

## Prospectus 2022-2023



DIVISION SCOLAIRE  
**LOUIS RIEL**  
SCHOOL DIVISION

# BIENVENUE AU CJS

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## Chers étudiants,

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

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

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

Alain Michalik, Directeur  
Jolene Capina, Directrice adjointe

## Dear Parents and Students,

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

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

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

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

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

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

Alain Michalik, Principal  
Jolene Capina, Vice-Principal



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# VISION / MISSION

## Devise • *Les racines de l'avenir*

### Mission

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

### Vision

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

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

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

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

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

### Mon engagement

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

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

## Motto • *Foundations for Tomorrow*

### Mission

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

### Vision

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

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

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

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

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

### My Commitment

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

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



# GENERAL INFORMATION

## Evaluation

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

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

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

## Assessment

“Student assessment supports student learning and then, when the learning time is over, evaluates what individuals know, can do, and can articulate (Herbst & Davies, 2014).” These words are at the foundation of assessment at CJS. The goal of a classroom assessment plan is to show the student’s evidence of learning from multiple sources such as daily work, assignments, projects, and tests amongst others. Each course requires a certain number of obligatory summative assignments as evidence of student learning as well as formative assignments when students are practicing new skills and acquiring new learning. A final grade and credit for a course is earned when students submit all critical summative assignments, satisfactorily showing that they have met the learning criteria.

Throughout the semester, teachers, students, and parents/guardians form a learning team that communicates with each other not only at formal times (ex. report cards and parent-teacher conferences) but also as the need arises throughout the semester via email or phone calls. As this is a partnership, teachers will be communicating throughout the semester with you and we encourage you to do the same should you have any questions or concerns as well.

## Test and assignment retakes

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

## School Schedule

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

Regular Schedule	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
	A	A	A	A	A	A
9:45-11:00	B	B	B	B	B	B
11:00-12:15	C	C	C	C	C	C
12:15-1:15	lunch hour					
1:15-2:30	D	D	D	D	D	D
2:30-3:45	E	E	E	E	E	E

Early Dismissal Schedule	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
8:30 - 9:30	A	A	A	A	A	A
9:30-10:30	B	B	B	B	B	B
10:30-11:30	C	C	C	C	C	C
11:30-12:30	lunch hour					
12:30-1:30	D	D	D	D	D	D
1:30-2:30	E	E	E	E	E	E

Mid-week Networking Schedule	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
9:45-10:45	A	A	A	A	A	A
10:45-11:45	B	B	B	B	B	B
11:45-12:45	C	C	C	C	C	C
12:45-1:45	lunch hour					
1:45-2:45	D	D	D	D	D	D
2:45-3:45	E	E	E	E	E	E





## The Credit System

### What Is a Credit?

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

### First Character

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

### Second Character

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

### Third Character

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



# EXPECTATIONS AND OBLIGATIONS

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## **Behaviour Code**

### **Respect for Self**

As a student at Collège Jeanne-Sauvé, you will be treated with dignity and respect. As you strive for success in all the areas of your student life, remember that the respect you have for yourself shows in your commitment to behaving responsibly, speaking courteously, dressing appropriately, and working diligently.

### **Respect for Others**

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

### **Respect for Rules and Policies**

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

### **Respect for Property**

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

## **Classroom Responsibilities**

At Collège Jeanne Sauvé, students and teachers work together and alongside each other to maximize the learning experience. You'll find that the greatest level of success will come when you arrive on time, attend your classes regularly, and show engagement in the learning opportunities with which you are presented. Learning is an active process comprised of strong study habits and positive behavior. By being an active participant in your learning experience at CJS, you will be in a great position to achieve your academic goals.

## **Out-of-Class Responsibilities**

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

## **Use of Free Time**

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

## **Personal Belongings**

Unfortunately, each year we experience a certain number of thefts at CJS. Theft at our school is primarily a crime of opportunity: a purse left unattended in the change room, a backpack left in a hallway, or a binder left in the cafeteria. Many students own cell phones, laptops, iPods, etc. We do not assume any responsibility should they become lost or stolen. Students are encouraged to not leave valuables in any unsecured location.

## **Lockers**

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



# CODE OF CONDUCT

## We believe that...

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

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

Students must:

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

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

## Respect and Responsibility

Students are expected to:

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

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

Staff will intervene when students:

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

Students are referred to the administration when the following occurs:

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

As outlined by the Manitoba Public Schools Act, the following actions are unacceptable and will result in immediate referral to the administration:

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

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

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





# POLICIES AND PROCEDURES

## Academic Responsibility

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

- When exceptional circumstances arise, a student can approach a teacher to negotiate an alternate due date for an assignment.
- If the established due date is not respected, the student may:
  - Be required to stay after school hours to complete the assignment in question.
  - Lose the privilege of their spare/s until the assignment is submitted.
  - Lose the privilege of participating in extra-curricular activities until the assignment is submitted.
  - Be required to spend his/her class time in the office until the assignment is submitted if it is more than a week overdue.

## Academic Integrity

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

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

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

When a teacher determines that an assignment has been plagiarized or that an automated translator has been used, the student will not receive a grade for the work. The student will be required to find the time to redo the assignment under the direct supervision of the teacher or another adult approved by the teacher.

## Attendance Policy

Punctuality, attendance, and reliability are essential values. Tardiness and irregular attendance cause valuable learning time to be lost and takes time away from opportunities. Regular attendance and punctuality are keys to a student's academic success, as there is a direct relationship between regular, punctual attendance and success in school. **Parents must notify the school if a student will be late or absent for a class.**

Please read the attendance policy and expectations listed below:

- Parents will notify the school before 9:15 am on the day of the absence, should a student miss a class for any reason. Common justified absences are related to illnesses, medical appointments, family vacations, driver's license examinations, and funerals.
- All CJS families will be notified on a daily basis when students miss classes. This will be done via an e-mail. If you receive an e-mail judged to be an error, please call the school and contact the teacher to clarify the situation so that accurate data is entered in the information systems.
- Students who will be absent from school for an extended period must submit a Student Leave of Absence Notification form prior to their departure.
- All absences incurred due to school organized activities (outings, committees, teams, etc.) are not included.
- Please note that absences due to suspension will be included in the total number of absences.

### Notification of accumulated absences:

After a total of 5 non-justified absences in a specific course, an attendance letter will be mailed to parents to confirm the number of missed classes. If absences continue, a student services teacher and/or school administrator will contact the parents to discuss a support plan.



## Illness

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

## Student Extended Leaves

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

As your child is in high school and part of a semester system, their absence from school for an extended period (1 – 2 weeks) will have an adverse effect on their learning. It is also unrealistic to expect teachers to “pre-

teach” or “re-teach” everything that a student misses due to absences. Therefore, all students who plan an extended absence must complete the “Student Leave of Absence Notification” form prior to departure.

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

## Change of Address

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



## Responsible and Respectful Use of Technology

At Collège Jeanne-Sauvé, we recognize the educational potential of technology in a school setting. Students are expected to bring their own device to school with all necessary accessories as part of the 21<sup>st</sup> century Learning Initiative.

A wide variety of current, common- place technological devices, coupled with greater and more flexible Internet access, have opened the doors to many new learning tools. These improvements in technology facilitate the acquisition and transmission of information. They also provide opportunities for students, teachers, parents and community members to engage in collaborative learning.

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

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

## Computers and Internet Access

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

## Dress Code

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

- Students wearing clothing that is inappropriately revealing for the school environment will be asked to change.
- Language or graphics on clothing should not display mind altering substances, provocative, obscene, sexist or racist slogans.

