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WINNIPEG SCHOOL DIVISION

GRANT PARK HIGH SCHOOL

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A MESSAGE FROM ADMINISTRATION

This handbook is intended to be a guide to help you understand the courses that are offered at Grant Park High School and to aid in course selection at registration.

The handbook will help you in choosing the program that best suits your abilities, interests, goals and expectations. Plan your selections carefully. Course selections in earlier years may affect opportunities later on, so it is important to consider the implications of your choices.

It is recommended that you make an annual appointment with Student Support Services (guidance counsellors) to plan and track your progress as you move towards graduation. Instructional and support staff are good sources of advice relative to planning for the future. Student Support Services staff have the most up-to-date and accurate information to aid in program planning. They will help you create a program that will lead to post-secondary-school goals, while keeping as many options open for you as possible.

Grant Park High School staff members join together in wishing you the best of success during your years with us.

Mr. J. Hutchison
Principal

Mr. N. Falk
Vice-Principal
Grades 9 - 12

Ms S. Williams
Vice-Principal
Grades 7 - 8

A NOTE FROM THE PARENT ADVISORY COMMUNITY COUNCIL

Welcome to Grant Park High School. The Parent Advisory Community Council (PACC) works to develop and strengthen communication between school, home and community. We encourage engagement of parents and local community to support a positive learning environment for all students from grade 7 to 12.

We are proud to facilitate a two-way flow of communication. We additionally support the school in its work with the students and provide feedback to administration.

PACC offers a regular forum for the exchange of ideas and information. Meetings are held in the school Library on the third Tuesday of the following months; October, November, January, February and May from 7:15 to 8:30 P.M.. Everyone is welcome. An agenda for the meetings will be emailed and placed on our website prior to each meeting.

Introduction

Grant Park High School has been educating students at the secondary level since 1959. Grant Park is a six-year school with Grades 7 to 12 housed in one building. Grades 7 and 8 have three terms whereas Grades 9 to 12 operate under a semester system; however, math, English language arts and physical education run the full year in Grade 9.

Grant Park High School offers a wide variety of programs for students. In addition to middle school and high school programs, we have programs which help meet the needs of our Inclusion Support students.

When you attend Grant Park High School you become part of a community that values high levels of accomplishment in academics, visual and performing arts, physical fitness and athletics, practical arts, technology education, life skills and many extra-curricular activities that enrich students' experiences.

Grant Park High School currently has approximately 1150 students. Our school continues to produce a high number of students who go on to graduate from university and community college. It should also be noted that Grant Park High School has students who qualify yearly as AP National Scholars and alumni who, in the recent past, have won Cambridge and Rhodes Scholarships.

In addition, very few public schools in Manitoba can match the athletic achievements of the Grant Park Pirates. Throughout our history, Grant Park has won more than 300 city and provincial championships in a variety of sports.

By becoming a member of Grant Park High School's student body you are expected to make a full commitment to the school and to our rich variety of activities. In doing so, you will be able to take advantage of, and contribute to, Grant Park's pursuit of excellence and tradition of success.

Winnipeg School Division Strategic Priorities

Our Purpose - Winnipeg School Division provides a learning environment that fosters the growth of each student's potential and provides equitable opportunity to develop the knowledge, skills, and values necessary for meaningful participation in a global and diverse society.

Our Vision - Is for current and future people learning and working within Winnipeg School Division to be: **Engaged, Confident, Inspired, and Successful Learners.**



1. Grant Park High School will be offering online registration for Grades 7-12. <https://www.winnipegssd.ca/page/28577/student-registration> More information will be available in the general office and on the school website.
2. Before completing an application form, students should read this handbook and discuss plans with their parent(s)/guardian(s), teachers and counsellors.
3. Based upon the best information you have, and carefully considering your previous achievement, decide which courses you wish to take and in which category to take them. It is advisable to make a tentative plan from the start of Grade 9, being sure to include all compulsory courses. You may find that optional courses that you cannot fit into your first year may be taken in your second, third, or fourth year. While you may change your plans in the following years, it is usually helpful to keep in mind an overall picture of what you want to achieve and which courses will help you achieve it.
4. The application form should be completed carefully and must be signed by your parent(s)/guardian(s) if you are under than 18 years of age. Please ensure that all information is accurate to prevent delays in processing your registration.
5. Under the *Schools of Choice* policy, priority must be given to Grant Park High School catchment-area students. All non-catchment-area students applying will be put on waiting lists until student enrolment has been determined. Students who live outside the Grant Park High School catchment area must submit a copy of their most recent report card/transcript Grade 9-12 along with their application, and should also submit an application to their area school. Anyone who resides outside of the Winnipeg School Division must also complete a *Schools of Choice* form.
6. You may not receive the courses you desire if the course is over capacity or if there are insufficient requests for a course, the course will not be offered. All courses are dependent upon availability.
7. Our office is closed during the summer. If the application is not received before our office closes, you will be contacted to meet with a counsellor after the application is received.
8. Online registration is available on our website <https://www.winnipegssd.ca> Paper copies are available upon request at the Grant Park Office.
9. Upon completion of the registration process, a printed timetable will be provided prior to school starting in September. Because students register before the end of the school year, it is the responsibility of the students to have their programs changed if they must repeat or replace a course.

Within-Division Students Email a K-12 Within-Division application form to schoolsofchoice@wsd1.org no later than May 15. A printed copy can be dropped off at Superintendent's Office, Winnipeg School Division, 1577 Wall Street East no later than May 15.

Outside-Division Students Email an Outside-Division application form to schoolsofchoice@wsd1.org no later than May 15. A printed copy can be dropped off at Superintendent's Office, Winnipeg School Division, 1577 Wall Street East no later than May 15.

Four signed copies of the form are no longer required. All School of Choice Applications are time-stamped and processed in accordance with provincial guideline

****NOTE: It is important that applications be in by the deadline indicated on the application form. The information is needed in order to finalize the options and the number of sections of all courses offered.****



Accidents/Illnesses

A student who is injured or who becomes ill during school hours should report first to their subject teacher. If the injury/illness requires medical treatment, or the student needs to go home, parents/guardians will be contacted.

Accident Insurance

Additional universal student accident insurance may be purchased yearly. Information will be emailed to parents/guardians during the year.

Announcements

Announcements are made daily over the intercom system, displayed digitally on the TV monitor outside the office, available in hard copy format in the general office, through our Twitter account (@GrantPark_HS) and on our web page (<https://www.winnipegssd.ca/schools/GrantPark>).

Attendance and Punctuality

Student achievement in all courses is directly related to attendance and punctuality. Students are expected to attend all classes. Catching up on all course material is the responsibility of the student. Parents are expected to notify student absences from school by calling 1-855-278-4513 or from the link at: <https://go.schoolmessenger.ca>. Please call in your absences to Safe Arrival before 2:00 p.m. of the absence day.

Bicycles

Bicycle racks are located at the front or in the court yard of the school. The school cannot assume responsibility for the security of bicycles. Students are encouraged to use U-locks as they are not easily cut or removed.

Cell Phones and Laser Pointers

Middle Years (Devices should be left at home, in lockers).

Students in grades 7-8 will not be permitted to have mobile devices in their classroom.

Students in grades 9-12 will not be permitted to have mobile devices in their classroom, other than as an educational tool and with permission from the teacher.

Electronic items such as personal music listening devices, cell phones and hand-held games are often misplaced. The school is not responsible for loss or theft of any such items. Laser pointers are a safety concern and are not allowed in the school.

Lunch Room

Students may also bring their own lunch and eat in the cafeteria room area or other designated eating areas.



Clubs

School clubs may be formed in any area or activity where there is sufficient student interest, a teacher/supervisor has taken responsibility and approval of the principal has been granted. Students may request to join any club of their choice. Examples of clubs that have operated at Grant Park High School are listed below:

Be That Leader Program	Beading Club	Chess Club
Computer Science Club	Dungeons and Dragons Club	Esports
Ethics	French Club	GPHS Robotics Team
GSA Gender & Sexuality Alliances		Hockey
Indigenous Youth Leadership	ISW Lunch and Learn Program	Knitting Club
Math Club	Mental Health in Sports Club	Reach for the Top

Computers

All students using the school's computers are fully responsible for any damage that occurs while they are working with the devices. All students are entitled to use the internet on school computers ethically, and providing they agree to comply with the Winnipeg School Division's *Appropriate Use of Communication and On-Line Information Resources Policy* (Policy JFCBA). Students who do not comply may lose their privilege to use the WiFi, internet and school computers. Students may also be withdrawn from their computer courses and/or be suspended depending on the misuse.

Extra-Curricular Activities

A wide variety of activities are offered outside of school time. The school has more than 50 organized athletic teams. Grade 7-8 students pay a one-time athletic fee/year of \$50.00 and Grade 9-12 athletes pay a one-time athletic fee/year of \$60.00 to the physical education department in order to participate. These fees assist with costs of equipment, uniforms, referee fees, the weight room. Grant Park High School has an active noon-hour program with a variety of activities available, including open gym and many intramural sports.



Field Trips and Class Excursions

At times during the school year, field trips and class excursions are offered. These events relate to the curricula, provide educational experiences and offer opportunities for students to develop social skills through interaction with their peers and teachers. Parents will be notified of these events.

Fire Drills

Prolonged ringing of the fire bell indicates a fire or a fire drill. Students, staff and visitors must immediately leave the building. All students must assemble quietly in a group where the teacher can account for them and give further instructions as necessary. Each classroom has a posted list of procedures, exit routes and location at which to assemble. Ten (10) monthly drills are held each year, prior to the 20th of each month.

Food

Food and drink other than water should not be consumed during regularly scheduled class time. Exceptions in the classroom will be allowed with teacher approval or medical authorization.

Library

The library program is an active partner in all subject areas and meets academic, as well, as recreational reading needs. Students may borrow materials for two school cycles using their student I.D. card. To ensure that everyone has an equal opportunity to use library materials, only three items may be borrowed at one time and all must be returned on time. Students are directly responsible for any materials borrowed and must pay for, or replace, any damaged or lost materials.

Lockdown Drills/Hold & Secure

In preparation of a potential threat to the security of students and staff, three (3) lockdown drills will be practiced each school year. Lockdowns will be announced via the intercom system. Procedures are posted in the classrooms and reviewed annually with students. Staff also debrief with their students after each lockdown drill.

Locks/Lockers

When feasible, lockers are assigned to each student. Only locks provided by the school may be used on lockers. Students must not share their combinations with friends as the school is not responsible for any loss or damage to property left in lockers. Students are expected to pay for lost or damaged locks. If deemed necessary, lockers may be opened for inspection by an administrator.

Lost and Found

Any articles found in or about the school should be returned to the office. Items may be donated to charity after ample time for reclaiming has passed.



Money and Valuables

Students are encouraged to only bring money/valuables that are needed for the day. These items should be kept secured until needed. Money/valuables should never be left in physical education change rooms. The school is NOT responsible for loss or theft of any items.

Parking Facilities

There are no vacant parking stalls on the Grant Park High School parking lot for students or other visitors. All parking spots are paid for by staff on an annual basis. No cars are to be parked on the school side of the parking lot at any time as this is a fire lane. All illegally parked cars will be towed away. For safety, please DO NOT enter the parking lot.

School Day

The regular school day is 9:00 a.m. - 12:18 p.m. and 1:18 - 3:30 p.m. The school uses a timetable that operates on a 6-day cycle with five classes per day. The year is organized into three equal terms for Grades 7 and 8, and two equal semesters of five months each for Grades 9 to 12. Grade 9 students have some semestered courses, while Grades 10 to 12 students are entirely semestered.

School Records

In order to keep school records accurate, it is the responsibility of the parent(s)/guardian(s) to make changes such as change of guardianship, emergency contact person, and/or address or phone number(s) are reported to the school office or teacher advisor as soon as possible.

Student Assessment Reporting Periods & Tri-Conferences

There are three reporting periods for middle school courses during the school year. The report card link will be emailed to you in December, March and June. Paper copies are available upon request.

There are four reporting periods for high school courses during the school year. The report card link will be emailed to you in November, February, April and June. Paper copies are available upon request.

Tri-Conferences/Parent-Teacher Conferences

Conferences are scheduled twice a year (November and April), where a parent(s)/guardian(s), along with the student, can meet briefly with the student's individual teachers. At any time during the year parent(s)/guardian(s) may schedule a meeting with their child's individual teacher or team of teachers, depending on teacher availability.



Student Council

The Student Council is the official voice of students at Grant Park High School and is also important in planning activities for the student body. Sub-committees of the council take part in planning graduation, organizing school activities and raising funds. The range of possible activities is as wide as the imaginations of council members. The middle school representatives and senior high student presidents sit on the School Finance Committee and sometimes attend the Parent Advisory Community Council meetings.

Telephone

The school switchboard does not accept personal messages for students unless they are emergencies. Parents are asked to avoid contacting their child's cell phone during their child's scheduled class times.

Textbooks

Textbooks are loaned to students free of charge. Students are expected to maintain their textbooks in good condition. When textbooks are issued, the students' names are recorded. All textbooks must be returned at the end of each semester, or when a student leaves Grant Park High School. A charge is levied for lost or damaged texts.

Traffic Safety

The school parking lot is NOT to be used as a pick-up or drop-off site for students between 8:00 a.m. and 4:30 p.m. Spots in this lot are paid for by staff, and this lot is only meant for staff and school busses. There is a "Loading" zone in front of the school on the school side of Nathaniel Street. This means that dropping off passengers or stopping in this area should take no longer than one (1) minute. The McDonald's restaurant side of Nathaniel Street is a "No Stopping" zone. If you choose to let your children or other passengers off on that side, there is an increased risk of an accident occurring. In the interest of safety, students are encouraged to use the crosswalk on Nathaniel Street at all times. Students are asked to comply with traffic laws at all times and take necessary steps to ensure their personal safety.

Visitors

All visitors coming into the school must go to the main office to ask for permission to be in the building. Students are asked NOT to invite friends who are not Grant Park High School students into the building. Visitors without permission will be asked to leave the premises.

Withdrawal from School

Permission from parent(s)/guardian(s) to withdraw from school must be obtained if the student is under the age of 18. All texts/library books, band instruments and sports jerseys must be returned and any outstanding fees paid before withdrawal. Course additions and withdrawals after the deadline dates are at the discretion of the principal and vice-principals.

Please see the guidance office for course withdrawal dates.



The following dress code is based on the principles reflected in the mission and beliefs of our school, to provide a safe and respectful learning environment. This environment is one that builds positive relationships, and creates connections to current trends. The dress code is designed to allow for student comfort while maintaining an environment conducive to learning and appropriate for the educational setting.

Inappropriate dress refers to a standard of attire that does not meet the school community standards. This includes language and/or representations on attire that indicates gang affiliation, that depicts violence, profanity, racial or gender discrimination, or discrimination of any kind whatsoever, or that demeans an identifiable individual or group.

It is expected that individuals on school property be dressed appropriately. The following dress practices are **not** permitted:

- Bare feet (footwear must be worn at all times)
- Garments that display logos, mottoes, phrases or words that are offensive to individuals or groups

The school reserves the right to request changes in any manner of dress that is deemed inappropriate.

Individuals wearing objectionable clothing will be referred to the office. If there is a concern about a particular item of clothing, the school administration will follow up with the student and/or their parent(s)/guardian(s).

Should any clothing be observed as being in conflict with the dress code, the student can expect a staff member to approach them, in private, to discuss the concern. The student will be advised as to the necessary modifications in attire needed to be appropriate to the school setting. If the student chooses not to comply, the student will be directed to the office to speak with an administrator. If the student continues not to comply with dress code expectations, the student will be denied further admission to class until a meeting is held with the administration, the student and their parent(s)/guardian(s). Further violations of the Grant Park High School Dress Code may result in more serious consequences as per the *Student Code of Conduct* page 11.



In January 2023 the Province announced the new plan for School Presence and Engagement, to help address attendance policies and issues in schools. Grant Park High School will be following the Provincial policies and guidelines on all attendance-related matters. Please click on the link below to see what was included in this announcement

This document can be found using the following *link* to MB Education & Early Childhood Learning website: https://www.edu.gov.mb.ca/k12/docs/support/presence_engagement/student_presence_engagement.pdf

Students

It is the student's responsibility to attend all classes regularly and arrive promptly.

Parent(s)/Guardian(S)

Responsibility for attendance rests with the student and the parent(s)/guardian(s).

It is the responsibility of the parent(s)/guardian(s) to inform Safe Arrival at 1-855-278-4513 or <https://go.schoolmessenger.ca> of any absences before 2:00 p.m. Please utilize the Safe Arrival absence notification system for 24 hour service, 7 days a week. Please call the school if the absence will be longer than 5 days. Absences will be recorded on the student administration system, Mayet. If a student is going to be absent for a lengthy period of time, it would be advisable for the parent(s)/guardian(s) to contact the homeroom teacher, guidance counsellor or vice-principal.

Subject Teachers

Responsibility for monitoring attendance rests with the homeroom and subject teachers.

Subject teachers are expected to record/check period attendance (excused and unexcused absences)/ this is confirmed by using the school division's student administration system (MAYET). It is expected that teachers will keep attendance up-to-date.

Contact Home

Subject teachers are expected to contact parent(s)/guardian(s), by phone or by e-mail any time a student has missed 3 classes without explanation. It is not necessary that these absences be consecutive. Teachers should also contact the home anytime they suspect the parent(s)/guardian(s) is unaware of the absence.

Failing 3 attempts to contact parent(s)/guardian(s), teachers will forward the name, attendance profile and dates of attempted contacts to the vice-principal. The vice-principal may send a letter to the parent(s)/guardian(s), accompanied by the profile. The letter will request that they contact the teacher and/or vice-principal.



INTERVENTIONS AND DISCIPLINARY CONSEQUENCES

Grant Park High School expects that students will take full advantage of the learning opportunities in the school and that, by their behaviour, will permit others to do the same. All students, parents, and staff are expected to follow the Code of Conduct. The following range of consequences is designed to protect the rights of the student and to provide a safe learning environment. **The Winnipeg School Division has zero tolerance policies on the following unacceptable behaviours: weapons, physical, sexual, psychological abuse including cyberbullying, and gang involvement.** It is essential that all understand the consequences of unacceptable behaviour. Early contact with parents is essential for a school/home approach in dealing with unacceptable behaviour. When the student is 18 years of age or older, parental contact is made only with the permission of the student. Parents with concerns are encouraged to contact teachers directly first. In the event where an agreement cannot be made, then the parent may move on to discuss the situation with the Vice-Principal, Principal, Liaison Superintendent, Chief Superintendent, and then a Trustee.

INFORMAL DISCUSSION

A teacher or administrator talks with the student to reach an agreement regarding the student's behaviour. The parent may be contacted in some circumstances.

STUDENT SUPPORT SERVICES

A meeting or series of meetings are held with the Student Support Services counsellor and/or with appropriate staff (e.g. Divisional Attendance Officer) with the specific goal of developing a plan for changing attitudes and improving student behaviour. The parent may be contacted if circumstances so dictate.

CLINICAL SUPPORT SERVICES

A referral may be made to school division student services personnel who can assist school personnel in the remediation of inappropriate student conduct. Such involvement may include a level of counselling or clinical supports for the student that is beyond the school's capabilities. Parental permission must be obtained for assessments and/or interventions.

FORMAL INTERVIEW

A conference is held with the student, the teacher, an administrator, and appropriate support staff members to develop a plan for changing the student's behaviour. The parent may be contacted if necessary.

PARENTAL INVOLVEMENT

The parent is contacted to discuss the specific behaviour of the student and steps which must be undertaken to change it. The nature of contact could vary from a telephone conversation to a formal meeting at the school with parent, student, and school personnel.

DETENTION

The student is detained at the school for specific unacceptable behaviour. Where such detention exceeds 15 minutes beyond the regular school hours, the parent must be informed.

ALTERNATIVE LEARNING ENVIRONMENT

If a student is not being successful in a classroom setting, the school team in collaboration with the parent(s)/guardian(s) may recommend an alternative setting that best meets the student's academic and/or social needs.

RESPONSIBLE/ETHICAL USE STUDENT PRIVILEGES

Grant Park expects students to use school property and materials in a responsible and ethical manner. Misuse of school property or materials may result in removal of the privilege.

RESTITUTION/COMPENSATION

The student, or parent if the student is underage, is required to compensate for damages incurred by the intentional or negligent act of a child. Such restitution may be monetary in nature but could take alternate forms.

BEHAVIOURAL/PERFORMANCE CONTRACT

In some instances, the student is required to meet specific behavioural standards in order to avoid more severe levels of consequence. Such expectations are developed between the school, the parent and the student. Outcomes are clarified for failure to meet the behavioural standards. Such behavioural action plans are documented with copies provided for all concerned parties.

SUSPENSION

Suspension from school is a serious consequence which is imposed subject to Board Policy. In such cases, the necessary documentation is forwarded to specified administrative personnel required by the policy. A teacher may suspend a student from the classroom for up to two days. The maximum single suspension by the Principal is five days. In all cases of suspension the parent is notified. The Superintendent may invoke a six-week suspension in certain instances.

OUTSIDE AGENCY/COMMUNITY INVOLVEMENT

Grant Park High School recognizes a variety of outside agencies and community services as an effective means to assist students. The school reserves the right to mandate student involvement with specific support services in instances where the school believes such involvement is necessary.

EXPULSION

Expulsion by the Board of Trustees is a serious consequence resulting when it is determined that a student's continued presence in the schools of The Winnipeg School Division is detrimental in an emotional or physical way to the students and/or school staff. Expulsion requires an official action by the Board of Trustees and is completed in accordance with the principles of due process and according to the Public Schools Act. An expulsion means that the student may not attend any school operated by The Winnipeg School Division until such time as the Board may remove the expulsion.

POLICE NOTIFICATION

Grant Park High School recognizes the importance of working closely with the Winnipeg Police Services. The range of involvement with the Community Police could include informal discussion; through to "contracting" to change behaviour, commit to different course of action, consequences for breaking contract specifics, parent/student/administration to be given signed copies; through to "mediation", informally with students or formally with students/parents; through to criminal charges by Winnipeg Police Services.

NEEDS OR THREAT ASSESSMENTS

The school will respond to all student threats to self or others through administrative action and/or school division threat assessment protocols or through critical incident preparedness plans. Outside agency and/or police involvement may be requested. Parent will be informed.

