



COLLÈGE CHURCHILL HIGH SCHOOL

English Program



TABLE OF CONTENTS

MISSION STATEMENT	PAGE 1
A MESSAGE FROM THE ADMINISTRATION	PAGE 2
WINNIPEG SCHOOL DIVISION STRATEGIC PLAN 2016-2020	PAGE 2
GENERAL INFORMATION	PAGE 3
STUDENT SUPPORT SERVICES	PAGE 7
CAREER CENTRE	PAGE 8
CO-CURRICULAR ACTIVITIES	PAGE 8
ASSESSMENT PRACTICES	PAGE 10
GRADUATION REQUIREMENTS	PAGE 11
POST-SECONDARY INSTITUTION REQUIREMENTS AND SCHOLARSHIPS	PAGE 12
THE PRINCIPLES OF LEARNING	PAGE 14
CODE OF CONDUCT	PAGE 15
MIDDLE YEARS PROGRAM	PAGE 17
ENGLISH LANGUAGE ARTS	PAGE 18
INFORMATION AND COMMUNICATION TECHNOLOGY/ COMPUTER SCIENCE	PAGE 20
LANGUAGES	PAGE 22
MATHEMATICS	PAGE 24
PHYSICAL EDUCATION	PAGE 27
SCIENCE	PAGE 30
SOCIAL STUDIES	PAGE 32
TECHNOLOGY EDUCATION/ HUMAN ECOLOGY	PAGE 34
VISUAL AND PERFORMING ARTS	PAGE 37
ALTERNATIVE CREDIT OPTIONS	PAGE 40
GRADUATION & ATHLETIC AWARDS/ SCHOLARSHIPS	PAGE 42

MISSION STATEMENT

Vision

Our vision is to empower students to become responsible, productive, global citizens in the 21st century.

Mission

As a UNESCO school, we will ensure that peace is at the core of all that we do as a community by using the four pillars of learning: learning to know, learning to do, learning to be and learning to live together.

Values

Learning to know:

- Using assessment practices that support learning and support students to be agents of their own success
- Developing an awareness of vital world issues and their possible solutions
- Understanding our responsibility for the world's environmental, economic and social sustainable development

Learning to do:

- Developing students' skills in social awareness, problem solving, communication and creativity
- Providing opportunities for student choice and voice
- Providing opportunities for students to take action to create change
- Preparing students for the challenges of the global economy through holistic learning and meaningful knowledge

Learning to be:

- Nurturing students' pursuit of academic and personal growth
- Assisting students to develop skills in critical thinking and making a commitment to peace
- Encouraging lifestyles that foster healthy minds and bodies

Learning to live together:

- Promoting inclusive education
- Understanding, accepting, enhancing and celebrating diversity
- Living together in peace by reinforcing a sense of self-worth and self-confidence as well as respect for others.

NOTE: INPUT FROM TEACHERS, DEPARTMENT HEADS, STUDENTS, AND COLLÈGE CHURCHILL HIGH SCHOOL PARENT ADVISORY COUNCIL IS REFLECTED IN THIS DOCUMENT.

A MESSAGE FROM THE ADMINISTRATION

COLLÈGE CHURCHILL HIGH SCHOOL “PRIDE & TRADITION”

Welcome to Collège Churchill High School. Our school has a long tradition of excellence in academics, athletics, performing arts and co-curricular involvement. You are invited to join us to learn how “Pride and Tradition” is infused with innovative and current teaching and learning practice.

Collège Churchill High School staff is dedicated to quality instruction, care and concern for our students, and persistence in providing a safe, positive learning environment where students can develop their personal skills and talents.

We know that at Collège Churchill High School you will find a variety of academic and co-curricular opportunities that will challenge your abilities and enhance your personal growth. You are encouraged to take advantage of all the learning opportunities presented to you.

If there is anything we can do to help you achieve your goals, please talk with us. We are here to support you to the best of our ability.

We wish you every success as you continue along your educational journey.

Ryan Hughes
Principal

Georgia Wells
Vice-Principal

Nathan Tocher
Vice-Principal

WINNIPEG SCHOOL DIVISION STRATEGIC PLAN 2020-2021

- **Students:** To provide robust and comprehensive education, equitable access, diverse opportunity, and a supportive learning environment for all students to help them prepare for their journey with values of learning and social justice, and to be responsible community members.
- **Learning Outcomes:** To further improve school attendance, achievements, and graduation rates through the exploration of additional programs and strategies.
- **Addressing Barriers to Learning:** To further develop initiatives and innovative approaches addressing special needs and accessibility requirements, mental health issues, childcare needs, and nutritional needs.
- **Fiscal Responsibility:** To provide responsible management of tax dollars and resources to ensure long-term fiscal sustainability and accountability of the programs, facilities, and services that we provide.
- **Employees:** To retain, attract, and develop our valued staff who are dedicated to the vision, purpose, values, and Principles of Learning of Winnipeg School Division, and reflect community diversity.
- **Communications and Partnerships with Community:** To further develop communications and partnerships with the communities we serve, parents, families, government, businesses, health and social service agencies, Indigenous education, other community organizations, and our valued volunteers.
- **Sustainability:** To strengthen and enhance sustainable development initiatives that address environmental, social, and economic issues.

GENERAL INFORMATION

Rights and Responsibilities

At Collège Churchill High School, the staff respects the rights of all students to a quality education and to a safe and healthy environment. In return, students are expected to do their part in upholding these rights and the responsibilities accompanying them.

1. *You have the right to learn in this school.*

It is your responsibility to listen and to follow directions, work quietly and diligently, and follow the general guidelines and expectations of the classrooms and the school.

2. *You have the right to be respected in this school.*

It is your responsibility to respect the rights of others.

3. *You have the right to a safe and secure environment in which to learn and grow.*

It is your responsibility not to threaten, or physically harm others in any way and to respect the personal property of others and of the school community.

Responsibilities of Students

- * **Attend school regularly and on time.**
- * Be **prepared** for all classes by bringing required materials and completed homework assignments.
- * Be **responsible** for doing any class work missed due to an absence.
- * Be **responsible** for your behavior by receiving recognition for good effort, behavior and performance, and by accepting fair and logical consequences for your actions.
- * Show **respect** for school property and personal belongings of others.

Registration Process

If you are interested in registering a new student at Collège Churchill High School, you are invited to call the office to make an appointment with the appropriate intake person. Please have the following documents available for the registration meeting:

- Identification documents – Birth Certificate
- Health Card Number (PIN)
- Address verification

Dress Code

Students are reminded to dress appropriately for school. Clothing should be respectful in nature. If there is a concern the administration will follow-up with the students and/or parents/guardians.

While students are permitted to wear headwear in the hallways and common areas, it is up to the teachers' discretion as to wearing headwear in the classroom (exceptions: Religious, cultural, and medical). The expectation will be that a student's face is visible, not covered or obstructed by their headwear (hood, hat, etc).

Homework

To be successful in their studies, students must be prepared to work at home as well as in the class. Homework is important because it serves as both a check of a student's understanding, as well as reinforcement of what they have learned in class. It is important that you organize a routine in which you set aside some time, approximately one hour per evening, for homework or review in a quiet place.

Home study is an important part of homework. It includes taking time to do other types of unassigned work to help improve learning:

- * **reviewing** what has been taught in class
- * **writing** and rewriting notes taken in class
- * **reading** extra books and articles that relate to the topics you are studying.

Responsibilities of Parents

The Winnipeg School Division protocol for parental concerns is to contact:

- 1) Your child's Teacher;
if you still require further information or support, contact:
- 2) Your child's Vice Principal/Principal;
if you still require further information or support, contact:
- 3) Your District Superintendent/Director.

- * Ensure your child(ren) attends school regularly and on time.
- * Monitor your child(ren)'s school assignments.
- * Communicate with your child(ren) about school matters (i.e.: what he/she learned today, participation in school-wide activities, etc.).
- * Contact your child(ren)'s teachers if you have any concerns about your child's learning or participation in school-wide activities.
- * Become involved by participating in school events, parent council meetings, and by giving support and feedback to the school.
- * Help to establish respectful behaviour towards other children, school staff and school/community property.
- * In the case of a student absence of any kind, please notify the school, preferably in advance, either using the SchoolMessenger system, by calling 204-474-1301, or by sending a written note.

Attendance

A significant indicator of a student's academic success is his/her attendance. We encourage students to attend their classes, and to inform teachers if they will be absent. A note or a phone call from a parent would be very helpful.

The intent of our attendance process is to ensure that no student jeopardizes his/her opportunity to be successful in his/her studies. For our students, an automated reporting system will notify parents of daily unexcused absences and/or lates. Classroom teachers will contact parents directly at regular intervals. Should a student's attendance pattern become a concern, the guidance department will become involved to offer students and families support.

Absence Notification System

Collège Churchill High School uses an automated, electronic system to ensure your children arrive safely at school every day. This system is programmed to contact the homes of all students marked absent from their classes, both first thing in the morning and after lunch in the afternoon. This way you will be notified immediately if your child does not make it to school on time.

This system will be available **24 hours a day, 7 days a week**, and offers **3 ways to report** an absence:

1. **Telephone - 1-855-278-4513:** Parents can call the toll-free automated phone system to report absences.
2. **Website - go.schoolmessenger.com:** Parents can log into the website, and create an account to report absences as well as update contact information.
3. **Smartphone App - SchoolMessenger:** Parents who have created an account online and have either an iOS or Android device can download the app to report absences. Get the app from the Apple App Store or the Google Play Store (or from the links at <https://go.schoolmessenger.ca>).

Also with SchoolConnects, any future absences such as scheduled doctor's appointments, etc. can be recorded in the system at any time, even weeks or months in advance.

By REPORTING your child's absences using the Absence Notification System, BEFORE they are away or arrive late, you will NOT receive automated calls advising you of their absence. Calls begin at approximately 9:30 am and 1:15 pm, but any absences reported during the 30 minutes after classes begin may still receive an automated phone call from the system.

Noon Hour

It is expected that the students of Collège Churchill High School will make their best effort to meet the following expectations:

- Students who wish to remain at school for lunch hour are reminded that this is a privilege and that if their behaviour during lunch is inappropriate, this privilege may be removed.
- Students will follow the directives of any staff members present in the hallways.
- Appropriate noise levels and behaviours are expected at all times in the halls.
- Students are reminded to please not block the stairways.

STUDENT TIMETABLE

SLOT	CLASS TIME
AM	7:45 – 8:45
A	8:50 – 10:00
B	10:00 – 11:05
C	11:05 – 12:10
LUNCH	12:10 – 1:10
D	1:10 – 2:15
E	2:15 – 3:20

School Records

Parents and students are requested to notify the school immediately about any changes in address or telephone number. The school must be provided with a contact person responsible for that student in case of any emergency. The school must also be provided with a birth certificate and health card.

Medical Information

Parents/guardians are advised that only under strict guidance of a physician would medication be administered by staff. The Winnipeg School Division offers URIS (Unified Referral and Intake System) support to develop health care plans for students with medical conditions. Please notify the school if your child has an ongoing or newly diagnosed medical condition.

Parents/guardians are advised that school staff may not administer over the counter medication. Each case will be dealt with individually. Students becoming ill at school will not be given permission to return home until the parents/guardians have been contacted.

In-services and Staff Meetings

All schools in Manitoba are allowed up to 10 in-service days per year for professional development, administration days and Parent-Teacher Conferences. The school will make every possible effort to communicate those dates to parents/guardians well in advance.