## Drugs and Alcohol

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

## Smoking / Vaping

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



## OUR STUDENT SERVICES TEAM

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### Student Services

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

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

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

- Prevention
- Assessment
- Intervention
- Referrals

### Clinical Services – Divisional

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

### Scholarships and Bursaries

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

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

### Please Note:

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

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



## CJS Student Committees

Students are encouraged to join different committees during their high school experience to learn new skills that they may not learn in a classroom. Clubs/committees provide students the opportunity to expand their thinking and interest and encourages their personal development through communication and exploration. Here are a few:

### Amis de Rachel:

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

### Aidants naturels:

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

### ÉcOlympiens:

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

### eSports:

The CJS eSports club is for young people who would like to be part of a competitive team that plays video games. Through the PlayVS organization, our teams play matches against other high schools across North America. In this club, students participate in practices, follow a game schedule, and participate in other social activities with their

teammates. Some of the games offered are League of Legends, Super Smash Bros Ultimate, Rocket League, Splatoon 2, and Mario Kart 8 Deluxe.

### Gender-Sexuality Alliance (GSA):

The Gender- Sexuality Alliance (GSA) at Collège Jeanne Sauvé works to promote a safer and more accepting environment for people of all sexual orientations or gender identities through education, peer support, social action, and advocacy. We believe that schools can be truly safe ONLY when every is able to access their education without fear of harassment or violence.

Our activities involve planning for school events, spreading awareness at school, attending conferences, making crafts, or just being social at our Game Nights. We also have our own GSA Library where any students can anonymously borrow a variety of queer-themed books (fiction, graphic novels, biographies, etc.) for free if they are returned to the school in good condition. Any and all are welcome to attend our weekly meetings to talk, as we are here to support each other share resources, learn together and have fun.

### UNESCO:

UNESCO schools are laboratories of ideas that focus on inclusive, innovative, quality education. Sound practices promote UNESCO values inside and outside school and work to share them with others. The Network empowers groups of school participants to take on active roles locally and globally to resolve global challenges and contribute proactively to a more just, peaceful, inclusive, secure and sustainable world. Collège Jeanne-Sauvé is one of the 70 schools in Canada belonging to the Associated Schools Network thereby making a commitment to support UNESCO's ideals through five pillars of learning and four themes of study.

#### Pillars of Learning

- Learning to live together
- Learning to be
- Learning to do
- Learning to know
- Learning to transform oneself and society

#### Themes of Study

- Inter-cultural learning
- Peace and human rights
- Education for sustainable development
- ASPnet and UN priorities

... And many others!





# RECOGNITION OF YOUR SUCCESS

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## French Immersion Diploma

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



# NON-SCHOOL BASED CREDITS

## Cadet Service

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

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

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

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

## Private Music Option

The Private Music Option, in which credit is offered for studies under private teachers, may be offered for credits in Grade 9, 10, 11 or 12. A maximum of four credits may be obtained in the Private Music Option. Students desiring to take the Private Music Option as an elective should make the necessary arrangements with a Student Services Advisor who can provide the necessary guidelines and requirements for this option. Full information concerning School of Music programs may be obtained from their respective universities. Further Western Board requirements can be received from the Western Board Office at the School of Music, University of Manitoba or the Manitoba Education, Citizenship and Youth, Program Development Branch.

## Private Ballet Option

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

## Language Special Credit

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

## Community Service Student Initiated Project

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

### Please Note:

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

## Cultural Exploration Student Initiated Project

The cultural Exploration Student Initiated Project (Cultural Exploration SIP) enables students to obtain credit while enhancing their knowledge of their own cultural origins or of a cultural group that interests them. This private pre-approved activity for which they receive either .5 credit (55 hours minimum) or 1.0 credit (110 hours minimum) is an opportunity for students to increase their self-esteem and maturity, strengthen cultural identity and/or provide greater intercultural understanding and an appreciation of cultural diversity. A registration form must be completed and written documentation of the activity must be handed in upon completion of the project. Students who successfully complete the project requirements will be awarded a P (pass).



# FAST FORWARD

## Fast Forward – Post Secondary Today! For French Immersion Students

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

**Fast Forward** courses will:

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

### When can students begin Fast Forward courses?

University or college course work can begin in Grade 11. Students must have completed 22 high school credits (maintaining a 70% academic average), completed at least one 40S credit or in consultation with/or at the school's discretion.

### When are courses offered in 2022/23?

- Second semester (February to June)

### Is there a cost for Fast Forward Courses?

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

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

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

### What courses will be offered?

The school location will be set only after student numbers are determined. Each course counts as a 3 hour University credit AND a .5 High School Credit.

Courses offered by the division will be dependent on enrolment. Please contact your student services advisor if you require more information.

At least one of these courses will be offered at Collège Jeanne-Sauvé. These courses may only be taken with the prerequisite and the completion of the 40S course offered at the school

- Français 1001
- Calcul



# COURSE GUIDE

- **High School Graduation Credit Requirements (minimum 30 credits)**
- 21 compulsory credits and a minimum of 9 electives

Courses	Grade 9 (6 compulsory)	Grade 10 (6 compulsory)	Grade 11 (5 compulsory)	Grade 12 (4 compulsory)
Français	10F	20F	30S	40S
English Language Arts:				
Foundation	10F	20F		
English*			30S	40S
Literary English*			30S	40S
Mathématiques:				
Fondation	10F			
Introduction appliquées et pré-calcul *		20S		
Quotidien *		20S	30S	40S
Appliquées *			30S	40S
Pré-calcul *			30S	40S
Sciences de la nature	10F	20F		
Sciences humaines:				
Le Canada contemporain	10F			
Les Enjeux géographiques		20F		
Histoire du Canada			30F	
Éducation physique:				
Fondation	10F	20F		
Pour filles *			30F	40F
Général *			30F	40F
Plein air *			30F	
Entraînement personnel *				40F
Académie de sports *			30F	40F
Optional Courses				
	Grade 9	Grade 10	Grade 11	Grade 12
Advanced Placement:				
World History (Online)				42S
Arts	10S	20S	30S	40S

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



Optional Courses (continued...)	Grade 9	Grade 10	Grade 11	Grade 12
<b>Arts pratiques:</b>				
Vêtements, habitation et dessin	10G	20G	30S	
Études de la famille		20G		40S
Pré-génie et étude technologique	15G / 15G	25G / 25G	35G / 35G	
<b>Langues:</b>				
Espagnol	10F	20F	30S	40S
<b>Mathématiques:</b>				
Tendances en affaires				40S
Finances personnelles		20S		
Mathématiques de transition	10F			
<b>Musique:</b>				
Chorale	10S	20S	30S	40S
Ensemble à vents	11G	21G	31G	41G
Guitare	10S	20S	30S	40S
Guitare électrique	10S	20S	20S	40S
Harmonie	10S	20S	30S	40S
Jazz	10S	20S	30S	40S
Jazz vocal		20S	30S	40S
Production technique de la musique (Technical Music Production)		20S	30S	40S
Théâtre musical	10S	20S	30S	40S
<b>Sciences humaines:</b>				
Droit				40S
Le cinéma, témoin de l'histoire moderne				40S
Leadership				41G
Premières nations, Métis et Inuit				40S
Psychologie				40S
<b>Sciences de la nature:</b>				
Biologie			30S	40S
Chimie			30S	40S
Physique			30S	40S
<b>Technologie:</b>				
Animation 2D / Modélisation 3D			35S / 35S	
Application des technologies 1 et 2	15F / 15F			
Conceptions de jeux vidéo		20S	30S	
Dessin technique : Architecture	10G	20G		
Annuaire		21G	31G	
Imagerie numérique / éditique		25S / 35S	25S / 35S	
Arts dramatiques (Théâtre)	10S	20S	30S	40S





# ARTS PLASTIQUES

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

## Art 10S

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

## Art 20S

### *Prerequisite: Art 10S*

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

## Art 30S

### *Prerequisite: Art 20S*

The Art 30S program extends what was initiated in Art 20S. The elements of design are extended to the study of the principles of art and the study of art styles. Students will use their knowledge of the elements of art and art materials to develop their personal art style and create original artworks. Topics studied in Grade 11 include art history, drawing, painting, collage, ceramics, sculpture and art theory.