Responsibilities and Expectations



	Student	Parents/Guardians	School	Infraction	Initial/Repeated Occurrences
Attendance and Punctuality	Attend school and all scheduled classes regularly and punctually. Be on time for school and all scheduled classes and activities.	Encourage regular attendance; inform school when child will be absent. Ensure that you child leaves for school with sufficient time to be punctual.	Keep accurate records; involve parents; provide counselling; determine reasons for absence. Establish clear rules regarding tardiness; clearly articulate to students and parents the specifics of the beginning of the school day/class times.	Absenteeism Tardiness	Initial Occurrence: informal discussion to behaviour contract through student support services involvement. Repeated Occurrence: Parental involvement to divisional attendance office involvement. Credit withdrawal at the high school level is a possibility.
Respect for Authority and For the School	Respect all school staff and adhere to all school rules and policies.	Encourage respect by your child for the school; provide an appropriate role model.	Approach the education of the student in a respectful manner; provide positive role models; explain the rationale for school rules.	Defiance of authority or failure to adhere to school rules and policies. Failure to meet the terms of behaviour contracts.	From informal discussion through to suspension or expulsion.
Respect for All	Respect the rights of fellow students to a school environment which is free from fears, prejudices and distractions. There is zero tolerance of gang involvement.	Encourage and model respect for the rights of others; emphasize the importance of a productive learning environment at school.	Provide appropriate role models; respect the fundamental rights of students; initiate strategies and programs to promote mutual cooperation and respect among students.	Profane, improper language; ridicule, sexist, racist language; harassment (sexual or other); threats, intimidation; extortion; fighting or physical assault; bullying and cyberbullying, other offensive behaviours.	From informal discussion through to suspension or expulsion. Possible Winnipeg Police Services involvement.
Respect for Property	Respect the property of the school, community and fellow students.	Foster values of respect for public and personal property in your child; where child is a minor, make restitution for theft or damage of property.	Strive to provide the student with a safe and secure learning environment and encourage the student to take responsibility to protect their property.	Theft Vandalism Graffiti Littering	From informal discussion through to formal interview, suspension or expulsion. Make restitution for Division property. Possible Winnipeg Police Services involvement which may include "barring under the Petty Trespass Act to criminal charges.
Substance Use	No use of smoking or vape products in school facilities is permitted; it is also prohibited to be in possession or be under the influence of drugs and/or alcohol.	Instill appropriate social values and respect for the law in your child; encourage positive healthy attitudes and behaviours.	Provide appropriate role models; encourage positive healthy attitudes through specific teaching of substance abuse topics.	Use/sale of smoking or vape products in school facilities is not permitted. Possession and/or consumption of drugs or alcohol on school property is not permitted.	From informal discussion to suspension. From parental involvement through outside agency involvement through suspension/expulsion. Possible Winnipeg Police Services involvement (we have the right to seize alcohol, illicit drugs and intoxicants from any student; and tobacco from any student under the age of 18).
Cheating and Plagiarism	Submit only your own work on tests and assignments; give credit for the ideas of others.	Instill in your child appropriate social values, honesty and respect for the efforts of others .	Structure tests and assignments to minimize temptation; instill values of honesty and giving credit for others' contributions.	Submitting others' work as your own on tests or assignments.	From informal discussion through to formal interview or withdrawal from class setting.
Possession of a Weapon	Students shall not be in possession of, or bring to school/school activities a weapon of any description. There is ZERO TOLERANCE for weapons and gang involvement.	Instill in your child appropriate social values and respect for the law; store any firearms kept in the home in a secure manner as set by the law.	Establish appropriate school safety an emergency procedures; involve the police as warranted.	Bringing a weapon to school or school activity. Possessing, threatening to use, or using weapons while on school property or at a school activity.	Suspension through to expulsion. Possible Winnipeg Police Services mediation to criminal charges.
Appropriate Use of Technology	Adhere to all terms and conditions of the Winnipeg School Division and the Grant Park High School acceptable user of technology agreements regarding the internet, WiFi, cell phones, digital cameras and other personal communication devices.	Review the terms and conditions of the agreements with your child.	Ensure that all students sign the "Acceptable Use of Technology" agreement.	Using the computer network system inappropriately, maliciously or causing harm to others.	Informal discussion through to expulsion. Possible Winnipeg Police Services involvement.



Grant Park High School offers two semesters per school year for Grades 9-12 and operates on a 6-day cycle with five classes per day. Semester 1 runs from September to January and Semester 2 runs from February to June. Final exams are scheduled at the end of each of the two semesters. Our grades 7, 8 and 9 students are fully timetabled, which means they have no spare periods throughout the day.

Three of the Grade 9 compulsory credits (English language arts, mathematics and physical education) will run all year. Grades 10-12 students may have some unassigned time in their timetables. During spares, a student can choose to:

- go to the library to study or do homework
- get extra help from teachers
- go to the basement/lunch room area to relax, talk, study or snack
- leave the school

Students are requested to remain out of the halls and foyers during their spares.

Student timetables are individually developed and are emailed along with an information sheet about the organization of the school day, school calendar, and important dates for parent(s)/guardian(s). If students have failed or missed a course from the previous year, they must call the school to make an appointment with a guidance counsellor the week before school starts.

Students wishing to make adjustments to their timetables must make an appointment with their counsellor to determine whether a change is possible. Students must attend scheduled classes until they have met with their counsellor to determine if their requested change is feasible. Students dropping a course must fill out a "Course Delete Request" form, have it signed by their parent(s)/guardian(s) if they are under 18 years of age and give it to their guidance counsellor.

BLANK STUDENT TIMETABLE

PERIOD	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
8:50 – 9:00*	CLASSROOM OPEN					
9:00	O'CANADA	O'CANADA	O'CANADA	O'CANADA	O'CANADA	O'CANADA
1 (Slot A) 9:00 - 10:04						
2 (Slot B) 10:07 - 11:11						
3 (Slot C) 11:14 - 12:18						
12:18 -1:18pm	NOON	HOUR	NOON	HOUR	NOON	HOUR
4 (Slot D) 1:18 - 2:22						
5 (Slot E) 2:25 - 3:30						



Grade 9

(Minimum 30 credits)

Compulsory Subject Areas

English Language Arts	1
Mathematics	1
Science	1
Social Studies	1
Physical Education	1
**Electives at 10F	3

Grade 10

Compulsory Subject Areas

English Language Arts	1
Mathematics	1
Science	1
Geography	1
Physical Education	1
**Electives at 20F, S or G	2

Grade 11

Compulsory Subject Areas

English Language Arts	1
Mathematics	1
History	1
Physical Education	1
**Electives at 30G or 30S	1

Grade 12

Compulsory Subject Areas

English Language Arts	1
Mathematics	1
Physical Education	1
**Electives at 40G or 40S	2

**= minimum number of electives taken at each grade level.

Students should ensure that they meet the entrance requirements of the post-secondary education (college or university), training, or work situation they intend to pursue.

Students must have a minimum of 5 credits at the Grade 12 level to graduate. Grade 12 Physical Education is a requirement for graduation from high school, but not for university admission. See a guidance counsellor for specific post-secondary admission requirements.

Optional Credits FROM THE FOLLOWING CATEGORIES:

10 Credits from subject areas

- English Language Arts (additional credits)
- Mathematics (additional credits)
- Social Studies (additional credits)
- Spanish, French
- Other second languages (special language credit)
- Performing and Visual Arts
- Technology Education
- Human Ecology (e.g. family studies, food, clothing)
- Industrial Arts (e.g. woods, metals)
- Life/Work Planning (career education)
- Courses initiated by the school (law, psychology)
- Apprenticeship credits
- Volunteer Credit (maximum 1)
- Cultural Exploration (maximum 1)



Before You Choose...

Your high school program should be planned very carefully based on many different pieces of information. Consider the following:

- CHOOSE a course that suits your special interests, abilities, skills and aptitudes.
- DISCUSS your plans with your parent(s)/guardian(s), and your guidance counsellors. They can help advise you about course selections.
- DON'T plan to take a course just because your friends are taking it. You are an individual and must consider your own interests and abilities if you are to succeed.
- COURSES should be chosen with your career goals and post-secondary education in mind. Try to keep as many options as possible open to enable you to be prepared for all future academic endeavours and employment opportunities.

How Parents/Guardian Can Help Promote Academic Success With Their Children

- Consider your child's past school performance.
- Consider your child's interests and abilities.
- All the courses offered are equal in importance but may be different in demands.
- Check your child's notes, homework and projects each week for all subject areas.
- Parental support in careful course selection can help a student be successful in school. Your interest and assistance are very important.
- Review calendars from universities, colleges and/or vocational schools with your child as they proceed through high school, as requirements change every year.
- Monitor internet and social media access at home

If you have any questions, please feel free to contact subject teachers, guidance counsellors or the administration.



1. A credit is earned by successful completion of a subject or course of study undertaken, involving 110 hours of instructions. A total of 30 credits is the minimum number of credits required to graduate from the four-year high school program. Credits is earned by a student through regular attendance and by successfully completing various course outcomes.
2. Courses at Grades 9-12 levels are identified by a name and a three-character designation (e.g. Mathematics 10F, Biology 30S, Calculus 45S).
The first character (1, 2, 3 or 4) refers to the high school year for which the course was originally designed.
The second character (0.5, 1 or 2) refers to the origin of the course. Courses with a 0 (full credit) or a 0.5 (half credit) as the second character are developed or approved by Manitoba Education. Courses with a 1 as the second character are school-developed (S.I. C). Courses with a 2 as the character were developed elsewhere, such as Advanced Placement Courses (e.g. Biology 42S).
The third character (G, F, S, E, M or A) denotes whether the course is:
 - General (General Courses, curriculum developed by Manitoba Education and Training for one credit).
 - Foundations (Foundations Course, curriculum developed by Manitoba Education and Training for one credit).
 - Specialized (Specialized Course, curriculum developed by Manitoba Education and Training for one credit).
 - English as an Additional Language (Content Course, focusing on language and vocabulary acquisition for one E-credit).
 - Modified (Modified Course, curriculum modified to suit the capabilities of students with special needs). The "M" is embedded within the course code.
 - Advanced (Enriched or Advanced Courses, curriculum developed by Manitoba Education and Training for one credit).
3. Enriched and regular courses at the same level or the same subject are considered the same course by the province, and only one credit will be granted. The AP courses at the grade 12 level are the exception.
4. Students seeking university entrance should be guided in the choice of subjects by the requirements of the facility that they plan to enter. Please see a guidance counsellor for details.
5. Courses will be offered only if a sufficient number of students enroll in them.



It is the responsibility of each student who plans to enroll in a post-secondary institution to ensure that they take the specific courses required for entrance. For specific information about these programs, the student should make an appointment with a guidance counsellor or career intern. Entrance scholarships are available at all three institutions listed below.

Although specific courses are required by each faculty at the universities, the following are the basic general entrance requirements for post-secondary schools in Winnipeg:

University of Manitoba

1. Must qualify for graduation: 30 credits.
2. Must have at least five credits at the grade 12 level in addition to Physical Education 40F, which is necessary for high school graduation, but not for university admission.
3. University 1 Admission: A minimum average of 70% over the following with no less than 60% in each course (English 40S, Mathematics 40S)
4. Certain faculties request specific courses, as well as a minimum average in the best three 40S subject areas. Students are encouraged to consult with the guidance counsellor, or the University of Manitoba handbook or website for this information.

University of Winnipeg

1. Must qualify for graduation: 30 credits.
2. Must have at least five credits at the grade 12 level, in addition Physical Education 40F, which is necessary for high school graduation but not for university admission.
3. Must have one credit in English 40S (Comprehensive, Literary or Transactional), and one credit in Math 40S (Pre-Calculus, Applied or Essential Math).
4. Must have a 65% average minimum (calculated using English, math and next highest 40S course).
5. Specific Grade 12 courses are required for different faculties. Please refer to the University of Winnipeg handbook or website, or consult with the school guidance counsellor.

Red River College Polytechnic

1. High school graduation is required. (Access courses are the only exception.)
2. Admission is also dependent on date of application to the program.
3. All programs have specific course requirements. Please refer to the Red River College handbook, website or consult with a guidance counsellor.

All students should make use of the counselling services available at Grant Park High School to plan their high school program, particularly in grades 11 and 12. This will help ensure that the specific entrance requirements in their field of interest will be met. Where career plans are not definite, students should select courses that will cover the broadest span of entrance requirements possible.

*Please note post-secondary institutions outside of Manitoba have other entrance criteria.



GRANT PARK HIGH SCHOOL

WEST

Winnipeg School Division Policy states:
THERE IS "NO SMOKING or VAPING"

Boys S H

Girls S U

R A

Jr. Gym

Cafeteria

Courttyard

67 Board Room/Clinic

66 JR. AUTISM

57 Life Skills

57T Custodial Storage

57 Senior Autism

57 Custodial Storage

57 Sink

57 Boiler

57

Bus Loop

Custodian Office 51

50 Wood

47 Dance

46 Drama

Receiving Doors

Choral Office

45 Choral

Custodian Storage 44

43 METAL

42 AUTO

Ramp

88 7/8 Flex

90 7/8 Flex

91 G. 7 Advanced

92 G. 7 Advanced

94

96

98

99

101

64 G. 8 Advanced

89 Art

93 Art

95

97

100 Band

63 G. 8 advanced

69 Resource

72 EAL Room

76 Science Lab

79

81

RESTROOM

RESTROOM

RESTROOM

PR

PR

PR

PR

PR

PR

NORTH

62 M/S EAL

70 EAL

71

73

77

78

80 Courtyard

83

85

87

Student Support

G.W.

B.W.

32

31

30

26

23

22

21

20

Lodge Room

Drafting

Tech. Resource Centre

Robotics

CSS

Sensory Room

Horl-culture

39 Staff Only

41

37 Nursing Student Office

Stage

02 Senior Gym

37

01

Sink

Library Office

Library

29

28

25

24

10

12

15

16

High School Science Lab

03

04

07

08

09

11

13

14

17

18

Indigenous Grad Coach

EAST

Main



Welcome to Grade 7 and 8 at Grant Park Middle School! Our middle school is designed to bridge the gap between elementary and high school, fostering an environment that is welcoming, inclusive, and affirming for all students. Classroom teachers work collaboratively in teams to deliver engaging curriculum while also supporting students' social-emotional growth in a safe, nurturing environment. With a strong partnership between school and home, these teaching teams foster close, reciprocal relationships with students, building confidence and contributing to a positive classroom culture. We look forward to working together to make this an amazing year of learning!

At Grant Park High School, students have the opportunity to choose between two learning options:

Flexible Learning (which combines the previous General and Flex learning programs) and **Advanced**. Both options offer core subjects—English Language Arts, Math, Science, Social Studies, and Physical Education—aligned with the curriculum guidelines of Manitoba's Ministry of Education. In middle school, students take these core subjects and can select two options from Art, Band, and Performing Arts. In Grade 7, students rotate through all Practical Arts courses, including Sewing, Graphics, Metals, STEAM, and Woodworking. In Grade 8, they have the chance to specialize by focusing on three of these Practical Arts courses.

Flexible Learning

Flexible Learning is designed to offer an innovative, collaborative learning environment where students thrive. By incorporating diverse learning styles, hands-on experiences, and project-based learning, students engage in group tasks, cross-curricular projects, and interactive activities that make learning both fun and meaningful. Over the course of two-years, students build a strong sense of community, develop leadership skills, and form lasting relationships.

In our Flexible Learning classrooms, students not only grow academically but also cultivate essential skills like mentoring peers and developing strong work habits. Curiosity, critical thinking, and problem-solving are encouraged both in the classroom and beyond, with exciting field trips and guest speakers bringing learning to life. Students will also sharpen their ability to collaborate, think creatively, and approach challenges with a solution-focused mindset. Flexible Learning embraces the best educational practices, offering a variety of approaches that inspire positive changes in student attitudes and academic behaviours, ensuring every child's success

Advanced

Advanced programming in middle school is designed for students who are ready to challenge themselves beyond the standard curriculum set by the Manitoba Ministry of Education. In these classrooms, students are encouraged to explore subjects in greater depth and at an accelerated pace, engaging with enriched coursework in key areas like English Language Arts, Math, Science, and Social Studies. The content is challenging, exploratory, integrative, and diverse, providing students with a well-rounded educational experience that encourages both academic and personal growth.

At the core of these classes are critical thinking, analysis, problem-solving, and independent learning. These components help students develop essential skills, including time management, research, and effective communication. This rigorous approach prepares students for the Advanced Placement (AP) Program, typically beginning in Grade 12, giving them a head start in their journey toward college-level success. The Grade 12 AP program is internationally recognized across Canada, the USA and 85 other countries around the world.

**Art**

What does art help us notice? How can art help us share what we notice with others? Art making can help us see the world differently, and gives us new language to show others what we see, feel, and believe. In this course, students will develop expected skills such as drawing, painting, and sculpting, but they will also develop unanticipated skills. They must be open to new ideas and challenge themselves by experimenting with new materials and methods for creation. There will be individual assignments as well as group work. Students will be required to share ideas and skills with others in the class, as we ALL have something worthwhile to share.

Band (includes a nominal user fee of \$30.00)

Students will develop musical skills in a band situation as they learn to play a brass, woodwind, or percussion instrument. Public performance is an important part of this program, and students are required to perform in both the winter and spring concerts. Students develop an overall music appreciation as they improve their listening skills, knowledge of basic history/theory, and technical skills on a specific instrument. Grade 7 band students will perform music at a grade 1 level. All band students are expected to practice their instruments at home. Musical instruments are provided. Students enrolled in grade 7 band may also participate in the Junior Jazz Band.

Performing Arts

Drama activities, choral work, basic choreography, mime, improv and stage combat will be utilized in order to give the students the chance to develop skills to assist them in their future endeavours. The emphasis will be on having fun and learning to work co-operatively with peers to achieve desired goals.



Clothing and Textiles

Grade 7 Clothing and Textiles is an introduction to sewing. Students will be taught lab safety, how to thread a needle, how to hand sew and how to use an iron. Students will have the opportunity to compete several small projects which may include a hackie sac, emoji, keychain, jean bag and a monster. Sewing is a life long skill and, in this course you will have an opportunity to express your creativity while learning different types of hand stitching.

Graphic Arts

Students are introduced to design concepts that they use in developing projects utilizing computer graphics, hand drawings and airbrushing.

Manufacturing

In this course the grade 7 manufacturing program is intended to introduce students to the fascinating world of manufacturing. Emphasis will be placed on general lab safety, measuring tools and the safe use and operation of hand tools. This program will give students insight and experience in the design and creation of a lab project at the teachers' discretion.

Metals

The grade 7 metals course is an introduction to metalworking. Discussion will take place on the manufacturing of steel, ferrous and non-ferrous metals, metric and imperial measurement, and the hand tools involved in sheet metal layout. Practical aspects of the course include shop/personal safety, basic sheet metal layout and folding techniques, resistance welding and cutting tools.

Visual Communication

In grade 7, students are introduced to the elements of design in photography. Students will then research different camera angles and movement in order to storyboard and create a short video. Advanced students will have the opportunity to develop stop-motion animation or Foley artist (sounds) skills.

Woods

Grade 7 students are introduced to selected woodworking hand tools, power tools and machines. Emphasis is on general woodwork lab safety and safe operations while constructing a birdhouse from white pine.

**Art**

What does art help us notice? How can art help us share what we notice with others? Art making can help us see the world differently, and gives us new language to show others what we see, feel, and believe. In this course, students will develop expected skills such as drawing, painting, and sculpting, but they will also develop unanticipated skills. They must be open to new ideas and challenge themselves by experimenting with new materials and methods for creation. There will be individual assignments, as well as, group work. Students will be required to share ideas and skills with others in the class, as we ALL have something worthwhile to share. Experience in grade 7 art is an asset, but not necessary.

Band (includes a nominal user fee of \$30.00)

Grade 8 band students will continue to develop musical skills as they play a brass, woodwind, or percussion instrument. Students will perform a minimum of three concerts throughout the year and perform music at a grade 2 level. Listening skills, theory/history concepts, and composition opportunities will also be explored at a grade 2 level. All band students are expected to practice at home. Musical instruments are provided. Students enrolled in grade 8 band may also participate in the Junior Jazz Band.

Performing Arts

This course will continue with the lessons and work from the grade 7 performing arts curriculum, expanding and further exploring the themes and techniques. Drama activities, choral work, dance choreography, mime, improv and stage combat are revisited in order to give students the chance to develop skills to assist them in their future endeavours. The emphasis will be on having fun and learning to work co-operatively with peers to achieve a desired goal.

**Clothing and Textiles**

Grade 8 students will have the opportunity to improve their sewing skills and practice what they learned in grade 7. Students will be taught lab safety, how to cut out fabric, how to use a sewing machine, how to thread a machine, basic sewing skills and hand sewing. Students will have the opportunity to complete two projects: a pillow, a stuffed toy and if time allows, students who excel in the class will get to make an extra project of their choice.

Family Studies

Grade 8 students will learn about childcare skills and child development theory. Students will work with the real care babies, learn basic infant care skills and learn about creating a safe environment for children. The class will include hands on activities to learn about the importance of play in the lives of children.

Graphic Arts

The grade 8 graphics course is intended to expand on the knowledge base and skills learned in grade 7 graphics. Students will be focusing on individual designs using a vast variety of media including drawing, computer design, digital photography, and air brushing.

Manufacturing

In this course the grade 8 manufacturing program is intended to introduce students to the fascinating world of manufacturing. Emphasis will be placed on general lab safety, measuring tools, and the safe use and operation of hand tools and power tools. This program will give students insight and experience in the design and creation of a lab project at the teachers' discretion.

Metals

The grade 8 metalworking course expands on the concepts learned in grade 7. Both imperial and metric measurement will be discussed. Safety is paramount. Lost wax casting is the focus of this course. Use of hand tools, oxygen-acetylene torch, centrifuge, belt sander, and buffer represent the practical aspects of the course.

Woods

Grade 8 students expand on the foundation of woodwork lab safety and safe operations by adding a few new tools, machines and processes while constructing various projects including cutting boards and band saw boxes.