Staff meetings are routinely scheduled on the first Tuesday of each month. Times will be announced in September.

Telephones

The office has a phone for student use.

Report Cards

Report cards indicating each student's progress and performance in school will be issued four times a year, in November, February, April and June (three times for Junior High). Parent-Teacher Conferences are routinely scheduled for November and April. Parents are welcome to initiate contact with the school regarding concerns related to school performance at any time.

Lockers

Lockers will be issued by staff advisors on the first day of school. All student lockers will have a pre-arranged lock attached. Students are not permitted to use their own locks.

Cafeteria

The cafeteria offers hot and cold snacks and meals at reasonable prices. Students may choose to purchase lunch or bring their own and use the facility as a place to eat. The cafeteria is open from 8:00 am to 2:30 pm each day.

Mid-Term and Final Exam Week

High school students will be involved in a week of formal course examinations during the last week of the first semester (usually the last week of January) and the third week of June. Regular classes are suspended for each of these weeks. High School students who are not writing an exam on a given day are expected to be at home or at school studying for the next exam.

Middle school students (grade 7 and 8) do not write formal exams, but will be tested twice a year, in January and June. These tests will take place during their regularly scheduled classes.

Graduation/Convocation Ceremonies

All Grade 12 students are reminded that participation in the Graduation/Convocation ceremonies will only be available to those students who have satisfied the **30** credit requirements for a regular High School diploma or the requirements of a Mature Student diploma as defined by Manitoba Education. Only those students who have the 30 credits will be invited to participate in the graduation/convocation ceremonies.

STUDENT SUPPORT SERVICES

The Student Support Services Department at Collège Churchill High School provides a continuum of supports for all students. These supports include the development of teaching strategies, individual education plans, transition planning, career development and direct service.

Counselling Services

Ms. Susan Chodirker (Grade 7-9) and Ms. LeAnne Froese (Grade 10-12) provide services in personal, career and educational counselling. They support the students to ensure their optimal success through in-school counselling, education and advocacy and by collaborating with community resources when necessary. The Guidance Department coordinates celebrations, events and speakers addressing a variety of topics of educational and personal interest to students. Students and/or parents with concerns are invited to call, email and/or meet with the counsellors. Confidentiality is maintained at all times, except where personal safety may be at risk.

Clinical Support Services

The Winnipeg School Division provides specialized assistance from clinicians with the following expertise:

- Speech and Language
- Audiology
- Reading
- Social Work
- Psychology

We recognize that at any given time, students in the building may require academic, social-emotional and/or behavioural support. A student, parent/guardian or teacher may request assistance through the department head in consultation with appropriate personnel. With permission from the parents, students can be referred to Clinical Support Services.

Resource Program

Collège Churchill High School has resource teachers who work in conjunction with the classroom teacher to assist students who are encountering difficulties in their academic program. Specific services include assessment of skill levels, strengths and weaknesses, program adaptation where needed, remedial assistance in specific subject areas and assistance with organizational skills. The resource teachers also act as liaisons with students, teachers, parents and agencies such as the Diagnostic Learning Centre and Clinical Support Services.

Inclusion Support Program

Collège Churchill High School offers a wide range of Winnipeg School Division Inclusion Support programs, ranging from Community Access/Adaptive Skills, behavioural support, to integrated inclusive education. Student programs are developed through collaboration with parents, teachers, resource teachers, educational assistants, clinicians, and/or outside agencies.

CAREER CENTRE

Collège Churchill High School has been fortunate in being able to participate in the Career Exploration Partnership Program offered in the Winnipeg School Division. Through this project a Career Intern is employed to work with the Guidance and Resource staff at Collège Churchill High School to research and deliver career-related information and services to students.

- Post- secondary education and training opportunities through universities and colleges
- Apprenticeship programs
- Scholarship and bursary information
- Job search skills – resume writing, interview skills, etc.
- Part-time job postings
- Volunteer position postings

The Career Intern is available for appointments and drop-in visits to assist students with their career planning and research.

CO-CURRICULAR ACTIVITIES

Special Programs/Activities

Collège Churchill High School has a variety of special programs and co-curricular activities that take place before, during and after school. These include:

Indigenous Drum Group	Art Club	Chess Club
Choral Group	Drama Club	Grade 9 Ottawa Trip
Fine Arts Exhibitions	Health and Wellness	Jazz Band
Band Trip	Drama Production	PeaceLearners
Photography Club	Robotics	Safe Grad
Student Council	Talent Show	Student Voice Leadership
Yearbook	GLOW / GSA	Youth in Philanthropy

Athletic Program

Collège Churchill High School also has many sports teams to participate in, including:

- Football
- Rugby
- Volleyball
- Basketball
- Cross-Country
- Track and Field
- Golf
- Soccer
- Curling
- Judo
- Hockey
- Badminton

Sports programs have a fee. Our athletic fees support providing tournaments, uniforms, and training. The athletic fee is a one-time fee of \$30.00 for Grade 7/8 and \$40 for Grades 9-12. Some sports (football, hockey) will have additional fees.

Throughout the course of the year, various special events will take place. These may include:

- Mini-Olympic Games
- Gym Fest
- Track and Field Meet
- Activity Days
- Spirit Week
- Dances
- Fitness Competition

ASSESSMENT PRACTICES

There are two kinds of assessment used at Collège Churchill High School.

Formative Assessment or Assessment “for” Learning.

Assessment for Learning includes teacher and student on-going assessment. The teachers monitor individual students, groups of students or the whole class to check if students are understanding what is being taught. The teacher then makes the necessary changes to help the students learn the concepts. Students also self-assess to monitor their own progress and to set learning goals. The purpose of this type of assessment is to support student learning by:

- Monitoring student progress;
- Identifying next steps in student learning;
- Adjusting teaching to meet the students’ needs;
- Setting personal learning goals.

Some examples of Formative Assessment include assignments, checklists/rating scales, classroom observations, informal reading inventories, performance-based assessments with rubrics, portfolios, teacher-developed quizzes, writing folders/writing samples, anecdotal, peer assessments, journaling, portfolios, and conferencing.

Summative Assessment or Assessment “of” Learning.

Assessment of Learning involves testing students at the end of a unit of work or having students write exams at the end of a term. These assessments are a ‘snapshot’ of how well a student has learned the material covered.

The purpose of this type of assessment is for:

- Communicating achievement of the students to parents through the use of report cards;
- Reporting to the school board through summary reports;
- Reporting to Manitoba Education, Citizenship and Youth as required.

GRADUATION REQUIREMENTS

Grade 9	Grade 10	Grade 11	Grade 12
Compulsory Credits	Compulsory Credits	Compulsory Credits	Compulsory Credits
Language Arts	Language Arts	Language Arts	English Language Arts: (2 credits recommended) Comprehensive (Mandatory), Plus one of: Literary OR Transactional
Mathematics	Mathematics: Essential OR Introduction to Applied and Pre- Calculus	Mathematics: Essential, Applied OR Pre-Calculus	Mathematics: Essential, Applied OR Pre-Calculus
Physical Education	Physical Education	Physical Education	Physical Education
Science	Science	History	
Social Studies	Geography	<i>1 Grade 11 options credit is required</i>	<i>2 Gr 12 options credits are required</i>
Optional Credits	Optional Credits	Optional Credits	Optional Credits
Remaining Credits from Optional Courses	Remaining Credits from Optional Courses	Remaining Credits from Optional Courses	Remaining Credits from Optional Courses
8 credits recommended for a full program	8 credits recommended for a full program	8 credits recommended for a full program	6-8 credits recommended for a full program

IMPORTANT NOTES:

- Students require **30 credits** to graduate with a regular high school diploma.
- In order to fulfill the requirements for Grade 11 and 12, students must complete one optional Grade 11 credit and two optional Grade 12 credits in addition to the compulsory credits
- In the optional subject areas, a student may apply a maximum of 11 school initiated courses (SIC's) and 3 student initiated projects (SIP's), which may include 1 Community Service (Volunteer) credit and/or 8 Senior Years Apprentice credits towards graduation.
- Students should note courses that require prerequisites.
- In their selection of electives, students should confirm the post-secondary entrance requirements which may apply to them.
- It is the student's responsibility to ensure that minimum graduation requirements and requirements for post-secondary study have been met. They are invited to consult regularly with the Guidance Department to confirm their eligibility for graduation.

POST-SECONDARY INSTITUTION REQUIREMENTS AND SCHOLARSHIPS

Admission Requirements

It is the responsibility of each student who plans to enroll in a post-secondary institution to ensure that he or she takes the specific courses required for entrance into post-secondary institutions. For specific information about these programs, the student should make an appointment with either the school counsellor or an admissions counsellor.

Although each program and faculty requires specific courses, the following are general entrance requirements.

University of Manitoba

- High School Graduate with five full credits at the Grade 12 level in courses designated S (Specialized) or G (General), with a minimum of three of these credits in S courses.

University Requirements

Completion of **one** of the following sets:

Set A:

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

Set B: (Limited admission)

- One credit of Grade 12 S English, with a minimum grade of 60%, and
- A minimum average of 63-69% over three Grade 12 S credits

Set C: (Limited admission)

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

See specific entrance requirements for Direct Entry programs.

University of Winnipeg

- High School Graduate
- Completed five credits at the Grade 12 level, A, S or G (of which three must be 40S courses)
- Have one credit of English 40 (S) and one credit of Math 40S (Pre-Calculus, Applied or Essential)
- Have an average of at least 65% in English 40 (S) and Mathematics 40S and one other 40S credit from a different subject area

Brandon University

- High School Graduate (specific program requirements apply)

Canadian Mennonite University

- High School Graduate with 5 Senior 4 credits (S, G or U) with a minimum average of 65% calculated using Gr 12 English and 2 other academic course marks, with an overall average of 60% or higher in all 5 courses. The Gr 12 English course grade used for admission must be a minimum of 60%.

Red River College

- High School Graduate or Mature Student diploma satisfies entrance requirements for many programs
- Each program has its own set of entrance requirements and deadlines for admission. Consult viewbook.
- Some programs may also require entrance testing, or a portfolio of your work.
- Students can apply with final Gr 11 grades, so early application is suggested especially for programs with wait lists.

Entrance Scholarships

Most universities and colleges have entrance scholarships based on a student's final Grade 12 grades. The following universities offer entrance scholarships automatically when students apply by the early admission deadline and if their grades meet a certain standard.

University of Manitoba

Students must present an average of 85% or greater in five (5) Grade 12 S level credits from the U of M approved list of eligible subject areas. (Note that two English credits can be counted. Essential Math marks are not considered for scholarship purposes.) Check the U of M website for early admission deadlines.

- | | |
|-------------------------|---------|
| • Average of 95 - 100% | \$3,000 |
| • Average of 90 - 94.9% | \$2,000 |
| • Average of 85 - 89.9% | \$1,000 |

University of Winnipeg

Students with an average of at least 80% in three (3) Grade 12 S level credits are eligible for Special Entrance Scholarships. The award amount is calculated based on the best ELA, Math and one other S level Grade 12 credit.

- | | |
|---|---------|
| • Chancellors – 2 highest incoming averages | \$4,000 |
| • Average of 95% or higher | \$2,250 |
| • Average of 90 - 94.9% | \$1,750 |
| • Average of 86 - 89.9% | \$1,100 |

University of Brandon

University of Brandon's Board of Governors Entrance Scholarships are initially assessed on a student's Grade 11 marks with an application submitted before March 1 (scholarship to be increased if final Gr 12 marks are higher than Gr 11 marks). Scholarship for applications received after March 1 are based on final Grade 12 marks only.

