

# **CROCUS PLAINS COURSE GUIDE**



**2021-2022**



# Crocus Plains Regional Secondary School

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# GENERAL INFORMATION

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## **GENERAL INFORMATION**

Crocus Plains Regional Secondary School  
1930 1<sup>st</sup> Street  
Brandon, Manitoba R7A 6Y6

Main Office: (204) 729-3900  
Fax: (204) 726-2162

Student Services: (204) 729-3910  
Attendance Line: (204) 729-3915

Email: [crocusplains@bsd.ca](mailto:crocusplains@bsd.ca)  
Website: <https://www.bsd.ca/schools/crocus>  
Twitter: @CPRSS\_BSD

### **Welcome**

Welcome to Crocus Plains Regional Secondary School, a Grade 9 to 12 Academic and Technology high school that provides students in the City of Brandon and in the Southwestern Region of Manitoba an opportunity to attain both academic and technology education diplomas.

Crocus Plains Regional Secondary School is committed to providing a safe, accepting, and academically challenging environment. By doing so, the school gives each student the opportunity to develop critical thinking and decision making skills, an understanding of his or her social responsibility, and a strong feeling of self-worth.

### **Course Guide**

Crocus Plains Regional Secondary School provides this guide to assist students and parents in understanding the content of courses and the organization of high school programs. This guide is intended to be used in family discussions that will assist students in making wise program and course choices. Future career opportunities will be influenced by present course selections. Students should honestly assess their own personal interests, abilities, aspirations, and long-term plans and use this assessment as a guide for choosing courses.

After personal assessment and family discussion, students and/or parents are encouraged to consult with school staff regarding course planning. Such planning is critical to meeting the requirements of post-secondary educational institutions or the workplace.

### **Timetable**

The school's timetable structure is a "locked" five period semester system. The majority of program instruction takes place in Periods 1, 2, 3, 4, and 5. Each instructional period is sixty-five minutes in length. All courses are delivered within this instructional framework.

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Period #1	8:50 a.m. - 9:55 a.m.
Period #2	9:58 a.m. - 11:03 a.m.
Period #3 Grade 9 - Lunch	11:06 a.m. - 12:11 p.m.
Period L – Grade 9 Grade 10-12 - Lunch	12:14 p.m. - 1:19 p.m.
Period #4	1:22 p.m. - 2:27 p.m.
Period #5	2:30 p.m. - 3:35 p.m.

### **Expectations of Students at Crocus Plains Regional Secondary School**

The purpose of the Crocus Plains Regional Secondary School's "Code of Conduct – Expectations and Responses to Behaviour" is to promote a healthy school culture where high levels of achievement occur within a positive school environment. Crocus Plains Regional Secondary School believes that everyone has the right to be treated with dignity and respect and we will promote the development of beliefs and attitudes that foster a safe and caring learning environment.

Responses to behaviour can vary depending on the circumstances and will take into account the needs, the developmental stage, and age of the individual student. Under normal circumstances, consequences will be consistently applied.

The following are possible consequences: informal interview, support personnel involvement, parental involvement, formal interview, withdraw from classroom setting, removal of privileges, detention of students, restitution, involvement of other agencies, behavioural/performance contracts, in-school suspensions, out-of-school suspensions, withdrawal from a course(s), expulsion, and/or Brandon Police Services involvement.

### **Dress Code**

Expectation - Students are expected to remove hats, outerwear, and backpacks when they enter the school and store these items in their lockers. Clothing regulations, student dress code, take into account safety, health, and the maintenance of an atmosphere suitable for a learning environment.

Response to Behaviour - Students will be reminded of the expectation. Students who persist on wearing hats and/or clothing that is prohibited will be referred to Administration. Students who wear clothing that is provocative or unacceptable for a learning environment will be asked to cover up or change.

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### **School Visitors**

All visitors to the school are required to report to the office and must sign in and sign out. Those who choose not to do so are considered to be trespassing. As we do not have the appropriate facilities or staff to provide the necessary supervision, students are discouraged from inviting friends to visit them at the school unless they have permission from the office to do so.

### **Lockers**

Lockers and locks are provided to students by the school. When the locker agreement is completed, the lock and its combination will be issued to the student. These locks are the only locks permitted, unless special permission is granted by administration, and the lockers remain the property of the Brandon School Division.

To ensure school safety for all students and to ensure that school policies are being adhered to, the school administration will conduct random locker searches throughout the school year. During any random locker search, the student will be in attendance.