Grade 7	Grade 9	Grade 10	Grade 11	Grade 12
<u>Compulsory Classes</u>	<u>Compulsory Credits</u>	<u>Compulsory Credits</u>	<u>Compulsory Credits</u>	<u>Compulsory Credits</u>
ELA	ELA ENGR1F	ELA ENGR2F	ELA Comp. Focus ENG3S	ELA Comp. Focus ENG4S
Mathematics	Mathematics MATR1F	Essential Math OR ESMR2S	Essential Math OR ESMR3S	ELA Lit. Focus ENGL4S
Science	Phys. Ed/Health PHER1F	Int. to App./PreCal IAPR2S	Applied Math OR APMR3S	ELA Trans. Focus ENGT4S
Social Studies	Science SCIR1F	Geography GEOR2F	Pre-Cal PCMR3S	Essential Math OR ESMR4S
Phys. Ed/Health	Social Studies SOSR1F	Phys. Ed/Health PHER2F	History HISR3F	Applied Math OR APMR4S
		Science SCIR2F	Active Lifestyles OR PHER3F	Pre-Cal Math PCMR4S
			Active Lifestyles Online PHEW3F	Active Lifestyles OR PHER4F
				Active Lifestyles Online PHEW4F
<u>Electives</u>	<u>Advanced Credits</u>	<u>Advanced Credits</u>	<u>Advanced Credits</u>	<u>Advanced Credits</u>
Art	ELA - Adv. ENGE1F	ELA - Adv. ENGE2F	CAPStone Research CARP4S	AP Calc. AB/AP Calc. BC CAAP4S/CABP4S
Band	Mathematics - Adv. MATE1F	Intr. Appl & PreCal Adv. IAPE2S	ELA Foc. Adv. ENGE3S	ELA Comp. Foc. AP ENLP4S
Clothing & Textiles	Science - Adv. SCIE1F	Geography Adv. GEOE2F	Pre-Cal Adv. PCME3S	ELA Lit. Foc. AP ELIP4S
Graphics	Science - Adv. SCIE2F		Biology Adv. BIOE3S	Pre-Cal Adv. PCME4S
Metal Work	Social Studies - Adv. SOSE1F		Chemistry AP CHEP3S	Biology AP BIOP4S
Performing Arts			Physics Adv. PHYE3S	Chemistry AP CHEP4S
Steam			History Adv. HISE3F	Comp. Science AP CSAP4S
Woodwork				Env. Science AP ENSP4S
	<u>Electives - 1 Credit</u>	<u>Electives - 1 Credit</u>	<u>Electives - 1 Credit</u>	<u>Electives - 1 Credit</u>
	Concert Band MCBR1S	American History H1SR2G	Automotive Tech. POMR3G	Physics 1 AP PH1P4S
	Concert Choir MCCR1S	Automotive Tech. POMR2G	Biology BIOR3S	Euro. History AP HISP4S
	Dance DANR1S	Computer Science COSR2S	Chemistry CHER3S	Psychology Adv. PSYE4S
	Drama DAMR1S	Concert Band MCBR2S	Computer Science COSR3S	Psychology AP PSYP4S
	Film Studies VA2R1S	Concert Choir MCCR2S	Concert Band MCBR3S	
	French FRER1F	Dance DANR2S	Concert Choir MCCR3S	<u>Electives - 1 Credit</u>
	Guitar MGUR1S	Drama DAMR2S	Dance DANR3S	Applied Tech. APTR4S
	Human Ecology HECR1S	Family Studies FSTR2S	Drama DAMR3S	Automotive Tech. POMR4G
	Jazz Band MU2H1S	Film Studies VA2R2S	Family Studies FSTR3S	Biology BIOR4S
	Musical Theatre DMTR1S	Food and Nutrition FNUR2S	Film Studies VA2R3S	Chemistry CHER4S
	Spanish SPAR1G	French FRER2F	Food & Nutrition FNUR3S	Computer Science COSR4S
	Theatre Production DTHR1S	Graphics GRAR2G	French FRER3S	Concert Band MCBR4S
	Visual Arts VIAR1S	Human Ecology HECR2S	Graphics GRAR3G	Concert Choir MCCR4S
		Improv DIMR2S	Human Ecology HECR3S	Dance DANR4S
	<u>Electives - 0.5 Credit</u>	Jazz Band MU2H2S	Improv DIMR3S	Drama DAMR4S
	Computer Sci. CIAR1G	Life/Works LWPR2S	Jazz Band MU2H3S	Family Studies FASR4S
	Family Studies FAHR1S	Metal Work METR2G	Life/Works LWPR3S	Film Studies VARR4S
	Food & Nutrition FOHR1S	Musical Theatre Sr. DMTR2S	Metal Work METR3G	F.N. Metis & Inuit St. CTIR4S
	Graphics GRHR1G	Singing/Songwriter MGUR2S	Musical Theatre Sr. DMTR3S	Foods and Nutrition FNUR4S
	Intr. to Auto Tech. PMHR1G	Spanish SPAR2G	Physics PHYR3S	French FRER4S
	Life/Work s LWER1S	Textile Arts & Design TADR2S	Singing/Songwriter MGUR3S	Geography GEOR4S
	Metal Work MEHR1G	Theatre Production DTHR2S	Spanish SPAR3S	Global Issues GLIR4S
	Robotics ELHR1G	Visual Arts VIAR2S	Textiles Arts & Design TADR3S	Graphics GRAR4S
	Textile Arts & Design TDHR1S	Woodwork WOOR2G	Theatre Production DTHR3S	Human Ecology HECR4S
	Woodwork WOHR1G		Visual Arts VIAR3S	Improv DIMR4S
			Woodwork WOOR3G	Jazz Band MU2H4S
				Law LAWR4S
				Life/Works LWPR4S
				Metal Work METR4S
				Musical Theatre Sr. DMTR4S
				Physics PHYR4S
				Psychology PSYR4S
				Singing/Songwriter MGUR4S
				Spanish SPAR4S
				Str. Academic Suc. EALR4S
				Textile Arts & Design TADR4S
				Theatre Production DTHR4S
				Visual Arts VIAR4S
				Woodwork WOOR4S
<div> <div> <u>Specialized Credits - Performing Arts</u> See course descriptions for further details: <ul style="list-style-type: none"> ◆ Advanced Choral ◆ Advanced Dance ◆ Advanced Drama ◆ Dance Ensemble </div> <div> <u>Specialized Credits</u> See course descriptions for further details: <ul style="list-style-type: none"> ◆ Community Service Credit ◆ Cultural Exploration ◆ Independent Research in Science ◆ Senior Years Apprenticeship Option </div> <div> <u>Specialized Credits</u> These 2 courses must be taken together. <ul style="list-style-type: none"> ◆ Calculus - Advanced Placement CAAP4S and CABP4S </div> </div>				

Grade 9 Courses (Overview)



Compulsory - Choose 1 course from each subject area for a total of 5 credits.

ENGLISH	Course Code	Credit Value
English Language Arts10F	ENGR1F	1.0
English Language Arts10F Advanced	ENGE1F	1.0
MATHEMATICS		
Mathematics 10F Advanced (including Exploring Topics in Mathematics)	MATE1F	1.5
Mathematics 10F General (including Transitional Mathematics 10F)	MATR1F	2.0
SCIENCE		
Science 10F	SCIR1F	1.0
Science 10F Advanced	SCIE1F	1.0
SOCIAL STUDIES		
Social Studies 10F	SOSR1F	1.0
Social Studies 10F Advanced	SOSE1F	1.0
PHYSICAL EDUCATION		
Physical Education 10F	PHER1F	1.0

Computer Science 15G	CIAR1G	0.5
Concert Band 10S <i>*Prerequisite: Grade 8 band</i>	MCBR1S	1.0
Concert Choir 10S <i>*Prerequisite: previous singing experience is an asset</i>	MCCR1S	1.0
Dance 15S Dance 10S	DNHB1S / DANR1S	0.5 / 1.0
Drama 10S	DAMR1S	1.0
Family Studies 15S	FAHR1S	0.5
Film Studies 10S	VA2R1S	1.0
Food and Nutrition 15S	FOHR1S	0.5
French 10F	FRER1F	1.0
Graphic Arts 15G	GRHR1G	0.5
Guitar 10S	MGUR1S	1.0
Human Ecology 10S	HECR1S	1.0
Intro to Automotive Technology 15G	PMHR1G	0.5
Jazz Band 10S (corequisite - Concert Band 10S)	MU2H1S	1.0
Life/Work Exploration 15S	LWEH1S	0.5
Metal Work 15G	MEHR1G	0.5
Musical Theatre 10S	DMTR1S	1.0
Robotics 15G	ELHR1G	0.5
Spanish 10G	SPAR1G	1.0
Textile Arts And Design 15S	TDHR1S	0.5
Theatre Production 10S	DTHR1S	1.0
Visual Arts 10S	VIAR1S	1.0
Woodwork 15G	WOHR1G	0.5

Grade 10 Courses (Overview)



Compulsory - Choose 1 course from each subject area for a total of 5 credits.

ENGLISH	Course Code	Credit Value
English Language Arts 20F	ENGR2F	1.0
English Language Arts 20F Advanced	ENGE2F	1.0
MATHEMATICS		
Essential Mathematics 20S	ESMR2S	1.0
Intro to Applied and Pre-Calculus 20S <i>* Prerequisite: Math 10F or Advanced Math 10F</i>	IAPR2S	1.0
Intro to Applied and Pre-Calculus - Advanced 20S	IAPE2S	1.0
SCIENCE		
Science 20F <i>* Prerequisite: Science 10F</i>	SCIR2F	1.0
Science 20F Advanced <i>* Prerequisite: Science 10F</i>	SCIE2F	1.0
GEOGRAPHY		
Geographic Issues of the 21st Century 20F <i>* Prerequisite: Social Studies 10G or Social Studies Enr. 10F</i>	GEOR2F	1.0
Geography 20F Advanced <i>* Prerequisite: Social Studies 10G</i>	GEOE2F	1.0
PHYSICAL EDUCATION/HEALTH EDUCATION		
Physical Education 20F <i>* Prerequisite: Phys. Ed./Health Ed. 10F</i>	PHER2F	1.0

Option Credits - Choose the equivalent of 2.0 credits from the list below.

Automotive Technology 20G <i>*No prerequisite: POMR15G is recommended</i>	POMR2G	1.0
Computer Science 20S	COSR2S	1.0
Concert Band 20S <i>*Prerequisite: Concert Band 10S, Level 3 - Performance skills on a band instrument</i>	MCBR2S	1.0
Concert Choir 20S <i>*No prerequisite: previous singing experience is an asset, but not necessary</i>	MCCR2S	1.0
Dance 20S	DANR2S	1.0
Drama	DAMR2S	1.0
Family Studies 20S	FSTR2S	1.0
Film Studies 20S	VA2R1S	1.0
Food and Nutrition 20S	FNUR2S	1.0
French 20F <i>*Prerequisite: French 10F</i>	FRER2F	1.0
Graphic Communication/Design Technology 20G	GRAR2G	1.0
American History 20G <i>* Prerequisite: Social Studies 10F</i>	HISR2G	1.0
Human Ecology 20S	HECR2S	1.0
Improv 20S <i>*Prerequisite: Drama 10S</i>	DIMR2S	1.0
Independent Research in Science - Grade 10	RSHY2G	1.0



Option Credits

Jazz Band 20S <i>*Corequisite: must be enrolled in Concert Band 20S. Audition or permission of instructor required for Senior Jazz Band.</i>	MU2H2S	1.0
Life/Work Planning 20S	LWPR2S	1.0
Metalwork Technology	METR2G	1.0
Musical 20S <i>*Corequisite –must be enrolled in another choral, dance, or drama course</i>	MUIR2S	1.0
Musical Theatre Sr.	DMTR2S	1.0
Seminar - <i>Advanced Placement</i> <i>*Corequisite: Must be taking Grade 10 Advanced ELA</i>	CASP4S	1.0
Singer/Songwriter 20S	MGUR2S	1.0
Spanish 20G <i>*Prerequisite: Spanish 10G</i>	SPAR2G	1.0
Textile Arts and Design 20S	TADR2S	1.0
Theatre Production 20S	DTHR2S	1.0
Visual Arts 20S <i>*Prerequisite: Visual Arts 10S would be an advantage, but not mandatory</i>	VIAR2S	1.0
Volunteer Credit 41S - must see a counsellor to register for this course	CSVZ4G	0.5
Woodwork Technology 20G	WOOR2G	1.0

Grade 11 Courses (Overview)



Compulsory - Choose 1 course from each subject area for a total of 4 credits.

ENGLISH	Course Code	Credit Value
English Language Arts Comprehensive Focus 30S	ENG3S	1.0
English Language Arts, 30S Advanced *Prerequisite: ENGR2F or ENGE2F	ENGE3S	1.0
MATHEMATICS		
Essential Mathematics 30S *Prerequisite: ESMR2S	ESMR3S	1.0
Applied Mathematics *Prerequisite: IAPR2S	APMR3S	1.0
Pre-Calculus Mathematics 30S *Prerequisite: IAPR2S	PCMR3S	1.0
Pre-Calculus Mathematics - 30S Advanced *Prerequisite: IAPE2S	PCME3S	1.0
HISTORY		
History of Canada 30F *Prerequisite: Geography 20F	HISR3F	1.0
History of Canada 30F Advanced *Prerequisite: Geography 20F	HISE3F	1.0
PHYSICAL EDUCATION		
Active Healthy Lifestyles 30F *Prerequisite: Phys. Ed./Health Ed. 20F	PHER3F	1.0

Option Credits - Choose the equivalent of at least 1.0 credits from the list below.

Automotive Technology 30G *Recommended Prerequisite: POMR2G but not required	POMR3G	1.0
Biology 30S *Prerequisite: SCIR2F	BIOR3S	1.0
Biology, 30S Advanced *Prerequisite: SCIR2F or SCIE2F	BIOE3S	1.0
Capstone Research AP 42S *Prerequisite: CAPSTONE Seminar AP and ENGE2S	CARP4S	1.0
Chemistry 30S *Prerequisite: SCIR2F	CHER3S	1.0
Chemistry 30S Advanced *Prerequisite: Advanced Science 10F, or Science 20F and teacher recommendation	CHEE3S	1.0
Computer Science 30S *Prerequisite: COSR2S	COSR3S	1.0
Concert Band 30S *Prerequisite: MCBR2S	MCBR3S	1.0
Concert Choir 30S *Prerequisite: MCCR3S	MCCR3S	1.0
Dance 30S *Prerequisite: DANR2S	DANR3S	1.0
Drama 30S	DAMR3S	1.0

Grade 11 Courses (Overview)



Drama 30S (Theatre/Acting Focus)	DMAR3S	1.0
Family Studies 30S	FSTR3S	1.0
Film Studies 30S	VA2R3S	1.0
Food and Nutrition 30S	FNUR3S	1.0
French 30S <i>*Prerequisite: FRER2F</i>	FRER3S	1.0
Graphic Communication/Design Technology 30G <i>*Prerequisite: GRAR2G</i>	GRAR3G	1.0
Human Ecology 30S	HECR3S	1.0
Horticulture 30S	CTSR3S	1.0
Improv 30S <i>*Prerequisite: DAMR2S</i>	DIMR3S	1.0
Interactive Media 35S <i>*Prerequisite: VA2R2S</i>	VA2R3S	0.5
Jazz Band 30S <i>*Corequisite: MCBR3S - must be enrolled in grade 11 concert band. An audition or permission of instructor is required for senior jazz band.</i>	MU2S3S	1.0
Life/Work Building 30S <i>*Prerequisite: LWBR20S</i>	LWBR3S	1.0
Metalwork Technology 30G	METR3G	1.0
Musical 30S <i>*Corequisite-must be enrolled in another choral, dance, or drama course</i>	MUIR3S	1.0
Musical Theatre Sr.	DMTR3S	1.0
Physics 30S <i>*Prerequisite: SCIR2F</i>	PHYR3S	1.0
Physics - Advanced 30S <i>*Prerequisite: Advanced Science 10F and Intro to Applied & Pre-Cal Advanced 20S, or Science 20F and teacher recommendation</i>	PHYE3S	1.0
Singer/Songwriter 30S	MGUR3S	1.0
Spanish 30S <i>*Prerequisite: SPAR2G</i>	SPAR3S	1.0
Textile Arts and Design 30S	TADR3S	1.0
Theatre Production 30S	DTHR3S	1.0
Visual Arts 30S <i>*Prerequisite: VIAR2S</i>	VIAR3S	1.0
Woodwork Technology 30G <i>*Prerequisite: WOOR2G</i>	WOOR3G	1.0

Grade 12 Courses (Overview)



Compulsory - Choose 1 course from each subject area for a total of 3 credits.

ENGLISH	Course Code	Credit Value
English Language Arts—Comprehensive 40S <i>*Prerequisite: Grade 11 ELA</i>	ENGL4S	1.0
English Language Arts—Literary Focus 40S <i>*Prerequisite: Grade 11 ELA</i>	ENGC4S	1.0
English Language Arts—Transactional Focus 40S <i>*Prerequisite: Grade 11 ELA</i>	ENGT4S	1.0
English Language Arts—Comprehensive Focus, 42S Advanced Placement <i>*Prerequisite: Grade 11 ELA</i>	ENLP4S	1.0
English Language Arts—Literary Focus, 42S Advanced Placement <i>*Prerequisite: Grade 11 ELA</i>	ELIP4S	1.0
MATHEMATICS		
Essential Mathematics 40S <i>*Prerequisite: ESMR3S</i>	ESMR4S	1.0
Applied Mathematics 40S <i>*Prerequisite: APMR3S</i>	APMR4S	1.0
Pre-Calculus Mathematics 40S <i>*Prerequisite: PCMR3S</i>	PCMR4S	1.0
Pre-Calculus Mathematics - 40S Advanced <i>*Prerequisite: PCME3S</i>	PCME4S	1.0
PHYSICAL EDUCATION		
Active Healthy Lifestyles 40F <i>Prerequisite: Active Healthy Lifestyles 30F</i>	PHER4F	1.0

Option Credits - Choose the equivalent of at least 2.0 credits from the list below.

Applied Technology 40S <i>*Prerequisite: at least one previous credit at the gr. 10/11 level from the technology department is recommended, but not required</i>	APRT4S	1.0
Automotive Technology 40S <i>*Prerequisite: POMR3G</i>	POMR4S	1.0
Biology 40S <i>*Prerequisite: None but BIOR3S is strongly recommended</i>	BIOR4S	1.0
Biology – 42S Advanced Placement <i>*Prerequisite: BIOE3S</i>	BIOP4S	1.0
Calculus AB 42S Advance Placement (First Semester Only) and Calculus BC 42S Advanced Placement <i>*Prerequisite: PCMR4S</i>	CAAP4S CABP4S	1.0
Chemistry 40S <i>*Prerequisite: CHER3S</i>	CHER4S	1.0
Chemistry – 42S Advanced Placement <i>*Prerequisite: CHER3S</i>	CHEP4S	1.0
Computer Science 40S <i>*Prerequisite: COSR3S</i>	COSR4S	1.0
Computer Science – 42S Advanced Placement <i>*Prerequisite: COSR3S with teacher recommendation</i>	CSAP4S	1.0
Concert Band 40S <i>*Prerequisite: MCBR3S</i>	MCBR4S	1.0
Concert Choir 40S <i>*Prerequisite: MCCR3S</i>	MCCR4S	1.0
Current Topics in First Nations, Metis and Inuit Studies 40S	CTIR4S	1.0

Grade 12 Courses (Overview)



Dance 40S <i>*Prerequisite: DANR2S, DANR3S</i>	DANR4S	1.0
Drama 40S	DAMR4S	1.0
Drama 40S (Theatre/Acting Focus)	DAMR4S	1.0
Environmental Science – 42S Advanced Placement <i>*Prerequisite: CHER3S, BIOR3S</i>	ENSP4S	1.0
Family Studies 40S	FSTR4S	1.0
Film Studies 40S	VARR4S	1.0
Food and Nutrition 40S	FNUR4S	1.0
French 40S <i>*Prerequisite: FRER3S</i>	FRER4S	1.0
World Geography: A Human Perspective 40S <i>*Prerequisite: HISR3F</i>	GEOR4S	1.0
Graphic Communication/Design Technology 40S <i>*Prerequisite: GRAR2G or GRAG3G</i>	GRAR4S	1.0
European History – 42S Advanced Placement <i>*Prerequisite: HISE3F</i>	HISP4S	1.0
Global Issues 40S <i>*Prerequisite: HISR3F</i>	GLIR4S	1.0
Human Ecology 40S	HECR4S	1.0
Improv 40S <i>*Prerequisite: DAMR3S</i>	DIMR4S	1.0
Jazz Band 40S <i>*Corequisite: must also be enrolled in MCBR4S. Audition of permission of instructor is required for Senior Jazz Band</i>	MU2H4S	1.0
Law 40S	LAWR4S	1.0
Life/Work Transitioning 40S <i>*Prerequisite: LWTR3S</i>	LWTR4S	1.0
Metalwork Technology 40S	METR4S	1.0
Musical 40S (Corequisite: must be enrolled in another choral, dance, or drama course)	MUIR4S	1.0
Musical Theatre Sr.	DMTR4S	1.0
Physics 40S <i>*Prerequisite: PHYR3S</i>	PHYR4S	1.0
Physics 42S Advanced Placement <i>*Prerequisite: PHYE3S</i>	PH1P4S	1.0
Psychology 40S	PSYR4S	1.0
Psychology 40S Advanced <i>*Prerequisite: PSYE4S</i>	PSYE4S	1.0
Psychology 42S Advanced Placement	PSYP4S	1.0
Singer/Songwriter 40S	MGUR4S	1.0
Spanish 40S <i>*Prerequisite: SPAR3S</i>	SPAR4S	1.0
Textile Arts and Design 40S	TADR4S	1.0
Theatre Production 40S	DTHR4S	1.0
Visual Arts 40S <i>*Prerequisite: VIAR3S</i>	VIAR4S	1.0
Woodwork Technology 40S <i>*Prerequisite: WOOR3S</i>	WOOR4S	1.0



Community Service Credit (CSHZ4G/CSVZ4S) 0.5 or 1 Credit

Prerequisite: None. Please see guidance counsellor to register.

Students must fill out a Community Service Student-Initiated Project form in Student Services prior to starting their volunteer service. Students may find a placement within the school setting, or at an outside agency. Accumulating 55 hours will equal 0.5 credit and 110 hours will equal 1 credit. This credit may only be acquired once for 1 credit. Hours may be gathered from several different sources, and spread over several semesters.

Cultural Exploration 1 Credit

Prerequisite: None. Please see guidance counsellor to register.

The cultural exploration student-initiated project enables students to achieve valuable educational experience by acquiring knowledge about their culture and themselves through interaction with community members and cultural organizations. The skills, knowledge and attitudes obtained from such activity can increase a student's self-esteem and maturity, and strengthen cultural identity. Cultural groups have the opportunity to provide leadership opportunities for students to participate in this credit, if they choose.

Independent Research in Science Grade 10 (RSFY2G) 1 Credit

Prerequisite: None. Please see guidance counsellor to register.

This course is designed to introduce students to authentic scientific research. Students will be paired with an advisor in the scientific community. The student will develop a research project, approved by the advisor, and work to complete it in the advisor's lab facilities. All of the course is completed offsite. Students will be assessed on their journals and a science fair project. A minimum of 55 hours of documented lab work is required.

All applicants will go through a selection process.



Senior Years Apprenticeship Option (SYAR41 and SYAR42) Potentially up to 8 Credits

Prerequisite: Must be at least 16 years old, must be taking compulsory subjects in grades 9-12, have completed grade 10 and be enrolled in an approved grade 11 or 12 program.