- | | |
|---------------------------|---------|
| • Average of 95 - 100% | \$2,000 |
| • Average of 92.5 - 94.9% | \$1,700 |
| • Average of 90 - 92.4% | \$1,400 |
| • Average of 87.5 - 89.9% | \$1,100 |
| • Average of 85 - 87.4% | \$800 |

Canadian Mennonite University

Academic Entrance Scholarships are initially calculated based on the top five (5) approved Grade 11 courses, including ELA. Final Grade 12 marks are used for final scholarship assessment.

- | | |
|-------------------------|---------|
| • Average of 95 - 100% | \$3,000 |
| • Average of 90 - 94.9% | \$2,000 |
| • Average of 80 - 89.9% | \$1,000 |

THE PRINCIPLES OF LEARNING

INCLUSION	
Principle	Learner's individual needs are acknowledged and supported in an inclusive learning environment in which diversity is valued.
Learners	<p>Learners see themselves reflected, accepted, valued, and supported in the learning environment.</p> <p>Learners have a variety of learning resources and technologies which allow for further development of their skills, talents, background knowledge, and personal experience.</p> <p>Learners have knowledge of the historical and contemporary experiences of various groups.</p> <p>Learners have an understanding of and respect for Indigenous peoples and the cultural diversity of Canada.</p>
ASSESSMENT	
Principle	Learners monitor, confirm and direct their own learning of assessment practices designed to promote and support learning.
Learners	<p>Learners articulate and demonstrate an understanding of learning intent, task and criteria for success.</p> <p>Learners monitor and assess their learning through the use of goal setting, feedback, criteria, exemplars and reflection.</p> <p>Learners are aware of their individual strengths and of the strategies needed to support their learning.</p>
ENGAGEMENT	
Principle	Learners achieve success when the purpose for learning is known and meaningful.
Learners	<p>Learners personalize the relevance and purpose of learning tasks.</p> <p>Learners set goals and plan for their learning, explore their knowledge, generate questions, create new understandings, apply what they have learned and reflect on the process.</p> <p>Learners demonstrate engagement in their own learning as they develop problem solving and critical thinking skills.</p>
COLLABORATION	
Principle	Learners work together productively in a positive learning environment.
Learners	<p>Learners demonstrate the skills required to work together productively and collaboratively in groups, supporting one another in the learning process.</p> <p>Learners apply their social skills, leadership skills and understanding of issues and events to create positive change for themselves and others.</p>
UNDERSTANDING	
Principle	Learners become critical thinkers and independent problem solvers.
Learners	<p>Learners demonstrate and apply their conceptual understandings in a variety of ways.</p> <p>Learners provide evidence to demonstrate their critical thinking skills, problem solving skills and growth over time.</p> <p>Learners understand the potential impact humans have on local and world environments.</p>

CODE OF CONDUCT

EXPECTATIONS AND RESPONSIBILITIES

A. Staff members shall:

- Act in a professional manner and follow the code of conduct
- As a team member, participate in professional development and activities of the school
- Listen actively to student concerns
- Encourage the involvement of parents/guardians
- Evaluate student achievement and explain the evaluation procedures at the beginning of the course
- Respond to inappropriate behaviours in a way that teaches responsibility, encourages students to grow from the mistake and help him/her develop a habit of compliance
- Communicate concerns promptly to appropriate individuals
- Maintain a safe and respectful environment in the school
- Respect confidential information about students, families and staff

B. Students shall:

- Attend scheduled classes on time with all necessary materials
- Complete and hand in assignments on time
- Participate and complete to the best of their ability, all class discussions, activities and assignments
- Show common courtesy, kindness and respect to all
- Follow reasonable directions from others
- Solve problems peacefully through discussion or by seeking adult assistance
- Respect school property and the property of others
- Dress in a manner suitable for a working environment
- Refrain from the use of electronic devices such as cell phones and entertainment devices during class time without permission
- Follow the Code of Conduct to the best of their ability without being asked

C. Parent(s)/Guardian(s) are expected to:

- Ensure their child's regular and punctual attendance
- Ensure their child's completion of all school assignments
- Maintain open communication with staff by addressing concerns through proper channels
- Assist in establishing positive attitudes concerning achievement
- Maintain up to date information in the school database i.e. Addresses, phone numbers, etc.

- Act appropriately in the school building and behave respectfully to all
- Assist in developing methods of resolving conflicts peacefully
- Discuss and support the Codes of Conduct of the Division and the school

D. Staff and Students Adhere to School Policies respecting:

- Appropriate use of social media
- Appropriate use of e-mail and the Internet including policies that prohibit the accessing, uploading, downloading or distributing of material that the school has determined to be objectionable
- Appropriate use of personal communication devices such as cell phones, digital cameras, etc. identified in the code of conduct

UNACCEPTABLE BEHAVIOUR

The conduct of students and staff in the Winnipeg School Division is governed by provincial and federal legislation, board policies and procedures, and the individual school's Code of Conduct.

The following unacceptable behaviours will not be tolerated:

- Physical, sexual and/or psychological abuse communicated with gestures, spoken, written, through social media or any other means
- Harassment or bullying, cyber-bullying. This includes any actions or words intended to harm, degrade, disrespect or ridicule others on a repeated or one time basis
- Possessing, or being under the influence of alcohol or illicit drugs at CHS or on school property
- Discriminating unreasonably on the basis of ancestry, nationality, ethnicity, religion, age sex, gender-determined characteristics, sexual orientation, marital/family status, source of income, political views or affiliation, physical or mental ability is in violation of the Manitoba Human Rights Code
- Gang involvement or affiliation through gang colours, clothing, etc.
- Possession of a weapon (*as defined in the Criminal Code of Canada; knives, guns, bats, etc.*)

SUPPORT FOR BEHAVIOUR MANAGEMENT

- Student Support Services (i.e. Resource Team or Special Education Department)
- Counsellors
- Conflict Mediation
- Administrators
- Clinical Support Services
- Other External Agencies (i.e. Child & Family Services)
- Consultation with the school for further resources

DISCIPLINARY CONSEQUENCES

The following consequences are intended to reinforce the expected and appropriate boundaries for conduct. Communication between the school and student's parent/guardian is essential if inappropriate behaviour is a cause for concern. The following consequences will be administered in the order and to the degree appropriate to the offense.

1. **Informal interview:** A teacher, administrator, or guidance counsellor talks with the student to discuss the student's behaviour. The parent/guardian will be contacted by the school staff to inform them of the issue(s).
2. **Guidance involvement:** A conference or series of conferences is held with the guidance counsellor to develop a plan for improving student behaviour. The parent/guardian will be contacted.
3. **Formal interview:** A conference is held with the student, the teacher, and an administrator or guidance counsellor to develop a plan for changing the student's behaviour and to explain consequences of continued inappropriate conduct. The parent/guardian is contacted by the school staff.
4. **Detention of student:** The student is detained at the school for specified unacceptable behaviour. Students may be kept up to 45 minutes after school.
5. **Parental involvement:** The parent/guardian is contacted to discuss the behaviour of the student and ways to change the behaviour. The contact may be initiated by telephone, in writing, or by a formal conference at the school with parent/guardian, student and school personnel.
6. **Withdrawal from a classroom setting:** When a student's behaviour is disruptive to the classroom, the student may be withdrawn to a supervised alternate location for a specified period of time.
7. **Removal of privileges:** Privileges, as determined by an administrator, may be removed under certain circumstances.
8. **Restitution:** The student or parent/guardian is required to provide monetary or "community service" restitution for damages incurred.
9. **Behavioural/performance contract:** The student is required to meet specific behavioural standards to avoid more severe consequences. Such expectations are developed in conjunction with the school, the parent/guardian, and the student.
Consequences for failure to meet the standards are documented and copies are given to all parties concerned.
10. **Suspension:** Suspension from school is a serious consequence and is governed by the policy and guidelines of both the Division and the Province of Manitoba. School administration may suspend a student for up to five days for serious or repeated offences. The parent/guardian must be notified prior to the

student going home. Before the student re-enters the school, a meeting must take place between the student, the parent/ guardian and an administrator. Documentation must be provided to the Superintendent's Department. In rare cases, the principal may request an extension of the suspension for a period of up to six weeks. The decision then rests with the superintendent.

Common categories where an out of school suspension may be deemed appropriate are:

- chemical abuse (illegal drugs, alcohol, tobacco)
- assault (physical or verbal against students or staff)
- weapons (possession, threats, attacks)
- misconduct

11. **Expulsion:** Expulsions by the Board of Trustees is a serious consequence resulting when it is determined that a student's continued presence in Division schools is injurious to other students. Expulsion requires an official action by the Board of Trustees and is completed in accordance with the Public Schools Act, Section 48(4). An expulsion means that the student may not attend any school operated by the Winnipeg School Division until such time as the Board of Trustees may remove the expulsion.

APPEALING DISCIPLINARY DECISIONS

Parents needing clarification about a disciplinary decision or who wish make an appeal, are invited to speak to the person who made the discipline decision or to the child's teacher. If further clarification or process is needed, parents are asked to contact the school administration, and if still not satisfied, they can contact the district superintendent.

Collège Churchill High School believes students, parents, staff and community members are partners in a cooperative effort to assist Collège Churchill High School students to become participatory and responsible citizens. This document will outline expectations, responsibilities, possible consequences and supports available at Collège Churchill High School. It will be available to all parties involved in the education of our students.

MIDDLE YEARS PROGRAM

Our Middle Years model is a team approach to delivering content. Students stay together and move as a class, building relationships with their peers. Students will have two academic teachers to deliver the course content and the four major subject areas. This model promotes building connections between student and teacher.

All grade 7 & 8 students are enrolled in the five core subjects of English Language Arts, Mathematics, Science, Social Studies and Physical Education.

In Practical Arts, the students will choose 2 of the following areas of study:

- Graphics
- Clothing and Textiles
- Foods and Nutrition
- Woodworking

The classes include “hands-on” experiences as students learn to use tools and equipment to produce a variety of projects.

Students also participate in Visual and Performing Arts classes. They may choose to play an instrument in Band class, which is a full year program, or choose 2 of the following areas of study:

- Visual Arts
- Drama
- Guitar

The Performing Arts classes encourage students to express their creativity and to explore and appreciate the different areas of the arts.

GR 7 & 8 HOCKEY SKILLS ACADEMY

This course meets all of the Grade 7/8 Physical Education requirements. The Hockey Skills Academy is also designed to complement and enhance skill development opportunities within the current Hockey Canada Branches and their minor hockey associations. Students will participate in a variety of drills aimed at developing stick handling, shooting and skating. Time is also allotted to battle, and time and space oriented drills.

We enhance the program by offering technical skating and goaltender training through Jets Development. Students also participate off-ice strength training and conditioning. Full hockey equipment is required for participation in this course, and must be registered on a local team.