## Art 40S

### *Prerequisite: Art 30S*

The Art 40S program extends what was initiated in Art 30S. At this level, students in the art program will continue using a thematic approach by creating original artworks with communicative intent. Students will also work on research assignments in art appreciation, art history and the principles of design. Students will explore how art creates a sense of being and agency in the world. Students are encouraged to develop their own personal art style and create artwork that may be included in an art portfolio.

### **Materials needed - provided in the art kit:**

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

- Sketchbook (Strathmore, 9 x 12, 50 sheets)
- Pencil set (HB, 3B, 5B, 6B)
- White eraser
- Grey kneadable eraser
- Colored pencil crayons
- #4 blending stomp
- Sanding block
- 30 cm ruler
- Sharpie fine marker
- Black bag



# ARTS PRATIQUES

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

## Vêtement, habitation et dessin 10G

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

## Prégénie et étude technologique I 15G/15G

This course is designed to use Project Based Learning as the instructional model. Students will be involved in problem-solving investigations and other engaging tasks that allow them to work in groups and/or individually to solve open ended engineering problems. They will design, build and test solutions they have planned and constructed. Students will be taught all required manufacturing skills, and how to safely utilize the equipment in the lab. Students should have the ability to meet deadlines and to work independently and cooperatively with others.

Students will learn:

- Lab safety
- All required manufacturing skills in order to solve problems.
- Basic engineering principles
- Design process
- To solve challenges in a variety of engineering disciplines (e.g. mechanical, environmental, geological, and electrical)

## Études de la famille 20S

This course looks at prenatal and infant development from birth to infant. Students have the opportunity to parent an electronic simulator baby. There is no prerequisite for this course.

## Vêtement, habitation et dessin 20G

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

## Prégénie et étude technologique II 25G/25G

*Prerequisite: Prégénie et étude technologique I 15G/15G*

Building on the foundational skills developed in Grade 9, students will continue to explore and develop their interests in the areas of engineering. As with Year 1, this course is designed to use Project Based Learning as the instructional model. Students will be involved in problem-solving investigations and other engaging tasks that allow them to work in groups and/or individually to solve open ended engineering problems. They will design, build and test solutions they have planned and constructed. Students will be taught all required manufacturing skills, and how to safely utilize the equipment in the lab. Students should have the ability to meet deadlines and to work independently and cooperatively with others.

## Vêtement, habitation et dessin 30S

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



## Prégénie et étude technologique III 35G/35G

*Prerequisite: Prégénie et étude technologique I 15G/15G*

Students will continue to refine their problem solving and manufacturing skills through project-based learning. Careers in engineering will be explored through hands on projects using the engineering design process. Students will learn to professionally research, plan, develop, build, and test designs like an engineer. Using math, science, and technology students will develop ideas for open ended solutions. The ability to self-motivate, use time wisely, meet regular deadlines and learn independently are assets to this course.

Topics discussed:

- Career exploration
- Engineering by Design
- Design Software Applications
- Civil Engineering.
- Electrical Engineering
- Manufacturing Engineering
- Mechanical Engineering
- Environmental Engineering

## Études de la famille 40S

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



# ÉDUCATION PHYSIQUE

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

## The Foundation Years

### Grade 9 and 10

#### Éducation physique et éducation à la santé 10F

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

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

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

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

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

#### Éducation physique et éducation à la santé 20F

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

Compulsory Units: Health, First Aid & CPR (\$30.00)

##### Optional Units:

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



## The Specialty Years

### Grade 11

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

These compulsory full-credit courses are designed to help youth take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage in active lifestyles into their futures. Students will study topics related to fitness management, mental health, substance use and abuse prevention, and the social impact of sport. The focus of this content will be on health and personal fitness planning. These topics will make up the core 25% IN-class component of every course.

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

#### **Please Note:**

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

### Académie de sports 30F

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

### Éducation physique pour filles 30F

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

### Plein air 30F

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

Participants may be required to obtain equipment for various activities.

### Général 30F

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





## The Specialty Years

### Grade 12

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

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

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

#### Please Note:

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

### Entraînement personnel 40F

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

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

### Académie de sports 40F

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

### Éducation physique pour filles 40F

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

### Général 40F

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



# ENGLISH LANGUAGE ARTS

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

## The Foundation Years

### Grade 9 and 10

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

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

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

### English Language Arts 10F

Grade 9 English examines the program objectives listed above.

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

### English Language Arts 20F

**Prerequisite:** English 10F

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

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

## The Specialization Years

### Grade 11 and 12

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

All Grade 11 and 12 students may choose any one of the following courses: both with a different focus.

### What is the difference between “English” and “Literary English” courses?

The English 30S and 40S courses focus on using *transactional* language:

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

The Literary English 30S and 40S courses focus on using *literary* language:

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

### Please note:

The two course offerings in Grade 11 and 12 are of approximately equal difficulty; however, the skill activities students do in class will be, for the most part, different, even if the thematic unit is similar. Note that both courses satisfy post-secondary entrance requirements.



## English 30S

*Prerequisite: English 20F*

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

## Literary English 30S

*Prerequisite: English 20F*

Students explore meaningful and relevant themes presented in literature. They will also develop their own creative writing skills. The acquisition of analysis skills and research skills will also be included. In a dystopian unit, students might create a series of poems or a short story which using imagery to convey emotion and mood. Students will examine and create work with a roughly 30% transactional emphasis, and a roughly 70% literary emphasis.

### **Please note:**

Students may choose either of the course offerings in Grade 11 (English 30S or Literary English 30S) and subsequently change their course focus in Grade 12. Their Grade 11 focus choice does not pre-determine their Grade 12 choice.

## English 40S

*Prerequisite: English 30S or Literary English 30S*

This course will offer students a broad range of reading and language experiences (literature, drama, journalism, documentary films). Students will develop an awareness of how different texts express ideas and convey meaning. Students will examine and create work with a roughly 50% transactional emphasis, and a roughly 50% literary emphasis.

## Literary Focus 40S

*Prerequisite: English 30S or Literary English 30S*

Students will have the opportunity to explore meaningful and relevant themes presented in literature. They can expect to refine their creative writing skills and learn to express main ideas through various forms. Literary texts including plays, poetry, novels, and films will be explored with a focus on analysis and critical thinking skills. Students will examine and create work with a roughly 30% transactional emphasis, and a roughly 70% literary emphasis.



# ESPAGNOL

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

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

## Espagnol 10F

This course is your introduction to one of the most widely spoken languages in the world. It does not require prior experience at the grade 8 level. As early as possible, classes are conducted exclusively in Spanish. Various media and interactive websites are used in order to help develop listening and speaking.

Students are encouraged to speak the language as much as possible, and they will participate in short oral presentations in class. Learning useful vocabulary is more important than grammar at this level. Since this is a first-year course, an effort is made to use vocabulary which is common to both Spain and Hispanic America. Students may create cultural art projects with teachers and Spanish-speaking guests.

## Espagnol 20F

*Prerequisite: Espagnol 10F*

There is a strong cultural component to the second-year course. Students will be given the opportunity to learn about the food, music, festivals, films and dance of Hispanic America. Spanish-speaking guests may present information about their traditions, travels, Día de los muertos and Cinco de mayo. They will develop their speaking skills through group presentations, both in class and through video productions related to possible themes as trip planning, parts of the house and preparing a recipe in a cooking show. As always, there is more emphasis on listening and speaking than on reading and writing. There is some new grammar (especially verb tenses), but this grammar is taught in order to facilitate communication and never just for its own sake.

## Espagnol 30S

*Prerequisite: Espagnol 20F*

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

## Espagnol 40S

*Prerequisite: Espagnol 30S*

The fourth-year course has lots of cultural content and is light on grammar since most of what the students need to know has been taught in previous years. Students continue to develop their speaking fluency through a wide variety of small-group conversations, role-playing, and games, and, as in Grade Eleven, they prepare and present at least one major video project. Students also determine course content through presentations about Spanish-speaking Influencers, traditions, current events, or social issues.

There is more extensive use of literature, as through short stories, songs, and poetry. At least two feature films are presented.