Students can start their apprenticeship while they are still in high school. It combines regular senior years' school instruction with paid, part-time, on-the-job apprenticeship training. Each student will work with a qualified, insured employer who will agree to train them as an apprentice.

Students will work with a school guidance counsellor and/or a SYAO coordinator to ensure they meet all of the program's academic requirements. Then, together with the employer, they will set up a suitable on-the-job/academic timetable that allows them to attend all required high school subjects.

The SYAO program provides practical, paid work experience and the opportunity to:

- get hands-on experience using highly specialized equipment
- earn up to eight (8) supplemental academic credits for graduation
- get paid a specific rate that's more than minimum wage (rate of pay depends on the trade)
- apply on-the-job training hours to continued, full-time apprenticeship training after graduation, and
- use the skills for a career in management or to start their own business.



Advanced Choral 10S, 20S, 30S, 40S (MCER1S, 2S, 3S, 4S) 1 Credit

Prerequisite/Corequisite: Concert choir 10S, 20S, 30S, 40S or Permission from the instructor

The Advanced Choral program extends the choral experience and provides the opportunity to develop the singing voice in a choral setting, integrating musical literacy, artistic expression, and technical facility through the study of choral repertoire. Students will focus on developing sight reading, aural skills, and teamwork by singing in duets, trios, and quartets. Skills such as accurate intonation, precise rhythm, musical expression, style, and correct diction will be refined. Students will have the opportunity to perform in several choral performances throughout the year. This course is multi-grade, runs outside of the regular timetable, and enrolment is by audition only.

Advanced Dram 20S, 30S, 40S (DTHR2S, 3S, 4S) 1 Credit

Prerequisite/Corequisite: Concert choir 10S, 20S, 30S, 40S or Permission from the instructor

This advanced level course offers students the opportunity to experiment with a variety of acting approaches, while exploring the history of contemporary theatre and its evolution. Students will also develop a deeper understanding of characters and the human experience by exploring the techniques of Konstantine Stanislavsky, Sanford Meisner, Lee Strasberg, Anne Bogart, and others. Advanced Drama will strengthen and enhance skills in ensemble work, movement, voice, dialect, textual analysis, and scene work, including an emphasis on character development and emotional truth. Students will have the chance to hone their audition skills, to make connections with industry professionals, to prepare themselves for possible careers in the arts, and to perform in a variety of capacities.

Dance Ensemble 15S, 25S, 35S, 45S (DNHB1S, DNHB2S, DNHB3S, DNHB4S) 1 Credit

Corequisite: Musical Theatre 10S, 20S, 30S, 40S. Previous dance experience is recommended.

This half-credit course extends the dance experience by providing additional rehearsal and performance opportunities for students. These groups refine performance skills through choreographic exploration and development, both teacher-and student-led. Classes culminate with presentations in the annual performing arts showcase, *Ad Astra*. Ensembles are multi-grade, run outside of the regular timetable, and enrolment is by audition only. Dancers will participate in the spring musical through the corequisite course, Musical Theatre.

Drama Production (DPHB1S, DPHB2S, DPHB3S, DPHB4S) 1 Credit

Prerequisite/Corequisite: DRAMA 10S or 20S (DAMR1S, 20S, 30S, & 40S), or instructor permission
Previous drama experience is recommended.

This first semester course extends the drama experience and provides students with the opportunity to focus on the skills and techniques of staging a full drama show. Students will explore the various responsibilities of mounting a play, which includes the audition process, character development, rehearsals, and show week. This course is multi-grade, runs outside the regular timetable and enrolment is by audition only.

Musical 10S, 20S, 30S, 40S (MUIR1S, MUIR2S, MUIR3S, MUIR4S) 1 Credit

Corequisite: Must be enrolled in another choral, dance, drama or musical theatre course

This second-semester course extends the performing arts experience by providing an opportunity for students to develop and apply the elements of singing, dancing, and acting in a single production. Students will work as an ensemble to mount a musical, which includes the audition process, vocal and physical character development, rehearsals, and show week. Opportunities for feature and lead performances are available. The course culminates in the presentation of the annual spring musical. This course is multi-grade, runs outside of the regular timetable, and enrolment is by audition only.

**English Language Arts 10F (ENGR1F) 1 Credit**

This full-year course is designed to reflect an increased emphasis upon acquiring language and literacy skills. Learning is student-centered with instruction that is designed around various themes, texts and multi-modalities. Students explore a variety of texts and examine an array of works. Students focus upon the process of demonstrating and continually refining their English language arts practices.

English Language Arts 20F (ENGR2F) 1 Credit

Prerequisite: Grade 9 English Language Arts

This semester-long course is designed to reflect an increased emphasis upon acquiring language and literacy skills. Learning is student-centered with instruction that is designed around various learning outcomes. Students explore a variety of texts and examine an array of works that support language and literacy acquisition. Students focus upon demonstrating and refining their skills through a continuous and recursive process.

English Language Arts - Comprehensive Focus 30S (ENGC3S) 1 Credit

Prerequisite: Grade 10 English Language Arts

This semester-long course continues to deepen and widen students' abilities to engage with a variety of literary and transactional texts. ENGC3S helps prepare students for three English courses offered in Grade 12. Accordingly, students engage with and compose texts for both pragmatic and aesthetic purposes, allowing students opportunities to explore methods of communicating experiences and points of view.



Grant Park Tips for Grade 12 English Registration

It is recommended that:

All students register for Grade 12 English Comprehensive Focus (general or AP) in first semester. Why? This ensures that they get a good balance of foundations (half pragmatic/ half aesthetic) and can write the provincial exam at the beginning of January. This is beneficial if students:

- need to retake the course again second semester
- take a second Grade 12 English course.

We recommend that all students take two Grade 12 English courses. Benefits include:

- ample opportunities to practice writing (in particular, academic papers)
- ongoing literacy skills development and feedback
- regular writing practice immediately prior to university entrance
- more literary foundations.

We remind students that many university courses still base a significant amount of assessment on writing, so students should use every opportunity to improve on these skills. Hiring someone to edit a paper can cost hundreds of dollars and on-campus writing support centres can be difficult to access due to large campus populations and overall need.

If students choose to take a second English course, they can take the *Literary Focus* or the *Transactional Focus* in second semester.

The *Literary Focus* course is for students who enjoy reading and studying literature.

The *Transactional Focus* course is for students who like a variety of readings, especially functional texts such as media analysis and non-fiction texts, rather than more traditional literature studies.

**English Language Arts Comprehensive Focus 40S (ENGC4S) 1 Credit**

Prerequisite: Grade 11 English Language Arts

This course continues to deepen and widen students' abilities to engage with a variety of literary and transactional texts. This course emphasizes both engagement with and the composition of texts for pragmatic and aesthetic purposes. As such, it allows students opportunities to explore a variety of methods to communicate experiences and points of view. This course is offered primarily in the first semester as a core English course leading to the provincial English exam.

English Language Arts - Literary Focus 40S (ENGL4S) 1 Credit

Prerequisite: Grade 11 English Language Arts

This course focuses on the aesthetic purposes of reading and writing texts. Students are expected to read a significant amount of literature to support their understanding and examination of the English language arts. ENGL4S is normally offered in second semester and focuses on examining novels, plays, and poetry.

English Language Arts - Transactional Focus 40S (ENGT4S) 1 Credit

Prerequisite: Grade 11 English Language Arts

This course emphasizes the pragmatic and purpose-driven use of varied text forms. Students create and engage with texts for functional and expressive purposes ENGT4S is usually offered in second semester, and focuses on media texts and other forms of non-fiction, rather than novels, plays and poetry.



Grant Park High School Math Options Grades 10 - 12

Are you unsure which mathematics course your child should take? Before looking at the math descriptions below or the Math Pathway on the following pages, ask yourself these guiding questions:

What is your child's math history? How have they done over the last 3 years in math?

Does your child have a goal in mind for after high school?

What are the entrance criteria for post-secondary programs your child may be interested in?

Where does your child want to go for post-secondary school?

Is the overall GPA the most important, or is the course simply a prerequisite to get into the faculty?

Have you contacted the schools your child is interested in attending? It is never too early to start investigating.

Grade 10 Math

The Essential Mathematics course (ESMR2S) is **intended for students whose post-secondary planning does not include a focus on math and science-related fields**. This course is composed primarily of everyday mathematics and contains the least amount of algebra of the courses offered. During the course, students will cover a variety of topics including finance, measurement, geometry and analysis of games and numbers. All topics have number sense embedded within them. *The prerequisite is Grade 9 Math (General or Advanced).*

The Introduction to Applied and Pre-Calculus course (IAPR2S) is **intended for students considering post-secondary studies that require applied or pre-calculus math as a prerequisite**. It provides students with the mathematical understanding, and algebraic and critical-thinking skills that have been identified for post-secondary programs of study. Topics include measurement, algebra and number, as well as relations and functions. *The prerequisite is Grade 9 Math (General or Advanced).*

Grade 11 & 12 Math

The Essentials Mathematics course (ESMR3S, ESMR4S) builds on the knowledge from Grade 10 math and continues the studies of every day math. The prerequisite for the Essentials Mathematics course is any math course from the previous grade level.

The Applied Mathematics course (APMR3S, APMR4S) is intended for students considering post-secondary studies that do not require a study of theoretical calculus. It is context-driven and promotes the learning of numerical and geometrical problem-solving techniques as they relate to the world around us. The prerequisite for the Applied Mathematics course is any applied or pre-calculus course from the previous grade level.

The Pre-Calculus Mathematics course (PCMR3S, PCMR4S) focus on preparing students for the future investigation of calculus. They meet all of the requirements for students planning to pursue mathematics, engineering and/or science based programs in university. The prerequisite for Pre-Calculus Mathematics is the Pre-Calculus course from the previous grade level.



Advanced Math Grades 10-12

The Advanced Math Program offers a deeper exploration of topics within the provincial curriculum as well as some additional content. These courses are very challenging in terms of both difficulty level and pace. In particular, student should expect homework on most days for these courses.

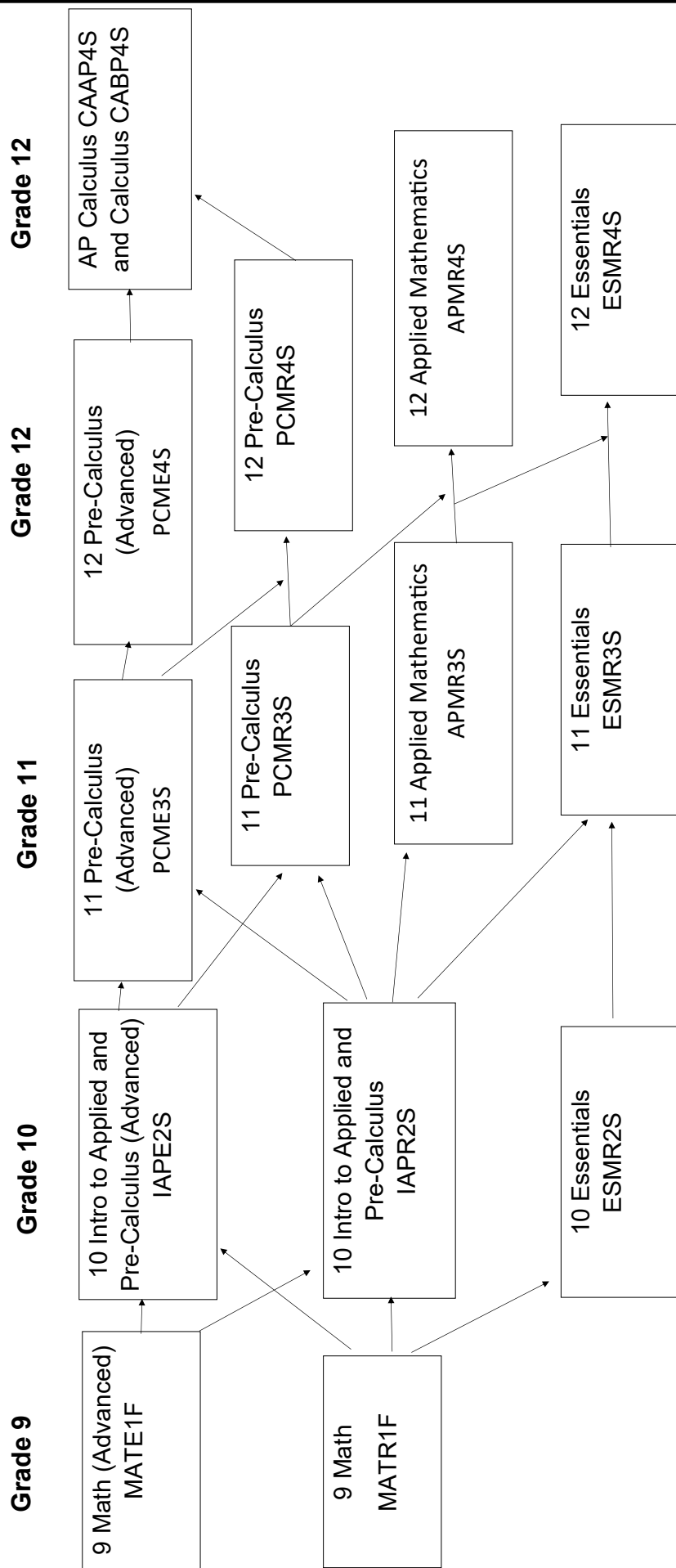
In grade 11 students take Advanced Pre-Calculus 11 in Semester 1 and Advanced Pre-Calculus 12 in semester 2. This is to free up time for AP Calculus in grade 12, or to pursue other courses.

Calculus - Advanced Placement 42S (CAAP4S) and (CABP4S) 2 Credits

AP Calculus is intended only for those who have successfully completed Pre-Calculus 40S (Advanced or General) in their Grade 11 year, or who are enrolled in Pre-Calculus 40S in the first semester of grade 12. Students from the General program who are planning to take this course the following year may be given handouts at the end of their Grade 11 year to be completed over the summer. Content includes what is typically offered in a first-year, two-semester university calculus course, including: Limits, Continuity, Differentiation (Definition, Fundamental Properties, Composite, Implicit, Inverse Functions, and Contextual/Analytical Applications), Integration, Applications of Integration, Differential Equations, Parametric Equations, Polar Coordinates, Vector Functions, and Infinite Sequences and Series. In order to cover the full AP Calculus BC curriculum, the course is taught over two semesters, with students earning two credits: AP Calculus AB 42S (equivalent to Calculus AB, 1 credit), and AP Calculus BC 42S (equivalent to Calculus BC, 1 credit). Calculus AB is the first 8 units of the ten-unit Calculus BC course. Students may discontinue Calculus after Semester 1 but Calculus AB is a prerequisite for Calculus BC. In the first week of May, students can choose to write either the AB or BC exam. These students who discontinued calculus after Semester 1 may still be eligible to write the AB exam, but will have to self-study a few topics. While this exam is optional, those who opt out will write an in-house examination while their peers write the College Board exam. Upon completion of required topics and the exam, other math topics will be studied while a final project is completed.



Grant Park High School Mathematics Pathways—Senior Years



Grade 9 – 9 Math is a 2-semester course. 9 Advanced Math is a two-semester course which runs every day in Semester 1 and every other day in Semester 2.

Grade 10 – All grade 10 math courses are one semester. Students may take 10 Advanced Math after taking 9 Advanced Math or IAPR2S (General Program).

Grade 11 – All grade 11 math courses are one semester. Students taking advanced courses take 11 Advanced Math in Semester 1 and 12 Advanced Math in Semester 2. Students must take 10 Advanced Math prior to taking 11 Advanced Math.

Grade 12 – All General Program courses are one semester. AP Calculus (AB Sem. 1, 1 credit, BC Sem. 2, 1 credit) (1 credit) may be taken by any student who as completed 12 Pre-Calculus (General Program) or 12 Advanced Math, or who is completing 12 Pre-Calculus (General Program) in Semester 1.

Students in Manitoba are required to have at least one mathematics course in each of the Grades 9, 10, 11, and 12.



Transitional Mathematics 10F (TRMR1F) and Mathematics 10F (MATR1F) 2 Credits

This first semester course is intended to develop positive student attitudes toward learning, mathematical background, communication, motivation, and work habits. This course provides students with the opportunity to solidify their math skills and deepen their knowledge in preparation for MATR1F. Topics covered include fractions, algebraic equations and expressions, perimeter and area, probability and statistics.

Grade 9 Mathematics is a foundation course designed to give students exposure to a broad range of concepts in mathematics. Upon successful completion, students may select from Introduction to Applied and Pre-Calculus 20S and/or Essential Math 20S. The Grade 9 Mathematics course is a two-semester program and consists of the following units: Square Roots and Surface Area, Powers and Exponents, Rational Numbers, Linear Relations, Polynomials, Linear Equations and Inequalities, Similarities and Transformations, Circle Geometry, and Probability and Statistics. The following processes are interwoven throughout the mathematical curriculum: problem-solving, communication, connections, reasoning, mental math/estimation, and technology.

Requirements: scientific calculator

Essential Mathematics 20S (ESMR2S) 1 Credit

Prerequisite: Mathematics 10F

This course is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. During the course, students will cover a variety of topics including finance, measurements, geometry and analysis of games and numbers. All topics have number sense embedded within them. This course emphasizes consumer applications, problem-solving, decision-making and spatial sense. A variety of assessment strategies will be used such as journals, portfolios, performance tasks, tests and quizzes.

Requirement: scientific calculator

Introduction to Applied and Pre-Calculus 20S (IAPR2S) 1 Credit

Prerequisite: Mathematics 10F or Mathematics 10F Advanced

This course is intended for students considering post-secondary that requires Applied or Pre-Calculus Math as a prerequisite. This pathway provides students with the mathematical understanding and critical thinking skills that have been identified for post-secondary programs of study. Components of the curriculum are both context driven and algebraic in nature. Topics include measurement, algebra and number as well as relations and functions. During the course, students will engage in experiments and activities that include the use of technology, problem-solving, mental mathematics and theoretical mathematics to promote the development of mathematical skills.

Upon successful completion of this course, students may choose either Applied Math 30S, Pre-Calculus 30S and/or Essentials 30S.

Requirement: scientific calculator



Essential Mathematics 30S (ESMR3S) 1 Credit

Prerequisite: Essential Math 20S

This course builds on the knowledge from the Essential Math 20S course and provides a foundation for the topics studied in Grade 12 Essential Mathematics. Topics of study include statistics, relations and functions, and design modelling. Consumer applications, problem-solving, decision-making and spatial sense continue to be emphasized. Students are expected to work both individually and in small groups on mathematical concepts and skills encountered in everyday life in a technological society.

Requirement: scientific calculator

Applied Mathematics 30S (APMR3S) 1 Credit

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

This course is intended for students considering post-secondary studies that do not require a study of theoretical calculus. It is context driven and promotes the learning of numerical and geometrical problem-solving techniques as they relate to the world around us. The primary goals are to have students develop critical thinking skills through problem-solving and modelling real-world situations mathematically to make predictions. Technology is an integral part of both learning and assessment. Graphing calculators, spreadsheets and other computer software will be used by students for mathematical explorations, modelling and problem-solving. Topics of study include: logical reasoning, quadratic functions, systems of linear inequalities, trigonometry, statistical and proportional reasoning.

Requirements: scientific calculator

Pre-Calculus Mathematics 30S (PCMR3S) 1 Credit

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

The main focus of this course is to prepare students for a future investigation of calculus. The pre-calculus stream meets all requirements for students pursuing mathematics, engineering and/or sciences at university. The course prepares students for a high level of theoretical mathematics with an emphasis on problem-solving, mental mathematics, as well as cumulative exercises and testing. The use of technology, graphing calculators, spreadsheets and other software is also emphasized. Topics of study include: sequences and series, trigonometry, quadratic functions, quadratic equations, radical expressions and equations, rational expressions and equations, absolute value and reciprocal functions, systems of equations and linear and quadratic inequalities.

Requirements: scientific calculator

Essential Mathematics 40S (ESMR4S) 1 Credit

Prerequisite: Any Grade 11 mathematics course

This course is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Grade 12 Essential Mathematics is a one-credit course that emphasizes consumer applications, problem-solving, decision-making, and spatial sense. Students are expected to work both individually and in small groups on mathematical concepts and skills encountered in everyday life in a technological society. Topics of study include: finance, statistics, precision measurements, geometry, trigonometry, probability and analysis of games and numbers.

Requirement: scientific calculator



Applied Mathematics 40S (APMR4S) 1 Credit

Prerequisite: Applied Mathematics 30S

This course is intended for students considering post-secondary studies that do not require a study of theoretical calculus. In Manitoba, many university programs will accept an Applied Mathematics 40S credit as a prerequisite. Students are strongly encouraged to visit Student Services to ensure proper course selection for post-secondary educational goals. The primary goal of this course is to have students develop critical thinking skills through problem-solving and modelling real-world situations mathematically to make predictions. Graphing calculators, spreadsheets and other computer software will be used by students for mathematical explorations, modelling and problem-solving. Topics of study include: financial mathematics, logical reasoning, probability, permutations and combinations, sinusoidal functions, polynomial functions, exponential functions as well as design and measurement.

Requirements: scientific calculator

Pre-Calculus Mathematics 40S (PCMR4S) 1 Credit

Prerequisite: Pre-Calculus Mathematics 30S

Pre-Calculus Mathematics 40S meets the requirements for further studies in mathematics, science and engineering at university and community colleges. The course is designed to give the student the necessary background in algebra, circular functions, and other non-algebraic functions such as exponential and logarithmic that are required to be successful in a calculus program. A strong background in algebra and analytic geometry is necessary for success in this course. Theory, proof and applications are stressed. Topics of study include: transformations of functions, trigonometry, exponential and logarithmic functions, permutations and combinations.

Requirements: scientific calculator

Calculus - Advanced Placement 42S (CAAP4S) and (CABP4S) 2 Credits

AP Calculus is intended only for those who have successfully completed Pre-Calculus 40S (Advanced or General) in their Grade 11 year, or who are enrolled in Pre-Calculus 40S in the first semester of grade 12. Students from the General program who are planning to take this course the following year may be given handouts at the end of their Grade 11 year to be completed over the summer. Content includes what is typically offered in a first-year, two-semester university Calculus course, including: Limits, Continuity, Differentiation (Definition, Fundamental Properties, Composite, Implicit, Inverse Functions, and Contextual/Analytical Applications), Integration, Applications of Integration, Differential Equations, Parametric Equations, Polar Coordinates, Vector Functions, and Infinite Sequences and Series. In order to cover the full AP Calculus BC curriculum, the course is taught over two semesters, with students earning two credits: AP Calculus AB 42S (equivalent to Calculus AB, 1 credit), and AP Calculus BC 42S (equivalent to Calculus BC, 1 credit). Calculus AB is the first 8 units of the ten-unit Calculus BC course. Students may discontinue Calculus after Semester 1 but Calculus AB is a prerequisite for Calculus BC. In the first week of May, students can choose to write either the AB or BC exam. These students who discontinued Calculus after Semester 1 may still be eligible to write the AB exam, but will have to self-study a few topics. While this exam is optional, those who opt out will write an in-house examination while their peers write the College Board exam. Upon completion of required topics and the exam, other math topics will be studied while a final project is completed.