ENGLISH LANGUAGE ARTS

The English Language Arts Program offers the following courses:

English Language Arts Gr 9 – 1 credit

English Language Arts Gr 10 – 1 credit

English Language Arts Literary Focus Gr 11 – 1 credit

English Language Arts Comprehensive Focus Gr 12 – 1 credit

English Language Arts Literary Focus Gr 12 – 1 credit

English Language Arts Transactional Focus Gr 12 – 1 credit

Leadership Gr 10 – 1 credit

Leadership Gr 11 – 1 credit

Leadership Gr 12 – 1 credit

English for Academic Success – 1 credit

(All Option courses are subject to enrollment)

ENGLISH LANGUAGE ARTS GR 9 (ENFR1F) – 1 credit

Prerequisite: Grade 8 Language Arts

Content:

In Grade 9 English Language Arts, students will begin to form critical and analytical responses, and meet prescribed curriculum outcomes as specified by the province. Focus is placed on exploring thoughts, ideas, feelings and experiences as well as comprehending and responding personally to various texts.

reading material will be assigned literature for intensive study, although more extensive reading, chosen by the student, is also part of the course. Written assignments will include creative writing, responding to readings, personal interpretations, and explaining and supporting opinions. Related skills may include organizing ideas, critical thinking, visual interpretation, vocabulary use, and proofreading/editing.

ENGLISH LANGUAGE ARTS GR 10 (ENGR2F) – 1 credit

Prerequisite: Grade 9 English Language Arts

Content:

Students will continue to develop skill in language arts by focusing on reading, writing, speaking, listening, viewing, and representing. Topics that will be covered are the development of reading and writing skills, critical thinking, visual literacy, and career education.

ENGLISH LANGUAGE ARTS: COMPREHENSIVE FOCUS GR 12 (ENGC4S) – 1 credit

Prerequisite: Grade 11 English Language Arts

Content:

This course is designed to develop a student's ability to apply accumulated language experiences to a range of "forms" such as literary forms (novels, short stories, poems, plays), transactional forms (essays, articles, letters), and media forms (newspaper, television, film/video). Time will be spent instructing and practicing major skill areas such as listening, reading, speaking and writing. A provincially set written exam will be worth 30% of the course.

ENGLISH LANGUAGE ARTS: LITERARY FOCUS GR 11 (ENGL3S) – 1 credit

Prerequisite: Grade 10 English Language Arts

Content:

Engagement with literary works is central to this course, but so is the exploration of literary language through creative and sometimes transactional writing. Generally,

A Note on Literature and Transactional Elective Courses in English

Language can be divided into "Literary" and "Transactional". There is no strict dividing line between the two, but the basic difference between them is a difference of purpose: literary language aims at an enhanced insight into ourselves and our world, and/or the satisfaction which comes from understanding a work of art, and/or simply amusement. Transactional language aims primarily to make something happen to bring about social or political change or to facilitate activities in business, science, government, sports, entertainment, etc.

ENGLISH LANGUAGE ARTS: LITERARY FOCUS GR 12 (ENGL4S) – 1 credit

Prerequisite: Grade 11 English Language Arts

Content:

This specialized course focuses on literary texts with the aim of deepening and broadening students' engagement with the literary uses of language: to enlighten, to foster understanding and sympathy, to reflect culture, to express feelings and experience, and to bring enjoyment. Exploration of literary texts through creative writing is also part of the course. The reading portion of the course can include short stories, novels, plays and poetry.

ENGLISH LANGUAGE ARTS: TRANSACTIONAL FOCUS GR12 (ENGT4S) – 1 credit

Prerequisite: Grade 11 English Language Arts

Content:

Transactional language aims at making things happen. The emphasis will be on the forms and purposes of language that relate to practical, professional and/or intellectual concerns. Research, editorials, exposés and publishing are all transactional activities. This elective will challenge students to present information in a clear concise way and to process information critically and efficiently. It will also encourage them to explore expression through alternative media (film, audio, advertising, etc.) The overall emphasis in discussion and assignments is on form and audience.

ENGLISH LANGUAGE ARTS: ENGLISH FOR ACADEMIC SUCCESS GR12 (EALR4S) – 1 credit

Prerequisite: Grade 11 English Language Arts

Content:

English for Academic Success prepares students for post-secondary education. It offers skill development in a variety of areas based on engaging and relevant thematic topics. Students from a variety of backgrounds will benefit from this credit.

INFORMATION AND COMMUNICATION TECHNOLOGY/ COMPUTER SCIENCE

The Information and Communication Technology Program offers the following courses:

Business Innovation Gr 9 – 1 credit

Digital Filmmaking Gr 10 – ½ credit

Digital Pictures Gr 10 – ½ credit

3-D Modeling Gr 11 – ½ credit

Desktop Publishing Gr 11 – ½ credit

The Computer Science Program offers the following courses:

Computer Science Gr 11, 12 – 1 credit

(All Option courses are subject to enrollment)

BUSINESS INNOVATION GR 9 (BINR1S) – 1 credit

Prerequisite: N/A

Content:

Students will organize and categorize information using outlines, spreadsheets, tables and charts. They will develop the ability to solve problems using the information that they analyze. They will be able to recognize if media is legitimate and whether information is sufficient for intended purpose and audience. Students will be able to use multiple tools for electronic communication. Students will also learn about security, privacy and digital ethics.

This course allows students to examine different types of businesses in the world today. Topics include business communication, business technology, money management, information management, and attributes of personal success and employability in the world of business. Students will create their own mock businesses by defining the nature of their business and potential clientele, location, hours of operation, employees required, and start-up and ongoing costs. Students will design a logo, business cards, and advertising to promote their businesses.

DIGITAL FILMMAKING GR 10 (DFHR2S) – ½ credit

Prerequisite: N/A

Content:

This is a project-based course in which students will use sound, still images, moving images, text, graphics, and animation to create a video product. Students will define the purpose and audience for a film, create a storyboard with sketch drawings and descriptions, and develop a shooting schedule including timelines and logistics. They will learn the effects of camera settings and lighting techniques, how to digitally capture images and sounds and to digitally edit video and sound clips.

DIGITAL PICTURES GR 10 (DPR2S) – ½ credit

Prerequisite: N/A

Content:

This is a project-based course in which students will learn how to convey a message using original digital images. Students will define the purpose and audience for an image, digitally capture still images, manipulate and edit digital images, explore various graphic file formats, and create final displays.

3-D MODELING GR 11 (MOHR3S) – ½ credit

Prerequisite: N/A

Content:

This is a project-based course in which students will create three-dimensional models to represent real objects and illustrate ideas and describe the purpose and basic principles of 3-D modeling. Students will build various types of digital objects, use a range of properties to enhance their visual presentations of objects and use given criteria to critique and improve their projects. Students may explore the basics of 3-D Animation using industry-standard software tools.

DESKTOP PUBLISHING GR 11 (DPHR3S) – ½ credit

Prerequisite: N/A

Content:

This is a project-based course in which students will create a variety of published print documents, including brochures, flyers, media inserts, posters, and programs. Interested students can contribute to the CCHS Yearbook. Students will define the purpose and audience for print documents, incorporate elements of good design and communication, and plan and produce documents according to recognized standards. Students will participate in multi-user document reviewing and editing.

COMPUTER SCIENCE GR 11 (COSR3S) – 1 credit

Prerequisite: N/A

Content:

This course introduces the basic concepts in Computer Science and takes an in-depth look at problem solving through computer programming. Students will program with Microsoft Visual Basic and learn how to build Windows applications. Topics include variables, decision structures, looping, procedures, and arrays.

COMPUTER SCIENCE GR 12 (COSR4S) – 1 credit

Prerequisite: Grade 11 Computer Science

Content:

This course is a project-based course that gives students opportunities to write programs and develop project management skills. Topics include object-oriented programming using the Java programming language, recursion, arrays, analyzing algorithms, and searching and sorting. The intent of the course is to provide a foundation for students wishing to study Computer Science at the post-secondary level.

LANGUAGES

The Languages Program offers the following courses:

French Gr 9, 10,11,12 – 1 credit

Spanish Gr 9,10,11,12 – 1 credit

(All Option courses are subject to enrollment)

FRENCH GR 9 (FRER1F) – 1 credit

Prerequisite: Grade 8 French, or a willingness to learn

Content:

Learn one of Canada's two official languages. This course offers an introductory level to basic French skills. The course is a thorough review of concepts covered in Grades 7 and 8. The program is designed to help students attain an acceptable level of proficiency in the four basic skills, speaking, listening, reading and writing. These skills are developed through simple materials in visually focused topical contexts that students can easily relate to their own experiences. After establishing some key vocabulary and some of the basic sentence structures, students are asked easy-to-answer questions that require them to speak about their daily lives, express their opinions, and supply real information. The Basic French program provides the skills necessary for further studies in French.

FRENCH GR 10 (FRER2F) – 1 credit

Prerequisite: Grade 9 French

Content:

Learn one of Canada's two official languages. This course is designed to continue the practice and development of basic French skills already acquired in Grade 9. Students are required to complete four of the five units available. Throughout the program, oral and written activities provide the opportunity for true communication, and to acquire more vocabulary and a greater understanding of French grammar. The fundamental goal is to improve the student's ability to communicate better in French. Each lesson is structured to be completed in 69 to 70 minutes. However, students may find that the length of time will vary depending on their past exposure to the French language.

FRENCH GR 11 (FRER3S) – 1 credit

Prerequisite: Grade 10 French

Content:

In this course, the accent continues to be on the communicative aspect of the language. The course material and strategies that are provided accommodate students of different ability levels. Using the same approach as in French 20G, students in this course will also be expected to become more independent language learners seeking information, expressing themselves in the oral and written form, and self editing for content and grammar.

FRENCH GR 12 (FRER4S) – 1 credit

Prerequisite: Grade 11 French

Content:

Choose basic French as course of study and give yourself the competitive edge in the new millennium. The development of the theme in each unit is supported by interesting and motivating readings such as newspapers and magazine articles, biographies, and extracts from novels and short stories. Communication skills continue to be developed and integrated with vocabulary and grammar. The skills of reading and writing are the main focus in the language.

SPANISH GR 9 (SPAR1G) – 1 credit

Prerequisite: N/A

Content:

This course provides learning opportunities in the basic Spanish language arts: reading, writing, viewing, speaking, and listening. The course is intended to assist students in developing basic oral and written communication skills. Upon completion of this course, students should be able to speak, comprehend, read, and write Spanish at a basic level of proficiency. This course also introduces students to the history of Spanish culture, dance, piñata making and more. Students will visit places of interest in the Spanish community (movie theatres, restaurants, etc.).

SPANISH GR 10 (SPAR2G) – 1 credit

Prerequisite: Grade 9 Spanish

Content:

Students will use Spanish in a variety of situations and for a variety of purposes such as: express emotions and personal perspectives, impart and receive information, maintain interpersonal relationships, use the language for imaginative purposes and personal enjoyment, extend their knowledge of the world, and to use it in a real life situation. Some of the units are: 1 - Greetings and personal information, 2 – Family, food, personal description and professions, 3 - Time and calendar, 4 – Clothing, climate and body parts, 5 - House, transportation, restaurant and traveling, 6 – School, 7 – Spanish culture, make piñatas and 8 – Spanish countries. Students will visit places of interest in the Spanish community (business, markets, restaurants, movie theatres, etc.) in order to acknowledge job opportunities. By the end of this course the students should be able to listen, read, write, and speak at an intermediate level of proficiency.

SPANISH GR 11 (SPAR3S) – 1 credit

Prerequisite: Grade 10 Spanish

Content:

Students are encouraged to interact with Spanish-speaking people as well as listen to Spanish songs, radio and television programs, and read additional material in Spanish to expand their opportunities to learn. Something new that we have in the community is an organization called LACAM and the students can visit the website at www.lacam.ca for job opportunities. Also, we have numerous requests for students who have Spanish knowledge for airline positions in Manitoba.

