert Choir ExplNet&CyberSecur</p> <p>Dance Drafting Electronics ExploMotionPicArts ExploInterDigMedia Foods and Nutrition Graphics Power Mechanics TextileArts&Design Visual Arts Woodworking Latin</p>	<p>RITR1F ENGR1F TRMR1F MATR1F SCIR1F SOSR1F PHER1F</p> <p>1 Credit MCBR1S MCCR1S CS102V1S .5 Credit DNHB1S DRHR1G ELHR1G MP206V1S DM093V1S FOHR1S GRHR1G PMHR1G TDHR1S VAHB1S WOHR1G LATR1G</p>	<p><u>COMPULSORIES</u></p> <p>English or Intro Applied Or Essentials Geography or Science or Phys. Ed. or</p> <p><u>ELECTIVES</u></p> <p>Art Band Career Develop Chamber Choir Choral Music Dance Drafting Dramatic Arts Electronics FamilyStudies Foods Graphics Hardware Esse Intro MP Arts Jazz Band Jazz Dance Jazz Choir Latin Latin - Begin MusicalTheater Power Mech Textiles, Arts Woods</p>	<p>ENGR2F ENGS2F*</p> <p>IAPR2S* ESMR2S GEOR2F GEOE2F* SCIR2F SCIS2F* PHER2F PHEX2F</p> <p>1 credit VIAR2S MCBR2S LWPR2S MCCR2S MCCR2S DANR2S DRAR2G DAMR2S ELER2G FSTR2F FNUR2G GRAR2G CS103V2S MP207V2S MJBR2S DJDR2S MJCR2S LATR2G LTLR2G DTHR2S POMR2G TADR2S WOOR2G</p>	<p><u>COMPULSORIES</u></p> <p>English or or Pre-Cal Math or Applied Or Essentials History or Phys. Ed.</p> <p><u>ELECTIVES</u></p> <p>AccountingEssen Art Band Biology CalculusEnriched Chamber Choir Chemistry Chem Enrich Choral Music Classical Myth ComputerScience Credit for Emp Curr Top Science Cyber Sec Ess Dance Drafting Dramatic Arts Electronics Family Studies Foods Fund of Animat Fund of comVE Fund PreVis Graphics Inte rMed Desig Int Ass Creation Media Coding Jazz Band Jazz Dance Jazz Choir Musical Theater Network Tech Operating Syst Physics Power Mech Retailing Sociology Studio Art Textiles, Arts Woods Zoology</p>	<p>ENGC3S ENGL3S* ENGT3S* PCMR3S* APMR3S* ESMR3S HISR3F HISE3F* PHER3F</p> <p>1 Credit AESR3S VIAR3S* MCBR3S* BIOR3S* MTAY3G* MCER3S* CHER3S* CHEE3S* MCCR3S* GEOR3S COSR3S CFER3G* CTSR3S* CS106V3S DANR3S* DRAR3G* DAMR3S* ELER3G* FSTR3S FNUR3G* MP208V3S MP210V3S MP209V3S GRAR3G DM095V3S DM096V3S DM097V3S MJBR3S* DJDR3S* MJCR3S* DTHR3S* CS105V3S CS104V3S PHYR3S* POMR3G* RTPR3S SOCY3G VA1R3S* TADR3S* WOOR3G* CTSE3S*</p>	<p><u>COMPULSORIES</u></p> <p>English or or Pre-Cal Math or Applied or Essentials Phys. Ed.</p> <p><u>ELECTIVES</u></p> <p>AccountingSystems Adv Asset Creation Adv Med Coding Adv Net Tech Adv Oper Systems AP Biology AP Chemistry AP Comp Sci AP Physics App MP Arts App Net Cyb Sec Applied Tech Art Band Biology Biomedics Business Manage Calculus Calculus U Challen Cal Uni Chal Opt Chamber Choir Chemistry Chem Enriched Choral Music Computer Science Credit for Employ Cult Explo Credit First Nations Stud Dance Drafting Dramatic Arts Economic Principles Electronics Eng Lit Focus Family Studies Foods Futures Int DM Global Issues Graphics Hist Greece Rome InterDMPProMana Jazz Band Jazz Dance Jazz Choir Law MPA Proj Manag MPA Port Devel MPA Studio Train Musical Theater Physics Physics Enriched Power Mech Psychology Server Admin Studio Art Textiles,Arts U of W English Volunteering Wood Tech</p>	<p>ENGC4S ENGL4S* ENTS4S* PCMR4S* APMR4S* ESMR4S PHER4F</p> <p>1 Credit ASYR4S* DM098V4S DM099V4S CS108V4S* CS107V4S* BIOP4S CHEP4S* CSAP4S* PH1P4S* MP211V4S CS111V4S* APTR4S* VIAR4S* MCBR4S* BIOR4S* INSR4S* BMAR4S ADMAR4S* ADME4S* MTAY4G* MCER4S* CHER4S* CHEE4S* MCCR4S* COSR4S* CFER4G* CUEZ4G ABSR4S DANR4S* DRAR4S* DAMR4S* ECPR4S ELER4S* ENLS4S* FSTR4S FNUR4S* DM101V4S GLIR4S* GRAR4S HISR4S DM100V4S MJBR4S* DJDR4S* MJCR4S* LAWR4S MP212V4S MP214V4S MP213V4S DTHR4S* PHYR4S* PHYE4S* POMR4S* PSYR4S CS109V4S* VA1R4S* TADR4S* ENLE4S* CSVZ4G WOOR4S</p>

** Indicates that a prerequisite or corequisite is recommended. See course description for further information.

COURSE NUMBERING

This number indicates the grade level of the course:

- 1 = first year of high school = Grade 9
- 2 = second year of high school = Grade 10
- 3** = third year of high school = Grade 11
- 4 = fourth year of high school = Grade 12

This letter indicates the level of the course:

- G = General
- S** = Specialized
- M = Modified
- E = EAL
- F = Foundation

Note: some post-secondary institutions require specific S courses

Biology **30S** – BIOR3S

This number indicates who the course was developed by:

- 0** is developed by Manitoba Education = 1 credit
- 5 is developed by Manitoba Education = 0.5 credit
- 1 is developed by schools or divisions and approved by Manitoba Education
- 2 is developed elsewhere and approved by Manitoba Education

Please Note:

- Students cannot receive credit for "S" and "G" courses in the same subject at the same grade level (e.g. History 30G and History 30S).
- Unless a sufficient number of students apply for a course, it will not be offered.
- An asterisk (*) beside the code indicates a prerequisite or corequisite is required. A **prerequisite** is a specific course which must be successfully completed for a student to enroll in a particular course. A **corequisite** is a specific course which must be taken either prior to or along with a particular course.
- The Universities of Manitoba and Winnipeg each have specific entrance requirements. These requirements are available on the university's websites and are posted in the guidance office. Besides entrance requirements there are other courses which will give students a greater chance of success after graduation. To become aware of other courses, students and parents should check out the appropriate websites for entrance requirements. Where career plans are not definite, students should select courses that will provide the broadest span of entrance requirements.
- Red River College requires a high school diploma for most of its programs. Many technology programs require Pre-calculus or Applied Math 40S. Each program has its own entrance requirements. Students should check the Red River College web site for details.

ADVANCED STUDIES

The Advanced Studies program is designed for students who wish to pursue challenging accelerated courses in a variety of subject areas. Students may choose one or more courses in Advanced Studies. In Grade 10, students may choose to enroll and follow a prescribed curriculum as a group. Students may receive 1st year university standing during their Grade 12 year by writing the university exams in mathematics, English, and the Advanced Placement exams in biology, chemistry and physics. Students who are not in advanced studies initially may enter the program later but should see a counsellor to identify the courses required.

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
BIOLOGY	Science (SCIR1F)	Science 20F (SCIR2F) or (SCIS2F)	Semester 1 Biology 30S Semester 2 Biology 40S	Semester 1 Biology Enriched 40S Semester 2 Biology Advance Placement (BIOP4S) AP exam elective
CHEMISTRY	Science (SCIR1F)	Science 20F Specialized (SCIS2F)	Chemistry Enriched 30S (CHEE 3S)	Semester 1 Chemistry Enriched 4S (CHEE 4S) Semester 2 Chemistry Advanced Placement (CHEP4S) AP exam elective
ENGLISH	Semester 1 English (RITR1F) Semester 2 English (ENGR1F)	English Enriched 20F (ENGE 2F) Completes grade 10 English	English Enriched 30S (ENGE3S) Completes grade 11 English	Semester 1 English Enriched 40S (ENGE4S) Semester 2 University of Winnipeg English Course (ENLE4S)
MATHEMATICS Attending Sisler for grade 9	Semester 1 Math (TRMR1F) Semester 2 Math (MATR1F)	Semester 1 Math Enriched (Intro Appl & Pre-Calculus) 20S (IAPE 2S) Semester 2 Math Enriched (Pre-Calculus 30S) (PCME3S)	Semester 1 Math Enriched (Pre-Calculus) (PCME4S) Semester 2 Calculus (Enriched) 31G (MTAY 3G)	Semester 1 Calculus Enriched 45S (ADME/CALE 4S) Semester 2 Calculus Enriched 41G (MTAY 4G) Calculus courses
MATHEMATICS Did not attend Sisler for grade 9	Math 10F (MATR 1F)	Semester 1 Math (Pre-Calculus) 20S (IAPR 2S) Semester 2 Math (Pre-Calculus) 30S (PCMR 3S)	Semester 1 Math (Pre-Calculus 40S) (PCMR 4S) Semester 2 Calculus (MTAY3G)	Semester 1 Calculus Enriched 45S (ADME/CALE 4S) Semester 2 Calculus Enriched 41G (MTAY 4G) Calculus courses
PHYSICS	Science 10F (SCIR1F)	Semester 1 Science 20F Specialized (SCIS2F) Semester 2 Physics Enriched 30S (PHYE3S)	Semester 1 Physics Enriched 40S (PHYE 4S)	Semester 1 AP Physics 1 Exam

COURSE DESCRIPTIONS

GRADE 9 ELECTIVE COURSES

VISUAL ARTS 15S VAHB1S

Students are introduced to art history and art appreciation, but emphasis will be on students creating original works of art using a variety of media such as pencil, ink, paint, pastel, and charcoal. Previous art education is not necessary to enrol in this course.

CONCERT BAND 10S MCBR1S

Band offers an integrated approach to music theory, musical style, music history, ear training instrumental technique through the vehicle of performance. Two-thirds of the course content is based on the musical selections chosen for concerts and festivals. One-third is based on technical development, music theory and composition.

CONCERT CHOIR 10S MCCR1S

The perfect class for people who like to sing. Here's an opportunity to learn about a variety of musical styles and improve your singing voice at the same time. Through performance, theory and ear training you will develop a better understanding of music.

TEXTILE ARTS & DESIGN 15S TDHR1S

The Grade 9 Clothing and Textiles Course emphasizes sewing machine skills and commercial pattern techniques. Students will learn fun uses for the sewing machine such as machine embroidery and machine applique. Students will study the elements of design and create their own sweatshirts with sweat fleece and t-shirt knits.



DANCE 15S DNHB1S

An introduction to basic jazz ballet and modern dance technique. Stress is put on the development of body coordination and aesthetic appreciation. As is the case with other courses in the Visual and Performing Arts Department, there is a strong emphasis on performance.

DRAFTING 15G DRHR1G

This course is an intro to architectural and engineering design with a focus on problem solving. Students will have the opportunity to use industry standard software (both 2D and 3D) to design a custom house as well as 3D models that they will then send to a 3D printer to create a real prototype. At the end of each month, student teams will apply the problem-solving steps to compete in mini design challenge projects such as: a dome, catapult, chair, bridge, and tower.

ELECTRONICS 15G ELHR1G

In the Grade 9 Electronics Program, students will learn about basic electronic terminology, basic electronic theory, electronic components and electronic test equipment. The students will become acquainted with the electronic workshop environment, workshop safety as well as constructing printed circuit boards from scratch.

EXPLORATION OF MOTION PICTURE ARTS 15S MP206V1S

This Film and Animation course is designed for students to explore the motion picture arts. Students will learn the skills to develop and tell stories visually through video production, concept art, and animation.

EXPLORATION TO INTERACTIVE DIGITAL MEDIA ARTS (IDM) 15S DM093V1S

Art meets technology! Prepare yourself for a career in the Creative Industry. In this course students will be introduced to the art of animation, 2D arcade-based game design, and film-making. Every year IDM students augment their learning by connecting with industry leaders. IDM students have connected with digital artists from Vancouver Film School, EA, Pixar, Disney, Weta, Sony, just to name a few, Kick start your education next year by registering for DM093V1S.

EXPLORATION OF NETWORKING & CYBER SECURITY 10S CS102V1S

This is the first course which students can take within Sisler's Network & Cyber Security, and is available only to Grade 9 students. This course is for any students who are interested in learning how to build and fix their own computer, install an operating system, design a network, and increase their cyber security awareness. The course is designed for students with any level of experience. Relevant topics such as the Internet of Things, Digital Citizenship and Privacy in the Information Age will be covered. Students will have access to Sisler's world-class training facility, exposing them to various hardware and software applications. This is an essential course if you are interested in pursuing additional technology courses within Sisler's Network & Cyber Security Academy, a career in technology, or joining one of our many Cyber Defence teams.

FOODS AND NUTRITION 15G FOHR1S

The grade 9 Foods and Nutrition Program emphasizes skills and techniques in food preparation and healthful eating practices. Students will find fun and enjoyment in preparing and serving foods such as: crepes, pastry, lasagna, pizza and salads. They will also learn to make wise decisions in selecting and purchasing foods.

INTRODUCTION TO GRAPHICS TECHNOLOGY 15G GRHR1G

Students will experiment with the endless possibilities of the visual design field. They will be introduced to: layout and design, logo development, colour theory and multi-media applications, fine art of typography, adobe digital toolbox and integrated marketing communications. The elements of design will also be explored through freehand projects in addition to digital work.