### **School Pictures**

Each fall, school pictures are taken by a school approved photography service. All students must have their pictures taken even if they do not intend to purchase any packages. The school requires a recent student photograph for student cards and the administrative student management system.

### **Student Parking**

Parking for student vehicles is permitted on the west side of the school in designated areas. Unreserved parking in the west parking lot is free.

Vehicles parked in the visitors' parking area, on the east side of the school, the compound, fire lanes, restricted areas, driveways, and doorways will be ticketed and towed away at the owner's expense.

### **Lost and Found**

All "found" articles should be turned into the office. There is a lost and found storage bench in the office where items are kept.

### **Accidents**

When an accident occurs, the appropriate first aid will be administered to ensure that the student is in no danger. A school representative will contact the parent. If necessary, staff and administration will generally decide on the most appropriate mode of transporting the student to professional medical care. Confirmation will be obtained from the parent that suitable action is being taken and an accident report will be filled out promptly.



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### **Cafeteria**

The cafeteria provides hot meals at basic cost price. The cafeteria is open for breakfast between the hours of 8:15 – 8:45 a.m., lunch from 11:00 a.m. – 1:15 p.m., and it will be open for snacks from 9:30 a.m. – 1:30 p.m. Bag lunches may be brought to the cafeteria.

Students using the cafeteria are asked to respect the area by ensuring that they clean up their respective areas.

### **Attendance**

Student attendance at school has a direct effect on achievement and credit completion. Therefore, to maximize achievement, students and parents should make every effort to restrict absences to those that are unavoidable.

Our attendance policy emphasizes the following:

- Students and parents/guardians have a responsibility to minimize the number of absences from classes
- Students and parents/guardians should be able to provide explanations for all absences
- Students will be accountable for their personal decisions regarding their attendance and their tardiness
- Poor and irregular attendance will affect student achievement and the ability to complete the registered course of studies
- School administration and staff have a responsibility to communicate attendance concerns to families and to work with families in reducing attendance issues

Our attendance policy records and recognizes the following absences:

- School Approved Absences: Field trips, school or curriculum related activities, suspensions
- Parental Approved Absences: Short-term illnesses, medical appointments, family vacations, funerals, court appearances, other absences supported by parent/guardian phone call
- Unexplained Absences: Absences not supported by parent/guardian phone call.

Parents and/or guardians are responsible to contact the school to ensure that absences are recorded as explained absences. Our attendance line phone number is (204) 729-3915.

Absences must be called in by 3:00 p.m. the following day in order to be considered a Parent Approved Absence.

### **Student Assessment**

Assessment of student learning at CPRSS involves measuring students' on-going growth in meeting curricular outcomes (formative assessment) and as well their achievement of curricular outcomes (summative assessment). Measurement of student achievement will be used to determine the student's grade in a course, and these measurements will occur within every unit of study and at the end of the semester.

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## STUDENT SUPPORT SERVICES

### **Addictions Foundation of Manitoba Counselling**

Crocus Plains Regional Secondary School has access to an A.F.M. counsellor on a regular basis. Students wishing to speak to the school's A.F.M. counsellor can make contact via the Student Services area or by phoning the A.F.M. office.

### **Career/Scholarship Center**

Crocus Plains Regional Secondary School is committed to assisting our students in career education and in post secondary planning. CPRSS has a qualified Career Education Technician in the Career Center to work with students and parents.

Students will have opportunities to explore their personal strengths and interests regarding careers through the following forums:

- **Career Exposure Workshops:** The Student Services department and Career Preparation Technician will organize workshops, mini-sessions, and career days during the year that will provide students with direct information to assist them in their career planning.
- **Career Center:** The Career Center centralizes and distributes career and post secondary information to our students. Included in the materials are university and college calendars, post-secondary applications, scholarship applications, career-related magazines, and much more.
- **Career Preparation Programs:** Grade 11 and 12 students have the opportunity to register for a two-credit program which provides students with an opportunity to integrate classroom theory and practical and meaningful experiences in the workplace.
- **Scholarships:** Grade 12 students have the opportunity to obtain scholarship information and the necessary assistance for completing the application processes.

### **Clinical Services**

The Clinical Services Department of the Brandon School Division provides assessment and treatment of students experiencing academic, behavioral, speech/language, family, and other difficulties affecting school performance.

### **Counselling**

The Guidance Counsellors along with the school social workers provide a range of services from a developmental and preventive focus to a responsive and remedial focus. This includes counselling, team consultation, and referral to specialized student services and community resources. The mission of our department is to promote the personal/social well-being of our students in addition to supporting their educational and career development.