SPANISH GR 12 (SPAR4S) – 1 credit

Prerequisite: Grade 11 Spanish

Content:

Students will be able to: share information, thoughts, opinions, preferences, emotions, and feelings; extend their knowledge of the world by gathering and organizing information by using their problem-solving skills, and by exploring opinions and values; use the language for personal enjoyment; and manage personal relationships. Students will use a range of vocabulary and expressions in a variety of contexts. Students who are successful in this course will have an opportunity to register in a second level course at universities in Manitoba. The opportunity of participating on a student exchange may be available.

MATHEMATICS

The Mathematics Department offers the following courses:

Mathematics Gr 9 – 1 credit

Enriched Mathematics Gr 9 – 1 credit

Introduction to Applied and Pre-Calculus Mathematics Gr 10 – 1 credit

Essential Mathematics Gr 10, 11, 12 – 1 credit

Applied Mathematics Gr 11, 12 – 1 credit

Pre-Calculus Mathematics Gr 11, 12 – 1 credit

AP® Calculus AB Gr 12 – 1 credit

(All Option courses are subject to enrollment)

Grade 9 Mathematics:

The purpose of this course is for students to acquire fundamental knowledge and skills needed for continued successful studies in mathematics and science. The emphasis is on using mathematical processes (communication, mental mathematics, estimation, problem solving, reasoning, visualization, and making connections) to explore numbers, patterns and relations, shape and space, and statistics and probability. It is a foundation course that prepares students for multiple possible pathways in Grades 10 to 12.

Grade 10 Mathematics:

Once students reach Grade 10 they have two mathematics courses from which to choose: Grade 10 Essential Mathematics or Grade 10 Introduction to Applied and Pre-Calculus Mathematics. The focus of Essential Mathematics is on exploring ways that mathematics is used in various areas of work, study, and daily life. The focus of Introduction to Applied and Pre-Calculus Mathematics is on using a theoretical approach to explore problem solving and critical thinking in mathematics. It is recommended that students who wish to take Introduction to Applied and Pre-Calculus Mathematics have a final grade of at least 65% in Grade 9 Mathematics.

Grade 11 and 12 Mathematics:

Once students reach Grades 11 and 12 they have three mathematics courses from which to choose: Essential Mathematics, Applied Mathematics, or Pre-Calculus Mathematics. Students may earn credits in more than one mathematics course per grade provided they have the necessary prerequisite courses. Each pathway may be used as entrance requirements for post-secondary education choices. Specific programs however may require specific grade 12 credits. It is highly recommended that students explore post-secondary education options to ensure they have the necessary high school credits. Assistance with this is available through the Guidance Office.

Pre-Calculus Mathematics: This is the standard university entrance course accepted by all universities and colleges for admittance to all faculties. This course is for students who wish to pursue post-secondary studies where high-level mathematical skills are further developed and applied. The course may also be taken for its challenging logical and problem solving aspects. Note that some faculties require a minimum grade in this course for admission.

Applied Mathematics: This course can be used to meet the general entrance requirements at universities and colleges. Note that it is generally not accepted as a prerequisite for Calculus courses. This course may also be taken for its calculator/computer and laboratory based approach.

Essential Mathematics: This course is suitable for students whose post-secondary planning does not include a specific focus on mathematics or science related fields. It can be used to fulfill the general entrance requirements for universities and colleges in Manitoba. It may, however, not be accepted at institutions outside the province. This course may also be taken for its practical applications in daily life.

Provincial Achievement Tests:

All Grade 12 Mathematics students are expected to write a Provincial Achievement Test at the end of their course. The Grade 12 Essential Mathematics Achievement Test is worth 20% of the final grade. The Grade 12 Applied Mathematics and Pre-Calculus Mathematics Achievement Tests are worth 30% of the final grade.

Homework:

Students should plan to spend from 20 minutes to 1 hour daily on mathematics homework. This could take the form of practice questions, assignments, notes review, or test review. The mathematics courses are very demanding so extra practice is important. Taking work home to complete or review is critical for success.

Extra Help:

Each mathematics teacher is available outside of class to meet with students who need extra help. This could be to explain notes, explain assignment directions, or solve a problem.

Computer Assisted Learning:

There are various websites that students may use to support their mathematics learning. Each mathematics teacher can help you access these.

MATHEMATICS GR 9 (MATR1F) – 1 credit

Prerequisite: N/A

Content:

This course builds on the understanding from Kindergarten to Grade 8 Mathematics. A focus on problem-solving skills will enable students to move on with a deeper understanding of mathematics. The learning outcomes are divided into four strands of Number; Patterns and Relations; Shape and Space; Statistics and Probability. Students should develop an understanding of the nature of mathematics through specific knowledge, skills, and connections among and between strands.

ENRICHED MATHEMATICS GR 9 (MATE1F) – 1 credit

This course offers the same units as in Grade 9 Mathematics (MATR1F). Grade 9 Enriched Mathematics (MATE1F) will further develop the major strands in grade 9 which continue through the Pre-Calculus stream. Students will face challenging problems, more intense workload, and will participate in the various University of Waterloo contests offered throughout the year. Students interested in enrolling in AP Calculus in Grade 12 are encouraged to enroll in Grade 9 Enriched Mathematics. A minimum prerequisite mark of 80% in Grade 8 Mathematics is recommended.

ESSENTIAL MATHEMATICS GR 10 (ESMR2S) – 1 credit

Prerequisite: Grade 9 Mathematics

Content:

Students will develop their mathematical knowledge and skills to confidently and accurately solve problems related to authentic work, study and daily life situations. Topics include two-dimensional geometry, measurement, personal finance, consumer decisions, transformations, angle construction, and trigonometry.

INTRODUCTION TO APPLIED AND PRE-CALCULUS MATHEMATICS GR 10 (IAPR2S) – 1 credit

Prerequisite: Grade 9 Mathematics with recommended minimum final mark of 65%

Content:

Students will build their knowledge and skills in using theoretical mathematics to problem solve and think critically in real life applications. Topics include linear measurement and modeling, number sense and polynomials, coordinate geometry, systems of linear functions and graphs, algebra, surface area and volume, and trigonometry. 45 minutes to 1 hour of daily homework should be expected.

ESSENTIAL MATHEMATICS GR 11 (ESMR3S) – 1 credit

Prerequisite: A grade 10 mathematics course

Content:

Students will develop their mathematical knowledge and skills to confidently and accurately solve problems related to authentic work, study and daily life situations. Topics include three-dimensional geometry, interest and credit, statistics, managing money, relations and patterns, design modeling, and trigonometry.

APPLIED MATHEMATICS GR 11 (APMR3S) – 1 credit

Prerequisite: Grade 10 Introduction to Applied and Pre-Calculus Mathematics with recommended minimum final mark of 65%

Content:

Students will develop their mathematical knowledge and skills through the technological analysis of data collected from real-life situations. Topics include problem solving, quadratics, scale, proofs, statistics, systems of inequalities, and trigonometry. 45 minutes to 1 hour of daily homework should be expected.

PRE-CALCULUS MATHEMATICS GR 11 (PCMR3S) – 1 credit

Prerequisite: Grade 10 Introduction to Applied and Pre-Calculus Mathematics with recommended minimum final mark of 70%

Content:

Students will continue to build on their knowledge and skills in theoretical mathematics as a foundation for future investigations of calculus. The emphasis of the course is on problem solving and critical thinking. Topics include algebra, quadratic equations and functions, radical, sequences, rationals, trigonometry, systems, and inequalities. 45 minutes to 1 hour of daily homework should be expected.

ESSENTIAL MATHEMATICS GR 12 (ESMR4S) – 1 credit

Prerequisite: A grade 11 mathematics course

Content:

Students will develop their mathematical knowledge and skills to confidently and accurately solve problems related to authentic work, study and daily life situations. Topics include statistics, probability, vehicle finance, home finance, business finance, precision measurement, trigonometry, geometry, and career exploration.

APPLIED MATHEMATICS GR 12 (APMR4S) – 1 credit

Prerequisite: Grade 11 Applied Mathematics or Grade 11 Pre-Calculus Mathematics with recommended minimum final mark of 65%

Content:

Students will develop their mathematical knowledge and skills through the technological analysis of data collected from real-life situations. Topics include sinusoidal functions, probability, logic, polynomial functions, permutations and combinations, design and measurement, exponential and logarithmic functions, and personal finance. 45 minutes to 1 hour of daily homework should be expected.

PRE-CALCULUS MATHEMATICS GR 12 (PCMR4S) – 1 credit

Prerequisite: Grade 11 Pre-Calculus Mathematics with recommended minimum final mark of 70%

Content:

Students will continue to build on their knowledge and skills in theoretical mathematics as a foundation for future investigations of calculus. The emphasis of the course is on problem solving and critical thinking. Topics include transformations of functions, trigonometric functions, trigonometric equations and identities, binomial theorem, polynomial functions, exponents and logarithms, and radicals and rationals, and permutations and combinations. 45 minutes to 1 hour of daily homework should be expected.

AP® Calculus AB GR 12 (CAAP4S) – 1 credit

Prerequisite: Grade 11 Pre-Calculus Mathematics with recommended minimum final mark of 70%

Corequisite: Grade 12 Pre-Calculus Mathematics.

Content:

Students will cover all topics as outlined in the *Calculus AB Course Description*. The primary textbook used is *Calculus: Graphical, Numerical, Algebraic 4th ed* by Finney, Demana, Waits, and Kennedy. The primary objectives of this course are to prepare students for the AP exam and for them to acquire a conceptual understanding of Calculus and the ability to use that understanding in subsequent courses. Students will build on their conceptual understanding of functions, derivatives, and integrals and their role in theoretical and applied mathematics. There will also be an emphasis on using technology as a tool and on communication of ideas and solutions.

PHYSICAL EDUCATION

The Physical Education program offers the following courses:

Physical Education Gr 9 – 1 credit

Physical Education Gr 10 – 1 credit

Physical Education Female Fitness Gr 10, Gr 11, Gr 12 – all are 1 credit

Physical Education Gr 11 – 1 credit

Physical Education Gr 12 – 1 credit

Basketball Academy Gr 9 – 1 credit

Basketball Academy Gr 10 – 1 credit

Basketball Academy Gr 11 – 1 credit

Hockey Skills Academy Gr 9– 1 credit

(All Option courses are subject to enrollment)

PHYSICAL EDUCATION GR 9 (PHER1F) – 1 credit

Prerequisite: N/A

Content:

The Grade 9 Health and Physical Education Program allows students the opportunity to engage in individual and team activities. Students will explore a wide variety of activities designed to enhance lifelong commitments through individual pursuits and team activities. We take the “something for everyone” approach towards Physical and Health Education. Through instruction and game situations, students will be provided the opportunity to improve and succeed in a wide variety of activities and health education.

PHYSICAL EDUCATION GR 10 (PHER2F) – 1 credit

Prerequisite: Grade 9 Physical Education

Content:

The course is run on an option system that allows students to choose the activities in which they participate. Classes are co-educational and the instruction varies between lifetime activities and team sports. Many activities such as weight training, skating, bowling and swimming are offered at facilities outside the school. Instruction covers the general concepts, skills, and regulations of lifetime activities and team sports. It also consists of mandatory health and a leadership component.