LATIN 15G LATR1G

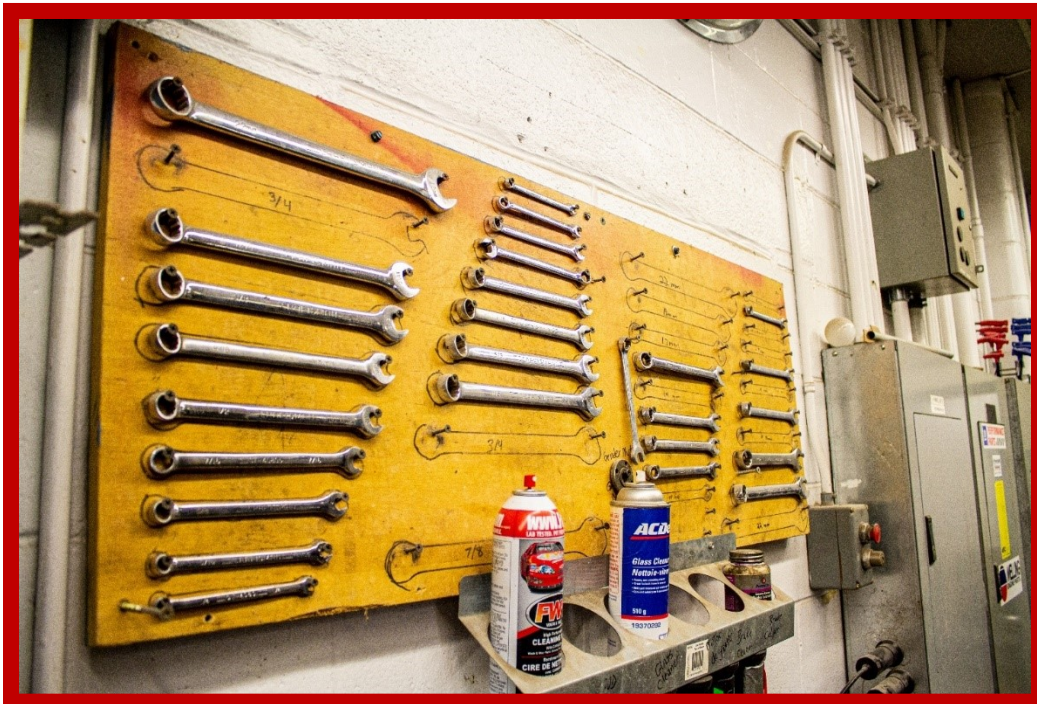
Learn the language of the ancient Romans. This course will begin to teach you the basics of Latin by studying vocabulary and grammar and by reading Latin stories. You will also learn about some aspects of Roman culture such as the Roman gods, mythology, family life and slavery in ancient Rome.

POWER MECHANICS 15G PMHR1G

The emphasis of the grade 9 Power Mechanics Program will be on machinery operation with an automotive application. Learning to use tools and problem-solving skills on a vehicle and related parts will make up a large part of the course. Students will be exposed to a variety of basic mechanical operations. Students **must supply** their own safety glasses.

WOODWORKING 15G WOHR1G

The woodworking program will cover ten units of study. The students will learn project development, design, the safe use of hand tools, power tools, and in introduction to woodturning. They will use their projects as a vehicle to learn concepts in woodworking. In the past, projects have been: stools, small cabinets, cutting boards, wooden toys, etc. Students **must supply** their own safety glasses,



APPLIED TECHNOLOGY

INDUSTRIAL ARTS

DRAFTING DESIGN TECHNOLOGY 20G DRAR 2G

This course is an introduction to drafting and design. Half the year focuses on mechanical drafting and the other half on architectural drafting. Students will be using industry standard CAD software to create sketches, two-dimensional, pictorial, multi-view drawing, and 3D models. At the end of each month students will work in teams to complete a fun and challenging pre-engineering design project. Students will also produce 3D Architectural drawings using the Envisioneer software. They will prepare a Site Plan, Floor Plan, Elevations, Electrical Plan and Interior Design Plan of each room for a single-family residential building. This is an excellent course for anyone who plans to pursue post secondary education in Engineering, Architecture, Design or Manufacturing

DRAFTING DESIGN TECHNOLOGY 30G (DRAR 3G)

Prerequisite: DRAR 2G

Mechanical and Architectural Drafting are studied equally. Students will be using AutoCAD software to create advanced, two-dimensional, pictorial, multi-view drawings and a technical illustration. Students will be introduced to CATIA 3D parametric modeling software and have the option of creating an F1 CO2 race car. At the end of each month students will work in teams to complete a fun and challenging pre-engineering design project. Students will also study architectural styles and produce 3D architectural drawings using the Envisioneer software. They will prepare a Site Plan, Floor Plan, Interior and Exterior Elevations, Electrical Plan, Schedules and Interior Design Plan of each room for a single-family residential building. Projects at the 30G level require greater accuracy and detail than those at the 20G level.



DRAFTING DESIGN TECHNOLOGY 40S (DRAR 4S)

Prerequisite: DRAR 3G or Teacher Approval

Course work at the 40S level includes advanced CAD and architectural drafting and design, with emphasis on parametric modeling and CNC 3D manufacturing. Students will make sketches, model parts and generate 2D and 3D drawings, assembly files, assembly drawings, and presentation drawings. Students will work in teams to complete pre-engineering design projects and build scaled models and prototypes. Students will choose between creating either an F1 CO2 race car or an architectural model of their own custom design. Projects at the 40S level require greater accuracy and detail than those at the 30G level.

Articulation agreement with the CAD Civil Technology Program offered at Red River College.

ELECTRICITY/ELECTRONICS 20G (ELER 2G)

This course has a heavy emphasis on project work, which is worth 80% towards the final mark. Some of the topics in this class include component identification, color code, Ohm's and Watt's Law, bread boarding, operating test equipment, and electronics safety, including WHMIS (workplace hazardous materials information system). Intermediate printed circuit board construction techniques and designing custom printed circuit boards are introduced. Electronic computer software will be used to reinforce theory taught in class. Students will also learn how to use hand tools, and equipment such as a soldering iron, drill press, squaring shear, and band saw.

ELECTRICITY/ELECTRONICS 30G (ELER 3G)

Prerequisite: ELER 2G

This course has a heavy emphasis on project work, which is worth 80% of the final mark. Some of the topics in this class include digital electronics, residential wiring, advanced bread boarding, introduction to robotics, and electronics safety, including WHMIS (workplace hazardous materials information system). Advanced printed circuit board designs will be studied, and then created using computer software. Electronic computer software will also be used to reinforce the digital electronics theory taught in class. Students will learn advanced skills and processes when using a soldering iron, drill press, squaring shear, band saw, metal lathe, bending brake and many other hand tools.

ELECTRICITY/ELECTRONICS 40S (ELER 4S)

Prerequisite: ELER 3G

This course has a heavy emphasis on project work, which is worth 100% of the final mark. The main topics in this course include advanced printed circuit board construction and residential wiring. Students will enhance their skills and processes when using a soldering iron, drill press, squaring shear, band saw, metal lathe, bending brake and many other hand tools.

POWER MECHANICS TECHNOLOGY 20G (POMR 2G)

Students are given a fundamental knowledge of repairs and maintenance of automobiles. Theory and practical applications are intended to develop skills and work habits in order to work safely and develop knowledge of the use of tools. Students perform routine operations on vehicles. **(Students must supply their own safety glasses.)**



POWER MECHANICS TECHNOLOGY 30G (POMR 3G)

Prerequisite: POMR 2G

Students learn to maintain and repair most components of automobiles, diagnose problems, make decisions on what repairs are needed, and find required information to complete tasks. **(Students must supply their own safety glasses.)**

POWER MECHANICS 40S (POMR 4S)

Prerequisite: POMR 3G

This is an advanced level program dealing with complex repairs and diagnostics. It is an outcome-based course; students must be able to perform operations on actual vehicles. **(Students must supply their own safety glasses.)**

WOODWORK TECHNOLOGY 20G (WOOR 2G)

Projects are the medium of instruction and are of intermediate calibre incorporating considerable machine work. Students will become more proficient at understanding working drawings. Wood technology and modern trends are studied.

WOODWORK TECHNOLOGY 30G (WOOR 3G)

Prerequisite: WOOR 2G

Projects are of advanced calibre incorporating a high level of machine work. Students are expected to complete working drawings with proper dimensioning. The emphasis is on cabinet/carcass construction, furniture styles and designs.

WOODWORK TECHNOLOGY 40S (WOOR 4S)

Prerequisite: WOOR 3G

Projects are of advanced calibre incorporating a very high level of machine and handwork. Students are introduced to Wood Science. Major emphasis is on advanced construction and design.

APPLIED TECHNOLOGY 40S (APTR 4S)

Prerequisite: Student must see appropriate Industrial Arts teacher for approval.

This course is an outcome based advanced technology practicum with a secondary focus on school-to-work transition. There may be an apprenticeship practicum with employers that is optional for students

SENIOR YEARS APPRENTICESHIP OPTION

Prerequisite: All grade 10 and 11 compulsory courses. See your Guidance Counsellor

Winnipeg School Division offers Off-Campus Apprenticeship programs to give students the opportunity to acquire the training and experience necessary to start a career in the skilled trades and are available to any student attending a Winnipeg School Division High School.

WSD currently has two off-site Apprenticeship Programs in partnerships:

Plumbing and Pipe Trades in partnership with the Piping Institute Technical College

Electrical Technology in partnership with the IBEW 2085

Time tables are very specific. The program starts in semester 2 of your grade 11 year. You must have completed all of your grade 11 compulsory courses by then. Training continues during semester 1 of your grade 12 year, and then compulsory courses are completed, back at school, in semester two. Students should see their guidance counsellor as soon as they know they would like to participate.

Both of these programs allow students to gain a Level 1 accreditation in the trade as well as links directly to employment during summer holidays or after high school. Students also earn 8 high school credits to replace their other elective course credits and ensure they graduate on time.



**Industrial Arts -Applied Technology
Trades Articulation Program
Sisler High School and Tec-Voc Partnership**

How can you make this happen?

- Graduate from Sisler High School.
- Complete the appropriate Industrial Arts courses (20G, 30G and 40S) with a mark of 70% or better in all three years
- Application to Tec Voc to be submitted during graduation year

STATISTICS CANADA HAS INDICATED THE SHORTAGE OF SKILLED TRADES PEOPLE IS STAGGERING!

RIGHT NOW, THE JOURNEYMAN TRADESPERSON IS BEING WELL PAID AND HAS GREAT JOB SECURITY

COME IN AND TALK TO YOUR COUNSELLOR ABOUT HOW AN APPRENTICESHIP PROGRAM WORKS AND THE AMAZING BENEFITS OF A JOURNEYMAN'S LICENSE.

What happens next?

We help you apply to Tec-Voc and if accepted you spend a year of full-time instruction complete with work placement in an accredited trade.

Tec-Voc has an articulation agreement with the Trades and Apprenticeship Branch. Your year at Tec-Voc will count as the first year of your apprenticeship towards a Journeyman's license.

The trades with an articulation agreement, are Automotive, Electronics, Electrical, Graphic Design, Photography, Foods, and Woods.

HUMAN ECOLOGY

Human Ecology offers three specialized programs of study: Family Studies, Foods and Nutrition and Textile, Arts and Design. Discussion of current trends and issues involving the individual, the family, and society has drawn an increasing number of students into the department. They have found these courses interesting, informative, challenging and worthwhile. As well as offering general level courses, specialized level courses are also available for those students interested in gaining significant experience for university entrance.

FAMILY STUDIES 20F (FSTR 2S)

This course focuses on decision making around pregnancy choices, contraception, STI's and parenting including an examination of teen pregnancy. Current topics include prenatal and infant development as well as infant care. Students will have an opportunity to try their hand at parenting using a mechanical baby.

FAMILY STUDIES 30S (FSTR 3S)

This course focuses on the relationship of individuals and families within society. A cross-cultural perspective on family life will be examined, as well as parenting theories and child development. Students will also examine how improved communication and problem-solving skills enhance the decisions they are making as adolescents as well as in their future roles as parents and caregivers. In this study of individuals in the family context, students will apply and relate what is learned in the classroom to practicum experiences in elementary schools and daycares in our community.

FAMILY STUDIES 40S (FSTR 4S)

This course enables students to acquire knowledge about how families function from adolescence to late adulthood to coping with death within the family. Students will focus on how their personal development and relationships in adolescence influence life choices in adulthood. Students will realize the importance of communication, family finance as well as planning for a successful future.

FOODS AND NUTRITION 20G (FNUR 2G)

This course focuses on topics such as food safety, new functions of old foods, consumerism, adolescent eating patterns, introduction to diet and disease conditions, factors affecting our food choices and more. There is a lab component in this course

FOODS AND NUTRITION 30G (FNUR 3G)

Prerequisite: FONR2G

This course introduces the student to the science of nutrition and examines nutrition standards and guidelines, current trends in consumption, food safety, the major nutrients, the relationship between diet and disease prevention and recipe modification. It also examines food and nutrition topics in the news. There is a lab component in this course.

FOODS AND NUTRITION 40S (FNUR 4S)

Prerequisite: FONR2G or 3G or teacher approval

This course expands on some of the issues covered in the grade 10 and grade 11 programs. The grade 12 course will include the following topics: Food safety from a global perspective, evaluating nutrition information, current trends in food consumption patterns and the role nutrients and other food components play in preventing and managing disease. Students will be made aware of the dangers of dieting and their relationship to eating disorders. The course will also address the scientific principles involved in the preparation of foods, and examine the controversy that surrounds such topics as organic foods, biotechnology, and food security. There is a lab component to this course.

TEXTILES, ARTS AND DESIGN 20S (TADR 2S)

This course continues the development of the skills originally explored in grade 9. Students must have a strong desire to spend the majority of class time working independently and problem solving. A strong interest in sewing is required as some projects take extra work outside of regular class time.

TEXTILES, ARTS AND DESIGN 30S (TADR 3S)

Prerequisite: TADR2G or teacher approval

This course continues the development of the skills explored in grade 10. Students must have a strong desire to spend the majority of class time working independently and problem solving. A strong interest in sewing is required as some projects take extra work outside of regular class time.

TEXTILES, ARTS AND DESIGN 40S (TADR 4S)

Prerequisite: TADR3G

This course continues the development of the skills explored in grades 10 and 11. Students must have a strong desire to spend the majority of class time working independently and problem solving. A strong interest in sewing is required as some projects take extra work outside of regular class time.

VOCATIONAL, MEDIA & BUSINESS EDUCATION

BUSINESS EDUCATION

ACCOUNTING ESSENTIALS 30S (AESR 3S)

Accounting 30S will introduce students to the financial principles and practices important for both personal and business uses. Students will examine the steps involved in the accounting cycle and prepare financial statements required by various sources involved in the operation of a small business. The electronic accounting system, Sage 50 Premium Accounting, will be used in this course as well as Excel and Word.

ACCOUNTING SYSTEMS 40S (ASYR 4S)

Prerequisite: ACPR 3S

Accounting Systems 40S is a continuation of the Accounting Essentials 30S. This advanced course will focus on merchandising accounting and will provide the student with the knowledge and skills required to analyze financial statements, and the steps necessary to close out a financial year. The creation and maintenance of electronic accounting records will be covered with modules in receivables, payables, payroll, and projects. Students will use Sage 50 Premium Accounting, a software package for small business enterprises. This course is recommended for the student who plans to pursue a post-secondary study in accounting or business.