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### **Resource Program**

Our school has four resource teachers. Their role is to serve both students and teachers by assisting in the identification and delivery of the most appropriate academic program for students.

### **Teacher Advisor Groups**

Students are assigned to teacher advisor groups as they enter our school in Grade 9 or during the year. These students will remain with the same teacher advisor until they graduate from or leave our school.

### **The purpose of the teacher advisory system at our school is as follows:**

- To provide an opportunity for students and staff to interact and discuss topics of importance to students.
- To provide a forum for effective communication between Teacher Advisors and students as part of our school planning process.
- To provide a mechanism for developing and maintaining a positive school climate.
- To provide an opportunity for meaningful contact between all students and teachers in a non-instructional setting.
- To provide a third-party contact/advocate for parents and their children.
- To coordinate teacher-student working relationships for special school projects and activities.

### **Provincial Standards Examinations**

The Grade 12 English and Mathematics examinations are set by the Manitoba Department of Education and replace the school based examination for those courses. The exams are administered to the students at a time established by the Department.

Students must write these examinations unless they meet the criteria for exemption. Exemptions are requested by the school and may be granted by the Manitoba Education for students in modified or individualized programs of study.

### **How to Change Courses**

When selecting courses at the time of registration, students are expected to choose courses that best fit their individual program needs for the entire school year. In the event that a course change is needed, students will need to follow the course process that Crocus Plains currently follows. This process includes the completion of a course change form with the assistance of school counsellors, resource teachers, and administration. Opportunity for change does exist, however, space availability needs to be considered.

Students and their parents are urged to consider the following:

- Course changes for each semester should be made as soon as the need is recognized. Changes must be completed before the end of the first week of classes in a given semester.
- Students who need or want to repeat a course from first semester will be accommodated only where space permits.

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- Students who do not succeed in their chosen courses in the first semester may be required to wait until the following year to attempt it again.

In all cases, course changes will not occur until the course change process is complete.

### **The Registration Process**

Registration at Crocus Plains is a comprehensive plan that involves the use of Xello, the career technician, counsellors and resource teachers. In concert, these four resources help provide students and parents the assistance needed in order to complete online registrations from home. School counsellors and the school registrar are also made available for consultations during registration week. Students are encouraged to take advantage of this opportunity when needed.

### **CREDIT**

All courses are assigned a certain value. A student who completes a course requiring approximately 110 hours earns 1 credit.

### **TECHNOLOGY COURSES INCLUDE:**

Applied Commerce Education  
Automotive Technology  
Carpentry  
Collision Repair Technology  
Comprehensive Health Care Aide  
Culinary Arts  
Design Drafting  
Early Childhood Education  
Electronic Sciences & Technology  
Graphic Design  
Hairstyling  
Photography  
Sound Engineering  
Welding

# GENERAL INFORMATION

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## GRADUATION REQUIREMENTS

### Compulsory Courses

<u>Grade 9</u>	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
English Mathematics Science Social Studies Phys. Ed./Health	English Mathematics Geography Science Physical Education	English Mathematics History Physical Education *1 Grade 11 Elective	English Mathematics Physical Education **2 Grade 12 Electives

Total Compulsory Credits (Grades 9 – 12) 17

Total Elective Credits (Grades 9 – 12) 13

Total Credits Required for Graduation 30

Minimum graduation requirements DO NOT ensure acceptance into university or community college. ALL students pursuing post-secondary education need to check entrance requirements. **It is ultimately the responsibility of the student to ensure he/she meets the graduation requirements.**

For a Province of Manitoba Technology Diploma, students must have a minimum of 8 credits from courses approved under the Senior Years Technology Education Program (\*at least 2\* must be from Grade 11 and 2\*\* from Grade 12). School Initiated Courses can be used as part of the 30 Credits. (See following page). Up to three Student Initiated Projects can be used as part of the 30 credits. A Grade 11 History credit is compulsory for the Senior Year Technology Education Program graduation diploma.

### Diplomas -

Academic Diploma – 30.0 credits

Technology – 30.0 credits including:

- 8 technology 20-40 level credits from one area of Automotive Technology, Carpentry, Collision Repair Technology, Culinary Arts, Design Drafting, Early Childhood Education, Electronic Sciences & Technology, Graphic Design, Photography, Sound Engineering or Welding
- 8 technology 10-40 level credits from Applied Commerce Education
- 12 technology 20-40 level credits from Hairstyling

\* 6 credits from Health Care Aide will earn a Certificate issued by Assiniboine Community College

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### **Community Service Credit:**

Students can earn a maximum of one credit at the 41G level after successful completion of 110 hours of community service volunteer work with a recognized non-profit registered community organization or agency. Community service hours can be accumulated over the High School years by volunteering at an agency. The agency must be a registered participant with the Brandon School Division. A student must register through Student Services before the start of the volunteer hours and meet all requirements as set out in the Brandon School Division's Procedures for the Community Service Credit.