# FRANÇAIS

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

## The Foundation Years

### Grade 9 and 10 Compulsory Credits

#### Français 10F

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

#### Français 20F

*Prerequisite: Français 10F*

The main objective of this course is to enable students to further develop and enhance language proficiency in their second language through the study of literary and non-literary works. Students will learn to analyze, and critique various themes presented in class and they will learn to present their ideas through written format and oral format. Students will be challenged and enabled to acquire a better understanding of the complexities of the French language, to broaden their vocabulary, and learn to appreciate another culture.

## The Specialization Years

### Grade 11 and 12 Compulsory Credits

#### Français 30S

*Prerequisite: Français 20F*

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

#### Français 40S

*Prerequisite: Français 30S*

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





## Optional Credits

### Français 1001

*Prerequisite: Français 40S*

Grammar is given a primary focus throughout daily activities, weekly assignments and evaluations. Students will obtain 6 university credits and 1 high school credit. The objective of this course is to reinforce the competences and to give an appreciation of a university course. This is strongly recommended for students planning to attend l'Université de Saint-Boniface.



# MATHÉMATIQUES

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

## Grade 9

### Mathématiques 10F

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

Please note: This course requires a scientific calculator in order to complete course work.

### Mathématiques de transition 10F

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

## Optional Credit

### Finances personnelles 20S

*Prerequisite: Grade 9 mathematics (recommended for students not enrolled in Grade 10 Essential Mathematics)*

Personal Finance focuses on developing fundamental financial literacy skills, including the value of money, basic economics, budgeting, saving, financial institution services, and investing. The topics covered engage the student to recognize the workforce they are entering. They will be asked to consider future purchases that require financial planning, such as buying a car, travelling, or pursuing post-secondary education. This is an optional course and does not satisfy the grade 10 Math requirement.

## Specialization Years

### Grade 10

### Introduction aux mathématiques appliquées et pré-calcul 20S

*Prerequisite: Mathématiques 10F*

Students considering this course **should have achieved a mark of 65% and above in Grade 9**. This pathway provides students with the mathematical understanding and critical-thinking skills that have been identified for specific post-secondary programs of study. The topics studied form the foundation for topics to be studied in both Grade 11 Applied Mathematics and Grade 11 Pre-calculus Mathematics.

Students will engage in activities that include the use of technology, problem solving, mental mathematics, and theoretical mathematics to promote the development of mathematical skills. Please note that this course is strongly recommended for physique 30S and chimie 30S.

### Mathématiques au quotidien 20S

*Prerequisite: Mathématiques 10F*

Grade 10 essential Mathematics (20S) is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Grade 10 Essential Mathematics (20S) is a course emphasizing problem solving, decision making and spatial sense. Students develop valuable knowledge and skills that will allow them to make informed decisions as they become independent citizens. The Essentials curriculum addresses personal financial management, career exploration, analysis of games, as well as more traditional topics such as trigonometry and 2-D geometry.

Please note: This course requires a scientific calculator in order to complete course work.



## Specialization Years

### Grade 11

#### Mathématiques appliquées 30S

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

This course is intended for students considering post-secondary studies that do not require a study of theoretical calculus. It is context driven and promotes the learning of numerical and geometrical problem-solving techniques as they relate to the world around us.

Primary goals of Applied Mathematics are to have students develop critical-thinking skills through problem solving and model real-world situations. Graphing calculators, spreadsheets, or other computer software may be used by students for mathematical explorations, modeling, and problem solving.

#### Mathématiques au quotidien 30S

*Prerequisite : any Mathématiques 20S*

Essential Mathematics 30S emphasizes consumer applications, problem-solving, decision making as well as number understanding and use.

Students are expected to work both individually and in small groups on mathematical concepts and skills encountered and used in a technological society. The curriculum addresses the following units: managing money, relations and patterns, trigonometry, 3-D geometry and statistics.

#### Mathématiques pré-calcul 30S

*Prerequisite: Introduction aux Mathématiques appliquées et pré-calcul 20S*

**Students considering this course should have achieved a mark of 70% and above in Grade 10 Introduction aux Mathématiques appliquées et pré-calcul 20S.** The Pre-Calculus Mathematics 30S curriculum comprises, primarily, a high-level study of theoretical mathematics with an emphasis on problem solving and mental mathematics, supported by cumulative exercises and testing. Students are required to learn mathematical concepts through practice and regular homework. Many of the questions and problems on exercises, quizzes and tests can be expected to be different from those presented in class.

## Specialization Years

### Grade 12

#### Mathématiques appliquées 40S

*Prerequisite: Mathématiques appliquées 30S or pré-calcul 30S*

Applied Mathematics 40S emphasizes collaborative explorations, probable inferences, and the testing of solutions. Students are required to complete exercises and assignments. Every effort is made to ensure relevance through the use of practical and applied critical thinking to solve contextualized problems using technology. Spreadsheets, graphing software and computer programs will be used by students for mathematical explorations, modeling, and problem solving.

#### Mathématiques au quotidien 40S

*Prerequisite : any Mathématiques 30S*

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

#### Mathématiques pré-calcul 40S

*Prerequisite: Mathématiques pré-calcul 30S*

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

### Optional Credit

#### Tendances en affaires 40S

*Prerequisite: Mathématiques 20S*

This course's focus is on learning and applying 21st Century Skills by leading an inquiry-based learning project. This inquiry will enable students to develop their business communication skills, apply business technologies, and describe ethical and legal standards. This model allows students to explore current and/or emerging topics, trends, and opportunities related to business at a local, national, or global level. Students will design, recommend, and/or implement a business plan based on their inquiry findings. This is an optional course and does not satisfy the grade 11 or 12 Math requirement.



# MUSIQUE

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Learning through the arts enables students to rely on imaginative and creative processes. It also promotes open-ended, non-linear thinking, and encourages understanding and feelings mediated through the senses. It requires openness to new ideas, connections, and new ways of seeing - a spirit of inquiry and exploration that leads to independent learning. Our music community at CJS is built on mutual respect and working towards a common goal.

## Harmonie 10S

The Band 10S course is open to any and all grade 9 students at CJS. Experience in Band in grade 7 and 8 is an asset, but not required. Band 10S will strive to provide musical opportunities for the students through playing, studying, listening and creating music. It is the intent of this program to foster the musical independence of its students through these activities and build a strong sense of community in the ensemble. There will be a number of concerts and activities over the course of the school year. Inquiries regarding instrument choice can be relayed to the CJS Band department.

## Chorale 10S, 20S, 30S and 40S

The Choral Music course is designed for students who have an interest in learning music through singing. It is not mandatory to have previous singing experience; however, knowledge in music theory and/or music reading skills is beneficial. In this course, students will learn the fundamentals of being a choral musician through the performance of various styles of choral repertoire. There will be a variety of performance opportunities within the school and in the wider community.

## Ensemble des instruments à vents 11G, 21G, 31G and 41G

This course is designed for students whose interest and/or abilities go beyond the repertoire performed in the 10S, 20S, 30S or 40S band program. Students will be admitted into Wind Ensemble based on instrumentation requirements and by audition. Students may audition in September or be invited to play during the year based on their performance in other band classes. Rehearsals will take place outside of the regular timetable. There will be a number of concerts over the course of the school year and opportunities to showcase their leadership within the CJS music community. Students must be enrolled in Harmonie 10S, 20S, 30S or 40S in order to participate in Wind Ensemble.

## Harmonie 20S, 30S and 40S

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

## Jazz 10S, 20S, 30S and 40S

Jazz Ensemble is designed for students whose interest and/or abilities go beyond the performance of concert band repertoire and who wish to perform in a specialized group studying the various styles of jazz music and performance. Students must be enrolled in Harmonie 10S, 20S, 30S or 40S in order to enroll in the Jazz Ensemble. Students may be asked to learn new/different instruments based on the instrumentation needed for this kind of performing group. There will be a number of concerts over the course of the school year.