CAREER DEVELOPMENT: LIFE/WORK PLANNING 20S (LWPR 2S)

This course will enable students to develop job-readiness skills for specific occupations and careers, and expand their knowledge regarding education and training requirements in the workforce. It is the prerequisite course that will enable a student to earn up to 2 high school credits for working outside of school while getting paid! (See CFER3G and CFER4G, page 38) Students' employability skills will be further enhanced through a combination of course material and practical experience.

RETAILING PERSPECTIVES 30S (RTPR 3S)

Retailing Perspectives provides an introduction to the skills and practices required in retail and merchandising. These skills include: handling sales transactions, ordering and receiving merchandise, market analysis, and selling techniques. This course will help you gain skills for starting your own business, working at a retail venue, and even for being a smarter customer. **BUSINESS**

MANAGEMENT 40S (BMAR 4S)

In this course students will develop practical skills required in management positions. Topics covered include financial management (saving and investing for the future), leadership, business structures, management ethics and business communications. Some exciting projects in this course include an investing challenge where students compete to get the highest return on their investment, creating personalized logos, business cards, and letterheads. This course is designed both for students who are interested in business management as well as students who want to improve their own employability skills.

ECONOMIC PRINCIPLES 40S (ECPR 4S)

Ever wonder why prices on items such as food rise and fall? This course is designed for students who are interested in business topics such as investing, world stock markets, finance, and the overall understanding of how the economy works. Students will learn about the production and consumption of goods, manage a stock market portfolio, and keep up-to-date with global issues that affect economies around the world.

CYBER SECURITY AND NETWORKING

The Network and Cyber Security program is a Technical Vocational Education (TVE) framework. The TVE is an important part of the educational structure and plays a major role in developing a flexible and well-educated workforce to address current and emerging industry and labour-market needs and in allowing Manitoba to compete globally. A minimum of 8 of these approved credits are required from within this approved cluster in order to receive a Senior Years Technology Education Program Diploma. In addition, students must fulfill the graduation requirements by completing optional credits. When it comes to cyber security so many businesses are reluctant to trust their network security to young people with minimal "hands-on" experience. An even more difficult challenge is in store for the recent graduate – how does one gain this elusive hands-on experience? Sisler High School's Network & Cyber Security Academy will offer a great opportunity to practice Info Sec in a safe, hands-on environment through a virtual data center.

HARDWARE AND SOFTWARE ESSENTIALS 20S (CS103V 2S)

Are you into PC Gaming, Video Editing, Live Video Streaming, Photo Editing, Digital Animation, and interested in learning about the latest in computer hardware to maximize your experience? Learn how to achieve optimal FPS, experience lighting fast load times, render your video in minutes instead of hours and experience extreme multitasking. This course teaches students about the hardware that powers every computer device on the planet. Students will learn how to build, fix and even design their own custom-built computer. This course is for students with any level of computer experience. Students who complete this course will be able to select specific parts to build, upgrade or service a computer, install an operating system, and troubleshoot basic hardware/software related issues. Hands-on labs, interactive virtual learning tools, along with the latest in computer building simulators, will help students develop fundamental computer skills that can also lead to variety of employment opportunities. This is an essential course if you are interested in pursuing additional technology courses within the Sisler's Network & Cyber Security Academy, a career in technology, or joining one of Sisler's Cyber Defence teams.

Industry Certification: CompTIA A+

OPERATING SYSTEMS 30S (CS104V 3S)

Are you interested in being able to troubleshoot common computer software problems? Would you like to know more about how operating systems run your computer? Do you know the story of how Apple and Microsoft revolutionized the computer industry? The content of this course includes installation, configuration, and management of current operating systems, the history of the personal computer, and the rise of Microsoft and Apple. This course is for students with any level of computer experience. The focus will primarily be on Microsoft Windows but hands-on projects using open-source software, such as web & database servers will also be included. This is an essential course if you are interested in pursuing additional technology courses within the Sisler Network & Cyber Security Academy, a career in technology, or joining one of Sisler's Cyber Defence teams.

Industry Certification: Microsoft Technology Associate

NETWORKING TECHNOLOGIES 30S (CS105V 3S) CCNA1

CCNAv7: Introduction to Networks (ITN) The first course in the CCNA curriculum introduces the architectures, models, protocols, and networking elements that connect users, devices, applications and data through the Internet and across modern computer networks - including IP addressing and Ethernet fundamentals. By the end of the course, students can build simple local area networks (LAN) that integrate IP addressing schemes, foundational network security, and perform basic configurations for routers and switches.

Industry Certification: CCENT

CYBER SECURITY ESSENTIALS 30S (CS106V 3S)

Are your computers and mobile devices secured? This course focuses on securing operating systems such as Microsoft Windows. Students will focus on developing a toolbox of anti-malware products to scan and remove harmful computer viruses, worms, spyware, rootkits, and how to identify and prevent hackers from remotely connecting to your devices. Students will also learn how to lock down a system to prevent unauthorized users from gaining access. This course is recommended for those with some experience in navigating operating systems. This is an essential course if you are interested in a career in technology, advancing your competitive cyber defence skills, or interested in learning how to secure your own computer. Join this class and secure your future!

Industry Certification: CompTIA Security+

ADVANCED NETWORKING TECHNOLOGIES 40S (CS108V 4S) CCNA2

Prerequisite: CS105V3S

CCNAv7: Switching, Routing, and Wireless Essentials (SRWE) The second course in the CCNA curriculum focuses on switching technologies and router operations that support small-to-medium business networks and includes wireless local area networks (WLAN) and security concepts. Students learn key switching and routing concepts. They can perform basic network configuration and troubleshooting, identify and mitigate LAN security threats, and configure and secure a basic WLAN.

Industry Certification: CCENT

SERVER ADMINISTRATION 40S (CS109V 4S)

Recommended: CS104V3S OR CS103V2S

This course will focus on installation, configuration, and management of Windows Server operating systems. Students will use independent and group project-based learning to accomplish specific server management tasks related to the course. This course is recommended for those who are interested in pursuing system administration as a career or who would like to network and share resources in their home network environment.

Industry Certification: Microsoft Technology Associate

APPLIED NETWORK AND CYBER SECURITY 40S (CS111V 4S)

Prerequisite: CS108V4S, CS106V3S, CS109V4S, or teacher approval

This grade 12 course seeks to apply all the skills and experiences students have developed throughout the Network and Cyber Security Academy. Students will be exposed to project-based learning activities that emulate real world small business environments. In addition to the project-based learning, students will engage in class projects dedicated to developing their IT resume and cover letters that will support their transition into Post-Secondary and future employment in Manitoba.

ADVANCED OPERATING SYSTEMS 40S (CS107V 4S)

Understanding Linux operating systems allows students to download and install a comprehensive software solution from open source communities, free of charge. The material delivered through this virtual course offers powerful skills for Information Technology professionals and students aspiring to enter post-secondary studies. The skills taught in Advanced Operating Systems are applicable to a wide range of Information Technology career paths, including network engineering, software development, and Linux administration.

Industry Certification: Linux Server Professional Certification



SISLER CREATE

Sisler's CREATE program is a new entertainment arts training program located at Sisler High School of the Winnipeg School Division. Founded in 2019, the CREATE Program provides high school and post-high students with an educational pathway to creative industries worldwide. Starting in grade 9, students in the CREATE Program will build foundational skills with hardware and software while using a wide range of creative toolsets. As students progress through the program they specialize in a chosen creative field and apply their skills in project-based courses. The program culminates in post-high by providing portfolio development, studio training and certification.



The CREATE Program

Sisler High School's post-grad

CREATE program provides students with hand-on, experiential training and learning opportunities in the creative industries. The program creates education and career pathways for students by preparing them for the workforce, facilitating internships, connecting them with the industry and initiating post-secondary scholarship opportunities.

Who is this program for?

High School graduates from the Winnipeg School Division under the age of 21 are invited to apply. Candidates from this program should have a demonstrated interest in the creative industries and the desire to build a career in the field. Applicants will be asked for a portfolio that includes examples of their creative work.

Students study the following areas: Animation, Game Design & Virtual Reality, Film & Visual Effects, 3D Modeling and Graphic Design & Photography.

Quick Facts:

Program Length: 10 months (September to June) 9:00am to 3:30pm, Monday to Friday

Program Cost: Free for students who reside within the Winnipeg School Division catchment. *

Certification Offered: Students receive a certificate in Creative Industries Training.

* A per-credit fee applies to students who live outside of the Winnipeg School Division catchment. Please contact the school directly for current cost.

Sisler's CREATE program is comprised of three educational pathways:

Graphic Design (Industrial Arts), IDM -Interactive Digital Media (Vocational) and MPA – Motion Picture Arts (Vocational). By combining technical training from vocational and innovative educators with industry mentorship and internship opportunities, the CREATE program brings job-readiness into focus. Our connection to talented creatives and industry leaders gives our students an advantage not found in any other high school; mentorship and guidance from the people who live it every day... here in Manitoba. Sisler instructors were key in the development and writing of the provincial Interactive Digital Media and Motion Picture Arts vocational frameworks.

Our Alumni:

Since 2015, 62 of our grads have chosen post-secondary programs in the fields of IDM, MPA, computer science and Digital Design. Over 20 of our alumni since 2015 have already secured employment, working for: APTN, Archiact – VR/AR Studio, Atomic Cartoons, Amblin Studios, Biba Ventures, Blackbird Interactive, Bold Commerce, Cartel Productions, CBC's Burden of Truth, Eagle Vision, EA Studios, Encore Studios, Farpoint Films, Loogaroo Studios, Manitoba Film & Music, Media Rendez-Vous, Moving Picture Company (MPC), Sierra-Affinity, ThinkingBox Studios, Twentieth Century Fox, Universal Studios, Vancouver Film School, and VMC Studios.

IDM Scholarships

Vancouver Film School (VFS) and Sisler High School have developed an articulation agreement that focuses on providing life-changing scholarships and techno creative pathways to careers in the media industry. Between 2015-2018, over \$395,000 in scholarships were granted to Sisler IDM students.

- All Sisler grads automatically receive a 12% tuition reduction for all VFS programs *
- One Horizon Scholarship of 50% tuition reduction (cannot combine with any other scholarships)
- Three Excellence in Media Scholarship of \$5,000 awards**
- Three Excellence in Concept Art Scholarship \$5,000 awards only for ACA
- Three Acting Scholarship \$5,000
- Ten Technology scholarship \$12,000 ***
- *May be combined with all other scholarships except Horizon Scholarship*
- *Usually applicable towards Classical Animation & Animation Concept Art programs*
- *Applicable for the following programs 3D & VFX, Digital Design, Game Design, and Programming for App, Game and Web*

Learn more at www.SislerIDM.com



INTRODUCTION TO MOTION PICTURE ARTS (MP207V 2S)

Students explore visual story-telling through the tools of film grammar, cinematography, editing, and sound design.

GRAPHIC DESIGN (GRAR 2G)

Students learn to create vector graphics and how to apply it to branding, logo design, packaging, as well as wall and garment vinyl applications. In addition, students will be introduced to motion graphics to bring their vector graphics to life.

INTRODUCTION TO INTERACTIVE DIGITAL MEDIA (DM094V 2S)

Get in the game! This course will introduce you to the concepts and skills needed to design games. Students will learn how to brainstorm, plan, create assets, develop, and test prototypes of games.

FUNDAMENTALS OF ANIMATION (MP208V 3S)

Students explore the principles of animation, stop-motion, character animation, rigging, walk cycles, cell animation, lip syncing, deformation tools, 3D camera and compositing.

FUNDAMENTALS OF PREVISUALIZATION (MP209V 3S)

Students explore concept art techniques and traditional theory to create original characters, scenes, settings, props, environments and mock-ups for films, animations and games. Skills learned in this course include drawing, gesture sheets, turnarounds, storyboarding, animatic creation, digital painting, environment creation, armature building, and practical effects.

FUNDAMENTALS OF COMPOSITING & VISUAL EFFECTS (MP210V 3S)

Students use digital tools to add visual effects and compose more impactful moving images. Skills learned in this course include motion design, chroma key, masking, rotoscoping, and demo reel development.

INTERACTIVE DIGITAL MEDIA DESIGN (DM095V 3S)

Students explore the process of designing and developing Interactive Digital Media platforms such as games and apps. Students will learn to plan, design, code, develop 2D and 3D environments for Interactive Digital Media projects.

INTRODUCTION TO INTERACTIVE DIGITAL ASSET CREATION (DM096V 3S)

Students explore asset design for 2D and 3D Interactive Digital Media projects. Students will learn how to plan, design and create assets such as: soundscapes, foley, voice overs, sound effects, score composition, character design, and world designs for Interactive Digital Media projects, such as games, apps and VR.

INTRODUCTION TO INTERACTIVE DIGITAL MEDIA CODING 30S (DM097V 3S)

Students explore the design and development of Interactive Digital Media projects involving apps such as games or utilities for mobile devices. Students will learn how to use a development environment to design and code the layout and behaviour of an app.

COMPUTER SCIENCE 30S (COSR 3S)

The focus will be on key concepts and techniques used in computer programming as a foundation for further studies in computer science or understanding programming as it relates to fields such as app or web development, or network management. Students will learn one or more computer languages, but emphasis will be on conceptual understanding and problem solving rather than the details of the specific language. Topics covered will include methods, variables, program flow management, and object orientation.

GRAPHIC DESIGN AND PHOTOGRAPHY (GRAR 3G)

Capture that great shot! Students learn professional photographic techniques as well as image editing. The skills learned in this course will also include the principles of design as well as colour theory and how these are used to create professional quality layouts as seen in promotional posters for school groups and events.

GRAPHIC DESIGN, PHOTOGRAPHY AND YEARBOOK (GRAR 4S)

Take your design skills to the next level. Students incorporate advanced photography, image manipulation and typography to produce professional layouts. These skills will culminate in the production and publication of Sisler's yearbook.

ADVANCED INTERACTIVE DIGITAL MEDIA ASSET CREATION (DM098V 4S)

Students will extend their learning of asset design for Interactive Digital Media projects by developing skills in 3D modelling, texturing, lighting, rigging, animating in 3D and rendering.

ADVANCED INTERACTIVE DIGITAL MEDIA CODING (DM099V 4S)

Students will build on the coding skills learned in coding for interactive digital media or computer science in order to design and develop apps for iOS, Android, or other operating systems. Students will gain experience with at least one additional development environment not used in a previous course and work with projects from conception to deployment.

INTERACTIVE DIGITAL MEDIA PROJECT MANAGEMENT (DM100V 4S)

Students will apply their specialized skill-set in a collaborative environment to create Interactive Digital Media projects such as 2D games, 3D games, VR, AR, and Apps. Skills learned in this course include pipeline development, AGILE project management, wireframing, prototyping, pitching, and presenting to peers and industry.

FUTURES IN INTERACTIVE DIGITAL MEDIA (DM101V 4S)

Students prepare themselves for post-secondary and employment in the Interactive Digital Media industry. Skills learned in this course include portfolio design, website design, resume writing, cover letters, interview preparation, networking skills, branding, demo reel creation, demo reel breakdown, and social media presence.