Requirements: TI-83/84/Nspire or equivalent graphing calculator.

**Physical Education/Health Education 10F (PHER1F) 1 Credit**

Physical Education/Health Education 10F (PHER1F) 1 Credit

Grade 9 Physical Education /Health Education is a compulsory full-year course with students attending class every other day. The focus of the high school physical education/health education program is to promote the development of physical literacy and to develop the knowledge, skills, and attitudes for physically active and healthy lifestyles. The students will work towards meeting the learning outcomes through a variety of activities including territory and invasion games, net and wall games, fielding games, target games, alternative pursuits, and individual and group fitness activities. Health based topics include nutrition, substance use and abuse prevention, human sexuality, safety of self and others, active living, personal health practices, and personal, social, and mental-emotional development.

Physical Education/Health Education 20F (PHER2F) 1 Credit

This compulsory full-credit course is designed to help youth explore a wide range of activities that include both individual and team concepts. Students will be given the opportunity to identify activities that they would enjoy and incorporate into an active lifestyle in their futures.

Student learning outcomes include movement, fitness management, safety, personal and social management, and healthy lifestyle practices. The students will work towards meeting the learning outcomes through a variety of activities which may include individual/group/team activities, team/group sports/games, alternative pursuits, rhythmic activities, and fitness activities. Classroom based activities include nutrition, mental health, first aid/CPR, fitness planning, substance use and abuse awareness, and human sexuality.

Physical Education/Health Education 30F (PHER3F) 1 Credit

Students will study topics related to fitness management, mental health, substance use and abuse and the social impact of sport.

This program is similar to Physical Education/Health Education 20G and is highly activity based. Movement fitness management and safety are emphasized in team, individual sports. The focus of this course is recreational activities, fitness, weight training, and individual lifetime activities. The content of this course includes skills development, knowledge of safety, rules and game strategy, and fitness assessment.

**Active Healthy Lifestyles 40F (PHER4F) 1 Credit**

Prerequisite: Active Healthy Lifestyles 30F

This course is designed to help youth take greater ownership of their physical fitness. The goal is to encourage students to seek out activities of interest and to develop active lifestyles. Physical education staff will organize and deliver 50% of the grade 12 course, while the remaining 50% will be the responsibility of the student.

The compulsory core curriculum (physical activity inventory, fitness management, nutrition, effective teams/leadership, and personal and social relationships) will be delivered by the teacher.

Criteria for completion:

A personal activity plan which meets the guidelines set out by the Manitoba Department of Education, participation in 55 hours of moderate to vigorous physical activity (which is to be documented in the student log book).

5 hours of instructor based activity (Fitness Instructors or Kinesiologist).

Regular attendance at scheduled conferences with the teacher.

Completion of all assignments in the core curriculum.

NOTE: Parents/guardians will be required to review the student's physical activity plan and sign a Parent Declaration and Consent Form acknowledging their approval and accepting responsibility for risk management, safety, supervision and verification of the physical activity log.



Overview:

The compulsory social studies courses are Grade 9 Social Studies, Grade 10 Geography, and Grade 11 History of Canada. All other social studies courses are electives. Research, organization, critical thinking, and communication skills are developed, to prepare students for employment, further education and citizenship responsibilities.

Social Studies: Canada in the Contemporary World 10F (SOSR1F) 1 Credit

This course is a contemporary study of Canada today and examines themes including diversity, pluralism, democracy and governance, Canada and the global context, and opportunities and challenges for our country. Content will range from historical context to contemporary issues using classroom strategies such as running elections, mock parliaments and criminal trials, discussions, research, projects and presentations.

Geography - Geographic Issues of the 21st Century 20F (GEOR2F) 1 Credit

Prerequisite: Social Studies 10F

This course allows students the opportunity to see the interaction between the physical environment and human activities, in particular as it pertains to the environment and sustainable development. This course is organized into five major clusters: geographic literacy, natural resources, food from the land, industry and trade, and urban places. Identifying and analyzing current issues, and offering solutions make up a significant portion of the course.

History of Canada 30F (HISR3F) 1 Credit

Prerequisite: Geography 20F

The Grade 11 History of Canada curriculum supports citizenship as a core concept and engages students in historical inquiry. Students focus on the history of Canada from pre-contact times to the present, with a view to understanding pivotal moments in our nation's history. Through this process students will practice utilizing the following six historical thinking concepts:

- Historical Significance: How do we decide what is important to learn about the past?
- Evidence: How do we know what we know about the past?
- Continuity and Change: How can we make sense of the complex flows of history?
- Cause and Consequence: Why do events happen, and what are their impacts?
- Historical Perspectives: How can we better understand the people of the past?
- The Ethical Dimension: How can history help us to live in the present?

The course is divided into five clusters: The First Peoples and Nouvelle France (before 1763), British North America (1763-1867), Becoming a Sovereign Nation (1867-1931), Achievements and Challenges (1931-1982) and Defining Contemporary Canada (1982 - present).



Grant Park High School Science Options

All students graduating high school in Manitoba are required to complete Science 10F (Grade 9 Science) and Science 20F (Grade 10 Science). After this, students take a variety of General Program science courses as option credits based on their areas of interest and career goals. Students who successfully complete the Grade 12 level courses are prepared to study biology, chemistry or physics at university.

Regular High School Science Program			
Grade 9	Grade 10	Grade 11 Options Pre-requisite is Science 20F	Grade 12 Options Pre-requisites are the 30S courses
Science 10F is mandatory	Science 20F is mandatory	Biology 30S Chemistry 30S Physics 30S	Biology 40S Chemistry 40S Physics 40S

Students enrolled in the Advanced Program take Advanced and Advanced Placement (AP) science courses, or a combination of Advanced and General Program courses. The outline below is typical for students who wish to pursue ALL the Advanced Sciences at Grant Park. Students who complete the AP 42S level science courses in Grades 11 and 12 have the option of writing an AP Exam to earn university credit for that subject.

Advanced High School Science Program			
Grade 9	Grade 10 Options	Grade 11 Options	Grade 12 Options
Advanced Science 10F Advanced Science 20F (these two courses meet the high school requirement for graduation)	Advanced Biology 30S Advanced Chemistry 30S	AP Chemistry 42S AP Environmental Science 42S Advanced Physics 30S	AP Biology 42S AP Physics 1 42S

Please see the list below for the following course pre-requisites.

Advance Science Courses	Pre-requisites Needed
Advanced Biology 30S	Science 20F
Advanced Chemistry 30S	Science 20F
Advanced Physics 30S	Science 20F
AP Biology 42S	Advanced Biology 30S
AP Chemistry 42S	Advanced Chemistry 30S
AP Environmental Science 42S	Biology 30S and Chemistry 30S
AP Physics 1 42S	Advanced Physics 30S



Science 10F (SCIR1F) 1 Credit

The Grade 9 Science program is comprised of four units of study. Atoms and Elements discusses historical ideas and models, common elements, atomic structure, the periodic table, families of elements, chemical formulas and, physical and chemical changes. Reproduction discusses mitotic/meiotic cell division, asexual/sexual reproduction, the structure and function of male/female reproductive systems, single trait inheritance, dominant/recessive genes, and implications of biotechnology. Nature of Electricity discusses early models of electricity, electrostatic phenomena, current electricity, sources of electrical energy, electric circuits, and household electrical appliances. Exploring the Universe discusses locating visible celestial objects, historical perspectives, apparent motion, scientific/cultural perspectives on the origin of universe, major components of the universe, and Canadian participation in space research. Students are evaluated through a variety of projects, presentations, design of models, quizzes, unit tests and labs.

Science 20F (SCIR2F) 1 Credit

Prerequisite: Science 10F

Science 20F covers the four major areas of science: biology, chemistry, physics and the Earth sciences. In biology, students will focus their study on ecology, specifically, the large-scale recycling of elements within the ecosystem, the effects of toxins on our environment, as well as population and dynamics. In chemistry, the focus will be on the periodic table of elements and their properties. Students will learn how these elements combine to form compounds, how compounds interact with each other to form new compounds, balancing chemical equations, and the properties of acids and bases. In physics, students will study Newton's Laws of Motion and how they relate to the movement of vehicles in traffic as well as the effects of sudden stops on passengers in these vehicles. Other areas covered will include; velocity, acceleration, deceleration, speed, displacement and vector diagrams. The Earth sciences component looks at the dynamics of weather and the conditions that lead to the different weather events that are experienced worldwide. There will also be a focus on meteorological tools and their effectiveness in the prediction of weather. In addition, students who complete this course are expected to develop their skills in basic scientific inquiry, research, and communication, including group work and oral presentations. Assessments may include written reports, project presentations, quizzes, tests, daily assignments, journal entries, self-assessments, in-class portfolios, and reflections.



Admissions to the advanced program at the high school level are based on previous and the subject teacher's recommendation. Most students will be continuing from the Middle School Advanced Program.

Grant Park High School advanced courses challenge students to work at a level beyond the requirements of the regular program set out by Manitoba Education.

Primarily at the grade 12 level, students may choose to participate in the Advanced Placement (AP) courses. The Advanced Placement program is a co-operative educational endeavour between secondary schools and colleges and universities. It exposes high school students to college-level material and it gives them the opportunity to show that they have mastered it by taking an AP exam. Colleges and universities can then grant credit, placement or both to students who have done so. Advanced Placement exams are written in May and can be written in the following subject areas:

Biology	Calculus	Chemistry	Chinese Language and Culture
Computer Science	English Language	English Literature	Environmental Science
European History	Physics 1	Psychology	Seminar

Students benefit from taking AP courses by learning a subject in greater depth, developing skills that will be critically important to successful study in university, and demonstrating to universities their willingness to undertake a challenging course. The recommended sequence of courses for a student enrolled in the full Advanced Program is:

Students wishing to complete the AP courses at the grade 12 level must take their courses in the year

Grade 9 (Advanced)	Grade 10 (Advanced)	Grade 11 (Advanced)	Grade 12 (AP)
English 10F	AP Seminar 42S	AP Research 42S	AP English Language 42S
	English 20F	English 30S	AP English Literature 42S
Mathematics 10F	Pre-Calculus Math 20S	Pre-Calculus Math 30S	AP Calculus 42S
		Pre-Calculus Math 40S	
Science 10F	Biology 30S		AP Biology 42S
	Chemistry 30S	AP Chemistry 42S	AP Environmental Science 42S
		Physics 30S	AP Physics 1 42S
Social Studies 10F	Geography 20F	History 30F	AP European History 42S
Computer Science 15G	Computer Science 20S	Computer Science 30S	AP Computer Science 42S
			AP Psychology 42S

indicated in order to guarantee that all courses will be available to them.

To continue on to the next grade level students should achieve a mark of at least 70%, have the subject teacher's recommendation or meet with the AP coordinator for discussion.

**English Language Arts - Advanced 10F (ENGE1F) 1 Credit**

Prerequisite: Grade 8 Advanced English Language Arts.

This course places emphasis on literary analysis with an academic trajectory that supports and encourages future success in Grade 12 AP ELA. As such, the classroom environment requires ongoing and increased academic autonomy. Students explore a variety of challenging rhetorical texts, examine canonical works, and develop academic writing foundations.

**Mathematics - Advanced 10F (MATE1F) and Exploring Topics in Mathematics (RTHR1S)
1.5 Credits**

Prerequisite: Grade 8 Advanced Mathematics or 75% minimum in Grade 8 Mathematics

Advanced 10F

This one semester course is designed for high achieving students that are interested in mathematical challenges beyond the provincial curriculum and who may wish to pursue mathematics or sciences at the post-secondary level. Problem-solving is emphasized and mathematical reasoning is developed through group and class interactions as well as individual assignments. Calculators are not used in class or during assessments.

Exploring Topics in Mathematics

This half credit course is designed to help students strengthen their problem solving skills and provide an opportunity to explore topics in math outside the provincial curriculum. Topics covered may include: number systems, irrational numbers, trigonometry, graph theory and logic. Students will participate in several math contests throughout the semester.

Science - Advanced 10F (SCIE1F) 1 Credit

Prerequisite: Grade 8 Advanced Science

This course is for students intending to pursue science studies at the advanced level. It continues the acceleration in science topics that began in Grade 7 and Grade 8 Advanced Science. Students will be introduced to topics in chemistry, biology and physics. An emphasis on laboratory skills and investigations will be maintained, as well as a high level of applied mathematics in problem-solving. Students who successfully complete Advanced Science 10F may continue to study Advanced Biology 30S and/or Advanced Chemistry 30S the following year.

Science - Advanced 20F (SCIE2F) 1 Credit

Only grade 9 students who have registered in Advanced Science 10F in the same year may register for this course. The course begins with an overview of the scientific method and a focus on Science Fair inquiry projects. The course goes on to introduce ecology and the physics of motion. After successfully completing this course, students are expected to register for Grade 11 Advanced Science courses in their Grade 10 year as part of the Advanced Science program.



English Language Arts - Advanced 20F (ENGE2F) 1 Credit

Prerequisite: English Language Arts - Advanced 10F

This course continues to place emphasis on literary analysis as initiated in the Grade 9 Advanced ELA course. Students gain increased understanding of literary periods and their shared intellectual, linguistic, and artistic influences. Students explore a variety of classic texts and examine a selection of canonical works through academic papers, projects, and presentations.

Seminar - Advanced Placement (CASP4S) 1 Credit

Corequisite: English Language Arts - Advanced 20S

AP Seminar is a college level inquiry-based research course. Students collaborate and present their cross-curricular research in an ongoing manner throughout the course. These skills are honed through researching real-world issues. Major projects include rigorous research reports and class presentations. This course requires extensive reading and writing and runs all year with Grade 10 Advanced ELA.

Introduction To Applied and Pre-Calculus Mathematics - Advanced 20S (IAPE2S) 1 Credit

Prerequisite: Grade 9 Advanced Mathematics or 75% minimum in Mathematics 10F - General

This course is designed for high achieving students that are interested in mathematical challenges beyond the provincial curriculum and who may wish to pursue mathematics or sciences at the post secondary level. Problem-solving is emphasized and mathematical reasoning is developed through group and class interactions, as well as individual assignments. In addition to the provincial curriculum, the following topics may include: matrices and geometric proofs. Calculators are not used in class or during assessments excluding trigonometry.

Geographic Issues of the 21st Century 20F (GEOE2F) 1 Credit

Prerequisite: Social Studies Advanced 10G

This program offers an in-depth study of contemporary issues in today's world. The course follows the structure of the new Manitoba curriculum, which focuses on the following five clusters: Geographic Literacy, Natural Resources, Food from the Land, Industry and Trade, and Urban Places. In studying the interaction between the physical environment and human activities, students will identify current issues, analyze them and offer researched solutions. Students will be expected to do independent research and actively participate in class discussion.

Science - Advanced 20F (SCIE2F) 1 Credit

Only grade 9 students who have registered in Advanced Science 10F in the same year may register for this course. The course begins with an overview of the scientific method and a focus on Science Fair inquiry projects. The course goes on to introduce ecology and the physics of motion. After successfully completing this course, students have the opportunity to register for Grade 11 Advanced Science courses in their Grade 10 year as part of the Advanced Science program.

**Biology - Advanced 30S (BIOE3S) 1 Credit**

Prerequisite: Advanced Science 20F or Science 20F and recommendation of teacher

The successful completion of this course and Advanced Placement Biology 42S will help prepare students to write the corresponding AP exam. This course consists of Cellular Biology and Topics in Human physiology. The topics covered are similar to those studied in the regular Biology 30S program. However, this course differs significantly with respect to the range and depth of topics covered, and the kind of laboratory work done by students. This course aims to provide students practical knowledge and analytical skills necessary to deal with the rapidly changing science of biology.

Capstone Research AP (CARP4S) 1 Credit

Prerequisite: Students must have successfully passed the AP Seminar course and attain the instructor's approval.

AP Research is grounded in the research skills initially explored in AP Seminar. This course is designed around a rigorously explored academic topic, problem, or issue of individual interest. Through this exploration, students will design, plan, and conduct a year-long research study to address an approved research question. This course focusses on independent research, source analysis, and the presentation of findings.

Chemistry - Advanced 30S (CHEE3S) 1 Credit

This course is equivalent to the first semester of a university-level introductory chemistry course. Students will start with an introduction to basic atomic structure, the periodic table and chemical nomenclature, followed by an overview of chemical retains and stoichiometry. The course then looks at the chemistry of gases, liquids and solids, and solutions and ends with short introduction to organic chemistry. This course moves at a faster pace, goes into greater depth and has a much greater emphasis on mathematical problem solving than the regular Chemistry 30S.

English Language Arts Literary Focus - Advanced 30S (ENGE3S) 1 Credit

Prerequisite: English Language Arts - Advanced 20F

This course continues to deepen and widen students' abilities to engage with complex literary texts. ENGE3S helps prepare students for the two AP English courses offered in Grade 12. Accordingly, significant emphasis is placed on close reading skills, as well as, academic writing and thinking practices. This course also fulfills the expectations of Manitoba's Grade 11 English Language Arts Literary Focus.



History of Canada - Advanced 30F (HISE3F) 1 Credit

Prerequisite: Geography - Advanced 20F

This course offers an in-depth exploration of citizenship as a core concept while engaging students in critical and historical inquiry. Students will focus on the history of Canada from pre-contact times to the present, with a view to understanding pivotal moments in our nation's history. Through this process they will practice utilizing the following six historical thinking concepts:

- Historical Significance: How do we decide what is important to learn about the past?
- Evidence: How do we know what we know about the past?
- Continuity and Change: How can we make sense of the complex flows of history?
- Cause and Consequence: Why do events happen, and what are their impacts?
- Historical Perspectives: How can we better understand the people of the past?
- The Ethical Dimension: How can history help us to live in the present?

This course is divided into the following five clusters: The First Peoples and Nouvelle France (before 1763), British North America (1763-1867), Becoming a Sovereign Nation (1867-1931), Achievements and Challenges (1931-1982), and Defining Contemporary Canada (1982 to present). As this is an advanced course, students are expected to do a significant amount of independent study, as well as fully participate in class discussions. Emphasis will be placed on critical analysis and research skills.

Physics - Advanced 30S (PHYE3S) 1 Credit

Recommended Prerequisites: Advanced Science 20F and Advanced Intro to Applied & Pre-Cal 20S, or Science 20F and recommendation of teacher

The successful completion of this course and Advanced Placement Physics 1 42S will help prepare students to write the corresponding AP exam. This course focuses on classical mechanics, studying topics that include kinematics, dynamics, energy, circular motion, rotational motion and momentum. The AP Physics 1 curriculum is structured around core scientific principles, theories and processes of the discipline. The course is taught in a manner that encourages students to make connections across domains through a broader way of thinking about the physical world. This course differs significantly from Physics 30S in terms of the breadth and depth of topics covered. Students must have a good mathematical foundation in order to achieve success in this course.

Pre-Calculus Mathematics - Advanced 30S (PCME3S) 1 Credit

Prerequisite: Introduction to Applied and Pre-Calculus Mathematics - Advanced 20S or or 75% minimum in Mathematics 20S - General

This course is designed for high-achieving students who are interested in mathematical challenges beyond the provincial curriculum and who may wish to pursue mathematics or sciences at the post-secondary level. Problem-solving is emphasized and mathematical reasoning is developed through group and class interactions as well as individual assignments. In addition to the provincial curriculum, following topics may include: conics and inverse functions.

**Biology - Advanced Placement 42S (BIOP4S) 1 Credit**

Prerequisite: Biology - Advanced 30S

This course is designed for students who wish to pursue University-level studies while still in high school. The differences between Biology 40S and Advanced Placement Biology 42S AP are mainly in the breadth and depth of the topics discussed. In addition to the topics covered in the Biology 40S course, students will investigate topics including cellular energetics, cell communication as well as animal and plant responses to the environment. Students who intend to major in biological sciences or are interested in pursuing careers related to medicine, dentistry, or the environment will benefit from taking this course. The Advanced Placement and Manitoba Education and Training curricula will be followed. Students who successfully complete both Biology 30E and Biology 42S AP will be eligible to write the College Board exam.

Calculus - Advanced Placement 42S (CAAP4S) and (CABP4S) 2 Credits

AP Calculus is intended only for those who have successfully completed Pre-Calculus 40S (Advanced or General) in their Grade 11 year, or who are enrolled in Pre-Calculus 40S in the first semester of grade 12. Students from the General program who are planning to take this course the following year may be given handouts at the end of their Grade 11 year to be completed over the summer. Content includes what is typically offered in a first-year, two-semester university calculus course, including: Limits, Continuity, Differentiation (Definition, Fundamental Properties, Composite, Implicit, Inverse Functions, and Contextual/Analytical Applications), Integration, Applications of Integration, Differential Equations, Parametric Equations, Polar Coordinates, Vector Functions, and Infinite Sequences and Series. In order to cover the full AP Calculus BC curriculum, the course is taught over two semesters, with students earning two credits: AP Calculus AB 42S (equivalent to Calculus AB, 1 credit), and AP Calculus BC 42S (equivalent to Calculus BC, 1 credit). Calculus AB is the first 8 units of the ten-unit Calculus BC course. Students may discontinue calculus after Semester 1 but Calculus AB is a prerequisite for Calculus BC. In the first week of May, students can choose to write either the AB or BC exam. These students who discontinued Calculus after Semester 1 may still be eligible to write the AB exam, but will have to self-study a few topics. While this exam is optional, those who opt out will write an in-house examination while their peers write the College Board exam. Upon completion of required topics and the exam, other math topics will be studied while a final project is completed.

Requirements: TI-83/84/Nspire or equivalent graphing calculator.

Chemistry - Advanced Placement 42S (CHEP4S) 1 Credit

Prerequisite: Chemistry - Advanced 30S

This course is designed for students who wish to pursue university-level studies while still in high school. The differences between Chemistry 40S and Advanced Placement Chemistry 42S are especially evident in the level and breadth of the theoretical and mathematical aspects of chemistry. In addition to the topics studied in Chemistry 40S, students in this course will also study topics in molecular geometry, thermochemistry, thermodynamics and applications of aqueous equilibrium. Students who intend to major in the sciences or in professional fields like medicine and dentistry will benefit from exposure to this course. The Advanced Placement and the Manitoba Education and Training curricula will be followed.