## Jazz vocal 20S, 30S and 40S

This full-credit course is designed for students who participate in choir and would like to work in a smaller vocal setting, singing more select styles of vocal repertoire. This ensemble is selected by audition only and will generally be limited to 12-16 spaces. Due to the size and nature of Vocal Jazz Ensemble, students must have a strong sense of musical independence and above average vocal technique. Although not mandatory, it is very beneficial if the students have previous jazz performance experience or are currently involved in the instrumental jazz program. Students are expected to be available for all performances outside of regular school hours.



## Technical Music Production 20S, 30S and 40S

In this course students will practice, arrange and perform selections from the popular genres of music (rock, pop, folk, R&B, etc.) in both French and English. They will also explore the technological aspects associated to music of this genre, including the use of programs such as GarageBand, Logic Pro and Sibelius to write and record their own music. Students will have the opportunity to play a variety of instruments in class.

Limit of 20 students. Students must have completed guitar, band, jazz band and/or choir 10S or, in special circumstances, can complete them as a co-requisite.

Depending on enrollment students may be asked to participate in a small audition process. If you are not selected to participate in the ensemble it is strongly encouraged that you continue in an ensemble setting such as band, jazz band, choir or guitar in order to further develop your music reading skills and practical techniques and prepare you for the next session of this course.

## Guitare 10S, 20S, 30S and 40S

**Prerequisite:** *Grade 8 Guitar or permission from instructor*

Curriculum is centered on five distinct areas of study including technique, ear training, music literacy, creative process, and appreciation. It is possible that all senior high students will be grouped together in one class.

### Guitar program objectives:

Music is one of the finer pleasures in life regardless of whether one is involved professionally or on a more casual basis. Our objectives in the guitar program are:

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

Please note: There is a \$20 fee/year which goes towards rental and maintenance of the guitars.

## Guitare électrique 10S, 20S, 30S and 40S

**Prerequisite:** *Students must have taken guitar in the year prior or have permission from the instructor.*

**Co-requisite:** *Students must also be registered in Guitar.*

This course is designed for the dedicated guitar student interested in performing and improvising rock, blues, and jazz fusion on the electric guitar. Commitment to home practice is essential.

### Areas of focus include:

- Music Rudiments
- Performance
- Music Listening
- Improvisation
- Composition and Arranging
- Comping

## Théâtre musical 10S, 20S, 30S and 40S

**Prerequisite:** *None*

**Co-requisite:** *Students wishing to take on a lead role must be enrolled in Chorale 10, 20, 30 or 40.*

The musical involves as many students as possible that want to participate! Whether it's singing, dancing, acting, or an instrumental strength you carry, the musical has something to offer everyone. Those who are not comfortable with the performance side of the production are invited to partake in the technical side of this course. The musical also engages many students behind the scenes in set construction and design, sound and lighting design and operation, costumes, make-up, and an array of other talents where students can find their niche. Musical Theatre is such a tremendous experience that it often finds several students returning after graduation to volunteer their time.

Students will:

- work together on all aspects of producing a dramatic production from popular musical theatre culture
- Students interested in acting will learn how audition for a role, read scripts
- Students will learn how to sing in the style of the show for their character
- Students interested in the technical side of theatre will be involved in set production, costumes construction, makeup design and application, prop production and management, sound and lights.
- Students in the pit band will learn what it means to play for live performers (vamping, taking cues, sound effects versus music, etc.)
- Depending on the show and the students' interest there may be Opportunities for dancers/tap dancers

**Special Note:** Students must be available after school (not every day) and certain Sundays during the fall and winter term. Once roles and jobs are assigned students will receive a detailed schedule as to when they need to be at rehearsals. Please listen for announcements and sign up the first week of school. Students can sign up at course registration time but can also join in September.





# SCIENCES DE LA NATURE

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

## The Foundation Years

### Grade 9 and 10

#### Sciences de la nature 10F

Grade 9 Science consists of the following topic areas:

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

#### Sciences de la nature 20F

*Prerequisite: Sciences de la nature 10F*

Grade 10 Science consists of the following topic areas:

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

## The Specialization Years

### Grade 11 and 12

#### Biologie 30S

*Prerequisite: Sciences de la nature 20F*

Biology 30S is centered around the following topics:

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

#### Chimie 30S

*Prerequisite: Sciences de la nature 20F*

*Introduction aux mathématiques appliquées et pré-calcul 20S is strongly recommended.*

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





## Physique 30S

*Prerequisite: Sciences 20F et Introduction aux mathématiques appliquées et pré-calcul 20S is strongly recommended*

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

## Biologie 40S

*Prerequisite: Sciences de la nature 20F*

The Biology 40S course focuses on the following topics:

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

Emphasis is placed on:

- using appropriate strategies and skills to develop and demonstrate in-depth understanding of biological concepts
- using accurate scientific vocabulary
- using appropriate scientific problem-solving or inquiry strategies when answering a question.

This course has recently become a pre-requisite to enter biology courses at the post-secondary level. Due to the nature of the course, students are required to master a substantial amount of vocabulary, therefore independent study skills are key.

## Chimie 40S

*Prerequisite: Chimie 30S*

*Mathématiques appliquées 30S or mathématiques pré-calcul 30S is strongly recommended.*

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

## Physique 40S

*Prerequisite: Physique 30S*

*Mathématiques appliquées 30S or mathématiques pré-calcul 30S is strongly recommended.*

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



# SCIENCES HUMAINES

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

## Compulsory Credits – Grade 9, 10 and 11

### Grade 9

#### Le Canada dans le monde contemporain 10F

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

### Grade 10

#### Les Enjeux géographiques du 21<sup>e</sup> siècle 20F

*Prerequisite: Le Canada dans le monde contemporain 10F*

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

### Grade 11

#### Histoire du Canada 30F

*Prerequisite: Les Enjeux géographiques du 21<sup>e</sup> siècle 20F*

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

## Optional Credits

### Advanced Placement World History (Online)

*Prerequisite: Histoire du Canada 30F*

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

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

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

#### \*University Credit

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

#### \*University of Manitoba / University of Winnipeg AP Policy on History

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

The exam is written in May but the grade is not received until July. This mark is not used to calculate a student's final grade. As such, an in-school final exam is written at the completion of the course in May.

Please note that both the school exam and the AP Exam will both be written at the Arts and Technology Centre.



## Le Cinéma, témoin de l'histoire moderne 40S

**Prerequisite:** *Histoire du Canada 30F*

This course uses cinema (documentaries, dramas, etc.) as a main source of information about the past. Through open discussion, sharing of ideas and respect of perspective, these movies help us develop critical thinking skills needed when interpreting history. As movies are often a product of its period, students will study examples of various genres of cinema, exploring the historical and social context in which the selected films were created, while analyzing the filmmaker's message. They will pose questions about the influence of film on their own representations of the past, and conduct their own inquiry, based on guiding questions engaging them in critical reflections, historical thinking, and important principles of media literacy. The course will deal with a selection of the key themes in world history since the beginning of the 20th century, including political, economic and social ideologies, the two world wars, the cold war and propaganda, oppression and resistance. Students will be expected to carry out historical research on a number of issues and present their final product to the class.

## Psychologie 40S

This course is recommended for students interested in pursuing the study of psychology either personally or professionally. Through both theory and practical applications, students will explore and learn about the science of behaviour and mental processes. Topics of study include the history of psychology as a science, research methods, the biological basis of behaviour, human development, cognitive psychology and individual differences.

## Premières nations, Métis et Inuit 40S

**Prerequisite:** *Histoire du Canada 30F*

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

## Droit 40S

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

## Leadership 41G

This course is designed to encourage students to learn how to successfully plan, organize and implement school and community events. A total of 20 hours of volunteer service must be completed within the school & community (ex. organizing intramurals, coaching, joining a school committee, volunteer at a community organization). With appropriate training and tools, students can develop the skills to become independent, positive leaders who are able to lead programs with minimal assistance from adult facilitators. Students will learn, through theory and practical strategies, how to cooperate with others, plan meetings, express themselves in public, develop interpersonal skills, participate in and promote school events, and experience a personal commitment and responsibility to their school. Specific topics include:

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

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

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



# TECHNOLOGIE

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

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

The purpose of this course is to reinforce and extend knowledge of Information and Communications Technology obtained by students through the Early and Middle years. Using Microsoft Office 365 and Adobe Creative Cloud, students will learn the necessary skills to prepare them to use and collaborate with technology in efficient ways through their senior year's courses.