COMPUTER SCIENCE 40S (COSR 4S)

Prerequisite: Computer Science 30S.

This course is intended for students that plan to pursue further studies in computer programming or fields that include computer programming such as: university degree programs or post-secondary digital media programs that include coding. Concepts developed in Computer Science 30S will be deepened and built upon, and advanced data structures and algorithms will be introduced.

AP COMPUTER SCIENCE A (CSAP 4S)

Prerequisite: COSR4S with a recommended minimum mark of 75%

This is an advanced computer science course intended for students that would like to work on university level material while still in high school. This course teaches students the skills and knowledge required to be successful in writing the AP College Board AP Computer Science A exam. If successful on this exam a student can apply to the university of their choice to receive credit in first year computer programming courses. The computer language of instruction is Java. *This is not a regularly scheduled course in the timetable. See the guidance department for details.*

APPLIED MOTION PICTURE ARTS (MP211V 4S)

Students will extend their learning in the Motion Picture Arts by specializing in an area of interest such as: film, animation, compositing, visual effects and previsualization.

MOTION PICTURE ARTS PROJECT MANAGEMENT (MP212V 4S)

Students will apply their specialized skill-set in a collaborative environment to create Motion Picture Arts projects. Skills learned in this course include pipeline development, project management, pitching, dailies, the creative process and presenting to peers and industry.

MOTION PICTURE ARTS STUDIO TRAINING (MP213V 4S)

Students create a career pathway plan to earn industry certification, internships and studio training in order to facilitate their transition into the Motion Picture Arts industry. Skills learned in this course include interview preparation, networking skills, branding and acquiring relevant certification

MOTION PICTURE ARTS PORTFOLIO DEVELOPMENT (MP214V 4S)

Students hone their professional online identity, and create a portfolio for entry into post-secondary and to gain employment in the Motion Picture Arts industry. Skills learned in this course include demo reels, demo reel breakdown, cover letters, resume writing, social media presence, website design and development.

CLASSICAL STUDIES

CLASSICAL MYTHOLOGY 30S (GEOR3S)

(This course counts as a grade 11 elective.)

This course is intended for both G-level and S-level students. If you are interested in reading and creatively writing about the wild mythological adventures of the ancient Greeks and Romans, this course is for you. We will study some of the main myths of ancient Greece and Rome, exploring their origins, different versions of them, interpretations of them in ancient art, and some of the ways they still live on in modern film, art, and stories.

HISTORY OF ANCIENT GREECE AND ROME 40S (HISR 4S: History of Western Civilization)

This course offers a general introduction to the history of the ancient world from the Greek Bronze Age in the second millennium B.C. until the fall of the Western Roman Empire in the fifth century A.D. Among the subjects covered are Homeric society, the rise of the city state, Athens and Sparta, the Persian Wars, the Peloponnesian War, the rise of Rome, the Roman Republic, the Punic Wars, and the rise and fall of the Roman Empire.

LATIN

Note: There are two streams of Latin:

- one that begins in grade 9
- one that begins in grade 10 (for students who did not take Latin in grade 9)

To ensure that you end up in the correct course, be sure to write down the correct course code on your application form.

Beginning in Grade 9

LATIN 20G (LATR 2G)

Prerequisite: LATR 1G

This course continues the work begun in grade 9. It combines the reading of Latin stories and other short passages with the study of basic grammar. In grade 9, students learned the first two noun declensions and the present tense of the first two verb conjugations. This year they will learn the rest of the noun declensions and verb conjugations, and the past and future tenses of verbs. This course also covers some of the culture and history of ancient Rome.

Beginning in Grade 10

LATIN 20G: (LTLR 2G)

This is an introductory course in Latin, designed for grade 10-12 students who have never taken Latin before. We will cover all of the noun declensions as well as the present, past, and future tenses of all of the verb conjugations. We will also explore some aspects of ancient Roman culture such as religion, government, slavery, and family life.

ENGLISH

Sisler offers four programs of study in English: EAL (English as an Alternative Language) courses for students who are new to Canada and need assistance to develop their proficiency in English; the general-level courses intended for all students; the specialized-level courses intended for students who enjoy reading independently and have a strong sense of personal academic discipline; and, the enriched courses, which are intended for students who want an even greater level of challenge. Students must successfully complete courses in grade-level order to ensure that their skills are being appropriately developed and challenged in progression. All courses are literature based, with the six language arts skills - reading, writing, viewing, representing, speaking, and listening - being continuously developed, practiced, and evaluated. Students are expected to read outside of class time, and 10% of the mark in every English course is based on the Independent Reading Program, which requires students to read books of their own choosing (and on their own time) in addition to those studied in class. Students will write a final exam which assesses their mastery of the learning outcomes in every course at the end of the semester.

Course of Study

	Grade 9	Grade 10	Grade 11	Grade 12
Course	Semester 1 Reading is Thinking (RITR1S) Semester 2 Literature (ENGR1F)	English 20F (ENGR 2F) OR (ENGS2F)	There are three options for grade 11 English: <ul style="list-style-type: none"> • Comprehensive Focus • Literary Focus • Transactional Focus 	There are the options for grade 12 English: <ul style="list-style-type: none"> • Comprehensive Focus • Literary Focus 2nd Semester options <ul style="list-style-type: none"> • Transactional Focus • Language and Literary Forms • U of W First Year English Course
Credits	2	1	1	1 or 2

Grade 9 (Reading is Thinking)

The grade 9 English program at Sisler runs all year and consists of two courses. The first part of the course is Reading is Thinking which helps students to develop the literacy skills and learning strategies to assist them throughout high school and thrive as confident, engaged and proficient lifelong readers and learners.

Grade 9 (Literature)

The second course in the grade 9 English program is literature based. Students will study a wide variety of literary genres, such as the novel, the short story, poetry, drama (including Shakespearean drama) and non-fiction. An emphasis is placed on developing the skills necessary for literary appreciation and analysis, and reading and writing strategies. Students will read literature from various time periods and cultures and develop the skills to respond to these texts both analytically and creatively.

GRADE 10 OPTIONS

English 20F (ENGR 2F)

Grade 10 English continues to develop competency in student's reading, listening, speaking, writing, viewing and representing skills. In this course students will study at least two novels and one play, as well as short stories, articles and poetry. A variety of oral and written activities are practiced with particular emphasis placed on developing students' skills in literary analysis and both academic and creative writing.

English 20S (ENGS2F)

Recommended mark 65% from ENGR1F

Grade 10 English continues to develop competency in student's reading, listening, speaking, writing, viewing and representing skills. In this course students will study at least two novels and one Shakespearean and one modern play, as well as short stories, articles and poetry. A variety of oral and written activities are practiced with particular emphasis placed on developing students' skills in literary analysis and both academic and creative writing.

**After successful completion of one of these grade ten courses, students have the opportunity to explore three streams of study.

COMPREHENSIVE FOCUS COURSES

Comprehensive-focused English courses offer students a balance of fiction and non-fiction reading and writing opportunities. Students are encouraged to make connections between their work in class and their lives outside of the classroom. Students are challenged to think critically, expand their reading repertoire, and to write in a variety of genres and forms.

LITERARY FOCUS COURSES

Literary-focused English courses focus primarily on appreciation and analysis of literature. Students will develop analytical, critical thinking and writing skills required for the in-depth analysis of literature, from ancient to modern texts. Although some assignments and projects will be done in class, students will be required to work independently on assignments. This course is designed for students who are self-disciplined and have a passion for reading.

TRANSACTIONAL FOCUS COURSES

Transactional-focused English examines how texts relate to culture, society, and the individual. Through an in-depth study of fictional and non-fictional forms of writing, as well as media texts, students will learn to understand, analyze, evaluate, and create a variety of written and representational forms. Students will engage in group projects and individual study to research and develop their written and oral presentation skills.

GRADE 11 OPTIONS

English 30S: COMPREHENSIVE FOCUS (ENGC3S)

This course offers a wide range of language experiences, focusing on both literary and transactional texts. Students will continue to develop their communication skills by considering a variety of written forms, including drama, poetry, fiction, and nonfiction prose. Students will also develop their knowledge of and practice of the craft of writing.

English 30S: LITERARY FOCUS (ENGL3S)

Recommended mark 65% from ENGS2F

Through literary selections, visual texts and creative writing students develop a greater insight and understanding of themselves and their place in the world. The course emphasizes the aesthetic purposes of text through the study of novels, short stories, drama, poetry, film, contemporary media, at least one work by Shakespeare, and creative writing.

ENGLISH 30S: TRANSACTIONAL FOCUS (ENGT3S)

Recommended mark 65% from ENGS2F

In the transactional focus courses, students study traditional literature (novels, short stories, poetry and drama) as well as non-fictional material. Though transactional and literary approaches are part of the curriculum, in the transactional courses, assignments place more emphasis on the pragmatic aspects of language and literature.

GRADE 12 OPTIONS

English 40S: COMPREHENSIVE FOCUS (ENGC4S)

This course offers a wide range of language experiences, focusing on both literary and transactional texts. Students will continue to develop their communication skills by considering a variety of written forms, including drama, poetry, fiction, and nonfiction prose. Students will also develop their knowledge and practice of the craft of writing. Students will write the provincial English exam, which is worth 30% of their grade.

English 40S: LITERARY FOCUS (ENGL4S)

Recommended mark 65% from ENGL3S

This course is designed for students who like reading and are self-disciplined. Students study at least three plays (one classical Greek, one Shakespearean, and one 20th -century) and two novels (one 19th -century and one 20th -century classic) in addition to an extensive selection of poems, essays, and stories. Students are expected to write in a variety of different formats. Emphasis, however, is placed on the literary essay. Students must write the provincial English exam, which is worth 30% of their final mark.

Note: Students have access to a second ENG 40S credit if their post-secondary program of study requires it. (Second semester).

Second Semester Options

ENGLISH 40S: TRANSACTIONAL FOCUS (ENTS4S)

Prerequisite: ENGC4S or ENGL4S

Transactional English examines how texts relate to culture, society, and the individual. Through an in-depth study of fictional and non-fictional forms of writing, as well as media texts, students will learn to understand, analyze, evaluate, and create a variety of written and representational forms. Students will engage in group projects and individual study to research and develop their written and oral presentation skills.

ENGLISH LANGUAGE AND LITERARY FORMS (ENLS4S)

Prerequisite: ENGL4S

The student who chooses Language and Literary Forms as a second credit should possess a strong understanding of language and literature and a love of reading. In this course, students work independently as well as in groups, and are encouraged to explore the world of literature at a local, national, and international level beyond the classroom. Students are given an introduction to literary critical theory, and have the opportunity to do some creative writing as well as to engage in in-depth literary analysis. This course is strongly recommended for the student who will be taking English courses at the university level.

ENRICHED PROGRAM

This course begins in grade 10. This program is intended for students who enjoy reading independently and have a strong sense of personal academic discipline. It consists of one credit at the Grade 10 level, one credit at the Grade 11 level, and one credit at the Grade 12 level.

ENGLISH 20F: ACCELERATED (ENGE 2F)

This course is designed for students who are looking for the challenge of an accelerated English program. The goal of this course is for students to become adept at literary analysis, formal commentaries, and academic essays.

ENGLISH 30S: ACCELERATED LITERARY FOCUS (ENGE 3S)

This course is designed for students who are looking for the challenge of an accelerated English program. This course will build upon the ENGE2S course and students will continue to develop their skills in literary and critical analysis and academic writing.

ENGLISH 40S: ACCELERATED LITERARY FOCUS (ENGE 4S)

This course is designed for students who are looking for the challenge of an accelerated English program. This course will build upon the ENGE3S course and students will continue to develop their skills in literary and critical analysis and academic writing.

English 40S: UNIVERSITY OF WINNIPEG ENGLISH (ENLE 4S)

Prerequisite: (70% or higher in ENGL 4S, ENGE4S), or department head's permission.

Students must have completed grade 12 to take this course. This course is an introduction to literary study at the university level. Students will read texts from a wide range of historical and cultural traditions, while exploring the concepts of representation, place, and personal identity. Students will improve their ability to read and think critically by examining texts using a wide range of critical approaches, including, but not limited to, new criticism/formalism, structuralism, postcolonial criticism, psychoanalytical criticism, class criticism, and gender criticism. Students will also read a range of literary forms, such as drama, poetry, novel, short story, autobiography, and essay. Additionally, students will endeavor to enhance the content, clarity, and artistry of their writing by engaging in writing for a variety of purposes, such as essay writing, short story writing, or autobiographical writing, while reflecting on their participation in the writing process.

This course fulfills the prerequisite for most upper-level English courses at the University of Winnipeg.



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The purpose of this program is to develop listening, speaking, reading, and writing skills necessary for the academic and social success of students who have recently arrived in Canada and have a limited proficiency in the English language. Integration into mainstream subjects occurs as students become more proficient in communication.

Placement of Students: Students with limited proficiency in English will be assessed and placed in the appropriate programming. Placements are flexible and student progress is examined at the end of each semester. “E”-designated courses follow the Manitoba Education & Training approved curriculum for Grades 9-12 English/geography/history/math/science but have been adapted to assist students for whom English is an additional language. Adaptations may include the development of learning strategies and specialized academic vocabulary to build comprehension and overall language skills. Therefore, they can be used to meet core requirements for high school standing. Upon successful completion, students may enroll in the mainstream content subject at the same level **OR** proceed to the next level either in an EAL or a mainstream setting. Students currently enrolled in an EAL course who wish to move a regular (non EAL) English course require sufficient skills for success in consultation with the EAL department. Students who are planning to attend post-secondary education must fulfill the requirements of that specific institution. “E” level Grade 12 credits are not sufficient for post-secondary admissions.

ENGLISH LANGUAGE INSTRUCTION

ENGLISH EAL 11G/21G BEGINNER (ENBU 1G/2G) (SIC)

Prerequisite: Recommendation from EAL Dept./Counsellor

This is the entry - level class for beginners to learn to communicate in English. It is designed for students who have little or no knowledge of English. Emphasis at this level is on the development of oral language skills and the acquisition of functional English. The focus is on sounds, alphabet, survival vocabulary, and simple sentences. In addition, students will be introduced to basic grammar and writing skills and strategies for reading comprehension.

ENGLISH EAL 31G/41G LOW/MID INTERMEDIATE (ENIU 3G/ENAU 4G) (SIC)

Prerequisite: Recommendation from the EAL Dept./Counsellor

Students recommended to take these courses have met the required language outcomes at the beginner level. Although students have acquired a certain degree of proficiency in the use of the English language, they require a larger academic vocabulary and more mature language skills to ensure success in mainstream classes. Students will focus on mastering more advanced grammar, developing more complex sentence structures, and building a more sophisticated vocabulary.