PHYSICAL EDUCATION FEMALE FITNESS GR 10, GR 11, GR 12 (PEFR2F, 3F, 4F) – 1 credit

Prerequisite: Grade 9 Physical Education

Content:

The Grade 10 Female Fitness course explores new options for physical activity and living a healthy lifestyle. Concepts and practices covered will build on skills learned in Grade 9. With an emphasis on high intensity interval training and weight/resistance training, students will develop proper technique to ensure safe participation in individual and group fitness activities. Students should be prepared to work vigorously every class to achieve their personal fitness goals. This course will give students the opportunity to learn more about themselves, and enable them to make more informed decisions about active living which will benefit them throughout their lives. As part of earning the credit for this course, students will be required to submit a physical activity log.

Health topics covered in this course include nutrition, substance abuse, goal setting, stress management, fitness programming, human sexuality, and first aid.

Popular activities include weight/resistance training, HITT training, learning to run, kickboxing, yoga, and dance-based fitness.

PHYSICAL EDUCATION GR 11 (PHER3F) – 1 credit

Prerequisite: Grade 10 Physical Education

Content:

This compulsory full-credit course is designed to help youth take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage in active lifestyles into their futures. Students will study topics related to fitness management, mental health, substance use and abuse prevention, and the social impact of sport. The focus of this content will be on health and personal planning and these components will be delivered on line. Students are required to develop and implement on their own time a personal activity plan as part of the physical activity practicum. Students will be introduced to safety and risk management planning to minimize the associated risks of the activities they have chosen.

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

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

Students have an option to participate and gather practical hours in the gymnasium setting.

personal development. The focus of this content will be on health and personal planning and these components will be delivered by teacher instruction in the classroom, gymnasium, fitness and community facilities, and independently. Students are required to develop and implement an activity plan as part of the physical activity practicum. Students will be introduced to risk management planning to minimize the associated risks of the activities they have chosen.

As part of earning a credit for this course, students will be required to submit a personal fitness portfolio containing elements such as a fitness plan, physical activity log, or journal entries. Student teacher conferences will be held to help guide and monitor students. Students will be graded for completion of the course with a Complete or Incomplete designation.

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



PHYSICAL EDUCATION GR 12 (PHER4F) – 1 credit

Prerequisite: Grade 11 Physical Education

Content:

This compulsory full-credit course is designed to help youth take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage in active lifestyles into their futures. Students will study topics related to fitness management, nutrition, social/emotional health, and





BASKETBALL ACADEMY

GR 9 (PEAB1F) – 1 credit
GR 10 (PEAB2F) – 1 credit
GR 11 (PEAB3F) – 1 credit

This course meets all of the Physical Education requirements for Grade 9 & 10. It is a course designed for students who have an interest and passion in further developing their knowledge and skill in basketball. This course will involve a theory component as well as sport acquisition skills. Topics in the theory section will include basic technical and tactical basketball concepts, sport nutrition, sport

psychology, and the core curriculum of the general physical education program for Grade 9 & 10. The sport acquisition portion will focus on basketball specific movements/fundamentals, individual/team skills, and fitness/conditioning training.



HOCKEY SKILLS ACADEMY GR 9 (PHER1F) HOCKEY SIC – 1 CREDIT

The Grade 9 Hockey Skills Academy course is a licensed Hockey Canada Skills Academy in which students develop on-ice skills and knowledge as well as off-ice fitness. Students will also have the opportunity to do course work through Hockey Manitoba under the hockey university program that is used towards referee and coaching certification. Students will enjoy a challenging approach to the game and to the intricacies of situational play. Players will be introduced to specialty instructors at all areas of the game and train daily to become a strong competitor. Full hockey equipment is required for participation in this course, and must be registered on a local team.



SCIENCE

The Science Program offers the following courses:

Science Gr 9,10 – 1 credit

Biology Gr 11,12 – 1 credit

Current Topics in Science Gr 11 – 1 credit

Chemistry Gr 11,12 – 1 credit

Physics Gr 11,12 – 1 credit

(All Option courses are subject to enrollment)

Grade 9 Science and Grade 10 Science are required courses for graduation. Each is a general science course that builds on the Grades 5 to 8 science curriculum. A range of topics in biology, chemistry, physics, and earth sciences are included to allow students to continue developing their scientific knowledge, skills, and attitudes. Grade 11 and 12 courses in biology, chemistry, and physics allow students to select more specific areas of study based on their interests, aptitudes, and post-graduation goals.

SCIENCE GR 9 (SCFR1F) – 1 credit

Prerequisite: N/A

Content:

Students will combine theoretical knowledge and evidence-based activities to develop their scientific literacy, scientific skills and attitudes, and analytical decision-making abilities. Topics include Reproduction, Atoms and Elements, Nature of Electricity, and Exploring the Universe.

SCIENCE GR 10 (SCIR2F) – 1 credit

Prerequisite: Grade 9 Science

Content:

Students will combine theoretical knowledge and evidence-based activities to develop scientific literacy, scientific skills and attitudes, and analytical decision-making abilities. Topics include Dynamics of Ecosystems, Chemistry in Action, In Motion, and Weather Dynamics.

CURRENT TOPICS IN SCIENCE GR 11 (CTSR3S) – 1 credit

Prerequisite: Grade 10 Science

Content:

Students will use the methods of science inquiry to develop their skills in posing, researching, and investigating questions related to topical problems and to develop evidence-based arguments for proposed solutions. The focus of the course is on thinking critically to examine the complex relationships between science, technology, society, and the environment. Specific topics will be chosen based on current issues and student interest.

BIOLOGY GR 11 (BIOR3S) – 1 credit

Prerequisite: Grade 10 Science

Content:

Students will develop an understanding of the foundational principles and concepts of biology. Through theoretical knowledge and evidence-based activities students will enhance their scientific literacy, scientific skills and attitudes, and analytical decision-making abilities. The focus of the course is human physiology. Topics include Wellness and Homeostasis, Digestion and Nutrition, Transportation and Respiration, Excretion and Waste Management, Protection and Control, and Wellness and Homeostatic Changes.

CHEMISTRY GR 11 (CHER3S) – 1 credit

Prerequisite: Grade 10 Science

Content:

Students will develop an understanding of the foundational principles and concepts of chemistry. Through theoretical knowledge and evidence-based activities students will enhance their scientific literacy, scientific skills and attitudes, and analytical decision-making abilities. Topics include Physical Properties of Matter, Gases and the Atmosphere, Chemical Reactions, Solutions, and Organic Chemistry.

PHYSICS GR 11 (PHYR3S) – 1 credit

Prerequisite: Grade 10 Science

Content:

Students will develop an understanding of the foundational principles and concepts of physics. Through theoretical knowledge and evidence-based activities students will enhance their scientific literacy, scientific skills and attitudes, and analytical decision-making abilities. The course includes topics in Waves, the Nature of Light, Mechanics, and Fields.

BIOLOGY GR 12 (BIOR4S) – 1 credit

Prerequisite: Grade 10 Science

Content:

Students will develop an understanding of the foundational principles and concepts of biology. Through theoretical knowledge and evidence-based activities students will enhance their scientific literacy, scientific skills and attitudes, and analytical decision-making abilities. Topics include Understanding Genetic Inheritance, Mechanisms of Inheritance, Evolutionary Theory and Biodiversity, Organizing Biodiversity, and Conservation of Biodiversity.

CHEMISTRY GR 12 (CHER4S) – 1 credit

Prerequisite: Grade 11 Chemistry

Content:

Students will develop an understanding of the foundational principles and concepts of chemistry. Through theoretical knowledge and evidence-based activities students will enhance their scientific literacy, scientific skills and attitudes, and analytical decision-making abilities. Topics include Reactions in Aqueous Solutions, Atomic Structure, Chemical Kinetics, Chemical Equilibrium, Acids and Bases, Electrochemistry.

PHYSICS GR 12 (PHYR4S) – 1 credit

Prerequisite: Grade 11 Physics

Content:

Students will develop an understanding of the foundational principles and concepts of physics. Through theoretical knowledge and evidence-based activities students will enhance their scientific literacy, scientific skills and attitudes, and analytical decision-making abilities. The course includes topics in Mechanics, Fields, Electricity, and Medical Physics.

SOCIAL STUDIES

The Social Studies program offers the following courses:

Social Studies Gr 9 – 1 credit

Geography 21st Century Gr 10 – 1 credit

History of Canada Gr 11 – 1 credit

Current Topics in First Nations, Métis and Inuit Studies Gr 12 – 1 credit

Global Issues Gr 12 – 1 credit

Law Gr 12 – 1 credit

Psychology Gr 12 – 1 credit

Life/Work Exploration, Planning, Building & Transitioning Gr 9-12 – all are one credit

(All Option courses are subject to enrollment)

SOCIAL STUDIES GR 9 (SOSR1F) – 1 credit

Prerequisite: N/A

Content:

This course examines some of the important events in Canada's past and some of the current issues that face our country. Through historical research, presentation of current events and integration of primary and secondary sources, students will build an understanding of Canadian society. Some areas covered are Canadian identity, cultural diversity, government, the legal system, and Canada in the global context. Students will develop skills related to active citizenship, managing information and ideas, as well as critical and creative thinking.

GEOGRAPHY 21st Century GR 10 (GEOR2F) - 1 credit

Prerequisite: Grade 9 Social Studies

Content:

The purpose of this course is to be informed about the geographical issues facing this continent. Students will study the North American countries and regions and the geographical issues they face. Some of these issues are environmental concerns, free trade, forest preservation, and the relationship between physical and human geography. Research and essay writing skills are developed as well as map, graph, and diagram reading skills.

HISTORY OF CANADA GR 11 (HISR3F) – 1 credit

Prerequisite: Grade 10 Geography

Content:

The objective of this course is to develop an understanding of the historical significance between Canada's past and present. Topics include - The First Peoples and New France, British North America, Becoming a Sovereign Nation, Achievements and Challenges, and Contemporary Canada. Topics will address ethical dimensions, historical perspectives, and cause and consequence relationships.

CURRENT TOPICS IN FIRST NATIONS, MÉTIS AND INUIT STUDIES GR 12 (ABSR4S) – 1 credit

Prerequisite: None

Content:

This course allows Indigenous and non-Indigenous students to examine First Nations, Métis, and Inuit realities within contemporary and historic Canadian and global settings. It is based upon recognition of how these realities, past and present, have contributed to the development of Canadian society. Students will gain knowledge of the diversity of world views, histories, cultures, traditions, and accomplishments that exist among First Nations, Métis, and Inuit peoples and use an inquiry approach to further explore how many current issues stem from unresolved historical issues.

GLOBAL ISSUES GR 12 (GLIR4S) – 1 credit

Prerequisite: Grade 11 History is strongly recommended

Content:

Students conduct inquiry into the social, political, environmental, and economic impact of contemporary and emerging global issues. Through their inquiry, students focus on questions of quality of life locally, nationally, and globally. Research and essay writing skills are developed, as are critical thinking skills. A component of the course includes planning and implementing a community-based-action research project.

LAW GR 12 (LAWR4S) – 1 credit

Prerequisite: N/A

Content:

This course is an introduction to Canadian law. Students will study the fundamentals of the legal system covering such topics as the criminal code of Canada, capital punishment, youth crime, separation/divorce, as well as legal and contractual rights.

PSYCHOLOGY GR 12 (PSYR4S) – 1 credit

Prerequisite: N/A

Content:

This course will analyze the main ideas and concepts associated with the human mind and human behaviour. This includes topics such as abnormal psychology, adolescent development, sleep and dreams, social psychology and more. Focus will be on researching topics, small group discussion, personal reflection and case study analysis.