Coursework is divided into the following modules: introduction to computers, networks and the internet, online etiquette and safety, cloud collaboration, keyboarding, word processing, graphic editing and animation, spreadsheets, HTML web page authoring, slideshow presentations, introductory coding and video editing.

## Dessin technique: Architecture 10G

This introductory course is intended for students with an interest in architectural, interior and landscape drafting design. Curriculum content focuses on an exploration of design drafting, with an emphasis on exploring artistic and technical computer drawings using project-based activities. Students will be introduced to 3D drafting design with Trimble SketchUp to produce drawings, plans, and 3D models, as well as project rendering with Twinmotion for creating realistic, living displays and multimedia outputs.

Topics of study include the following:

- Computer maintenance and organization
- Drawing sketches and blueprints
- 3D Computer Assisted Drafting (CAD)
- Team project collaboration
- Building Information Modeling (BIM)
- Green architecture and sustainability
- 3D renderings

Please note: Students taking this course will require a Windows or Mac computer. Chromebooks will not run the required applications for this course.

## Dessin technique: Architecture 20G

*Prerequisite: Dessin technique: Architecture 10G*

This intermediate course is intended for students wanting to continue their understanding of architectural, interior and landscape drafting design. Curriculum content focuses on a deeper exploration of design drafting, with an emphasis on exploring artistic and technical computer drawings using project-based activities. Students will refine their understanding of 3D drafting design with Trimble SketchUp to produce drawings, plans, and 3D models, as well as project rendering with Twinmotion for creating realistic, living displays and multimedia outputs.

Topics of study include the following:

- Computer maintenance and organization
- Drawing sketches and blueprints
- 3D Computer Assisted Drafting (CAD)
- Team project collaboration
- Building Information Modeling (BIM)
- Green architecture and sustainability
- 3D renderings

Please note: Students taking this course will require a Windows or Mac computer. Chromebooks will not run the required applications for this course.

## Annuaire 21G and 31G

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

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



## Imagerie numérique 25S et Éditique 35S

Students taking this course will learn about photography and the operating of digital cameras. Photography topics cover key concepts such as composition, aperture, exposure, shutter speed, ISO, and depth of field. Students will have access to a variety of DSLR cameras and other photography equipment.

The other part of this course consists of exploring photo manipulation using the Adobe Creative Cloud software suite with the purpose of creating original art and printed media. Using Photoshop and Lightroom Classic, students will employ various photo editing skills using layers, masks, adjustments, filters, and other tools while exploring non-destructive editing.

Please note: Due to the nature of the course work, students will need to have a computer capable of running the applications used. Chromebooks are not recommended.

## Animation 2D 35S et Modélisation 3D 35S

*Prerequisites: It is recommended that students have taken Application des technologies de l'information et de la communication 1 et 2 (15F) prior to registering for this course.*

Students taking the Animation 2D course will learn to plan and create animations using a variety of Adobe software such as Photoshop, Animate and Character Animator. Techniques include frame-by-frame animation, stop-motion video and rotoscoping. Adobe Premiere is also used to produce a final product that includes titles, sound effects, background music and end credits.

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

## Conception de jeux vidéo 20S

*Prerequisites: It is recommended that students have taken Application des technologies de l'information et de la communication 1 et 2 (15F) OR Dessin technique: Architecture 10G prior to registering for this course.*

This introductory course is intended for students with an interest in the game creation process from concept through production. Curriculum content focuses on an exploration of programming, game design, interface development, audio and sound through a variety of project-based activities. Students will be introduced to different game genres in both 2D and 3D mediums and will design and create a variety of games using Unreal Engine and the visual blueprint coding language. Topics include introductions to the following:

- Game design documentation
- Game engine installation and navigation
- Project setup
- Control schemes
- Gameplay mechanics
- Object interaction
- Debugging and problem-solving

Please note: Students taking this course will require a Windows or Mac computer with a mouse. Chromebooks will not run the required applications for this course.



## Conception de jeux vidéo 30S

*Prerequisite: Conception de jeux vidéo 20S*

This intermediate course is intended for students wanting to continue their understanding of the game creation process from concept through production. Curriculum content focuses on an exploration of programming, game design, interface development, audio and sound through a variety of project-based activities. Students will continue working in different game genres in both 2D and 3D mediums and will design and create a variety of games using Unreal Engine and the visual blueprint coding language. Topics of study include the following:

- Game design documentation
- Project setup
- Control schemes
- Gameplay mechanics
- Debugging and problem-solving
- Online multiplayer game design
- Virtual Reality project development

Please note: Students taking this course will require a Windows or Mac computer with a mouse. Chromebooks will not run the required applications for this course.





# ARTS DRAMATIQUES (Théâtre)

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

## Arts dramatiques (Théâtre) 10S

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

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

## Arts dramatiques (Théâtre) 20S

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

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

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

## Arts dramatiques (Théâtre) 30S

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

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

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

## Arts dramatiques (Théâtre) 40S

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



# LRSD ON-LINE COURSES

## Offered to grade 11 and grade 12 students only

### Why Take an Online Course?

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

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

### Am I a Candidate for an Online Course?

- Taking a course online is challenging and requires students to be willing to commit the same amount of time as they typically would in a face-to-face classroom environment. Past experience indicates that to be successful, you should possess the following characteristics:
- capable of an appropriate level of independent learning
- excellent time management skills
- a willingness to contribute to discussions and to share problems and opinions online

On-line courses offered:

- English Comprehensive Focus 30S/40S
- English Transactional Focus 40S
- History 30F
- Biology 30S/40S (available first semester only)
- Essential Mathematics 30S/40S
- Applied Mathematics 30S/40S
- Physical Education 30F/40F
- Éducation Physique 30F/40F (available first semester only)

### How Does an Online Course Work?

Online courses through LRSD are taught by teachers at various schools in the Louis Riel School Division, and are offered through Teams or Brightspace. Your LRSD teacher will provide a course outline, lessons and instruction, assignments, tests and feedback through Teams/Brightspace, and your teacher is available to support you on Teams or over email should you have any questions or need support as you work on the course. Course materials are available at all times online, so students are able to work at a time that is convenient for them. Students will have a school contact teacher to facilitate communication and provide additional support.

## École Apprendre-Chez-Soi

École Apprendre-chez-soi is an online high school that offers French Immersion credits in core and option courses for Manitoba students in grades 9 to 12. The Louis Riel School Division, in partnership with Manitoba Education, is offering synchronous online courses through its École Apprendre-chez-soi (ÉACS) for Grade 9-12 students. ÉACS is an accredited online high school within the Louis Riel School Division that is open to all students who qualify for high school in the province. This includes students currently enrolled in a high school who are seeking extra credits, students who are being home schooled, and students who cannot participate in school for personal or medical reasons. The school offers a range of core and option courses to Grade 9-12 French Immersion students, as well as French Communication and Culture courses for English program students. To promote second-language development, the school employs a synchronous (real-time) teaching approach.

Students registered with ÉACS will be supported by specific teachers assigned to each course through Microsoft Teams software. Instruction will typically be provided through real-time, online teacher instruction with all students registered in the class, but pre-recorded videos, printable materials, and other resources will also be used to support learning. Students can expect instruction to be a combination of individual, small group and whole class lessons.

If you are interested in adding a core or option course to your schedule in second semester, please talk to your student services teachers to find more about the program and how to register.