“E” DESIGNATED COURSES ACADEMIC COURSES ADAPTED FOR EAL STUDENTS

ENGLISH 10E, 20E, 30E, 40E (ENGR 1E/2E/ & ENGC 3E/4E)

Prerequisite: ENAU 4G or recommendation from EAL Dept.

Students whose language skills are not yet sufficiently advanced to allow them to be successful in a mainstream English course will enroll in these English courses, which have been adapted for the needs of EAL students. These courses are similar to mainstream English courses in that they teach literature and essay writing, but they also focus on continuing to develop the students’ knowledge of correct English grammar as well as their reading, writing, listening, and speaking skills.

SOCIAL STUDIES 10E (SOSR 1E)

Grade 9 Canadian Studies is adapted for EAL students. This course introduces newcomers to Canadian culture by focusing specifically on Canadian content. Topics studied include political and geographical mapping, physical regions, government, law, economy, citizenship, and immigration. This course also looks at a brief history of Canada, First Nations Peoples, French-English relations, Confederation, WWI, and WWII.

GEOGRAPHY 20E (GEOR 2E)

Prerequisite: SOSR 1E

Students who are unfamiliar with the geography of North America and/or require greater support and adaptations to comprehend specific topics, ideas, and texts will benefit from this course. We will examine the regions of Canada: Prairies, Canadian Shield, Western Mountains, Atlantic Region, Great Lakes Lowlands, and St. Lawrence region. Emphasis is on developing student’s academic language skills through the study of the physical features, climate, agriculture, economy, and social environments of Canada.

HISTORY 30E (HICR 3E)

Prerequisite: GEOR 2E

For students who are unfamiliar with Canada's history, this course is adapted, although thorough, introduction to the history of Canada. The content in this course focuses on early Canadian Aboriginal peoples through to current issues in Canada. Students will gain knowledge regarding significant periods and people that helped create the Canada we know today. The curriculum encourages citizenship and investigative skills to promote and further student's own learning.

TRANSITIONAL MATHEMATICS FOR GRADE 9 (TRMR 1F)

This course will provide the basic skills necessary for students to take MATR 1E. Students will be expected to work both individually and in small groups as they learn mathematical concepts and build mathematical skills. Topics covered include fractions, equations, trigonometry, and graphing.

MATHEMATICS FOR GRADE 9 (MATR 1E)

Prerequisite: TRMR 1F

This grade 9 mathematics course follows the provincial grade 9 curriculum with additional supports to assist EAL learners. Students will be expected to work both individually and in small groups as they learn mathematical concepts and build mathematical skills. Topics covered include integers, polynomials, exponents, and geometry.

ESSENTIAL MATH 20E (ESMR 2E)

Prerequisite: MATR 1E

This course is designed for EAL students who may not use advanced mathematics in their careers. The topics in this course have a practical application that will allow students to be successful in the workplace. This course follows a similar outline to ESMR2S but has a heavier emphasis on vocabulary and more time is spent on topics to ensure comprehension.

ESSENTIAL MATH 30E (ESMR 3E)

Prerequisite: ESMR 2E

This course follows a similar outline to ESMR3S but has a heavier emphasis on vocabulary and more time is spent on topics to ensure comprehension.

INTRODUCTION TO APPLIED AND PRE-CALCULUS MATH 20E (IAPR 2E)

Prerequisite: MATR 1E (65% or better recommended)

This course is designed specifically for EAL students who would like to pursue a career in mathematics, science, computer science, engineering, architecture or the technologies. This course follows a similar outline to IAPR 2S but has a heavier emphasis on vocabulary and more time spent on topics to ensure comprehension.

PRE-CALCULUS MATH 30E (PCMR 3E)

Prerequisite: IAPR 2E (70% or better recommended)

This course follows a similar outline to PCMR 3S but has a heavier emphasis on vocabulary and more time spent on topics to ensure comprehension.

SCIENCE 10E (SCIR 1E)

Prerequisite: Recommendation from EAL Dept./Counsellor

Following the grade 9 science curriculum, students will investigate concepts in life science (reproduction), basic chemistry (elements and compounds), basic physics (electrostatics and current electricity), and space science (the universe). Students investigate and manipulate theories presented in class.

SCIENCE 20E (SCIR 2E)

Prerequisite: SCIR 1E

This science course integrates concepts at the 2E level and is designed for students learning English as an additional language. This adapted program introduces a variety of science topics including ecology, chemistry, and physics that parallel the content of grade 10 science.

FRENCH IMMERSION DIPLOMA PROGRAM

The French Immersion Program promotes functional bilingualism. Students are encouraged to commit themselves to achieve this objective. At the end of four years, successful candidates receive the “Winnipeg School Division French Immersion Diploma”. In order to receive the French Immersion Diploma, students must complete at least fourteen credits in French. The French language is used exclusively in all immersion courses.

FRANÇAIS 20F (FRAF 2F)

Prerequisite : FICF 1F

Students further develop their French language skills. Activities are designed to enhance comprehension (listening and reading) as well as develop production skills (speaking and writing). Whenever possible, students are placed in meaningful and relevant French communication situations through the use of conversation, film, radio, television, advertising, etc. This course also has a strong component of literature (novel, drama, short story, and grammar). Students are required to read four novels as supplementary reading on which they are evaluated at the end of the course.

FRANÇAIS 30S (FRAF 3S)

Prerequisite: FRAF 2F

Students continue to develop French language skills. Approaches are similar to those utilized at the previous level. Students are required to read four novels as supplementary reading.

FRANÇAIS 40S (FRAF 4S)

Prerequisite: FRAF 3S

The development of the student's French language skills is continued with emphasis on the functional aspects of the language. Students are required to read four novels as supplementary reading.

ÉDUCATION PHYSIQUE 30F (PHEF 3F)

Prerequisite PHER 2F or PHEX 2F

This compulsory course is designed to help students take greater ownership of their fitness, encourage them to seek activities that interest them, and to engage in an active, healthy lifestyle in their adult lives. Students will study topics related to fitness management, mental health, social impact on sports, and substance use and abuse. These topics will make up 25% of the course and will be administered through projects the students must complete throughout the semester. The students will be given a subject and have to present them using the four linguistic disciplines on the French Provincial exam (comprehension orale, écrite et production orale et écrite). For the remaining 75% of the course, students will be required to develop and implement their own personal activity plan and be engaged in those activities on their own time. Students will be required to log their activities, reflect upon them and meet with their physical education teacher several times to review and present their progress. In addition, students will be expected to attend several active classes including regular fitness testing to assist them in monitoring their progress. Students will either be granted a complete or incomplete designation.

ÉDUCATION PHYSIQUE 40F (PHEF 4F)

Prerequisite PHEF 30F

This compulsory course is designed to help students take greater ownership of their fitness, encourage them to seek activities that interest them, and to engage in an active, healthy lifestyle in their adults' lives. Students will study topics related to fitness management, mental health, social impact on sports, and substance use and abuse. These topics will make up 25% of the course and will be administered through projects the students must complete throughout the semester. The students will be given a subject and have to present them using the four linguistic disciplines on the French Provincial exam (comprehension orale, écrite et production orale et écrite). For the remaining 75% of the course, students will be required to develop and implement their own personal activity plan and be engaged in those activities on their own time. Students will be required to log their activities, reflect upon them and meet with their physical education teacher several times to review and present their progress. In addition, students will be expected to attend several active classes including regular fitness testing to assist them in monitoring their progress. Students will either be granted a complete or incomplete designation.

GÉOGRAPHIÉ 20F (GEOF 2F)

Prerequisite: SCHF 1F

Students will study North American geography with an emphasis on Canada. Units include: basic geography (map reading, etc.) and physical, human, and economic aspects of Canada. Topics of current interest such as the energy crisis, environmental issues, etc. are discussed.

HISTOIRE 30S (HISF 3F)

Prerequisite: GEOF 2F

This Canadian history course stresses social and political history. The course is designed to investigate several important themes in Canadian history, (e.g. settlement, immigration, the development of Western Canada, industrialization) within a time-line that traces the topic to present day Canada.

SCIENCES NATURELLES 20F (SCIF 2F)

Prerequisite: SCIF 1F

A series of practical experiences are designed to help the student develop the process skills and attitudes necessary for systematically inquiring about the natural world. This course helps enrich the student's knowledge of fundamental concepts in physics, chemistry, and biology. Compulsory topics are: ecosystems, chemistry at work, motion and weather. Students wishing to continue studies in biology, chemistry, or physics are recommended a minimum mark of 65% in this course.

BIOLOGIE 30S (BIOF 3S)

Prerequisite: SCIF 2F - 65% Recommended

This course is designed to introduce students to body systems and the concept of homeostasis. Systems examined in detail include the respiratory system, excretory, reproductive, nervous and hormonal. Students will be encouraged to see how each system is important in the maintenance of good health and wellness. Students will also be exposed to introductory chemistry as it pertains to the understanding of organic compounds. Lab activities, including dissection, will be a part of the course

BIOLOGIE 40S (BIOF 4S)

Prerequisite: BIOF 3S

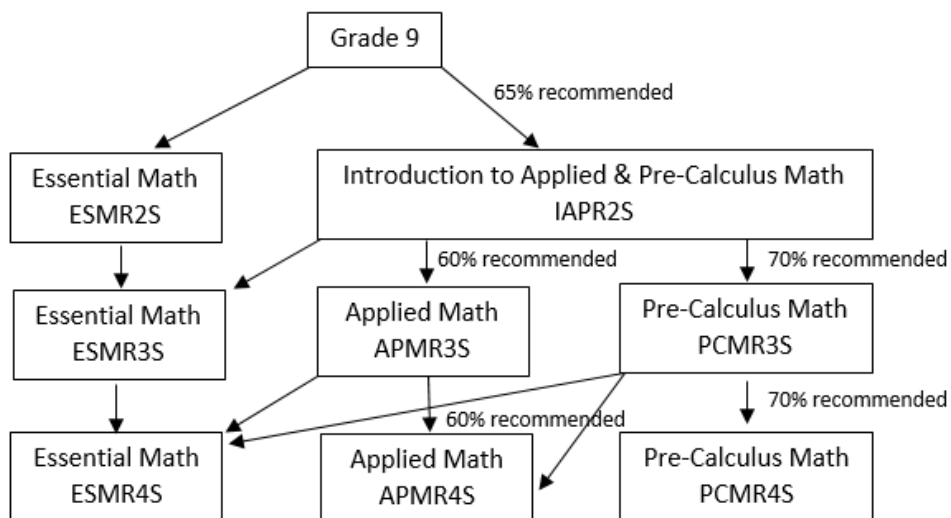
This is a broad-based course that will introduce students to the biology of the world and at the cellular level. Topics include classification, biodiversity, reproduction, DNA/RNA and protein syntheses, genetics, evolution and cellular respiration.

Electives: Electives for French Immersion students will be similar to those for students in the regular program.

GRADE 9	Sciences Humaines 10F Sciences Naturelles 10F	Français 10F Éducation Physique 10F	Mathématiques de Transition 10F Mathématiques 10F
GRADE 10	Français 20F Géographie 20F	Sciences Naturelles 20F	
GRADE 11	Français 30S Histoire 30S	Éducation Physique 30F	Biologie 30S
GRADE12	Français 40S	Éducation Physique 40F	Biologie 40S

MATHEMATICS

There are 3 streams of mathematics for grades 11 and 12 in the new curriculum



ESSENTIAL MATHEMATICS

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

APPLIED MATHEMATICS

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

PRE-CALCULUS MATHEMATICS

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills at the post-secondary level required for the study of theoretical calculus. Topics include algebra and number, measurement, permutations, combinations and binomial theorem, relations and functions, and trigonometry.

ENRICHED PROGRAM

Students can start the Accelerated Program in grade 10. This program allows students to complete the pre-calculus math sequence by the end of grade 11. This gives students the option of obtaining university math credits in grade 12.

PATHWAY TO CALCULUS CHALLENGE

Students registering for grade 10 can complete the pre-calculus sequence early by registering as indicated below. This gives the opportunity to enroll in university challenge calculus

Grade 9	TRMR1F	MATR1F
Grade 10	IAPR2S	PCMR3S
Grade 11	PCMR4S	MATY3G
Grade 12	ADME4S/CALE4S	MTAY4G

MATH BY GRADE LEVEL:

GRADE 9:

All Manitoba students must earn credit in grade 9 mathematics to earn a high school diploma. Grade 9 is a foundational year which provides an important foundation for success in grades 10 to 12.

GRADE 10:

Students must choose either Essentials Mathematics or Introduction to Applied and Precalculus Mathematics (IAPR2S). Students should seek advice from guidance counsellors regarding high school mathematics requirements for future goals such as post-secondary studies.

Students that have a mark of less than 65% in grade 9 mathematics are strongly advised not to enroll in IAPR2S as the foundational skills formed in grade 9 have not been mastered.

Should students choose to ignore this advice they should be prepared for a heavy workload and the possibility of engaging the services of a tutor to help find success.

GRADE 11:

Students have the option of 3 possible courses:

Essentials Mathematics 11 (ESMR3S) is intended to provide useful mathematical tools for all students. This course is recommended for any student that does not require applied or precalculus mathematics for future goals. Any student with a credit in grade 10 mathematics may enroll in Essentials 11.

Applied Mathematics 11 (APMR3S) is intended to serve students that plan to attend post-secondary education in technical fields that do not require calculus. It provides a rich mathematical foundation focused on the application of mathematical processes to real world problems. Students require credit in IAPR2S in order to enroll in APMR3S. A mark of 60% in IAPR2S is strongly advised.

Precalculus Mathematics 11 (PCMR3S) is intended for students that plan to enter fields that require calculus courses at the university level. The focus is on algebraic, graphing, and trigonometry skills that prepare a student to be able to do calculus. A mark of 70% in IAPR2S is strongly advised. Please be aware that PCMR3S is a challenging theoretical course.

GRADE 12:

Students have the option of 3 possible courses:

Essentials Mathematics 12 (ESMR4S) is intended to provide useful mathematical tools for all students. This course is designed to provide a blend of practical skills for everyday life and some additional topics that will help students entering selected trades. It is intended that all students would be able to find success in ESMR4S to achieve their grade 12 mathematics requirement for graduation.

Applied Mathematics 12 (APMR4S) is intended to serve students that plan to attend post-secondary education in technical fields that do not require calculus. Technological tools are used to help analyze real world problems and allow access to rich mathematical ideas. A mark of 60% in APMR3S or PCMR3S is strongly advised.

Precalculus Mathematics 12 (PCMR4S) is intended for students that plan to enter fields that require calculus courses at the university level. The focus is on algebraic, graphing, and trigonometry skills that prepare a student to be able to do calculus. A mark of 70% in PCMR3S is strongly advised. Please be aware that PCMR4S is a challenging theoretical course.