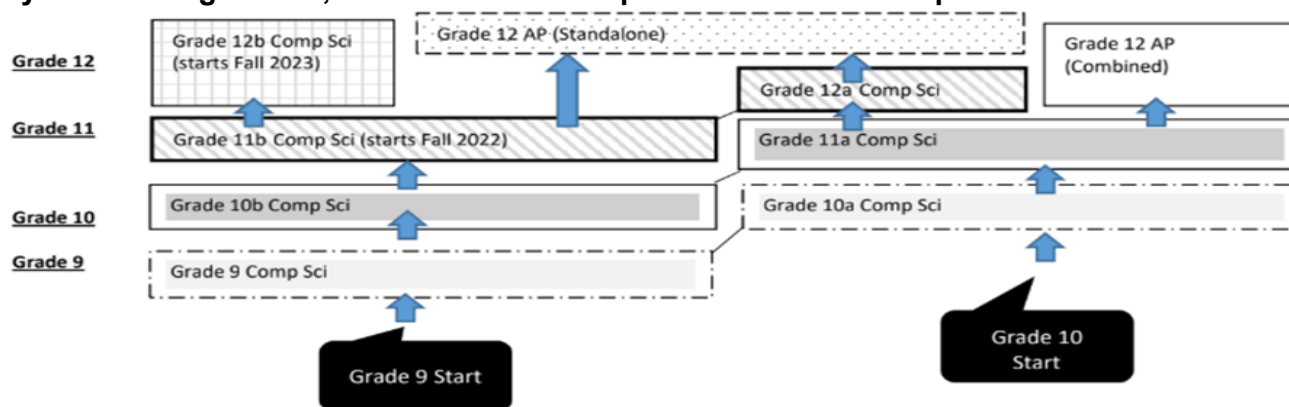
Computer Science - Advanced Placement 42S (CSAP4S) 1 Credit

Prerequisite: Computer Science 30S (with teacher recommendation)

Students may choose this course instead of computer science 40S

This course is equivalent to an introductory course in university or college-level computer science, and is for students who have successfully completed Grade 11 Computer Science (see prerequisite). The course is fast-paced and requires strong logic and problem-solving skills, as well as a desire for challenge. The language of study is Java. Students should expect to have assignments each week that need to be completed outside of class. In addition to earning a high school credit for this course, students will have the opportunity to write the Advanced Placement (AP) Computer Science exam in May and potentially earn a university credit. Many universities and colleges grant credit or placement in their introductory computer science programs to students who achieve a good standing in the AP Computer Science course. Students may choose to take Grade 12 computer science (COSR4S) prior to or in lieu of this course.

By the end of grade 12, students can take up to 4 courses in Computer Science at Grant Park:



English Language Arts Comprehensive Focus - Advanced Placement 42S (ENLP4S) 1 Credit

Prerequisite: English Language Arts - Advanced 30S

This AP course is comparable to a first-year university course in rhetoric and composition. The topics and approaches are prescribed in the College Board's Advanced Placement English Language and Composition curriculum. Texts are explored in significant depth and breadth, with a strong emphasis on close, analytical reading, and core academic writing and thinking skills. Prose texts from the 16th century to the present, particularly non-fiction, are the focus. This course also fulfills the expectations of Manitoba's Grade 12 English Language Arts Comprehensive Focus. Accordingly, ENLP4S prepares students for both the AP Language exam and Manitoba's provincial ELA exam.

English Language Arts Literary Focus - Advanced Placement 42S (ELIP4S) 1 Credit

Preferred Prerequisite: Successful completion of ENLP4S or special permission of the teacher

This AP course is comparable to a first-year university course in literature. The topics and approaches are prescribed in the College Board's Advanced Placement English Literature and Composition curriculum. Texts are explored in significant depth and breadth with a strong emphasis on close, analytical reading, and academic as well as personal writing and thinking. Drama and poetry from the 16th Century to the present, as well as some prose fiction, are the focus. This course also fulfills the expectations of Manitoba's Grade 12 English Language Arts Literary Focus.

**Environmental Science - Advanced Placement 42S (ENSP4S) 1 Credit**

Prerequisite: Chemistry 30S, Biology 30S

This is a college-level survey course of environmental science. The course is interdisciplinary, combining elements of biology, ecology, chemistry, geography and geology. Students should be prepared for independent readings, short essays, field work, laboratory work and projects/presentations.

European History - Advanced Placement 42S (HISP4S) 1 Credit

Prerequisite: History of Canada - Advanced 30F

The study of European history since 1450 introduces students to cultural, economic, political and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principle themes in modern European history; (b) an ability to analyze historical evidence and historical interpretation; and (c) an ability to express historical understanding in writing. The course addresses European history using the following themes:

- Intellectual and cultural history
- Political and diplomatic history
- Social and economic history
- Current world issues investigated from a historical perspective

In May, students may challenge a common exam that would allow them to earn a credit for a first-year university history course. This exam is made up of multiple choice questions, a document-based question, and two free-response essays.

Physics 1 - Advanced Placement 42S (PH1P4S) 1 Credit

Prerequisite: Physics - Advanced 30S

This is a course designed for students who wish to pursue university-level studies in physics while still in high school. The successful completion of this course will help prepare students to write the corresponding Advanced Placement exam. This course focuses on waves, static charges and circuits. After writing the AP Physics 1 exam, topics covered will include physical and geometric optics, thermodynamics and nuclear physics. The AP Physics 1 curriculum is structured around core scientific principles, theories and processes of the discipline. The course is taught in a manner that encourages students to make connections across domains through a broader way of thinking about the physical world. This course differs significantly from Physics 40S in terms of the breadth and depth of topics covered. Students must have a good mathematical foundation in order to achieve success in this course.

**Pre-Calculus Mathematics - Advanced 40S (PCME4S) 1 Credit**

Prerequisite: Pre-Calculus - Advanced 30S

This course is designed for high achieving students that are interested in mathematical challenges beyond the provincial curriculum and who may wish to pursue mathematics or sciences at the post secondary level. Problem-solving is emphasized and mathematical reasoning is developed through group and class interactions as well as individual assignments. In addition to the provincial curriculum, topics may include: inverse trigonometric functions, compound interest and probability.

Psychology - Advanced 40S (PSYE4S) 1 Credit

Prerequisite: Grade 11 and 12 students only

Advanced Psychology 40S covers many of the same topics as the General Psychology 40S course but at an advanced level. These topics include an introduction to the field of psychology and the major theorists who have influenced past and current research. General topics include: perception, consciousness, memory, learning, intelligence, human development, personality, stress, abnormal behaviour, theories and therapies. The course is aimed at students in grade 11 who intend to also enrol in the Advanced Placement Psychology course in their grade 12 year and then write the AP Exam for psychology in grade 12. This course is only available to grade 11 and 12 students and can only be taken once.

Psychology - Advanced Placement 42S (PSYP4S) 1 Credit

Prerequisite: Psychology - Advanced 40S

AP Psychology covers all of the subfields in Introductory Psychology, plus additional areas required for preparation to write the AP exam in May. AP students will be required to work independently, and set up extra time to meet with the teacher in preparation for the AP exam.

**Computer Science 15G (CIAR1G) 0.5 Credit**

Prerequisite: None

In this introduction to Computer Science, students will begin by exploring programs to figure out how they are made, and will then start to write their own code. The course will also focus on some of the main terminologies and concepts involved in object - oriented programming. By the end of this course, students should feel comfortable moving on to the grade 10 Computer Science course. This course requires patience and a willingness to problem-solve. Extra practice at home will enable a student to move more confidently through the material and make more and more exciting programs.

Concert Band 10S (MCBR1S) 1 Credit

Prerequisite: Grade 8 level of performance/skills on a band instrument

Students will develop musical skills in a band situation. All students enrolled in this option are expected to take part in the Grade 9 Band performing group. Students will participate in a minimum of three concert performances throughout the year, and perform music at a grade 3 level. Students' skills and knowledge will be developed in the areas of theory, sight-reading, group and small ensemble performance, as well as historical styles, and overall music appreciation. A student fee of \$30.00 will be required for this course. Students who choose this class may further their studies by taking Jazz Band 10S.

Concert Choir 10S (MCCR1S) 1 Credit

Prerequisite: None. Previous singing experience is an asset, but not necessary

The grade 9 choral program extends the middle school learning experience and provides the opportunity for students to refine vocal skills and techniques. Students are introduced to a variety of singing styles, such as Broadway, classical, pop, and jazz, in small-group and full-ensemble settings. Students will be involved in several choral performances. Students who complete this course are encouraged to take Concert Choir 20S and may audition for Advanced Choral.

Dance 10S (DANR1S) 1 Credit

Prerequisite: None. Previous dance experience is an asset

This course extends the middle school experience with a focus on exploring physicality and artistry through dance. Various dance styles will be explored, including jazz, hip hop, and lyrical. Opportunities for viewing and creating choreography will be integrated throughout the year. Students will work on developing individual skills and working as an ensemble through daily technique classes. Students are encouraged to concurrently participate in the morning dance ensembles.

Drama 10S (DAMR1S) 1 Credit

Drama 10S extends the middle school performing arts experiences and provides students the opportunity to explore creativity and expression through the dramatic arts. Throughout the year, students will develop their individual skills, including character development, movement, vocal expression and storytelling, while also focusing on the importance of ensemble work through improvisation, scene study, and the rehearsal process. Students will have an opportunity to work on scripted pieces as well as original creations. As part of this class, students are expected to perform for peers, the school, and the community. Students who choose this course may further their studies by taking Drama 20S.

**Family Studies 15S (FAHR1S) 0.5 Credit**

This course is an overview of the Family Studies courses offered at the high school level. Students will gain an understanding of relationships in their lives. The focus of this course will be developing communication skills and dealing with conflict in relationships. Topics that will be discussed will be friendships, dating, sexuality, families and child development.

French 10F (FRER1F) 1 Credit

Prerequisite: Grade 8 French or the requested level of French

This course is designed to continue the practice and development of basic French skills already acquired in grades 7 and 8. Students study the French language around the themes. Students study present tense and *passé composé* verb conjugations. Students will focus on basic French skills through a variety of speaking activities including question and answer and simple dialogues. Proper pronunciation is emphasized through phonetics. Other activities may include viewing videos, listening to music, and playing games. Grammar and workbook activities are also part of the class.

Film Studies 10S (VA2R1S) 1 Credit

This introductory course will analyze perspective within media. The intent of this course is to dig deeper into the tools used for electronic communication and storytelling through the medium of digital filmmaking and video production.

Food and Nutrition 15S (FOHR1S) 0.5 Credit

Learn how to make simple nutritious meals and snacks! The basics of food and kitchen safety, preventing food-borne illness, measuring ingredients, recipe math, cooking techniques and vocabulary, food labels and nutrition are included in this course. Students will become a more informed consumer by reading food labels. The nutrition unit will cover Canada's Food Guide, basic nutrients, their functions and deficiencies. Evaluation is a combination of theory (written work, quizzes and projects), demonstrating safe skills and respect in the hands-on food labs to increase independent and life-long kitchen skills.

Students who choose this course may further their studies by taking Food and Nutrition S-level courses in grades 10, 11 and 12.

**Graphic Arts 15G (GRHR1G) 0.5 Credit**

This course covers a wide range of graphic communication topics. Students will learn to use individual design processes to create projects, including manual drawings, airbrushing, digital photography, and computer graphics.

Guitar 10S (MGUR1S) 1.0 Credit

Guitar is a full-year course covering the basics of the instrument and an application of essential music fundamentals. Students will study the basics of playing guitar at a beginning level through studying music notation, chord symbols, and peer modelling. A brief history of the guitar along with a study of its respective musical styles will also be covered.

Human Ecology 10S (HECR1S) 1.0 Credit

The grade 9 Human Ecology course involves four areas of Human Ecology: Foods and Nutrition, Clothing and Textiles, Interior Design and Family Studies. In Foods and Nutrition, students will learn basic cooking skills, food safety and sanitation, kitchen tools, and basic meal planning. The foods lab will be used to prepare recipes and evaluate results. In Clothing and Textiles, students will demonstrate basic hand, machine-sewing skills, and construct a project through practical applications. In Family Studies, students will be introduced to topics regarding family, relationships, parenting and child development. Students will have the opportunity to take home the real care baby in this class. In Interior Design, students will learn about the basics of design, illustrate design examples and create a dream bedroom project.

Intro to Automotive Technology 15G (PMHR1G) 0.5 Credit

This course will survey the basic principles of shop safety, tool operation and the routine service procedures of small-engine power equipment. Students will complete theoretical as well as practical work on engine assembly, basic ignition, air intake, fuel delivery, electrical, lubrication, cooling and starting systems. This course will build a strong foundation for students taking Grade 10 Automotive Technology.

Jazz Band 10S (MU2H1S) 1 Credit

Corequisite: All Jazz Band students must be enrolled in Concert Band 10S. Audition or permission of teacher is required for participation in Senior Jazz Band

Jazz Band offers the opportunity for students to study a variety of musical styles. This course is offered outside of the regular timetable. Students will develop performance skills in a variety of jazz styles and perform music at a grade 2 level. Beginning improvisation and jazz history/theory will be explored.

**Life/Work Exploration 10S (LWEH1S) 0.5 Credit**

This course is based on the notion that one of the greatest 21st Century skills is the ability to adapt to continuing changes in the workforce, and explores topics such as personal management strategies, society and the economy, as well as how to secure, create, and maintain employment in the workforce. Students will learn about current job markets, employability skills, resume writing, and new and exciting areas of employment. This course is a foundation for understanding employability skills. Students will gain knowledge and skills to help build and maintain a positive self-image and learn how self-image influences their lives. They will also learn to develop the skills necessary for effective communication, teamwork, and leadership for future careers.

Metalwork Technology 15G (MEHR1G) 0.5 Credit

This hands-on course will introduce students to the world of metalworking. A wide range of metalworking experiences will allow students to work safely on a variety of projects. Planning, measuring, tool use and layout will be stressed. Students will work with many types of metals on many different machines. Projects are designed so that students who have an interest can be proud of their accomplishments. All processes and machine functions will be demonstrated, so no experience is required. Students who choose this course may further their studies by taking Metalwork Technology 20G.

Musical Theatre (DMTR1S) 1 Credit

This course will provide students with skills and experiences in the three performance disciplines of dancing, acting, and singing through the musical theatre genre. Students will first develop skills as a member of a musical ensemble, and then explore work as a soloist. Students will be introduced to musical theatre history, structures, and professionalism. This course is designed for students who loves musicals and performance-based work. Students are encouraged to also participate in the annual musical production.

Robotics 15G (ELHR1G) 0.5 Credit

Robotics involves both engineering and computer programming, and in this course, students will learn the basics of building and programming robots. Students will also explore the definition of what a robot is, as well as some of the ethical issues surrounding the making and use of robots in the world today. This is a largely hands-on course with some theory. Students who choose this course should have a strong desire to create and problem-solve. Students will need to have a USB flash drive with them during each class.

Spanish 10G (SPAR1G) 1 Credit

This course is designed for students who have no previous knowledge of the Spanish language. The core contents are grammar, writing, and an emphasis on oral Spanish. This course will provide glimpses of the geography and culture of Latin American countries and will also provide information on the countries most likely to be visited by students in the future. After successful completion of this course, the student will be able to survive in a typical tourist situation in a Spanish-speaking country.

**Textile Arts and Design 15S (TDHR1S) 0.5 Credit**

This is a very hands-on course for students who love to sew or for students who want to learn to sew. Students will learn lab safety, how to trace out a pattern, cut fabric, thread a sewing machine, as well as how to operate a sewing machine, basic sewing skills, and hand stitching. Students will have an opportunity to make pillows, stuffed animals, PJ shorts as well as other projects of their choice, such as bags and seasonal projects. Sewing is a lifelong skill and this class is a great introduction to learn how to sew or build on students' existing skill and passion. Students who choose Textile Arts and Design 15G may continue their studies the following year in Textile Arts and Design 20S.

Theatre Production Credit (DTHR1S) 1 Credit

This course aims to provide students with an experience that will specialize in behind the scenes theatre. They will be exposed to foundational understandings that will prepare them for development in behind the scenes theatre production. Students will have the opportunity to explore the various facets of production, which include set construction, props, costume design, marketing, and sound design. This course will be the foundation for further development in the senior years, through hands on experiences in the multiple productions that Grant Park offers.

Visual Arts 10S (VIAR1S) 1 Credit

Prerequisite: Grade 7 and 8 Art would be an advantage but is not mandatory

Grade 9 Art will show students how to participate in the artistic problem-solving inquiry process. Expression is shown through the exploration of self in relation to the community and the world. Medium, technique, history, culture, criticism, appreciation and design are used to explore personal expression. Drawing, painting, print making, sculpture and ceramics may be incorporated within this program. Homework should be expected. Students who choose this course may further their studies by taking Visual Arts 20S.

Woodwork Technology 15G (WOHR1G) 0.5 Credit

Woodwork Technology 15G (WOHR1G) 0.5 Credit

This introductory course teaches students the basics of woodworking, including safe use of tools and machinery, material selection, and fundamental project planning. Students will complete beginner-level projects that emphasize creativity, craftsmanship, and problem-solving. No prior experience is required, making this course ideal for anyone interested in hands-on learning and exploring woodworking as a creative and practical skill. Assessment is based on safety knowledge, participation, and project completion.

**History - American 20F (HISR2G) 1 Credit**

Prerequisite: Social Studies 10F

American History will touch on a number of issues important to the development of the United States, such as slavery, the American Revolution and the Civil War. The primary area of focus will be on the 20th Century and the events central to the USA during the last 100 years. WWI, the Roaring Twenties and Al Capone, the Great Depression, WWII, the Cold War, President Kennedy's assassination, the war in Vietnam, Watergate, the Civil Rights Movement and Martin Luther King Jr., are just a few of the many topics that will be covered. The course will be rounded out by discussion of current events relating to the USA.

Automotive Technology 20G (POMR2G) 1 Credit

This course offers practical, as well as, theoretical assignments in shop safety, tools, equipment, automotive engine rebuilding and fastener Theory and repair. This course will allow students to be more hands-on in the auto shop and will provide necessary skills for students taking Grade 11 Automotive Technology.

Computer Science 20S (COSR2S) 1 Credit

Prerequisite: None OR Computer Science 15G (CIAR1G)

The grade 10 level of Computer Science is for students in grades 10, 11 or 12 who have either no prior experience programming, or for those who have taken the Grade 9 Computer Science course (CIAR1G). For those students brand new to programming, this course introduces the basics. All students will learn to use computer programming in order to solve problems using a combination of logic and creativity, and will be provided with a firm foundation for further studies in computer science. This course requires patience and a willingness to problem-solve. Extra practice at home will enable a student to move more confidently through the material and make more exciting programs.

Concert Band 20S (MCBR2S) 1 Credit

Prerequisite: Concert Band 10S, Level 3 Performance skills on a band instrument

Students will develop musical skills in a band situation. All students enrolled in this option are expected to take part in the senior concert band performing group. Students will participate in a minimum of three concert performances throughout the year and perform music at a Grade 3.5 level. Students skills and knowledge will be developed in the areas of theory, sight-reading, composition group and, small ensemble performance, as well as historical styles, and overall music appreciation. Students who choose this course may further their studies by taking Jazz Band 20S. A student fee of \$30.00 will be required for this course.

**Concert Choir 20S (MCCR2S) 1 Credit**

Prerequisite: Concert Choir 10S or permission from the instructor.

The grade 10 choral program extends the grade 9 choral experience, and provides the opportunity for students to refine vocal skills and techniques through a variety of singing styles, such as Broadway, classical, pop, and jazz, in solo, small group, and full-ensemble settings. Skills will be developed in sight-reading, aural skills, and music composition. The historical contexts of repertoire studied will also be examined. Students will be involved in several choral performances. Students who complete this course may audition for Advanced Choral and are encouraged to take Concert Choir 30S.

Dance 20S (DANR2S) 1 Credit

Prerequisite: None. Previous dance experience is an asset

This course expands on Dance 10S with a focus on exploring the physicality and artistry behind dance through technique classes. Various styles of dance will be explored, including jazz, hip hop, and lyrical. Opportunities for viewing and creating choreography will be integrated throughout the year. Students will focus on developing a strong technical foundation and the ability to adapt to different styles of dance. This class is designed for students who love dance, movement, and performance-based work. Students are encouraged to concurrently participate in the morning dance ensembles.

Drama 20S (DAMR2S) 1 Credit

Drama 20S expands on the Drama 10S experience and provides students the opportunity to explore creativity and artistic expression through the dramatic arts. Throughout the year, students will explore dramatic possibilities and build upon the rudiments of their acting skills through improvisation, group scenes, reader's theatre, duets, script-writing, monologues, and collective creations. As part of this class, students are expected to perform for peers, for the school and in the community. Students who choose this course may further their studies by taking Drama 30S.

Family Studies 20S (FSTR2S) 1 Credit - Journey through Childhood

Prerequisite: None

Are you interested in learning more about children and their behavior? Do you think one day you may be a parent or want to have a career working with children? Then Family Studies "Journey through Childhood" is for you! This course includes discussion, projects, movie studies and more – all designed to promote discovery and understanding about parenting, prenatal development, infants, children and life with a family.



French 20F (FRER2F) 1 Credit

Prerequisite: Grade 9 French

This course is designed to continue the practice and development of basic French skills already acquired in grade 9. Students study the French language around a variety of themes. Students will review present tense and *passé composé verb conjugations*. Students study future and *imparfait verb conjugations*. Students will focus on basic French skills through a variety of speaking activities including question and answer, simple dialogues, and short presentations. Proper pronunciation is emphasized through phonetics. Other activities may include viewing videos, listening to music and playing games. Grammar and workbook activities are also part of the class.

Film Studies 25S (VA2R2S) and Interactive Media 35S (VA2R3S) 1 Credit

Students in this course can choose one of the following areas of focus:

Students in this course can choose one of the following areas of focus:

Filmmaking - This course will continue with the basics of digital storytelling through the medium of filmmaking. Students will focus on communication of ideas in media and proper uses and the functions of storytelling and production.

Acting for the Camera - Throughout the semester, students will explore creative and artistic expression and storytelling focusing their performance through the medium of film.

who choose this course may further their studies by taking Film Studies 30S.

Food and Nutrition 20S (FNUR2S) 1 Credit - Build a Healthy Relationship with Food

This program explored “Building a Healthy Relationship with Food” through a mixture of cooking class and theory classes. Topics include Mindful Eating, Hunger, Disordered Eating, and Food Facts: Why we Eat. The cooking labs will encourage healthy cooking with a variety of techniques and equipment. Students will review kitchen safety, food handling, foodborne illness prevention, measuring & cooking basics as well as balanced eating and label reading. The Pirate Kitchen food competition is a fun final cooking project to showcase the skills gained through out the semester.

All high school foods classes combine grade 10, 11 and 12 students in each course. Assignments, quizzes and final exams will vary and increase for each grade level.