LIFE/WORK EXPLORATION, PLANNING, BUILDING & TRANSITIONING GR 9-12 (LWER1S, LWPR2S, LWBR3S, LWTR4S) – 1 credit each

Prerequisite: None (Gr 9 full or half credits are a prerequisite for Gr 11 & 12 CFE credits – see Alternate Credit Options section)

Content:

The Life/Work courses are part of the Career Development Curricula. The curriculum is designed to connect school learning with workplace and labour market realities. All grade levels focus on developing a combination of workplace readiness and leadership skills.

TECHNOLOGY EDUCATION/ HUMAN ECOLOGY

The Technology Education Program offers the following courses:

Graphics Gr 9 – ½ credit

Graphics Gr 10, 11, 12 – 1 credit

Woodworking Gr 9 – ½ credit

Woodworking Gr 10, 11, 12 – 1 credit

The Human Ecology Program offers the following courses:

Family Studies Gr 9 – ½ credit

Family Studies Gr 10-12 – 1 credit

Textile Arts & Design Gr 9 – ½ credit

Foods & Nutrition Gr 10, 11, 12 – 1 credit

(All Option courses are subject to enrollment)

FAMILY STUDIES GR 9-12 (FAHR1S) – ½ credit (FSTR2S/3S/4S) - 1 credit

Prerequisite: N/A

Content:

Family Studies contributes to the development of individuals and the family as functioning units of society. These courses will provide experiences which develop attitudes, skills, and understandings essential for the maintenance and improvement of family living, provide opportunities for students to develop an awareness that a person's decisions affect the quality of his or her life, encourage creativity, and to prepare students to make informed judgements and apply reasoned action to practical life situations. Learning in this area contributes to reasoned judgements by students as they consider their decisions in terms of consequences to self, family, and society.

Topics covered in all family studies areas are:

- Decision-making
- Family life, family dynamics, family roles
- Human development
- Child development from birth to adult hood
- Communication skills
- Relationships between family members, friends, significant others, and employers

TEXTILE ARTS & DESIGN GR9 (TDHR1S) – ½ credit

Prerequisite: N/A

Content:

What is your fashion statement?
How do certain clothing items become "fashion"?

Students will develop a portfolio of fashion design, construction techniques, and problem-solving assignments. A major component of this course will provide experiences in practical projects of garment construction, contemporary and traditional crafts and home accessories. Basic skills will develop, and become more technically and conceptually advanced. This will be demonstrated in portfolio format as well as in choices of gradually more complex projects.

FOODS & NUTRITION GR 10 (FNUR2S) – 1 credit

Prerequisite: N/A

Content:

Why do we eat the foods we do? This course will include a study of the factors affecting food choices. Healthy lifestyle choices will be analyzed through in-depth exploration of the five major nutrients, their functions, sources and disease related issues. This will include topics such as artificial sweeteners, heart disease, diabetes, cancer, vegetarianism, vitamin supplements and GMO's. Computer technology will be used to analyze recipes for specific nutrient content as well as analyzing the quality of your own diet.

FOODS & NUTRITION GR 11 (FNUR3S) – 1 credit

Prerequisite: N/A

Content:

Can you describe a typical meal? The Canadian Food Mosaic is a rich blend of heritage, regional differences and multicultural influences that will be explored in this course. What do you feed a baby? A toddler? A pregnant woman? A senior? Food needs throughout the lifecycle is another major focus.

FOODS & NUTRITION GR 12 (FNUR4S) – 1 credit

Prerequisite: N/A

Content:

Trying new things is always interesting and challenging especially when we combine food with science.

How do you tenderize a less tender cut of meat? Make a meringue? A risotto? Which type of rice is the best buy? Try quinoa? If you're getting ready to make it on your own, this course is for you! As well as the theory and application of cooking techniques, you'll examine consumer issues such as food additives, pesticides and organic foods. About 50% of the course is spent on food preparation in small groups. A video demonstration, research project, written assignments and good lab plans are required.

GRAPHICS GR 9 (GRHR1G) – ½ credit

This course will introduce students to the world of Graphics. Students will explore aspects of the Graphics industry and will produce Graphic images using the following techniques.

Topics covered are:

- Computer graphics
- Illustration
- Video production
- Animation
- Screen-printing
- Airbrushing

GRAPHICS GR 10, 11, 12 (GRAR2G, 3G, 4G/S) – 1 credit

Prerequisite: Grade 10 – N/A; Grade 11 – 20G Graphics; Grade 12 – 30G Graphics

Content:

A student friendly course designed to allow the individual student to focus on specific areas of interest in the area upon completion of the mandatory projects at each grade level.

Topics covered are:

- Multicolor Screen Printing (manual and computer generated)
- Graphic Design
- Airbrushing Techniques
- Computer application: Photoshop, Inkscape, Illustrator, Harmony, Tinkercad
- Design principles
- 3-D printing
- Video editing and 2-D animation

WOODWORKING GR 9 (WOHR1G) – ½ credit

This course will introduce students to various aspects of woodworking, including terminology, measurement, design elements, plan of procedure, tool and machine safety/operation. All students will build a compulsory project, guided by the instructor to aid in the understanding of said concepts.

WOODWORKING GR 10, 11, 12 (WOOR2G, 3G, 4S) – 1 credit

Prerequisite:

for 40S: Grade 10 and/or Grade 11 Woodworking

Content:

These courses are geared toward the building of a woodworking project chosen and designed by the individual student. In fabrication of the chosen project, the student will have the opportunity to learn and master the safe operation and proper use of the many hand and power tools common to the modern day carpenter, while at the same time looking at wood and its many functions, characteristics and species. Students are responsible for the cost of materials used to build their project. Appropriate advancement in each course is expected with each year the student selects the course with particular expectations placed on the student selecting and completing the 40S course. Competent skills and yearly development are expected in the following areas: design, competency with hand and power tools, processes needed in manufacturing with a continuing emphasis placed on safety

VISUAL AND PERFORMING ARTS

The Visual Arts Program offers the following courses:

Visual Arts Gr 9, 10, 11, 12

All the Visual Arts courses are one credit with the exception of Visual Arts Gr 9 which is ½ credit.

The Band Program offers the following courses:

Concert Band Gr 9, 10, 11, 12 – all are one credit

Jazz Band Gr 9, 10, 11, 12 – all are one credit

The Concert Choir Program offers the following courses:

Concert Choir Gr 9, 10, 11, 12 – all are one credit

Contemporary Music Gr 10, 11, 12 – all are one credit

Guitar Gr 9 – ½ credit / Guitar Gr 10, 11, 12 – all are one credit

Vocal Jazz Gr 10, 11, 12 – all are one credit

The Drama Program offers the following courses:

Drama Gr 9, 10, 11, 12

All the Drama courses are one credit with the exception of Drama Gr 9 which is ½ credit.

(All Option courses are subject to enrollment)

VISUAL ARTS GR 9 (VAHB1S) – ½ credit

Prerequisite: N/A

Content:

This course places emphasis on a student-centered approach to learning. It will focus on ideas that relate to students and their environment. A major part of the course involves an in-depth study of the elements and principles of design, and the role they play in drawing, composition, painting, printmaking and sculpture.

VISUAL ARTS GR 10 (VIAR2S) – 1 credit

Prerequisite: Grade 9 Visual Arts

Content:

This course is a continuation of Visual Arts 15S in terms of allowing students to further explore and develop personal imagery and expertise with various media. The role of art as a means of communication on a historical and contemporary level will also be studied.

VISUAL ARTS GR 11 (VIAR3S) – 1 credit

Prerequisite: Grade 10 Visual Arts

Content:

The intent of this course is to further increase the student's knowledge and ability to use various media. Students will also explore the development of personal imagery and expression in the context of multicultural and global issues.

VISUAL ARTS GR 12 (VIAR4S) – 1 credit

Prerequisite: Grade 11 Visual Arts

Content:

This is an advanced course that supports both creative expression and a practical approach to learning about art and design. It also addresses the significance of the art and the role it plays in shaping society. This is an opportunity for students to express their feelings and interests as they further develop their skills with various media. The course will conclude with the students submitting an idea journal, and producing a traditional and/or digital portfolio of their work which would include samples of drawings, paintings, ceramic and sculptural pieces.

CONCERT BAND GR 9, 10, 11, 12 (MCBR1S, 2S, 3S, 4S) – 1 credit

Prerequisite: A minimum of 1 year in band or permission from Band Director.

Content:

The course involves developing technical skills on a wind instrument through private practice, small group and large group rehearsals. Students will develop an understanding of different musical styles and a knowledge of theory appropriate to the grade level. Performance is an expectation of this course.

NOTE: THERE IS A \$30.00 BAND FEE FOR USE OF SCHOOL INSTRUMENTS.

JAZZ BAND GR 9, 10, 11, 12 (MJBR1S, 2S, 3S, 4S) – 1 credit

Prerequisite: A minimum of 2 years band experience or permission from Band Director.

Content:

Through rehearsal and performance, students will develop an understanding of Swing, Latin, Rock, and instrumental Improvisation styles. The band performs at concerts and festivals throughout the year. Students who are registered in Jazz Band, but not Concert Band, will be required to rehearse and perform with the Senior Concert Band for concerts and festivals.

NOTE: THERE IS A \$30.00 BAND FEE FOR USE OF SCHOOL INSTRUMENTS.

CONCERT CHOIR GR 9, 10, 11, 12 (MCCR1S, 2S, 3S, 4S) – 1 credit

Content:

This performance based group rehearses over the noon hour, and works towards concerts and festivals. Students study a variety of musical styles from around the world, including classical, pop, folk, and musical theatre. Through the repertoire studied, students continue to work towards improving their musical skills, including Sight Reading, Ear Training, and Vocal Production. Performances are mandatory.

Evaluation: Daily observations, Theory quizzes, Singing tests

CONTEMPORARY MUSIC GR 10-12 (MU1R2S, 3S, 4S) – 1 credit

This course is a holistic approach to music education through contemporary music styles including rock, pop, and jazz. There are four basic components of this course: *playing*; *listening*; *understanding*; *creating*. All students will play guitar and piano. They will also have the choice of electric bass, ukulele, percussion, and singing. The course is designed so that students will learn the basics of multiple instruments. Activities could include song-writing, rehearsing, and ear training. The projects are student-driven. A basic understanding of music is essential for this class.

GUITAR GR 9 (MGUH1S) – ½ credit

Content:

No experience necessary! Guitar classes are designed for beginner guitar students. Curriculum is designed to meet each student where they are and advance their skills with note, chord, and rhythm reading. Each student works at their own pace, enabling students of different skill and experience levels to learn in the same classroom setting. Each term ends with an in-class recital, celebrating everyone's achievements. Guitars are provided.

GUITAR GR 10, 11, 12 (MGUR2S, 3S, 4S) – 1 credit

Prerequisite: Gr 10 requires Gr 9 guitar, Gr 11 requires Gr 10 guitar, and Gr 12 requires Gr 11 guitar or permission from teacher

Students will use pick technique, chording and fingerstyle to explore classical, rock, and pop music. The class will include ensemble and solo work, with ample opportunity for students to engage in their own interests. A basic understanding of guitar and reading music is recommended. Guitars are provided.

VOCAL JAZZ GR 10, 11, 12 (MVJR2S, 3S, 4S) – 1 credit

Prerequisite: Audition Required. Students must also be registered in Concert Choir.

Content:

The Vocal Jazz class is a small, performance based ensemble which focusses on technically demanding vocal repertoire. An emphasis will be placed on individual as well as ensemble performances. Students will advance their vocal and choral skills, including their ability to read and interpret music, harmonize, and improvise. Performances are mandatory.