ADVANCED MATH COURSES

CALCULUS 45S (ADMR 4S AND CALR 4S)

Corequisite: PCMR 4S

This course consists of introductory topics in post-secondary mathematics courses with an emphasis on calculus and is highly recommended to students who intend to enroll in engineering, science, computer science, or actuarial mathematics (business administration pattern) at a university, or in a technology course at college.

INTRODUCTION TO UNIVERSITY OF MANITOBA CALCULUS 31G (MTAY 3G)

Prerequisite: 85% in PCME4S or 85% in PCMR4S and recommendation by the Math Dept. Head

This course consists of advanced math topics with emphasis on intuitive introductory calculus. It is intended for students who will be challenging the university calculus course the following year while in high school.

CALCULUS-UNIVERSITY CHALLENGE 45S (ADME 4S/CALE 4S) (SIC)

Prerequisite: MTAY 3G

This is a detailed differential calculus course. Students are prepared to challenge the university calculus examination. The University of Manitoba requires a PCMR 4S mark of 85% or better to challenge their exam. There is a cost for obtaining the university credit, but it is about half the cost of taking the course at university.

CALCULUS-UNIVERSITY CHALLENGE OPTION 41G (MTAY 4G)

Prerequisite: ADME4S/CALE4S

This course covers detailed integral calculus. Students are prepared to challenge the second university calculus examination (optional). In addition, students study advanced mathematics topics such as: linear algebra and complex numbers. There is a cost for getting the university credit but it is about half the cost of taking the course at the university.

PHYSICAL EDUCATION

INTRAMURALS/FITNESS CENTRE

The Sisler co-ed intramural program takes place every noon hour using both the senior and junior gyms. All grade 9 students participate in intramurals in the junior gym while grades 10 through 12 use the senior gym. Activities offered include dodgeball, volleyball, floor hockey, indoor soccer, basketball, handball and badminton. Special events like spirit week (gym riots, relay races, etc.) and several dances are also offered. Participation and fun are key elements in this program. The Fitness Centre is located on the mezzanine overlooking the senior gym. This area includes strength training equipment as well as cardio equipment such as ellipticals, rowers and stationary bikes. Student members of the Fitness Training Program will be welcome to use the facility during lunch and timetable spares *as the schedule permits* (students should expect some closures due to Phys-ed class use and other special events). Students can become members of the Fitness Training Program by completing the following steps: Students must complete and return the Parent and Student Declaration form with a non-refundable \$10.00 membership fee to the Physical Education, Athletic Department. Fees collected will be put back into the facility and help offset the cost of maintenance. Students must sign up and complete an orientation session available every lunch hour during the second week of classes and every Monday following. Upon completion of the orientation, the student will receive a membership card to indicate they have met the requirements for fitness room participation.

PHYSICAL EDUCATION 20F (PHER 2F)

Prerequisite: PHER 1F

This compulsory course is designed to develop students' movement skills, personal fitness, safe practices, and personal/social skills in a cooperative social environment. They will also learn to make informed decisions regarding healthy lifestyle choices. These goals are pursued through participation in the following activities: Fitness, Ultimate, Football, Volleyball, Water Polo, Bowling, Strength Training, Basketball, Floor Hockey, Softball, Badminton, Broomball, Soccer, Low Organized Games

The healthy lifestyle choices portion includes topics in:

Fitness, Nutrition, CPR, Goal Setting, Stress, Healthy Relationships, Self-Esteem, Sexuality, Substance abuse

This course is also available in an all-girls option. (PHEX 2F).

PHYSICAL EDUCATION 30F (PHER 3F)-ACTIVE HEALTHY LIFESTYLES, WEB BASED DELIVERY

Prerequisite: PHER 2F or PHEX 2F

This compulsory full credit course is designed to help students take greater ownership of their fitness, encourage them to seek activities that interest them and to engage in an active, healthy lifestyle in their adult lives. Students will study topics related to fitness management, mental health, the social impact of sports and substance use and abuse. These topics will make up 25% of the course and be administered on-line. Students will read material provided, via the on-line course and on their own, and then write four tests during scheduled times at school in the computer labs. The remaining 75% of the course, students will be required to develop and implement their own personal activity plan and be engaged in those activities on their own time. Students will be required to log their activities, reflect upon them and meet with their PE teacher several times to review the plan and present their progress. In addition, students will be expected to attend several active classes including regular fitness testing to assist them in monitoring their progress. Students will be granted either a complete or incomplete designation.

PHYSICAL EDUCATION 40F (PHER 4F)-ACTIVE HEALTHY LIFESTYLES, WEB BASED DELIVERY

Prerequisite PHER 3F

This compulsory full credit course is designed to help students take greater ownership of their fitness, encourage them to seek activities that interest them and engage in an active, healthy lifestyle in their adult lives. Students will study topics related to fitness management, nutrition, personal & social development and healthy relationships. These topics will make up 25% of the course and be administered on-line. Students will read material provided, via the on-line course and on their own, and then write three tests during scheduled times at school in the computer labs. The remaining 75% of the course, students will be required to develop and implement their own personal activity plan and be engaged in those activities on their own time. Students will be required to log their activities and reflect upon them and meet with their PE teacher several times to review the plan and present their progress. In addition, students will be expected to attend several active classes including regular fitness testing to assist them in monitoring their progress. Students will be granted either a complete or incomplete designation.



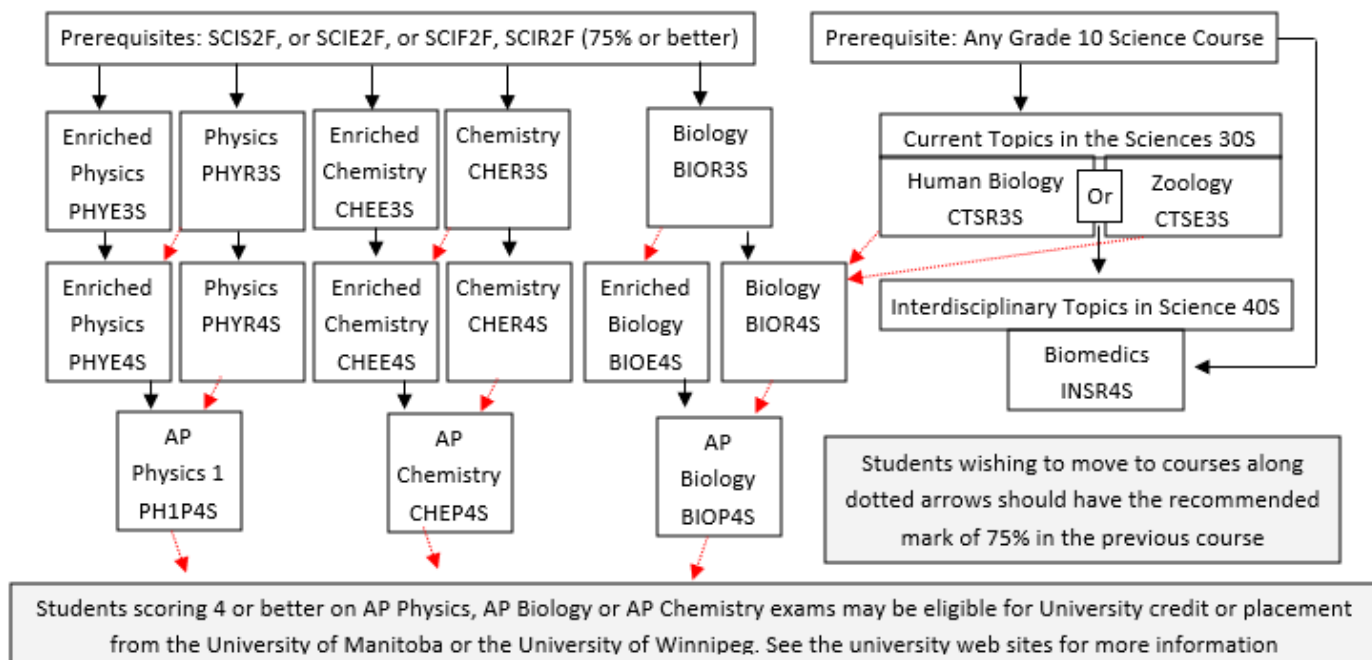
PRE-EMPLOYMENT PROGRAM

Sisler offers a pre-employment program at the senior high level. Students are either placed or enrolled in the program at Grade 10. However, if numbers permit, students can enter in Grade 11 or Grade 12 and graduate with a High School Diploma. The program is run as a school-within-a-school. A team of three teachers is responsible for delivering the academics at the G level in Math, Science, Social Studies, English, Family Studies, Computer, Physical Education, and Work Experience. (adapted when required.) Enrollment in the program is limited to twenty students per grade. The three classes of twenty students alternate between two months of academics at Sisler and one month at a job site. The worksite component of the program allows students to explore various career choices that they might be contemplating and to develop a business/working acumen. Topics covered include: resume writing, cover letters, interviews, applications, job search, computer skills, and networking. These job-search skills are critical to entering the world of work on a part-time or full-time basis. A pre-employment application is required for this program.

SCIENCE

The Science Department offers a wide variety of programs that address the needs of all students. A course such as Current Topics in Science 30S is an excellent general interest level course, while strong programs in Biology, Chemistry, and Physics help prepare students for post-secondary education at university or college, as well as other science related careers.

Grade 11 and 12 Science Course Flowchart



ADVANCED PLACEMENT (AP) PROGRAM

The Advanced Placement (AP) program at Sisler is intended for students looking for an additional academic challenge that may result in additional high school credits and even university credit.

The AP program is administered by the College Board which is a membership organization of over 6,000 schools and administers over 8 million exams annually. The purpose of the exams is to allow for the successful transition of students to college or university by providing them with the opportunity to receive university credit in various courses. Exams are written every May and scores are sent to participants in July. AP scores range from 1 to 5 with 5 being the highest possible score.

UNIVERSITY CREDITS

See the charts below for a complete listing of eligible credits from the University of Manitoba and the University of Winnipeg. AP courses are recognized by hundreds of other university and colleges across the world. Each college and university will have specific information on how AP credits can be transferred to their school, check out their websites for more information.

University of Winnipeg		
University credit will be offered on the following scale	AP Exam grade 5 and 95% minimum mark	A+
	AP 5	A
	AP 4	B+

University of Manitoba		
University credit will be offered on the following scale	AP Exam grade 5 and 95% minimum mark	A
	AP 4	B+
<p>In addition to the credit, students qualifying for a U of M entrance scholarship may receive the following additional sums of money:</p> <p style="text-align: center;">A grade of 5 on any AP exam will be \$250</p> <p style="text-align: center;">A grade of 4 on any AP exam will be \$150</p>		

Currently Sisler offers AP courses in Physics, Biology, and Chemistry. Specialized courses in the regular high school program, see the chart below, assist in preparing students for these exams. The high school credits listed below are in addition to those normally earned through course work and are awarded to those who successfully complete AP exams. In total, students may be eligible for 3 high school credits in chemistry and 6 high school credits in physics. Any student interested is encouraged to talk with a science teacher or their guidance counsellor.

Course	Regular High School Credits	Additional High School Credits	U of M Credit	U of W Credit
AP Chemistry	CHEE 3S	CHEP 4S	CHEM-1300 (3)	CHEM-1111 (3)
	CHEE 4S		CHEM-1310 (3)	CHEM-1112 (3)
AP Physics 1	PHYE 3S	PH1P 4S	PHYS-1020 (3)	PHYS-1101 (3)
	PHYE 4S			
AP Physics 2		PH2P 4S (Independent Study)	PHYS-1020 (3)	PHYS-ELET (3)
AP Physics C		PHCP 4S (Independent Study)	PHYS 1XXX elective (3)	
AP Biology	BIOE4S		BIOL 1020 (3) BIOL 1030 (3)	BIOL-1115 (3) BIOL-1116 (3)

SCIENCE 20F (SCIR 2F)

Prerequisite: SCIR 1F

This science course is similar to SCIS2F and offers an introduction to chemistry, physics, ecology, and weather but there will be less emphasis on math. Hands on labs and activities will provide students with opportunities to solidify learned concepts. Students interested in pursuing science at a grade 11 can take Current Topics in Sciences. Those interested in biology, chemistry, and physics are recommended to have a minimum grade of 75% in this course.

SCIENCE 20F (SCIS 2F)

Prerequisite: SCIR 1F (Recommended 60% or higher)

This course offers a rich introduction to the intricacies of chemistry, the practicality of physics, the interconnectedness of ecology, and the dynamics of weather. A variety of labs and activities will provide students with lab skills, opportunities to see science in action, and help solidify learned concepts. Students interested in pursuing science at a grade 11 level should strongly consider this course.

SCIENCE ENRICHED 20F (SCIE 2F)

Prerequisite: SCIE 1F

Topics of study are similar to the SCIS 2F program, but are enriched. This will allow students to gain a deeper appreciation and understanding of these foundation topics.

CURRENT TOPICS IN THE SCIENCES 30S - ZOOLOGY (CTSE 3S)

Prerequisite: SCIR 2F/SCIF 2F/SCIE 2F

Zoology is a branch of biology that focuses only on animals. This course will explore how animals evolved, how they function, and how they interact with the environment. Zoology is a lab-based course where you gain hands-on-experience through management of animals, dissections, and microscope work. The objective of this course is to provide the student with an appreciation of animal diversity, evolution, ecological relationships of the animal kingdom, and their importance to our planet earth.

Topics include: Animal Welfare, Animal Behaviour, Animal Classification and Evolution

Animals Studied (Dissections) include: Sea Sponges, Parasitic Roundworms, Earthworms, Starfish, Bullfrogs, Squids, Insects, Perch, Sharks, Fetal Pigs

Students interested in pursuing a career in veterinary practice, environmental science, medicine, wildlife management, or animal research should strongly consider this course.

INTERDISCIPLINARY TOPICS IN SCIENCE 40S

This is a course for students interested in selective science topics. As this is a 4S credit, it may be used for admission to university, but may not be used as a prerequisite for university biology, chemistry, or physics. Students should check admission requirements at the different universities.

INTERDISCIPLINARY SCIENCE: BIOMEDICAL SCIENCES 40S (INSR 4S)

This course focuses on a number of topics pertaining to the medical field that aim to establish or reestablish foundational knowledge of biology, then promote scientific literacy through collaborative project-based learning. The focus will be on understanding various medical conditions as well as their effects on individuals and society.

The topics covered in the course include units on:

- Medical Systems around the world
- Epidemiology
- Sports Medicine
- Organ Donation
- Mental Health

BIOLOGY 30S (BIOR3S)

Recommended: SCIS 2F/SCIE 2F/SCIF 2F/or SCIR 2F (75% or higher)

This course is designed to introduce students to body systems and the concept of homeostasis. Systems examined in detail include the respiratory system, excretory, reproductive, nervous and hormonal. Students will be encouraged to see how each system is important in the maintenance of good health and wellness. Students will also be exposed to introductory chemistry as it pertains to the understanding of organic compounds. Lab activities, including dissection, will be a part of the course.