Graphic Communication Technology 20G (GRAR2G) 1 Credit

The graphic communication course at the grade 10 level introduces students to design concepts and exploring creativity. Students utilize both hands-on techniques and computer programs to develop ideas through assignments in computer graphic programs, hand drawings, digital photography and airbrushing.

**Improv 20S (DIMR2S) 1 Credit**

Prerequisite: None. Previous Drama experience is an asset but not mandatory.

This course extends on the drama experience by focusing on the skills and techniques of improvisational theatre. Students will explore the various facets of improv, which may include short form, long form, character creation, and sketch comedy. This class will incorporate the format and events of the Canadian Improv Games, through which students may have the opportunity to compete against other high schools, both regionally and nationally. Students who take this course may further their improv skills by taking Improv 30S.

Jazz Band 20S (MU2H1S) 1 Credit

Corequisite: Students enrolled in Jazz Band 20S must also be in Concert Band 20S

Prerequisite: Audition or permission of instructor is required for Senior Jazz Band.

Jazz Band offers the opportunity for students to study a variety of musical styles. This course is offered outside of the regular timetable. Students will develop performance skills at a grade 3 level in a variety of jazz styles. Intermediate improvisation and jazz history/theory will be explored. Students who choose this may further their studies by taking Jazz Band 30S.

Human Ecology 20S (HECR2S) 1 Credit - Design Your Life

Prerequisite: None

Are you interested in learning more about living on your own? Do you wonder how you can better care for yourself and manage the stresses of life such as money management and time management? Then "Human Ecology Designing your Life" is for you. This course gives you the opportunity to learn how to get ready for living on your own and taking care of you! This course will be broken down into three parts: clothing and textiles, family studies, and home management and interior design. You will have the opportunity to do many creative hands on projects such as shoebox room design, sewing projects, and a research project on marriage.

Life/Work Planning 20S (LWPR2S) 1 Credit

This course is available to any grade 10-12 student, but is recommended for grade 10's. Students taking this course will find it helpful in career planning, enhancing their decision-making skills, improving their communication abilities and increasing their awareness of the world of work. Areas covered during the course include: developing abilities to help make and carry out educational, career and personal plans, assessing their own abilities, skills and interests related to the world of work, evaluating their personal work abilities, identifying occupational career clusters of interest, shortening their focus list of occupations, and understanding the impact their education has on career choices. There will be a practical volunteer work-related experience. Work placements occur after the student completes the educational component of the class. Students will discuss their work placement location with the instructor before going for the interview. Students are responsible for securing their own volunteer work placement. While employment is not one of the objectives of the course, many students do get hired on a part-time basis afterwards.

**Metalwork Technology 20G (METR2G) 1 Credit**

The metalworking course at the senior high level expands on the information and skills learned at the middle school and grade 9 levels. Assignments will be given to help the student develop skills in the major areas of study which include oxy-acetylene, MIG and ARC welding, machining, threading and art metal concepts. The practical aspects include specific skill development and acquisition in the above areas and simple project design. All skills discussed will be linked to real-world applications.

Musical Theatre - Senior 20S (DMTR2S) 1 Credit

This course extends on the grade 9 experience by providing students with skills and experiences in the three performance disciplines of dancing, acting, and singing through the musical theatre genre. Students will develop techniques for auditioning, vocalizing as a soloist, harmonizer, and ensemble member, acting in the musical theatre style, and singing while dancing. Students will stage their own musical theatre numbers and explore the fabric of musical theatre while demonstrating professionalism and community. This course is designed for students who love musicals and performance-based work. Students are encouraged to also participate in the annual musical production.

Singer/Songwriter 20S (MGUR2S) 1 Credit

Prerequisite: Concert Choir 10S, Guitar 10S or permission from the instructor

In the Singer/Songwriter course, students will be educated in all the necessary skills needed to write, perform, and record original music. They will be shown how to play chords, scales, as well as strumming and finger picking patterns on the guitar as an optional method of accompaniment. Students will explore their voices, sing in their preferred genre healthfully, as well as develop their own personal style. Students will be trained how to masterfully incorporate correct forms of vocal techniques such as breath support and articulation. In addition, students will zone in on the writing craft, focusing on lyrics. This includes application of stressed and unstressed syllables, rhyme schemes, and lyrical phrasing. Finally, students will use an app to reword, edit and mix music productions to create professional sounding recordings of their music. A student fee of \$15.00 will be required for this course. Students who complete this course are encouraged to take Singer/Songwriter/Guitar 30S, Concert Choir 30S or audition for Advanced Choral.

Spanish 20G (SPAR2G) 1 Credit

Prerequisite: Spanish 10G

Students will acquire practice in pronunciation and intonation, as well as an extensive, practical vocabulary which will include many idiomatic expressions. They will be expected to participate in skits and role-playing dialogues that will enable them to acquire functional language skills (e.g. requesting information, giving directions, stating opinions, offering suggestions, and making predictions in correct Spanish). Basic grammatical structures will be taught in English and will be reinforced with oral and written exercises representing everyday situations. Students will also be given cultural glimpses of various Hispanic communities around the world.

**Textile Arts and Design 20S (TADR2S) 1 Credit**

This course is for students interested in learning how to sew or who already have a passion for sewing and want to build their sewing skills. This is a very hands-on course where you will learn everything from threading a machine, sewing tips and tricks and how to work with a pattern to cutting out fabric, machine stitching and hand sewing. Students will start with beginner projects such as pillows, stuffed animals and PJ pants and move on to more advanced sewing projects such as a star quilt or costumes. Students will have the opportunity to design and make their own projects as well as repair their own clothes; the project possibilities in this class are endless. Students may choose to continue their studies the following year in Textile Arts and Design 30S.

Theatre Production 20S (DTHR2S) 1 Credit

This course aims to provide students with an experience that will specialize in behind the scenes theatre. They will be exposed to foundational understandings that will prepare them for development in behind-the-scenes theatre production. Students will have the opportunity to explore the various facets of production, which include set construction, costume design, hair and make-up design, stage management, marketing, and sound design. This course will be the foundation for further development in the senior years, through hands-on experiences in the multiple productions that Grant Park offers.

Visual Arts (VIAR2S) 1 Credit

Prerequisite: Visual Arts 10S would be an advantage, but is not mandatory

This course is based on the Senior High Art Curriculum Guide. It focuses on extensive work in critical thinking through art process, production, critical appreciation, design and media technique. Students are expected to work toward self-direction and to spend some out-of-class time on art production. At this level the student will gain greater skills and confidence in their artistic knowledge and capabilities but still with substantial teacher direction. Students who choose this course may further their studies by taking Visual Arts 30S. Homework should be expected.

Woodwork Technology 20G (WOOR2G) 1 Credit

Building on skills learned in Grade 9, this course introduces intermediate woodworking techniques, including advanced tool use, project design, and finishing methods. Students will create personalized projects while developing precision, problem-solving, and teamwork skills in a safe workshop environment. This course is ideal for students seeking to expand their knowledge of woodworking and explore creative design opportunities. Assessment focuses on safety practices, project quality, and technical understanding.

**Automotive Technology 30G (POMR3G) 1 Credit**

Prerequisite: Automotive Technology 20G is recommended but not required

This course offers practical as well as theoretical assignments in shop safety, tools, equipment, automotive maintenance, tire installation, steering, brakes, suspension and drivetrain repair. Students will spend a large part of this course learning how to repair these systems on vehicles.

Biology 30S (BIOR3S) 1 Credit

Prerequisite: Science 20F

The aim of Biology 30S is to prepare the student to better understand the function of the human organism in the total world of life. The course design will also benefit those who contemplate careers in some aspect of the biological and social sciences. The aim of this course is to present a general approach to the study of the human body with emphasis on cell and anatomical structure, and physiological processes. Some discussion of disease processes will be included. The course will view the body as a unified entity in which all the organ systems (e.g. circulatory, respiratory, nervous) interact to maintain a steady state of optimum body conditions. The biochemistry essential to an understanding of human physiology will be incorporated. A comprehensive laboratory program, including some dissection, allows the student to examine the organ systems studied.

Chemistry 30S (CHER3S) 1 Credit

Prerequisite: Science 20F

The Chemistry 30S curriculum allows students to develop critical-thinking and problem-solving abilities, an understanding of the basic principles and concepts of physical science, the skills and processes of science, and the interconnecting ideas and principles that transcend and unify the natural science disciplines. Students should gain a level of scientific awareness essential for all citizens in a scientifically literate society, allowing them to make informed decisions about further studies and careers in science, to develop positive attitudes towards science, and to develop an understanding and appreciation of the effect technology has on advancements in science and the resulting effects on society. The specific topics covered include the following: elements and the periodic table, chemical nomenclature, the mole, chemical reactions and stoichiometry, gases, kinetic molecular theory, pressure, gas laws, solutions, and organic chemistry.

Computer Science 30S (COSR3S) 1 Credit

Prerequisite: Computer Science 20S

This course introduces students to more advanced computer science topics. This course continues to engage students in solving problems using a combination of logic and creativity, which is useful in many different courses and disciplines. It is assumed that students entering this course will already have a background in the basics of computer programming, and are ready to explore computer science in more depth. Students wishing for an opportunity to use or to practice their problem-solving, math, and logic skills, as well as their creativity, will find this course challenging and fun.

**Concert Band 30S (MCBR3S) 1 Credit**

Prerequisite: Concert Band 20S, Grade 3.5 performance skills on a band instrument

Students will develop musical skills in a band situation. All students enrolled in this option are expected to take part in the Senior Concert Band performing group. Students will participate in a minimum of three concert performances throughout the year and perform music at a grade 4 level. Student skills and knowledge will be developed in the areas of theory, sight-reading, group and, small ensemble performance, composition, historical styles, group leadership and overall music appreciation. Students who choose this course may further their studies by taking Jazz Band 30S. A student fee of \$30.00 will be required for this course.

Concert Choir 30S (MCCR3S) 1 Credit

Prerequisite: Concert Choir 20S.

This course choral program extends the Grade 10 choral experience, and provides the opportunity for students to refine vocal skills and techniques through a variety of singing styles, such as Broadway, classical, pop, and jazz, in solo, small group, and full-ensemble settings. Skills will be developed in sight-reading, aural skills, and music composition. The historical contexts of repertoire studied will also be examined. Students will be involved in several choral performances. Students who complete this course may audition for Advanced Choral and are encouraged to take Concert Choir 40S.

Computer Science 30S (COSR3S) 1 Credit

Prerequisite: Computer Science 20S

This course introduces students to more advanced computer science topics. This course continues to engage students in solving problems using a combination of logic and creativity, which is useful in many different courses and disciplines. It is assumed that students entering this course will already have a background in the basics of computer programming, and are ready to explore computer science in more depth. Students wishing for an opportunity to use or to practice their problem-solving, math, and logic skills, as well as their creativity, will find this course challenging and fun.

Dance 30S (DANR3S) 1 Credit

Prerequisite: Dance 20S

This course expands on Dance 20S with a focus on exploring the physicality and artistry behind dance through technique classes. Various styles of dance will be explored, including jazz, hip hop, and lyrical. Opportunities for viewing and creating choreography will be integrated throughout the year. Students will focus on extending their individual technique, integrating movement fluidly, and developing dynamic performances. This class is designed for students who love dance, movement, and performance-based work. Students are encouraged to concurrently participate in the morning dance ensembles.

**Drama 30S (DAMR3S) 1 Credit**

Prerequisite: Drama 20S

This course expands on the Drama 20S experience and provides students with the opportunity to deepen their creativity and artistic expression through the dramatic arts. Throughout the year, students will explore dramatic possibilities and hone their skills through improvisation, group scenes, reader's theatre, duets, script writing, monologues, and collective creations. Students will continue to develop their acting skills in order to become a stronger performer, and have the opportunity to explore a variety of theatrical styles and genres. As part of this class, students are expected to perform for peers, for the school and in the community. Students who choose this course may further their studies by taking Drama 40S.

Family Studies 30S (FSTR3S) 1 Credit - Journey Through Childhood

Prerequisite: None

Are you interested in learning more about children and their behavior? Do you think one day you may be a parent or want to have a career working with children? Then Family Studies "Journey through Childhood" is for you! This course includes discussion, projects, movie studies and more – all designed to promote discovery and understanding about parenting, prenatal development, infants, children and life with a family.

Film 30S (VA2R3S) 1 Credit

Prerequisite: VA2R2S

Filmmaking - This course will continue with the intermediate levels of digital storytelling through the medium of filmmaking. There is also a focus on colour grading and effective use of lighting.

Acting for the Camera - Throughout the semester, students will explore creative and artistic expression and storytelling focusing their performance through the medium of film.

Students who choose this course may further their studies by taking Film Studies 40S.

Food and Nutrition 30S (FNUR3S) 1 Credit - Building a Healthy Relationship with Food

This program explored "Building a Healthy Relationship with Food" through a mixture of cooking class and theory classes. Topics include Mindful Eating, Hunger, Disordered Eating, and Food Facts: Why we Eat. The cooking labs will encourage healthy cooking with a variety of techniques and equipment. Students will review kitchen safety, food handling, foodborne illness prevention, measuring & cooking basics as well as balanced eating and label reading. The Pirate Kitchen food competition is a fun final cooking project to showcase the skills gained throughout the semester.

All high school foods classes combine grade 10, 11 and 12 students in each course. Assignments, quizzes and final exams will vary and increase for each grade level.



French 30S (FRER3S) 1 Credit

Prerequisite: French 20F

This course is designed to continue the practice and development of basic French skills already acquired in previous grades. Students study the French language around a variety of themes. Students will review present tense and *passé composé* verb conjugations. Students study future and *imparfait* verb conjugations. Students will focus on basic French skills through a variety of speaking activities including question and answer, simple dialogues, and short presentations. Proper pronunciation is emphasized through phonetics. Other activities may include viewing videos, listening to music, and playing games. Grammar and workbook activities are also part of the class.

Graphic Communication and Design Technology 30G (GRAR3G) 1 Credit

Prerequisite: Graphic Communication and Design Technology 20G (GRAR2G)

This level of graphic communications provides students with the opportunities to build on prior knowledge and experiences of design and communicating ideas. Assignments focus on individuality, creativity, design and real-world applications.

Horticulture (CTSR3S) 1 Credit

This course will focus on a number of factors involved in developing and maintaining the school garden. Students will be expected to demonstrate safe and appropriate maintenance, management, and operation of equipment, tools, consumables, and materials. There will be a focus on developing an understanding of basic garden fundamentals, soils and growing medium, pest management, plant installation, identification and propagation, garden construction, and sustainability. Students will also be introduced to new trends in gardening, as well as visit existing gardens to bring new ideas back to the school.

Human Ecology 30S (HECR3S) 1 Credit - Designing Your Life

Are you interested in learning more about living on your own? Do you wonder how you can better care for yourself and manage the stresses of life such as money management and time management? Then "Human Ecology Designing your Life" is for you. This course gives you the opportunity to learn how to get ready for living on your own and taking care of you! This course will be broken down into three parts: clothing and textiles, family studies, and home management and interior design. You will have the opportunity to do many creative hands on projects such as shoebox room design, sewing projects, and a re-search project on marriage.

Improv 30S (DIMR3S) 1 Credit

Prerequisite: DRAMA 20S (DAMR2S) or Improv 20S (DO<R2S)

This course provides students the opportunity to further develop their improvisational skills as they continue to explore the various facets of improv, which may include short form, long form, character creation, comedy writing, and sketch comedy. This course will incorporate the format and events of the Canadian Improv Games, through which students may have the opportunity to compete against other high schools, both regionally and nationally. Student who take this course may further develop their Improv skills by taking Improv 40S.

**Jazz Band 30S (MU2H3S) 1 Credit**

Corequisite: Students enrolled in Jazz Band 30S must also be in Concert Band 30S.

Prerequisite: An audition or permission of instructor is required for Senior Jazz Band.

Jazz Band offers the opportunity for students to study a variety of musical styles. This course is offered outside of the regular school day. Students will develop performance skills at a grade 4 level in a variety of jazz styles. Intermediate/advanced improvisation and jazz history/theory will be explored.

Life/Work Building 30S (LWBR3S) 1 Credit

Prerequisite: Life/Work Planning 20S

This course is available to any grade 11 or 12 student interested in developing a better understanding of themselves and how they fit into the world of work. The course will include study and/or skill development in self-assessment to identify personal interests, abilities and needs to assist students with effective job searching. Students will acquire critical skills in the academic teamwork and personal management areas of the Conference Board of Canada. They will develop an understanding for the need for money management, budgeting and independent living skills, an employability skills portfolio for prospective employers and exposure to the workplace through a job placement volunteer work placements occur after the student completes the educational component of the class. Students are responsible for securing their own volunteer work placement. While employment is not one of the objectives of the course, many students do get hired on a part-time basis afterwards.

Metalwork Technology 30G (METR3G) 1 Credit

This course will expand upon the understanding and skill development of the major areas of study covered in the 20G course. The expectation of students is that they have a keen interest in the metalwork field, as skill development will be one of the major components of the course, with a focus on welding machining and art metal. Once students have acquired the necessary skills, they will be responsible for incorporating those skills into a design project of their choice. This project must include components from as many of the skill areas as possible. Students who complete this course may have an interest in a career in the metalwork field.

Musical Theatre - Senior 30S (DMTR3S) 1 Credit

This course extends on the grade 10 experience by providing students with skills and experiences in the three performance disciplines of dancing, acting, and singing through the musical theatre genre. Students will expand techniques for auditioning, vocalizing as a soloist, harmonizer, and ensemble member, acting in the musical theatre style, and singing while dancing, all while developing performance identity. Students will stage their own musical theatre numbers and explore the fabric of musical theatre while demonstrating professionalism and community. This course is designed for students who love musicals and performance-based work. Students are encouraged to also participate in the annual musical production.

**Physics 30S (PHYR3S) 1 Credit**

Prerequisite: Science 20F

This course provides an introduction to several branches of physics. Students will study waves in one and in two dimensions, and sound. Students will study models, laws, and theories followed by the particle and wave models of light. In the area of mechanics, students will be introduced to both kinematics and dynamics. The course will conclude with a study of gravitational, electric, and magnetic fields with an application to electromagnetism.

Singer/Songwriter 30S (MGUR3S) 1 Credit

Prerequisite: Concert Choir 10S, Guitar 10S or permission from the instructor

In the Singer/Songwriter course, students will be educated in all the necessary skills needed to write perform, and record original music. They will be shown how to play chords, scales, as well as strumming and finger picking patterns on the guitar as an optional method of accompaniment. Students will explore their voices, sing in their preferred genre healthfully, as well as develop their own personal style. Students will be trained how to masterfully incorporate correct forms of vocal techniques such as breath support and articulation. In addition, students will zone in on the writing craft, focusing on lyrics. This includes application of stressed and unstressed syllables, rhyme schemes, and lyrical phrasing. Finally, students will use an app to reword, edit and mix music productions to create professional sounding recordings of their music. A student fee of \$15.00 will be required for this course. Students who complete this course are encouraged to take Singer/Songwriter/Guitar 40S, Concert Choir 40S or audition for Advanced Choral.

Spanish 30S (SPAR3S) 1 Credit

Prerequisite: Spanish 20G

This course will use the same approach introduced in Grade 10 Spanish. The goal of the course is to increase competency in grammar, written, oral and pronunciation skills. Cultural awareness continues to facilitate language growth.

Textile Arts and Design 30S (TADR3S) 1 Credit

This course is for students who have a passion for sewing or an interest in design. No prior sewing experience is required, however, experience is an asset. All students will get a review of how to operate a sewing machine and the essentials of sewing. Students can explore fashion illustration, principles of design and the history of fashion. Students will have the opportunity to work on costumes for the school plays as well as make one-of-kind creations. Students will learn more advanced sewing techniques such as top stitching, gathering, French seams, darts and how to sew a zipper. Students who choose Textile Arts and Design 30S may continue their studies the following year in Textile Arts and Design 40S.

**Theatre Production 30S (DTHR3S) 1 Credit**

This course aims to provide students with an experience that will specialize in behind the scenes theatre. They will be exposed to foundational understandings that will prepare them for development in behind-the-scenes theatre production. Students will have the opportunity to explore the various facets of production, which include set construction, costume design, hair and make-up design, stage management, marketing, and sound design. This course will be the foundation for further development in the senior years, through hands-on experiences in the multiple productions that Grant Park offers.

Visual Arts 30S (VIAR3S) 1 Credit

Prerequisite: Visual Arts 20S

This course is based on the Senior High Art Curriculum Guide. It focuses on extensive work in critical thinking through the art process, production, critical appreciation, design and media technique. At this level the student will exhibit a deeper understanding of the relationship between ideas, skills, and design concepts. Students will gain confidence, self-awareness and creative independence. The student moves from teacher-directed inquiry to self-guided inquiry. Homework should be expected. Students who choose this course may further their studies by taking Visual Arts 40S.

Woodwork Technology 30G (WOOR3G) 1 Credit

Suggested prerequisite: Woodwork Technology 20G

Woodworking 30G is a hands-on course where students build advanced woodworking skills through project planning, design, and construction. Emphasizing safety, precision, and creativity, students will learn to use tools and machinery effectively, apply finishing techniques, and explore sustainable practices. Projects encourage craftsmanship, problem-solving, and independence, while fostering teamwork in a workshop setting. Recommended for those with Grade 10 Woodworking Technology (20G) experience, this course also introduces career pathways in woodworking and related fields, making it ideal for students interested in trades, engineering, or design. Assessment is based on practical work, project quality, and safety knowledge.

**Applied Technology 40S (APTR4S) 1 Credit**

Prerequisite: At least one previous credit at the Grade 11 or 12 level from the Technology Education Department is recommended but not required.

This course will allow students to further develop their interests and skill sets in any of the technology or human ecology courses. Students will learn through hands-on, research, and presentation activities. Participants must decide which program they wish to advance with at the beginning of the course. Students are expected to be independent workers and to make arrangements with the department head and the instructor of the chosen course to develop individualized course outcomes.

Automotive Technology 40S (POMR4S) 1 Credit

Prerequisite: Automotive Technology 30G is recommended but not required.

This course is designed on a more independent study basis, and is useful for students who want to service the more complicated automotive systems. Topics to be covered in theory and practical work are electronic ignition, tune-ups, fuel delivery, starting, charging, electrical, exhaust and emission control systems. Students will also learn the use of advanced automotive testing equipment such as an engine analyzer, a battery load tester and emission control testing equipment.

Biology 40S (BIOR4S) 1 Credit

Prerequisite: None, but Biology 30S is strongly recommended.

This course is a continuation of Biology 30S. The Biology 40S course has been designed to keep abreast of changing values and technology as they affect the living organisms in our society. The ideas are woven through the following topics of study: evolution, Mendelian genetics, molecular genetics, genetic engineering, diversity of life conservation. The laboratory work and activities emphasize the qualitative and quantitative observations related to the topics students will study in class.