See the course offerings and learn more: <https://www.lrsd.net/About-Us/Pages/Apprendre-Chez-Soi.aspx>



# LOUIS RIEL ARTS & TECHNOLOGY CENTRE

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

Students register at their home school, allowing them to participate in school events and extra-curricular activities including sports, music, and student government. Students graduate with their classmates at their home school. In addition to their regular high school diploma and an ATC certificate, students in most programs may earn a Technology Education high school diploma.

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

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

See your Student Services teacher to include ATC courses as part of your grade 11 and 12 or post-secondary plans.

<https://www.lrsd.net/schools/ATC/AboutUs/Pages/Program-Information.aspx>

## ATC PROGRAMS

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

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

**Applied Business Management:** Designed for students with strong personal interest in business, finance, and entrepreneurship. This is a dual credit program where students can earn eight high school credits as well as six credit hours towards university.

- **Skills** – Working with collaborative teams, and independently, strong communication skills, financial literacy, and an interest in business and marketing ventures.

**Features** – theory, project based practical skills, and working with clients. 4-week internship in part 2

- **Part 1** – 4 credits, offered in semester 2
- **Part 2** – 4 credits, offered in semester 1
- **This program has both September and February intakes** (part 2 may be taken before part 1)
- **University Credits** – can receive six credit hours for completion of Introduction to Business 1 (BUS-1201(3)), and Introduction to Business 2 (BUS-1202(3)).

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

- **Skills** – diagnosis and repair related to basic service, mig & gas welding, brakes, engine fundamentals & performance applications, fuel systems, chassis & drive train and electronics
- **Features** – theory, practical lab work, on-the-job training on customer vehicles in a well-equipped shop. 4-week internship in part 2.
- **Part 1** – 4 credits, offered in semester 2
- **Part 2** – 4 credits, offered in semester 1
- **This program has a February intake**
- **Apprenticeship Manitoba** – can receive credit for Level 1 in-school technical training for the trade of Automotive Service Technician.



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

- **Skills** – Sanitation and safety procedures, bakery management, quick breads & cookies, yeast goods, wedding & occasional cake production and decorating, special pastries, chocolate, artistic show pieces

**Features** – theory, on-the-job training in well-equipped bakery, 2-week internship in each part of the program.

- **Part 1** – 4 credits, offered in semester 1
- **Part 2** – 4 credits, offered in semester 2
- **This program has a September and February intakes** (part 2 may be taken before part 1)

**Broadcast Media:** Broadcast Media consists of the productions and transmission of audio or video programming for a variety of media, including radio, television and the internet.

- **Skills** – video, film, and audio production, multi-camera production, content editing, lighting, storyboarding, script writing, news reporting, sporting event video production.
- **Features** – state-of-the-art industry-quality equipment, hands on experience with the school's online TV station – LRSD TV and radio station LRSD radio. 4-week internship in part 2.
- **Part 1** – 4 credits, offered in semester 2
- **Part 2** – 4 credits, offered in semester 1
- **This program has a February intake**

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

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

- **Part 1** – 4 credits, offered in semester 1
- **Part 2** – 4 credits, offered in semester 2
- **This program has a September and February intake** (part 2 may be taken before part 1)

**Culinary Arts:** The Culinary Arts program offers instruction that includes a blend of practical, theory, catering and on-the-job training. The program will prepare students for employment locally, nationally or internationally or for further education in the food services industry. internationally or for further education in the food services industry

- **Skills** – preparation of fruits & vegetables, stocks, soups & sauces, meats, poultry, fish & seafood, baking & pastry, nutrition, garde manger, management, purchasing, costing, catering and entrepreneurship
- **Features** – theory, on-the-job training in well-equipped commercial kitchen, on-site and off-site catering, 4-week internship in part 2.
- **Part 1** – 4 credits, offered in semesters 1 & 2
- **Part 2** – 4 credits, offered in semesters 1 & 2
- **This program has a September and February intake**
- **Manitoba Apprenticeship** – may receive credit for Level 1 in-school technical training for the trade of Cook.

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

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





**Electrical Trades:** This program provides a strong foundation in residential and commercial wiring and a variety of electrical installations. Upon completion students will be prepared to continue Apprenticeship or continue with post-secondary education.

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

**Esthetics:** This program provides students with the knowledge and skills required for all aspects of Esthetics that includes nail and skin care and to prepare students for employment as estheticians or nail technicians in a salon or spa.

- **Skills** – manicures, pedicures, nail extensions, nail art & nail treatments, skin treatments, make-up application and hair removal
- **Features** – theory, practice on mannequins, on-the-job training on clients in a well-equipped salon facility, skills competitions
- **Part 1** - 5 credits, offered in semester 1 & 2
- **Part 2** - 6 credits, offered in semester 1 & 2
- **This program has a September and February intake**
- **Apprenticeship Manitoba** – Students who successfully complete Parts 1 & 2 and pass the practical exam administered by Apprenticeship Manitoba will be eligible to enter a two-year apprenticeship, which will lead to journeyman status as an Esthetician. Students may be eligible to begin a paid apprenticeship while enrolled in the program.

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

- **Skills** – safety & sanitation, hair analysis, shampooing & hair cutting, waving & straightening, lightening, conditioning, hairstyling, hair

coloring, beauty treatments on face and neck, wig & hairpiece Service, trimming beards & mustaches, makeup, manicures on natural nails and service, trimming beards & mustaches, make-up, manicures on natural nails and salon management

- **Features** – theory, practice on mannequins, on-the-job training on clients in a well-equipped salon facility, 1-week internship, hairstyling competitions
- **Part 1** – 4 credits, offered in semesters 1 & 2
- **Part 2** – 4 credits, offered in semesters 1 & 2
- **Part 3** – 4 credits, offered in semesters 1 & 2
- 
- **This program has a September and February intake**  
**Parts 1, 2 & 3 must be taken in sequential order.**
- **Apprenticeship Manitoba** – successful students will be eligible to enter a two-year apprenticeship in a salon, which will lead to red seal journeyman status as a Hairstylist. Students may be eligible to begin a paid apprenticeship while enrolled in the program.

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

- **Skills** – software, hardware and networking fundamentals and troubleshooting, security and forensic techniques, network gaming and optimization, router programming, home and small business networking solutions.
- **Features** – theory, on-the-job training on clients' computers, industry work practicum (4 weeks)
- **Part 1** – 4 credits
- **Part 2** – 4 credits
- **This program has a February intake**
- **Red River College** – can receive credit in the following programs: Electronic & Network Technician, Electronic & Network Technician, Electrical/Electronic Engineering Technology, Network Technology (CCNA).

**External Industry Certification** – Students completing Part 1 can write the CompTIA A+ Computer Repair Technician exam. In Part 2, students may also choose to write the CompTIA Net+ Network Technician exam. Students may also be eligible to write the Cisco CCENT Cisco Certified Entry Network Technician exam (extra fees apply).



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

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

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

- **Skills** – workplace safety, tool use and maintenance, piping material storage and assembly, construction code education and application, piping installation, venting system installation, water distribution installation, fixture installations, plumbing system installations.
- **Features** – State-of-the-art learning facility and lab. Industry work practicum (4 weeks).
- **Part 1** – 4credits
- **Part 2** – 4credits
- **This program has a February intake**





## High School Apprenticeship Program (HSAP) Available in LRSD High Schools

**HSAP** allows Louis Riel School Division students, while attending their home high school or ATC, to earn up to eight grade 12 credits and up to 880 hours of on-the-job training towards continued apprenticeship training after graduation. Depending on school timetable, students may be able to do paid work during the day, evening, or weekend. Summer work can count too. Students must work a minimum of 110 hours towards apprenticeship in any of over 40 designated trades and obtain a grade of 70% or higher on their evaluation to be eligible to receive one credit. ATC students who register for HSAP can combine their on-the-job hours earned in an ATC program with hours earned through HSAP for a significant start on apprenticeship.