BIOLOGY 40S (BIOR 4S)

Prerequisite: BIOR 3S, CTSR 3S or department head's permission

This is a broad-based course that will introduce students to the biology of the world and at the cellular level. Topics include classification, biodiversity, reproduction, DNA/RNA and protein syntheses, genetics, evolution and cellular respiration.

ENRICHED BIOLOGY (BIOE4S)

Prerequisite: BIOR 3S (75% or higher recommended) or department head's recommendation)

This course covers the same topics as BIOR4S with additional enrichment content and activities designed to prepare students for AP Biology.

AP BIOLOGY (BIOP4S)

Prerequisite: BIOR 4S (75% or higher recommended)

AP Biology is a course that gives students an opportunity to master concepts that are equivalent to a university introductory course. The focus is on developing an understanding of biological concepts and applying that knowledge rather than an accumulation of facts. The student will gain an appreciation of biological processes and gain experience in scientific inquiry that will develop their problem solving and critical thinking skills. Students who take AP Biology must be highly motivated and driven to excel in this challenging course.

CHEMISTRY 30S (CHER 3S)

Prerequisite: SCIE 2F/SCIS 2F/SCIF 2F credit or SCIR 2F -75% or higher is recommended

This course is designed to introduce students to atomic structure, mole concepts, equation-based chemistry, and an introduction to organic chemistry. Students in the course are encouraged to develop skills in problem solving and decision-making relevant to scientific inquiry. Lab work and various activities in the course are designed to prepare students for chemistry grade 12.

CHEMISTRY ENRICHED 30S (CHEE 3S)

Recommended: SCIS 2F/SCIE 2F/SCIF 2F

This course has the same content as Chemistry 30S (CHER 3S) with additional advanced topics. The course is intended for students wishing to enroll in Chemistry Enriched 40S (CHEE 4S) and AP Chemistry (CHEP 4S).

CHEMISTRY 40S (CHER 4S)

Prerequisite: CHER 3S/CHEE 3S

This course is designed to expand scientific literacy and proficiency through continued study of matter and energy interactions. The course focuses on atomic structure and EMR, chemical equilibrium and kinetics, acids and bases, solubility, and electrochemistry. The goal of the course is to provide a steady accumulation of knowledge that will prepare students for entry level post-secondary chemistry courses.

CHEMISTRY ENRICHED 40S (CHEE 4S)

Prerequisite: CHER 3S (75% or higher)/or CHEE 3S (70% or higher)

This course covers the same material as CHER 4S with additional topics. It is recommended for students wishing to take AP Chemistry (CHEP 4S) or a higher-level Chemistry in university.

AP CHEMISTRY 40S (CHEP 4S)

Prerequisite: CHER 4S (75% or higher) or CHEE 4S (70% or higher)

The Advanced Placement (AP) program in Chemistry is a higher-level Chemistry course that greatly enhances a student's confidence and proficiency in Chemistry. It stresses laboratory work and is designed to be the equivalent of introductory courses offered at most Canadian and U.S. universities. In addition to covering all the course syllabus of the regular Chemistry 4S in greater detail, AP Chemistry covers many topics not included in 4S Chemistry such as Thermodynamics and Intermolecular Focus. Any student wishing to continue studies in the sciences at the post-secondary level should seriously consider the benefits of AP Chemistry.

PHYSICS 30S (PHYR 3S)

Recommended: SCIS 2F/SCIE 2F/SCIF 2F/or SCIR 2F (75% or higher) Recommended: IAPR 2S

Physics 30S is the study and description of Physics in the world around us. Through experimentation and study, students will gain a deeper understanding of waves, light, sound, motion of simple objects, and gravitational, electric and magnetic fields theory.

PHYSICS ENRICHED 30S (PHYE 3S)

Recommended: SCIS 2F/SCIE 2F/SCIF 2F Corequisite: IAPR 2S

This course provides an enriched physics curriculum focusing primarily on the study of how and why objects move, the study of sound and waves, energy and fields. Students should expect to spend 20% to 25% of class time on a rich lab component.

PHYSICS 40S (PHYR 4S)

Prerequisite: PHYE 3S/or PHYR 3S Recommended: PCMR 3S/APMR 3S

This course builds on fundamental concepts of the physical world studied in Physics 30S. The course takes a deeper look into kinematics, dynamics, field theory, electricity, electromagnetism, and nuclear science through medical physics. This course is a prerequisite for University Physics.

PHYSICS ENRICHED 40S (PHYE 4S)

Prerequisite: PHYE 3S (75% or higher) Corequisite: PCMR 3S/ APMR 3S

This course covers the same material as PHYR 4S with additional topics. It is recommended for students wishing to take AP Physics (PH1P 4S), or a higher-level physics in university.

AP PHYSICS 40S (PH1P 4S)

Prerequisite: PHYR 4S (75%) OR PHYE 4S (70%)

The Advanced Placement (AP) program in physics is a higher-level physics course that greatly enhances a student's confidence and proficiency in physics. It stresses laboratory work and is designed to be the equivalent of introductory courses offered at most Canadian and U.S. universities. In addition to covering the entire course syllabus of the regular Physics 4S in greater detail, AP Physics covers many topics not included in 4S Physics such as Rotational Motion and Simple Harmonic Motion. Any students wishing to continue studies in the sciences at the post-secondary level should seriously consider the benefits of AP Physics.

SOCIAL SCIENCES

GEOGRAPHY 20F (GEOR 2F)

Prerequisite: SOSR 1F

The intent of this course is to examine the characteristics of the physical and social environments of North America and to analyze the interrelationships and interaction among them. The primary focus is on Canada and the United States which are divided into several regions based on economic and socio-economic activities, demographic characteristics, physical characteristics, and resource use. Each region is examined and analyzed from the point of view of location, resources, industries, population, issues and concerns

GEOGRAPHY 20F (GEOE 2F)

Recommended: SOSR 1F (70% or higher)

The intent of this course is to examine the characteristics of the physical and social environments of North America and to analyze the interrelationships and interaction amongst them. The primary focus is on Canada and the United States. Students are expected to study the topics in depth. Each region is examined and analyzed from the points of view of location, resources, industries, population, as well as issues and concerns. This is a much more detailed study than GEOR 2G. Expectations upon students are much greater in terms of reading and written assignments.

HISTORY 30F (HISR 3F)

Prerequisite: GEOR 2F/GEOE 2F

The grade 11 History of Canada curriculum supports citizenship as a core concept and engages students in historical inquiry. Guided by essential questions, students focus on the history of Canada from pre-contact times to the present. Through this process, students think historically and acquire enduring understandings related to the following five themes:

1. First Nations, Métis and Inuit Peoples
2. French-English Duality
3. Identity, Diversity and Citizenship
4. Governance and Economics
5. Canada and the World

HISTORY 30S (HISE 3F)

Recommended: GEOE 2F 65%

This course has been designed to help students develop their Social Science research skills while developing an enriched understanding of Canadian History. Students will be encouraged to use the latest educational software and other technologies to explore pre-European Indigenous lifestyles, life in New France, life in British North America and finally life in post confederation Canada. Our studies take us through to the early 21st century with a focus on the politics and issues of modern-day Canada.

CURRENT TOPICS IN FIRST NATIONS, METIS, AND INUIT STUDIES 40S (ABSR 4S)

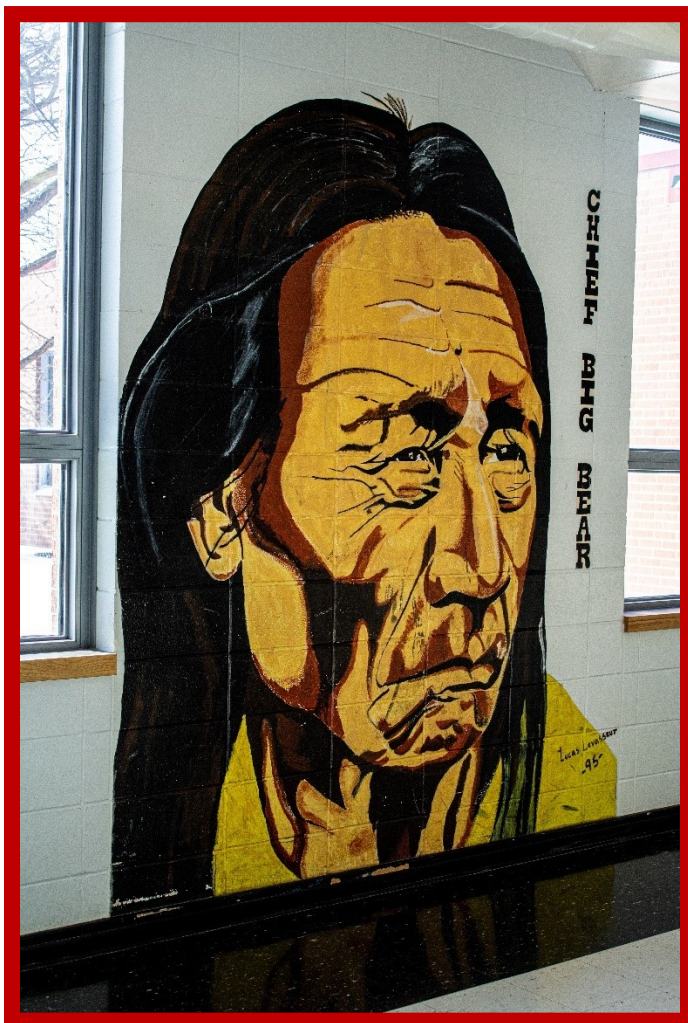
Prerequisite: Gr. 11 History

This course supports the empowerment of students through the exploration of the histories, traditions, cultures, worldviews, and contemporary issues of Indigenous people in Canada and the world. Students 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. Additionally, exploration of topics such as self-determination, self-government, language and cultural reclamation allows students to understand and work towards a fully shared future envisioned by Indigenous peoples. This course is designed for Aboriginal and non-Aboriginal students and recognizes that we have a shared history and prepares students for the fact that together we will shape Canada's future.

GLOBAL ISSUES (GLIR 4S)

Recommended: HISE 3S/3G 65%

This course has been designed to prepare students for the demands of post secondary studies while they examine the causes and consequences of modern, global issues. Climate Change, world hunger, international conflicts, social media, national and international politics are all areas of possible focus. All students in this course must find innovative ways to be contributing members of a socially conscious community as 25% of the term mark is based on some level of community service. When you have completed this course, you should have a basic understanding of the underlying elements that create today's social truths. You will also leave with a set of learning tools that will lead to greater levels of success in all post secondary studies.



SOCIOLOGY 31G (SOCY 3G) (SIC)

This course is an in-depth look at how people interact in society. Major topics are: values, social problems (suicide, crime, drugs, prejudice), roles, institutions, conformity and deviancy, ageing, distribution of wealth, power and prestige, coping with death (trying to accept), and the changing family (positive and negative).

PSYCHOLOGY 40S (PSYR 4S)

Psychology is the study of human behavior. This introductory course places emphasis on processes and problems of personality and on interpersonal relationships. Contemporary social problems and the application of psychology to solve problems are discussed.

LAW 40S (LAWR 4S)

Recommended: Grade 11 History

Because the law pervades all facets of life including the business world, students are encouraged to study our legal system to examine and to develop an understanding of such topics as civil law, criminal law, family law, and corporate law. Students also look at the Young Offenders Act, Charter of Rights and Freedoms, fairness of the judicial system, plea-bargaining, and sentencing.

VISUAL AND PERFORMING ARTS

Performing Arts courses provide multi-dimensional opportunities for students who wish to express their creative abilities. This may be done on an individual basis as in the art program or in a group setting such as band, choir, or dance. Performing Arts offers something for everyone regardless of the level of their ability.

ART 20S (VIAR 2S)

This course is designed to build student's skills and understanding of visual communication and art to allow the creation of original artwork using a variety of media such as pencil, ink, paint, pastel and charcoal for the purpose of personal expression. A well-rounded approach to all aspects of art is emphasized through creative expression, learning about art in context, using art language and tools and valuing artistic experience.

ART 30S (VIAR 3S)

Prerequisite: VIAR 2S

This course further develops the skills and understanding acquired in Art 2G. A more advanced approach to painting, drawing, printmaking, and three-dimension work is stressed. Students are more involved in The Artistic Inquiry Process, which is used to help students think creatively, define their own problems, and solve them.

ART 40S (VIAR 4S)

Prerequisite: VIAR 3S

Course content is similar to 2G and 3G Art. Students are expected to assume more responsibility for decision making at all levels of the creative process.

STUDIO ART GENERAL PORTFOLIO 30S (VA1R 3S)

Prerequisite: VIAR 2S

This course is intended for students who want to pursue creative expression in greater depth. Students with a serious interest in art, who want to be creatively challenged and, students wishing to enter post-secondary fine arts programs, should consider this 'S' level course. It is a process oriented and concept centered program that includes appreciation and criticism, design, media and technique, history and culture.

STUDIO ART GENERAL PORTFOLIO 40S (VA1R 4S)

Prerequisite: VA1R 3S

Continued studio work will add to the skills developed in Art 3S. Emphasis is on student directed projects. Those with a serious interest in art, who want to be creatively challenged, and students wishing to enter post-secondary fine arts programs should consider the 'S' level course.

BAND 10S/20S/30S/40S (MCBR 2S/3S/4S)

BANDS

Beginner Band MCBH1S-01 (full year/half credit)

Grade 9 Band MCBR1S-01 (full year/full credit)

Concert Band MCBR1S-02; MCBR2S-01; MCBR3S-01; MCBR4S-01 (full year/full credit)

Jazz Band MJBR1S-01; MJBR2S-01; MJBR3S-01; MJBR4S-01 (full year/full credit)

We seek to provide a challenging, yet supportive and positive environment for music learning. Along with all other school subjects, Sisler Visual & Performing Arts (VPA) has carefully planned goals with student evaluation and assessment based in the recursive learnings of the four essential learning areas of the Manitoba Arts Curriculum. Beginning instrumentalists (at any grade level) can earn a half credit in Beginner Band. Students should have a basic understanding of and on their instrument, and of a Wind Band setting in order to participate in Grade 9 Band, Concert Band, and Jazz Band.

In-school/in-class learning includes: (the use of non-wind instruments during COVID19) music making and learning of ensemble repertoire; aural skill development (ear training); guided listening; music reading (rhythmic, notational); discussion; theory, and history units. Online/remote learning includes: virtual platform (Google Meets) classes and rehearsals of ensemble repertoire; filmed, submitted, and assessed playing; improvisation (drones, rhythm section backing tracks); project-based learnings; composition and arrangement projects; creativity projects; journal entries, reflections; listening logs, research assignments; theory, and history units.