Canadian Law 40S (LAWR4S) 1 Credit

This course offers an introduction to Canadian law, specifically as it relates to civil, criminal, and family law. Students will learn an overview of the fundamentals of the legal system, as well as the early history of law in Canada. Course work is comprised of case studies, guest speakers (lawyers, police officers), field trips to observe the courts in action, and independent/group projects.

**Chemistry 40S (CHER4S) 1 Credit**

Prerequisite: Chemistry 30S

The Grade 12 Chemistry 40S curriculum allows students to develop critical-thinking and problem-solving abilities, an understanding of the basic principles and concepts of physical science. They should develop the skills and understand the processes of science, develop an understanding of the interconnecting ideas and principles that transcend and unify the natural science disciplines, attain the level of scientific awareness essential for all citizens in a scientifically literate society; make informed decisions about further studies and careers in science; develop scientific attitudes, and develop positive attitudes towards science, develop an understanding and appreciation of the effect technology has on advancements in science and the resulting effects on society. The specific topics covered include: the quantum model, bonding and periodicity, chemical kinetics and equilibrium, acids and bases, solubility equilibrium, and electrochemistry.

Computer Science 40S (COSR4S) 1 Credit

Prerequisite: Computer Science 30S

Students will cover advanced computer science topics in the Java programming language. Computer Science 40S is an in-depth course that is recognized for university entrance as a 40S level course at the Universities of Manitoba, Winnipeg and Brandon, as well as at Red River College and other colleges and universities. Students entering this course should have a solid background in computer programming and be interested in practicing and using their problem-solving and logic skills in a creative way. Students may choose to take Advanced Placement Computer Science CSAP4S, instead of this course.

Concert Band 40S (MCBR4S) 1 Credit

Prerequisite: Concert Band 30S, Grade 4 performance skills on a band instrument

Students will develop musical skills in a band situation. All students enrolled in this option are expected to take part in the Senior Concert Band performing group. Students will participate in a minimum of three concert performances throughout the year and perform music at a grade 5 level. Student skills will be developed in the areas of theory, sight-reading, group performance, small ensemble performance, composition, historical styles, group leadership and overall music appreciation. Students who choose this course may further their studies by taking Jazz Band 40S. A student fee of \$30.00 will be required for this course.

Concert Choir 40S (MCCR4S) 1 Credit

Prerequisite: Concert Choir 30S or permission by the instructor.

This course extends the grade 11 choral experience, and provides the opportunity for students to refine vocal skills and techniques through a variety of singing styles such as Broadway, classical, pop, and jazz, in solo, small group, and full ensemble settings. Skills will be developed in sight-reading, aural skills, and music composition. The historical contexts of repertoire studied will also be examined. Students will be involved in several choral performances throughout the course.



Current Topics in First Nations, Metis and Inuit Studies 40S (CTIR4S) 1 Credit

This is a full-credit course intended for grade 11 and 12 students that examines Indigenous realities within contemporary and historic Canadian and global settings. The course is inclusive of the traditional values and worldviews of First Nations, Métis, and Inuit peoples. Its objective is to provide all of our students with knowledge of Indigenous cultures and traditions, and to encourage Indigenous students to take pride in the accomplishments of their peoples. This knowledge will enable Indigenous students to participate meaningfully as citizens of their cultural community, of contemporary Canadian society, and as active and engaged global citizens. All students will become knowledgeable of the worldviews, histories, cultures, and accomplishments of Indigenous Peoples, and thus be able to engage in an informed and empathetic manner in debates concerning Indigenous issues at local, national, and global levels. Units of study include Image and Identity, First Nations, Métis, and Inuit Relations with Government, Towards a Just Society, Indigenous Peoples and the World and A Festival of Learning (independent study project).

Dance 40S (DANR4S) 1 Credit

Prerequisite: Dance 30S

This course expands on Dance 30S with a focus on exploring the physicality and artistry behind dance through technique classes. Various styles of dance will be explored, including jazz, hip hop, and lyrical. Opportunities for viewing and creating choreography will be integrated throughout the year. Students will focus on weaving expression, technique, and movement dynamics fluidly in daily technique classes and performances. This class is designed for students who love dance, movement, and performance-based work. Students are encouraged to concurrently participate in the morning dance ensembles.

Drama 40S (DAMR4S) 1 Credit

Prerequisite: Drama 30S

This course expands on the Drama 30S experience and provides students the opportunity to refine their creativity and artistic expression through the dramatic arts. Throughout the year, students will explore dramatic possibilities and hone their skills through improvisation, group scenes, reader's theatre, duets, script writing, monologues, and collective creations. Students will be expected to partake in directing projects throughout the course. Students will continue to enhance their acting skills in order to become stronger performers, and have the opportunity to explore a variety of theatrical styles and genres. An emphasis will also be placed on preparing students for theatre as a viable profession. As part of this class, students are expected to perform for peers, for the school, and in the community.

Family Studies 40S (FSTR4S) 1 Credit - Journey Through Childhood

Prerequisite: None

Are you interested in learning more about children and their behavior? Do you think one day you may be a parent or want to have a career working with children? Then Family Studies "Journey through Childhood" is for you! This course includes discussion, projects, movie studies and more – all designed to promote discovery and understanding about parenting, prenatal development, infants, children and life with a family.

**Film Studies (VARR4S) 1 Credit**

Filmmaking - This course will continue with more advanced levels of digital storytelling through the medium of filmmaking. Students will continue to focus on communication of ideas in media and proper uses and the functions of storytelling and production from pre-production through to distribution, by making a 15 to 20 minute short film.

Acting for the Camera - Throughout the semester, students will explore creative and artistic expression and storytelling focusing their performance through the medium of film.

Food and Nutrition 40S (FNUR4S) 1 Credit - Building a Healthy Relationship with Food

This program explored “Building a Healthy Relationship with Food” through a mixture of cooking class and theory classes. Topics include Mindful Eating, Hunger, Disordered Eating, and Food Facts: Why we Eat. The cooking labs will encourage healthy cooking with a variety of techniques and equipment. Students will review kitchen safety, food handling, foodborne illness prevention, measuring & cooking basics as well as balanced eating and label reading. The Pirate Kitchen food competition is a fun final cooking project to showcase the skills gained through out the semester.

All high school foods classes combine grade 10, 11 and 12 students in each course. Assignments, quizzes and final exams will vary and increase for each grade level.

French 40S (FRER4S) 1 Credit

Prerequisite: French 30S

Students who enroll in French 40S should have some basic command of French grammar and vocabulary, and have competence in listening to reading, speaking, and writing French. Students are encouraged to speak French emphasizing the use of active communication. The learner will demonstrated, for example, the ability to exchange information regarding activities and interest; give opinions, express agreement or disagreement; describe events, situations, or experiences in the past, present, or future; participate in conversations about situations drawn from real life. Proper pronunciation is emphasized through phonetics. Other activities may include viewing videos, listening to music, and playing games. Grammar and workbook activities are also part of the class.

Geography 40S (GEOR4S) 1 Credit

Prerequisite: History of Canada 30F

The basic theme of this course is the relationship between people and the cultural and physical environments that surround them. Issues studied are world population, industrialization, energy, urbanization, resource development and the environment, as well as the disparity between the developed world and the developing world. Students will have the opportunity to research and discuss these issues with a view to suggesting some solutions to the problems facing the world.

**Global Issues: Citizenship and Sustainability 40GS (GLIR4S) 1 Credit**

Prerequisite: History 30F

Students conduct inquiry into the social, political, environmental, and economic impact of contemporary and emerging global issues. Through their inquiry, students focus on questions of quality of life locally, nationally and globally. This course is based on the principles of active democratic citizenship, ecological literacy, critical media literacy, ethical decision-making, and consolidates learning across the disciplines to empower students as agents of change for a sustainable and equitable future. Topics of study will include: terrorism, genocide, global organizations, and human rights.

Graphic Communication and Design Technology 40S (GRAR4S) 1 Credit

Prerequisite: At a minimum: Graphic Communication and Design Technology 20G or 30G

At this advanced level of graphic communications, students will further develop their skill levels in all aspects of the course. Students are expected to have the fundamental knowledge of the various image production procedures and programs used in the graphic communications lab. Assignments are individually student driven and require innovation and creative thinking.

Human Ecology 40S (HECR4S) 1 Credit - Designing Your Life

Prerequisite: None

Are you interested in learning more about living on your own? Do you wonder how you can better care for yourself and manage the stresses of life such as money management and time management? Then "Human Ecology Designing your Life" is for you. This course gives you the opportunity to learn how to get ready for living on your own and taking care of you! This course will be broken down into three parts: clothing and textiles, family studies, and home management and interior design. You will have the opportunity to do many creative hands on projects such as shoebox room design, sewing projects, and a research project on marriage.

Improv 40S (DIMR4S) 1 Credit

Prerequisite/Corequisite: DRAMA 30S, or Improv 30S (DIMR3S)

This course provides students the opportunity to hone their improvisational skills as they continue to explore the various facets of Improv, which may include short form, long form, character creation, comedy writing, and sketch comedy. This class will incorporate the format and events of Canadian Improv Games, through which students may have the opportunity to compete against other high schools, both regionally and nationally.



Jazz Band 40S (MU2H4S) 1 Credit

Corequisite: Students enrolled in Jazz Band 40S must also take Concert Band 40S.

Prerequisite: An audition or permission of instructor is required for Senior Jazz Band.

Jazz Band offers the opportunity for students to study a variety of musical styles. This course is offered outside of the regular timetable. Students will develop performance skills at a grade 5 level in a variety of jazz styles. Advanced improvisation and jazz history/theory will be explored.

Life/Work Transitioning 40S (LWTR4S) 1 Credit

Prerequisite: Life/Work Building 30S

This course is available to students in grades 11 and 12. Students must have completed at least a 20S or 30S credit. The course will include the following areas: self-assessment of their own abilities and how they relate to different occupations of interest; effective job search skills; developing and understanding the essential skills as described by the Conference Board of Canada; discussion of employment standards of Manitoba; paycheques, deductions, budgets; and looking into WHMIS and Worker's Compensation issues. Work placements occur after the student completes the educational component of the class. Students will discuss their work placement location with the instructor before going for an interview. Students are responsible for securing their own volunteer work placement. While employment is not one of the objectives of the course, many students do get hired on a part-time basis afterwards.

Metalwork Technology 40S (METR4S) 1 Credit

Prerequisite: Metalwork Technology 20G or 30G

This course will expand upon the understanding and skill development of the major areas of study covered in the 30G course. The expectation of the students is that they have a keen interest in the metalwork field, as the skill development will be one of the major components of the course, with a focus on welding, foundry, machining and art metal. Once students have acquired the necessary skills, they will be responsible for incorporating those skills into a design project of their choice. This project must include components from as many of the skill areas as possible, may also include Milling Machine, TIG Welder and Lathe.

Musical Theatre - Senior 40S (DMTR4S) 1 Credit

This course extends on the grade 11 experience by providing students with skills and experiences in the three performance disciplines of dancing, acting, and singing through the musical theatre genre. Students will refine techniques for auditioning, vocalizing as a soloist, harmonizer, and ensemble member, acting in the musical theatre style, and singing while dancing, all while challenging their performance identity. Students will stage their own musical theatre numbers and explore the fabric of musical theatre while demonstrating professionalism and community. This course is designed for students who love musicals and performance-based work. Students are encouraged to also participate in the annual musical production.

**Physics 40S (PHYR4S) 1 Credit**

Prerequisite: Physics 30S

This course is comprised of four main topics. In mechanics, students study kinematics, dynamics, momentum and impulse, projectile motion, circular motion, and work and energy. The second unit consists of the exploration of space, low Earth orbit, and electric and magnetic fields. In the third unit, students study electric circuits and electromagnetic induction. Unit four is a study of medical physics.

Psychology 40S (PSYR4S) 1 Credit

This course serves as an introduction to the field of psychology and as a preparation for further studies in social and behavioral sciences. Psychology 40S is a foundation for future courses and careers related to psychology and serves to increase awareness of self and of others. A background in psychology is especially useful for those seeking careers in various fields such as medicine, education, social work, and other human-centered disciplines.

This course helps students to understand the complexities of human thought and behavior, mental processes of the people around us and, most importantly, ourselves. We will focus on learning lifelong skills such as nurturing healthy relationships, empathy, forgiveness, vulnerability, solving problems, dealing with inner conflicts and studying how we learn. General topics include: altered states of consciousness, motivation and emotion, stress and health, psychological testing, personality, and forgiveness. Time permitting we will broaden the scope of our investigation to include additional topics.

Singer/Songwriter 40S (MGUR4S) 1 Credit

Prerequisite: Concert Choir 10S, Guitar 10S or permission from the instructor

In the Singer/Songwriter course, students will be educated in all the necessary skills needed to write, perform, and record original music. They will be shown how to play chords, scales, as well as strumming and finger picking patterns on the guitar as an optional method of accompaniment. Students will explore their voices, sing in their preferred genre healthfully, as well as develop their own personal style. Students will be trained how to masterfully incorporate correct forms of vocal techniques such as breath support and articulation. In addition, students will zone in on the writing craft, focusing on lyrics. This includes application of stressed and unstressed syllables, rhyme schemes, and lyrical phrasing. Finally, students will use an app to reword, edit and mix music productions to create professional sounding recordings of their music. A student fee of \$15.00 will be required for this course.

Textile Arts and Design 40S (TADR4S) 1 Credit

The course is for students with a passion for fashion. No prior sewing experience is required but previous experience will be an asset. The class starts with an extensive review on how to operate a sewing machine, then students will have the opportunity to learn how to take proper measurements, alter garments, as well as how to make a garment from scratch. Students will have the opportunity to make costumes for the school plays and musicals. Students can explore fashion illustration, further delve into the history of fashion, and learn the ins and outs of the fashion industry.

**Theatre Production 40S (DTHR4S) 1 Credit**

This course aims to provide students with an experience that will specialize in behind the scenes theatre. They will be exposed to foundational understandings that will prepare them for development in behind-the-scenes theatre production. Students will have the opportunity to explore the various facets of production, which include set construction, costume design, hair and make-up design, stage management, marketing, and sound design. This course will be the foundation for further development in the senior years, through hands-on experiences in the multiple productions that Grant Park offers.

Visual Arts 40S (VIAR4S) 1 Credit

Prerequisite: Visual Arts 30S

This course is based on the Senior High Art Curriculum Guide. At this level, students will be more refined in their understanding of visual art as expression. They will demonstrate the ability to define personal preferences more clearly and make connections between ideas, skills, concepts, and the place of art in the social context. Students will be able to independently formulate art-based ideas, as well as problem-solve as they come to understand and trust their own creative process. In general, students will demonstrate an ability to assume a greater responsibility for their own learning in art. Post-secondary portfolio production will be introduced. Homework should be expected.

Woodwork Technology 40S (WOOR4S) 1 Credit

Prerequisite: Woodwork Technology 20G or 30G

This advanced course challenges students to apply their woodworking knowledge to complex projects, emphasizing design, craftsmanship, and independent work. Students will refine their technical skills, explore sustainable practices, and learn about career opportunities in woodworking and related industries. With a focus on safety, creativity, and problem-solving, this course prepares students for post-secondary pathways or personal projects. Assessment is based on advanced project execution, technical understanding, and workshop participation. Completion of previous woodworking courses is strongly recommended.



The English as an Additional Language Resource Program aims to provide support to students whose English language skills are below their grade level. This support is available until the student's skills reach the grade level goal.

The support consists of the following:

- An intake assessment is done at the beginning of the school year or on the day the student is referred to the program, in order to determine the student's level.
- Consultation occurs with the vice-principal, divisional consultant, counsellor, and the EAL teacher regarding courses and other supports needed.
- Teachers are provided with information regarding the student's capabilities.
- Regular consultations with subject teachers are held to monitor a student's progress.
- Adapted materials, as well as in-class or one-on-one support may be provided.

"E" Credits

"E" Credits are currently being reviewed by the Manitoba Department of Education. More information will be provided at a later date.



Literacy, Academics and Language (LAL)

Grant Park High School's Literacy Centre offers courses for students with limited or no prior schooling. These courses are designed for learners from war-affected/refugee backgrounds, but they are also open to learners from regions where access to education has been limited by poverty or gender exclusion, or from school settings that were limited to one or two hours a day, and/or taught with a very narrow curriculum focusing on rote skills. LAL learners are identified by their absence of, or significantly limited, primary language literacy. In addition to learning English, students enrolled in LAL programming develop foundational literacy, numeracy, and academic subject area knowledge and skills. LAL programming also provides life skills, and an orientation to school, community and independent living. Students initially enrolled in LAL programming spend most of their time in the Literacy Centre. Courses may take longer than one or two semesters to complete and are outcome-based. Students may be enrolled in other option courses and/or mainstream academic courses while working on LAL programming.

Literacy, Academics and Language Phase 1 (LALR1F) 1 Credit

This course is for EAL learners who have had no prior formal schooling. Students will develop foundational literacy and numeracy skills. Students will begin to read and write text for required communication and foundational numeracy and subject area learning. Students will use a limited repertoire of words and phrases, learn to organize, structure, and sequence simple texts. Students will learn to use English for everyday schooling. Students will be introduced to reading and writing strategies. Students will be introduced to basic facts concerning Canada's peoples, geography, history, and cultural traditions.

Literacy, Academics and Language Phase 2 (LAL21F) 1 Credit

Learners who are entering LAL Phase 2 are typically students who have completed LAL Phase 1 or are new students who have had some prior schooling but are well below what may be expected for their age/grade. They will have developed some foundational literacy skills in at least one language and will have some limited literacy or subject-area learning skills. The goal of this course is to develop greater interpersonal communication and foundational academic English language skills. Students will interact with a familiar topic and take notes, with guidance, listen to oral presentations and respond with or without visual aids, read and gain meaning from short texts, and answer simple questions. Students at this stage will be required to recognize and produce a limited range of simple text forms in guided situations: ads, menus, letters, narratives, reports, stories, graphs, charts, and poems. The primary emphasis of this course is to provide foundational academic/subject-area knowledge in science, geography, and English.

Numeracy (NUMY1G) 1 credit

Students will acquire and use mathematical language and functions to develop foundational numeracy skills. Students will acquire and use English mathematical terminology and skills in a variety of contexts and for a variety of purposes. Students will develop skills in the following areas: addition, subtraction, multiplication, division, fractions, and decimals. Students will also develop mathematical skills for everyday life: banking, taking the bus, and reading flyers. Students will be introduced to the language of math.



The Inclusion Support Program offers a variety of programs to meet the social, emotional, physical, academic, and vocational training needs of our students. These programs require referrals through the division's Inclusion Support Services.

Skills for Independent Living Program

These programs are designed for students who have a moderate intellectual disability. The students may also have one or more of the following disabilities/disorders: communication, physical or behaviour.

The goals of the programs are to provide modified or individualized programming including an individualized curriculum in functional academics, communication, self-management, social skill development, motor skills (physical), community awareness, leisure/recreation and pre-employment skills.

Adaptive Skills Program

The Adaptive Skills Program is designed for students who have multiple disabilities, are medically fragile, and/or have a significant intellectual disability paired with one or more of the following disabilities: communication, physical, behavioural, and functional.

The goal of the program is to provide either a Manitoba Education and Advanced Learning curriculum with adaptations, or a modified or individualized curriculum as is appropriate to the student's potential in the following skill areas: academics, self-management, social/emotional, communication, pre-employment, leisure/recreation, community awareness and motor (physical).

Programs for Students with Autism (ASD)

These centres are designed for students enrolled in grade 7 through grade 12 (up to age 21) who have a diagnosis of Autism Spectrum Disorder, including deficits in communication, social interaction, daily living skills and an intellectual disability. Programming will focus on supporting students in achieving growth in academics, communication, self-management, and social and daily living skills. The students regularly require specialized services and programming to meet their unique learning needs to determine appropriate programming.

Grant Park's Autism Centres:

- Junior Autism (Divisional Program)
- Senior Autism (Divisional Program)



Counselling and Guidance Program

The primary goal of this program is to promote and enhance student learning through three broad and interrelated areas of student development and support:

- Personal/social emotional development
- Academic development
- Career development

A school counsellor provides counselling and guidance within an educational setting, giving students the opportunity to explore feelings, examine information and consider options for problem-solving and decision-making. Whenever possible and appropriate, counsellors make referrals with the knowledge and consent of students and parents. Counsellors may collaborate with teachers, administrators, parent(s)/guardian(s) and other professionals, and at all times act in the best interest of the students. Students can be assured that personal concerns will be discussed in a caring, confidential atmosphere.

Professional Standards: The Winnipeg School Division requires guidance counsellors to have had classroom teaching experience and have the following professional qualifications:

- Manitoba Bachelor of Education Degree
- Manitoba Professional Teacher's Certificate
- Post Baccalaureate Diploma in School Counselling or a Master's Degree in Counselling Psychology

The Division encourages and supports continuous professional growth of current school counsellors by providing training to maintain professional competence and standards.

Students may stop by the guidance office at any time and make an appointment with one of the counsellors. We look forward to meeting with every student at some point throughout the school year.

Our Student Services Team is comprised of the following:

- Three Administrators
- Three Guidance Counsellors
- One and a half Resource Teachers
- Two Clinical Support Staff
- Intercultural Support Worker

Clinical Support Services

Personnel from Clinical Support Services work with students and the school staff in providing specialized services in reading, speech and hearing, social work and psychology. Parental permission is required to have a clinician work with a student. Referrals are made through the Student Service Team.

Student Resource Team

The primary role of the Resource team is to support academics within an inclusive learning environment and foster student growth by supporting teachers to identify and implement learning supports that reflect the diversity within their classrooms.

The Resource team provide support to students by collaborating with teachers to adapt program materials, provide alternative spaces for testing, and facilitate Professional Development opportunities around teaching and learning.

Professional Standards

The Winnipeg School Division requires resource teachers to have classroom teaching experience, and the following professional qualifications:

Manitoba Bachelor of Education Degree

Manitoba Professional Teacher's Certificate

Post Baccalaureate Diploma, or Master's Degree in Inclusive Special Education, or Inclusive Special Education Resource Teacher certificate, (IERT) (formerly Special Education

Resource Teacher, SERT) Resource teachers are encouraged to take part in team building sessions where they discuss new policies, innovations, and best practices with other Learning Support Teachers (LST) and members of the divisional Student Support Services (SSS) team.

The Resource team consists of:

A dedicated team of Educational Assistants who support Students and Teachers in the classroom and a Resource Teacher.

The Resource team work closely with Guidance, Inclusion Support Services and the Clinical Support Services teams to identify, address, and support student needs throughout the school.