- **Skills** – on-the-job skills in over 50 trades consistent with Apprenticeship Manitoba guidelines for training
- **Features** – a way to make your part-time job count and earn grade 12 credits towards graduation, allows you to begin apprenticeship while in school, you get paid to learn
- **Prerequisites** – high school students must have a complete Grade 10, students must be at least 16 years old.
- **Student's Responsibilities** – to gain entry into the HSAP program the student:
  - finds an employer willing and able to train an apprentice
  - contacts the LRSD apprenticeship teacher
  - completes the required application and pays the \$50 registration fee
  - works with school to ensure an appropriate timetable is possible.

Once accepted into the HSAP program, the student:

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



## **Qualifying Trades**

### **INDUSTRIAL**

- Rig Technician
- Tool and Die Maker
- Water and Waste Technician
- Welder

### **TRANSPORTATION**

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

### **SERVICE**

- Cook
- Electrologist
- Esthetician
- Floor Covering Installer
- Hairstylist
- Landscape Horticulturalist
- Parts Person
- Pork Production Technician

### **CONSTRUCTION**

- Bricklayer
- Cabinetmaker
- Carpenter
- Concrete Finisher
- Construction Craft Worker (Labourer)
- Construction Electrician
- Crane & Hoist Equipment Operator
- Domestic Gasfitter
- Industrial Mechanic (Millwright)
- Floorcovering Installer
- Glazier
- Insulator (Heat & Frost)
- Ironworker
- Lather (Interior Systems Mechanic)
- Landscape Horticulturalist
- Painter & Decorator
- Plumber
- Pre-Engineered Builder Erector
- Refrigeration & Air Conditioning Mechanic
- Roofer
- Sheet Metal Worker
- Sloped Roofer
- Sprinkler System Installer
- Steamfitter-Pipefitter
- Water and Wastewater Technician



# MANITOBA INSTITUTE OF TRADES AND TECHNOLOGY (MITT)

*\*The following information has been adapted from the MITT website\**

<https://mitt.ca/high-school-options-at-mitt/high-school-partnership-programs-2>

MITT High School is an excellent choice for students looking to complete their high school diploma and at the same time get a head start developing knowledge and skills for entry into high-demand trade or technical careers.

For more than 30 years, MITT has offered students in grade 11 and 12, studying in partner school divisions, the opportunity to study in one of their post-secondary technical training programs. Students earn high school credits, a post-secondary certificate, and learn valuable skills for life! Louis Riel School Division is a proud member of this partnership.

## WHAT ARE THE BENEFITS?

- Explore new careers/hobbies
- Fast-track to a new career
- Receive Apprenticeship Manitoba accredited training
- Learn valuable life skills
- Meet new friends

## WHAT DOES IT COST?

Students studying in Louis Riel School Division can study in the high school partnership program, tuition free.

## HOW DOES THE PROGRAM WORK?

Students spend a half-day completing academic subjects at Collège Jeanne-Sauvé, and the balance of their day in a technical training program at MITT. Upon successful completion, they will receive high school credits, earn a MITT post-secondary certificate, and may be eligible to receive Apprenticeship Manitoba Accreditation for a skilled trade.

## WHAT IS APPRENTICESHIP?

Apprenticeship is the pathway to becoming a **Red Seal Certified** Skilled Tradesperson. Students studying in the High School Partnership Program may also receive Level-1 apprenticeship accreditation for a skilled trade. To achieve apprenticeship accreditation, students must complete the high school partnership program with an accumulative average of 70% or better in their program. For more information on apprenticeship, please visit: [www.gov.mb.ca/wd/apprenticeship/](http://www.gov.mb.ca/wd/apprenticeship/)

## HOW CAN STUDENTS REGISTER?

Seats and transportation are limited. **Students are highly encouraged to contact their Student Services teacher** (preferably in grade 10), to confirm seat availability and registration details.

**Below are the options for the 2022/23 MITT High School technical programs:**

- **Automotive Technology**

The Automotive Technology (High School) program provides students with the opportunity to gain the knowledge and skills necessary to enter into the motor vehicle repair industry. Students will learn theory and its practical application while working on automobiles in a shop setting, by performing selected repairs, and by applying basic diagnostic and troubleshooting techniques.

- **Culinary Arts**

The MITT Culinary Arts and Design program provides students with the practical skills and knowledge to succeed in an exciting career in the culinary industry. As an accredited apprenticeship program, this program offers hands-on experience in all facets of food preparation and production including basic food service, baking, meat and poultry preparation, banquet and buffet service, inventory control, and menu planning. This career path is ideal for individuals who are creative, love teamwork, have physical stamina and an ability to thrive under pressure, and are passionate about food.

Students completing the Culinary Arts and Design program are recognized by Entrepreneurship, Training and Trade, Apprenticeship Branch as having achieved Level 1 Cook Apprenticeship status.



- **Electrical Trades Technology**

MITT's Electrical Applications program will provide students with the necessary knowledge and skills they'll need to install, operate, troubleshoot, service and repair electrical equipment in their career in residential, commercial and industrial settings. The program connects students with studies of motors, generators, transformers, electrical systems, and a wide variety of control equipment.

- **Hairstyling**

Students use their creativity in the growing Hairstyling industry. Lifelong learning is a necessary requirement to keep up with the latest trends and is a major part of this career.

The MITT hairstyling program provides the competitive edge to succeed. Studying in their full-service salon, students will have the opportunity to practice and perform all types of classic styling techniques, as well as barbering and advanced haircutting techniques, colour or chemical texture services. The hairstyling program is accredited by Apprenticeship Manitoba and is designed in consultation with industry to ensure the curriculum meets employer's needs.

- **Motosport Technician**

MITT's Motosport Technician program provides students with the knowledge to develop the skills in tool and equipment operation they'll need to maintain, repair or rebuild motorcycles, snowmobiles and all-terrain vehicles. The student's foundation on vehicle systems will be built on tune-up and diagnostics and advanced technologies such as fuel injection and antilock brake systems.

This program is accredited with level 1 in Marine and Power Sports, through Apprenticeship Manitoba.

The Industrial Welding program provides students with the knowledge and skills necessary to design and build products by cutting and joining materials using ferrous and non-ferrous materials.

Students will gain welding knowledge and skills through the Industrial Welding program with hands-on experience designing and fabricating projects by cutting and joining materials using ferrous and non-ferrous materials. The current welding and fabrication equipment used simulates an industrial shop environment, preparing them for apprenticeship. And it's flexible - MITT offers this as a daytime or evening program.

This accredited program consists of 9 core credits, providing theory and practical applications and is associated with the Canadian Welding Association, Canadian Welding Bureau and the Department of Labor. The evaluation is done through written tests in welding, power tools, blueprint reading, and math with practical evaluations conducted using Canadian Welding Bureau and Department of Labor procedures and standards.

Students should possess good manual dexterity, a mechanical aptitude and the ability to problem solve.

- **Welding Technology**



# ÉCOLE TECHNIQUE ET PROFESSIONNELLE

The *École technique et professionnelle* (ETP) at the Université de Saint-Boniface (USB) and the Louis Riel School Division (LRSD) are partnering to offer technical and professional courses to grade 11 and 12 students for the 2022/2023 school year.

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

To offer the above-mentioned LRSD clientele secondary-level credits for completed technical and professional courses. These credits could then be transferable to the corresponding programs at USB's ETP for up to 5 years after high school graduation. Grade 12 students of the LRSD will receive the *Aide en soins de santé* certificate from the ETP only when they have received their high school diploma. As for courses in tourism management, early childhood education, multimedia communication/web mastering or any other program, the post-secondary level credit will be granted once the student has enrolled in the respective diploma program at the ETP.

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

## **Attendance policy of the ETP:**

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

## **Aide en soins de santé (Heath Care Aide)**

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

## **Instruction:**

This course is offered in-class, Monday thru Friday, from September to December, on campus at the Université de Saint-Boniface. Students must complete a practicum during the month of January.

## **Requirements:**

- Students are required to purchase a textbook before the commencement of the course.
- Students may have to complete certain checks or screenings to be accepted in the course.
- Students are required to show proof that required immunizations are up to date.