This is a performance-oriented course in which students further develop their musical skills through the mastery of wind or percussion instruments. Students make, create, connect, and respond to music by developing and understanding of musical language and practices. Students will generate and communicate ideas for creating music, understand the significance of music by connecting to diverse contexts, and use critical reflection and thinking for music learning. Leadership and citizenship are important aspects for this course.

JAZZ BAND 20S/30S/40S (MJBR 2S/3S/4S)

Corequisite: MCBR 2S/3S/4S

A wide range of musical styles unique to jazz, Latin, and jazz-rock are studied. Improvisation is emphasized to allow students to explore their creativity. A second instrument may be studied. Members must also play in the Concert Band. Leadership and citizenship are important aspects of this course.



CHORAL MUSIC 20S/30S/40S (MCCR 2S/3S/4S)

Prerequisite: the 20S level is a prerequisite for the 30S, which is a prerequisite for the 40S

This is a non-auditioned course. Concert choir class takes place over the lunch hour 3-4 times a school cycle. Students are taught the principles of good choral singing and some fundamentals required for reading music. A “hands-on” approach is used. The repertoire studied is varied: Renaissance music, Bach, contemporary Canadian works, and world and folk music. Performance is an integral part of this course and, therefore, factors significantly in evaluation. Students are generally not required to sing by themselves but are expected to give their all in developing their personal musical and performing skills within the ensemble.

CHAMBER CHOIR 20S/30S/40S (MCER 2S/3S/4S)

Prerequisite: Audition **Corequisite: MCCR 2S/3S/4S**

Chamber Choir is the classical showpiece of the Choral Department. Students in this choir must be committed to developing their personal musical and performing skills within an ensemble focused on achieving the highest levels of choral excellence. The repertoire studied is varied and challenging. The choir often sings complex harmonies and in languages other than English. Performance is an integral part of this course and factors significantly in evaluation. This auditioned ensemble consists of approximately 30 voices.

JAZZ/SHOW CHOIR 20S/30S/40S (MJCR 2S/3S/4S)

Prerequisite: Audition **Corequisite: MCCR 2S/3S/4S**

This class is for students with a general understanding of reading music, a good sense of rhythm and movement, and excellent listening skills. The musical styles studied are generally of a contemporary nature emphasizing jazz, show-tunes, and popular music. Because only 12 students are accepted into the ensemble, the responsibility on each individual is great. Members of this class must learn proper use of the microphone and develop their stage-presence and performance skills. Performance is an integral part of this course and factors significantly in evaluation.

DANCE 20S/30S/40S (DANR 2S/3S/4S)

Prerequisite: the 20S level is a prerequisite for the 30S which is a prerequisite for the 40S

Dance is 75% practical and 25% theory, and is designed to introduce the students to the basic fundamentals of ballet, jazz, and tap. The major focus is on the development of body strength and coordination. Students will develop a basic understanding of dance terminology and performance etiquette. The end result is to apply the skills they have learned to a dance routine, performed at the end of semester.

JAZZ DANCE [SMW] 20S/30S/40S (DJDR 2S/3S/4S)

Prerequisite: Audition

Dancers with an exceptionally strong background in dance will perform and compete in a variety of settings throughout the school year. Students must be very committed and willing to attend early morning rehearsals. The course is 75% practical and 25% theory (written assignments).

DRAMATIC ARTS 20S/30S/40S (DAMR 2S/3S/4S)

Prerequisite: 20S is a prerequisite for 30S which is a prerequisite for 40S

Teacher: Mrs. Alexis Silver, Room: Taras Korol Theatre (MPR)
DAMR2S-01 and 02; DAMR3S-01 and 02; DAMR4S-01 and 02

We seek to provide a challenging, yet supportive and positive environment for dramatic arts learning. Along with all other school subjects, Sisler Visual & Performing Arts (VPA) has carefully planned goals with student evaluation and assessment based in the recursive learnings of the four essential learning areas of the Manitoba Arts Curriculum.

In-school/in-class learning includes: (activities adapted for safe voice usage and physical distancing during COVID-19): physical, mental, and vocal warm ups; circle games; improvisation; scene and script writing; group scenes; reader's theatre; duets/trios; rehearsals and performances; monologues, and cold reads. Online/remote learning includes: Virtual platform (Google Meets) classes and rehearsals; filmed and edited virtual performances; short film projects; self and peer evaluation; journal entries; scene and script writing (as outlined in in-school/in-class learning); online (third-party) tutorials; comparative viewing assignments; theory, history, and significance of drama through time u

MUSICAL THEATRE/PERFORMANCE 20S/30S/40S (DTHR 2S/3S/4S)

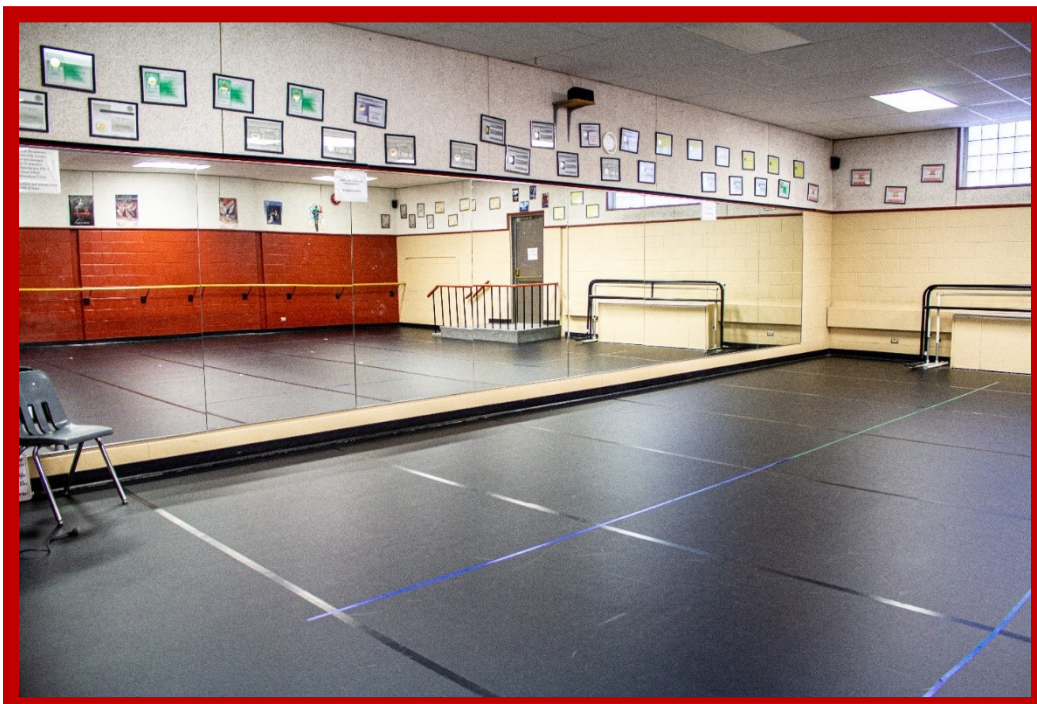
Prerequisite: Audition and interview

Students apply their talents to a musical or dramatic production. Performers must have a positive attitude and display an acute ability to quickly and effectively interpret direction in drama, music, and choreography. Participants are required to keep a written journal. It is crucial for performers to attend all rehearsals and performance is mandatory for all participants.

MUSICAL THEATRE/AUDIO-VISUAL TECHNOLOGY 20S/30S/40S (DTHR 2S/3S/4S)

Prerequisite: Audition and interview

The focus is on the study of lighting and audio technology as it relates to theatrical productions. Students will be taught how to operate sophisticated sound and lighting equipment, set up procedures in preparation for a variety of performances and presentations, and perform general maintenance of lighting and sound instruments. Students enrolled in this course must be able to commit to working outside of regular school hours



INDEPENDENT STUDY

CADETS 11G/21G (CADR 1G/2G)

Two credits will be recognized only as additional credits beyond the minimum credits for school graduation. One credit can be recognized on the basis of successful completion of the cadet basic training program. Basic training program is defined as successful completion of the Level Two program; an additional credit can be recognized on the basis of successful completion of the cadet advanced training program. Advanced training program is defined as successful completion of the Level Four program. The granting of credits is controlled by each individual school. See your commanding officer for a letter and form.

CREDIT FOR EMPLOYMENT 30G/40G (CFER 3G / CFER 4G)

Prerequisite: Completed LWPR2S (P. 11) and be a minimum of 16 years of age

Earn up to 2 high school credits in the context of responsible work in an authentic paid work environment where the student can develop essential and employability skills and apply health and safety awareness to the workplace. By locating and participating in paid employment, students will have an opportunity to apply and refine the knowledge and skills they acquired in the Career Development Life/Work course (LWPR2S page 11). Furthermore, the CFE option will provide students with valuable workplace experience and employer feedback on their performance that will contribute to their career/life planning.

CULTURAL EXPLORATION CREDIT 40G (CUEZ 4G)

Earn a full credit for participating in 110 of various activities, ceremonies, tours, and events that explore Indigenous culture. Participation in Sharing Circle each week, as well as the Indigenous Youth Leadership Program (IYLP) are great ways to learn more about Indigenous culture and access additional exploration opportunities available through IYLP. See Guidance for more information.

PRIVATE MUSIC OPTION

Four credits will be recognized only as additional credits beyond the minimum credits for school graduation. Students who have successfully completed the Royal Conservatory of Music or Conservatory Canada testing may acquire up to four credits. Copies of the theory and practical exam results may be brought to the guidance counsellor for verification.

SPECIAL LANGUAGE CREDITS

The Special Language Credit provides an opportunity for students proficient in languages other than English or French to obtain up to 4 credits. **See a counsellor at the beginning of each semester to apply.**

VOLUNTEERING 40G (CSVZ 4G)

A community service student-initiated project credit.

Students can make a contribution by volunteering for worthwhile causes or organizations. The civic skills, knowledge and attitudes obtained from such community service activity can increase a student's self-esteem and maturity, and provide more awareness of the needs of others in the community. A credit may be available to a student who completes 110 hours in such activities. If you are interested, see the career advisor or your counsellor for details.

BUILDING FROM WITHIN

Prerequisite: Indigenous students entering grade 11 in the fall of 2020 or 2021 will be eligible

Students must have all their grade 10 credits completed by the time they enter this program. There will be no room for students to catch up on courses they have missed if they are behind.

Building from Within is an apprenticeship model program from the Winnipeg School Division for Indigenous students who are interested in becoming teachers.

- **This program pays for the student's full university tuition, bus passes and cultural excursions**
- Students will take their compulsory grade 11 and 12 courses at their home school and simultaneously take the Educational Assistant Diploma (EAD) at the University of Winnipeg.
- Successful students will graduate with their grade 12 diploma from their home school and the EAD from the University of Winnipeg.
 - These students will then be accepted into the University of Winnipeg's Faculty of Education for 4 more years (1 year will be transferrable from the EAD). Over the course of those 4 years they will be employed by the Winnipeg School Division as Educational Assistants.

Who is this program for?

- Indigenous students who are able to keep their marks above 65% and complete Applied Math 30 & 40S

GRAD CHECK

Graduation Requirements – 30 Credits

Grade 9	Grade 10	Grade 11	Grade 12
Language Arts	Language Arts	Language Arts	Language Arts
Math	Math	Math	Math
Social Studies	Geography	History	<i>Physical Education</i>
Science	Science	<i>Physical Education</i>	4.
Physical Education	Physical Education	5.	5.

Future Planning
Post Secondary Options: Program _____ @ _____ Program _____ @ _____
Extracurricular Involvement: Athletics _____ _____
Volunteer Work: _____ _____
Leadership: _____ _____ _____
Financial Need (Household Income): _____

University Entrance Courses	
Gr. 12	
Gr. 12	
Gr. 12	
Gr. 12	
Gr. 12	
5 Courses 3 "S" or "U"	



Who is Eligible?

- High school graduate with at least 30 Manitoba high school credits
- General admission to the University of Manitoba requires Manitoba high school graduation (5 full credits at the Grade 12 level in courses designated S, G, or U), plus a designated set of program-specific requirements (or equivalent).

University 1:

A minimum 70% average over the following, with no less than 60% in each course:

- English 40S
- Math 40S
- A third academic 40S course
- A fourth academic 40S course

U1 is a unique approach to your first year at the U of M, giving you the opportunity to design an individualized schedule that meets the admission and/or first-year requirements for one or more target degree programs. U1 will not add any time or cost to your degree; it serves as year 1 of any three-year or four-year degree program.

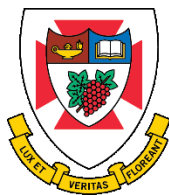
Direct Entry:

University 1 requirements as listed above plus program specific requirements which can be found on the Admissions Requirements Chart which is available in the U of M Viewbook.

Application Process:

- Apply to the University of Manitoba → Deadline is March 1st of each year (January 15 for Music programs)
- Manitoba Grade 12 students' marks are automatically submitted to the U of M by the school division if you apply by March 1st
- If you apply late (after March 1st), you will have to submit your own documentation by May 1st, and your final transcript by July 7th.





THE UNIVERSITY OF WINNIPEG

Who is eligible?

- High school students graduating with at least 30 Manitoba high school credits
- Five credits at the grade 12 level (A, S, G, or U). Three must be 40S. Physical Education 40F cannot be used as one of the five courses.
- Present at least one credit of core English 40S (Comprehensive, Literary, or Transactional Focus) and one credit of core Mathematics 40S (Pre-Calculus, Applied or Essential)
- Minimum 65% admission average, calculated by using English 40S, Math 40S and one other 40S credit

Français/French Immersion Students: In place of English 40S, Français and French Immersion students may present Anglais 40S or Français 40S to calculate the admission.

High School Pre-Requisites:

Many programs require students to have certain high school courses completed before they can start their university studies. Make sure to check that you meet all the necessary requirements for your program.

Faculty of Education Admission Requirements:

Education is a very unique program through UWinnipeg. Review the website to ensure you meet all requirements when applying.

English	Pre-Calculus Math	Applied Math	Essential Math
2 Credits of English -or- English/Anglais & Français	Eligible ✓	Eligible ✓	Eligible ✓
1 Credit of English	Eligible ✓	Not Eligible ✗	Not Eligible ✗

Application Process:

- Apply to the University of Winnipeg by March 1st
- Manitoba Grade 12 students' marks are automatically submitted to the U of W by the school division if you apply by March 1st



RED RIVER COLLEGE

OF APPLIED ARTS, SCIENCE AND TECHNOLOGY

Regular Admission Requirements:

The regular admission requirement for all College programs (excluding upgrading and introduction programs and those programs requiring post-secondary education) is a Grade 12 or mature student high school diploma including any pre-requisite courses identified in the program admission requirements.

Program Requirements:

Each program at RRC has different admission requirements and application deadlines. Remember to check your program specifics before applying, as many of the programs require you to meet all requirements within 30 days of applying.