Evaluation: Daily observations, Theory quizzes, Singing tests

DRAMA GR 9 (DAHB1S) – ½ credit

Prerequisite: N/A

Content:

This Grade 9 course emphasizes introductory units to drama. Focus will include definition of drama, stage movement, imagination and sense recall and improvisation.

DRAMA GR 10 (DAMR2S) – 1 credit

Prerequisite: N/A

Content:

This course is designed to introduce students to dramatic arts through the use of theatre games, improvisation and scene work. Individuals are encouraged to use all their creative abilities in all aspects of this course. Dramatic concepts such as character (who), action (what), and setting (where) are explored with unlimited possibilities. Basic principles of staging will be introduced and practiced.

Alongside the development of acting/dramatic skills, students will gain self-confidence, improve social skills and develop their abilities to work creatively as individuals as well as with partners, small and large groups.

DRAMA GR 11 (DAMR3S) – 1 credit

Recommended Grade 10 Drama

Content:

Students develop from dramatic play to theatrical performance. Students will build on the foundation of the skills they have developed in the introductory level and move toward more complex improvisations and script work. Projects are more ambitious in nature than at the previous level. Goals include the development of specific performances both in and outside of the school setting.

Opportunities for further advancement and development of acting/dramatic skills is a primary focus for this course. Students will continue to increase their self-confidence, improve social skills and develop their abilities to work creatively both individually as well as with others.

DRAMA GR 12 (DAMR4S) – 1 credit

Recommended Grade 10 & 11 Drama

Content:

Students are expected to take on a more independent role in their own dramatic development. They will continue to improve improvisational skills while also exploring and analyzing scripts. They will further develop acting techniques using the principles of theatrical staging. Opportunities to instruct younger students in a drama module may be provided. Performance will be an ongoing goal for this course.

Opportunities for further advancement and development of acting/dramatic skills is a primary focus for this course. Students will continue to increase their self-confidence, improve social skills and develop their abilities to work creatively both individually as well as with others.

ALTERNATIVE CREDIT OPTIONS

Contact the Guidance office for information regarding the following alternative sources for additional high school credits.

(All Option courses are subject to enrollment)

COMMUNITY SERVICE GR 12 (CSVZ4G) – 1 credit or (CSHZ4G) – ½ credit

Prerequisite: Forms required

Content:

The Community Service credit recognizes a Gr 9-12 student's volunteering in the community. Students are able to earn either a half credit = 55 hours OR a full credit for 110 hours of volunteer service. A maximum of one volunteer credit can be earned by a student during their high school years.

CREDIT FOR EMPLOYMENT GR 11, 12 (CFER3G, 4G) – 1 credit (CFEH3G, 4G) – ½ credit

Prerequisite: half (1/2) or full (1.0) Career Development Gr 9 Life/Work Exploration course (LWEH1S/LWER1S) prior to, or while registered for a CFE credit (see below).

Content:

The maximum of 2 credits for CFE is allowable in the calculation of a student's Senior Years graduation credits. A student may earn one full (1.0) credit by successfully completing a CFE for 110 hours of approved paid employment, preparation, and reflection. A student may earn one half (0.5) credit by successfully completing a CFE for 55 hours of approved paid employment, preparation, and reflection. A student may earn either the full (1.0) or the half (0.5) Gr 11 credit, but not both. A student may also earn either the full (1.0) or the half (0.5) Gr 12 credit, but not both.

CULTURAL EXPLORATION SIP GR 9, 10, 11, or 12 (CUEZ1G, CUEZ2G, CUEZ3G, CUEZ4G) – ½ or 1 credit

Prerequisite: Parent Approval Form required previous to start

Content:

Credit can be earned for participation in cultural exploration activities. A minimum of 110 hours for a full credit or 55 hours for a one-half credit, with the community group or individual, keeping track of his/her hours. A student may earn a maximum of only one (1) credit over the entire senior years program using the Cultural Exploration SIP credit opportunity. The level of credit will be based upon the level of the skills and knowledge obtained by the student in the cultural exploration activity. Students earn standing "S" in this credit.

HIGH SCHOOL APPRENTICESHIP PROGRAM (HSAP) (SYAR 41-48)

Credit Value: Potentially 8 credits

Prerequisites: Students must be a minimum of 16 years of age and enrolled in core subjects.

The Apprenticeship option provides an opportunity for students to explore trades in a real and relevant setting while completing their High School education.

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

- get hands-on experience
- earn up to 8 supplemental academic credits for graduation based on 110 working hours per credit
- get paid a wage that's more than minimum average
- apply your on-the-job training hours to continued, full-time apprenticeship training after graduation
- use the skills you learn for a career in management or to start your own business

OFF-CAMPUS APPRENTICESHIP PROGRAMS

1. ELECTRICAL TRADES TECHNOLOGY

Current Grade 11 or 12 students who are enrolled in Applied and/or Pre-Calculus Mathematics with a strong desire to learn and work in the electrical trades can attend two full-time semesters from February to the following February at IBEW 2085 on Notre Dame Avenue. Students earn 8 vocational credits related to a career in the Electrical Trades.

2. PLUMBING & PIPE TRADES

Current Grade 11 or 12 students with a strong desire to learn and work in the pipe and plumbing trades can attend two full-time semesters from February to the following February at Manitoba's Piping Industry Technical College at 34 Higgins Avenue. Students earn 8 vocational credits related to a career in the Pipe Trades.

SPECIAL LANGUAGE CREDIT OPTION

Students may be awarded up to four special language credits through two pathways:

Standing granted by presenting recognized credentials (transcripts, report cards, certificates of standing, etc.) that demonstrate prior instruction or proficiency in languages other than English or French.

Numerical grade granted by successfully completing special language examinations. Arrangements are made through the Language Learning Centre for a qualified examiner to assess the student's oral and written skills.

ROYAL WINNIPEG BALLET (RWB)

High school students can earn credits when they are registered in senior levels of the RWB professional program. A student receiving a Grade 12 (40S) and/or Grade 11 (30S) examination percentage mark can receive one Specialized (S) dance credit for each of those grades. A student receiving a Grade 9 (10G) and/or Grade 10 (20G) examination percentage mark can receive one General (G) dance credit for each of these grades.

PRIVATE MUSIC OPTION

Students can obtain up to four additional credits beyond the minimum 30 credits required for provincial graduation upon successful completion of Royal Conservatory of Canada or Conservatory Canada exams.

CADETS

Students can earn up to two credits for successful completion of the Cadet basic and advanced training programs. The Cadet credits are recognized as additional credits beyond the minimum 30 credits required for high school graduation.

INFORMNET DISTANCE LEARNING

Distance learning is a method of accessing courses of study with teachers and/or tutor/markers in different physical locations. WSD has an arrangement with InformNet to provide distance online learning course options.

SUMMER SCHOOL

Students take summer school courses for a variety of reasons. They may attend summer school to improve a grade in a particular course, to earn extra credits or to repeat a course and gain the credit to stay on track for graduation. Reduced rates apply to students living in the Winnipeg School Division area that attend WSD Summer School.

CREDIT RECOVERY

Credit recovery programs for grade 9 and 10 core courses help students stay in school and graduate on time. Credit recovery is not intended to replace programs that already exist, rather, it helps students succeed by providing them with an in-school alternative to achieve learning outcomes they previously attempted to achieve in the classroom.

GRADUATION & ATHLETIC AWARDS/SCHOLARSHIPS

Collège Churchill High School selects recipients for awards annually at graduation and athletic ceremonies. Following is a description of the awards presented that reflect the substantial support from the Winnipeg School Division, alumni, constituency and the broader educational community. Proficiency awards presented by Collège Churchill High School are based on the first final mark a student achieves.

Governor General's Medal

Presented to a student with the highest academic standing in Grades 11 & 12 in the graduating class.

University of Manitoba Chown Centennial Scholarship

This scholarship is provided by the U of M. It is presented to a student with high scholastic achievement selected by the school who is also registered at University of Manitoba for the fall.

Sir Winston Churchill Award

Presented to a student with character, scholastic, public speaking and citizenship qualities.

Golden Rule Citizenship & Community Service Award

Presented to a student who is successful in both school and community activities.

Churchill 50th Anniversary Alumni Award

Presented to a student who displays tremendous school pride by committing to activities which improve the social, athletic and/or academic life of the school.

Anthony McLaughlin Scholarship Award

Presented to a bulldog football player who possesses dedication and good work ethics on and off the field and who is involved in other school athletic programs. This award is intended for graduates enrolled in post-secondary education in a business or management field in September.

Bill Scott Athletic Award

Presented to a student who participates in two or more sports, displays good citizenship and maintains a high academic standing.

Bob Sokalski - Harry Hood Nominee Award

Presented to a bulldog football player who demonstrates excellence in school citizenship, academics and on-field performance.

Richard Karkota Memorial Fighting Spirit Award

Presented to a student athlete who demonstrates determination and sportsmanship.

Bulldog Football Alumni Scholarship

Presented to a student who demonstrates the "Bulldog" qualities of sportsmanship, work ethic, unselfishness and determination.

W.J. Madder Athletes of the Year Awards

Presented to a student with a high level of achievement and who has participated in a full range of team and individual sports.

W.J. Madder Performance and Fine Arts Award

Presented to a student who has excelled in one or more aspects of the Arts.

Dr. Jack & Isabel Scurfield Memorial Scholarship

Presented to a student with outstanding academic achievement and participation in school and community activities.

Principal Scholarship

Presented to a student with high scholastic achievement in Mathematics, Science, Home Economics, or Industrial Arts.

Winnipeg School Division Post-Secondary Scholarship

Presented to a student with high scholastic achievement according to criteria determined by the school.

Winnipeg Teachers' Association Scholarship

Presented to a student with a 65% minimum average and outstanding citizenship.

Child Guidance Clinic Award of Merit

Awarded by CGC team to a deserving graduate who has shown resilience and determination in the face of adversity.

Member of Parliament Award

Presented to a student who demonstrates outstanding musical ability and musical contributions to the school's community.

Member of Legislative Assembly Award

This MLA award is presented to a graduate who has shown commitment to both scholarship and public service and wishes to pursue further studies at post-secondary level.

Fort Rouge/E. Fort Garry Councillor Award

The City Councillor Award recognizes a graduating student who demonstrates active engagement in the school and/or community working toward sustainability, equity and diversity.

Winnipeg School Division Book Prizes

Presented to students who excel in their academic subjects, showing a high level of both effort and achievement.

Nariman Ayed Music Award

Presented to a student who demonstrates excellence in Band/Choir, with an interest in advancing their education through a university, college or other institute.

Tom Oleson Scholarship

Presented to a student who is planning on entering Liberal Arts or Journalism and who is actively involved in the community.

Brian David Schellenberg Scholarship

Presented to an honours student who has attended Collège Churchill High School for 4 years and who demonstrates community involvement and/or leadership.

Souchay Gossen Family Foundation Scholarship

Presented to a graduate who has shown academic diligence, and who is engaged in school and community activities with demonstrated career goals.

Souchay Gossen Family Foundation Welcome Hand Scholarship

This scholarship funded by the Souchay Gossen Family Foundation is presented to a graduate who is a Newcomer to Canada and who has demonstrated academic diligence and involvement in school.

Emergent BioSolutions Scholarship

Presented to a student with a high standing in the Sciences, and who has demonstrated a commitment to the local community and plans to pursue an education related to food, health, agriculture bio products or pharmacy.