### **Challenge for Credit:**

In exceptional circumstances, a student may challenge for a credit in a course in which they have already acquired the knowledge, skills and outcomes. In order to challenge a credit, a student must provide a letter of intent by the last Friday in September. This must be followed by a letter of understanding with the documentation to be used as evidence that the student qualifies to challenge the credit. This must be completed by the second Friday in October. If administration approves the challenge, the student must complete a final assessment as determined by the appropriate subject area by the last day of classes in December.

### **Special Language Credits:**

Manitoba high school students may claim special credit for languages not included in the regular high school program. See a counsellor for more information.

### **Private Music Option:**

A private music option under private teachers may be accepted for credit in each year of high school. The requirements for this option have been set up by the Universities and Departments of Education in Alberta, Saskatchewan, and Manitoba, acting through the Western Board of Music and Royal Conservatory of Toronto. These credits cannot be counted towards the 30 required for graduation.

### **Cadet Credits:**

Students may obtain two credits through participation in Cadet Programs outside the school. These credits cannot be counted towards the 30 required for graduation.

### **Credit for Employment:**

Credit for Employment encourages and recognizes the skills developed and the experience gained through employment. Through credit for employment, students are allowed to earn a 30G and 40G level high school credit for paid work experience. Students must either have or be concurrently working on either a ½ or full credit in Career Development Life/Work courses. See a counsellor for more information.

## GENERAL INFORMATION

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### **Career Development Internship:**

Career Development Internship provides students with the opportunity to earn up to two credits for an unpaid internship. The goals of internships are to increase students' employability skills, knowledge of career paths, and confidence.

Students must be a minimum of 16 years of age to earn a Career Development Internship credit and have a ½ or full credit in Career Development Life/Work courses. Through career development internship, students are allowed to earn a 30G or 40G level high school credit. See a counsellor for more information.

### **HIGH SCHOOL APPRENTICESHIP PROGRAM**

The High School Apprenticeship Program (HSAP) allows students the opportunity to start their apprenticeship training while still in high school or completing a high school program. It combines regular high school instruction with paid, part-time, on-the-job apprenticeship training.

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

- Get hands-on experience using highly specialized, technological equipment
- Earn up to eight 40S credits for graduation. 1 credit is earned for every 110 hours completed
- Get paid at least 10 percent more than the minimum wage rate
- Apply on the job training hours to continued, full-time apprenticeship training following graduation
- Use this work experience to get a full-time job
- Obtain an apprenticeship tuition exemption (up to a maximum of four in-school training levels) for every 220 hours of HSAP on-the-job training

### **ADVANCED PLACEMENT®**

Advanced Placement (AP)® is a program of university level courses and exams for high school students.

Advanced Placement® courses are challenging and stimulating and require an even greater commitment of time and effort from students. In return, the Advanced Placement® courses offer greater opportunity for intellectual challenge, individual progress, and accomplishment.

Students who complete a Grade 12 AP® course may choose to write an AP® exam in that subject. Successful performance on AP® examinations may allow students to receive advanced credit or standing at numerous universities and colleges across Canada and the United States. Some colleges and universities offer AP® scholarships.

Students interested in taking multiple AP® courses should begin planning with an academic counsellor as soon as possible.

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Our Advanced Placement® Programming includes opportunities in the following streams:

English  
Calculus  
Studio Art  
Computer Science

Please see the respective subject area for further information.

### **Academic Honour Graduate**

Average of 85.0% or greater in 5 grade 12 courses. Math and English must be included. Physical education and technical/vocational courses cannot be included.

### **Technical Honour Graduate**

Graduation requirements must be met, with an average of 85% or greater in 8 credits in the 20 to 40 level courses, in one technology area. Hairstyling requires an average of 85% or greater in **12 credits** in the 20 to 40 level courses.

### **Governor General's Medal**

This medal is awarded to the student who achieves the highest average upon graduation from Crocus Plains Regional Secondary School. The average includes all Grade 11 and Grade 12 courses.

### **CROCUS PLAINS STUDENT RECOGNITION PROGRAM**

The Crocus Plains Student Recognition Program recognizes student achievement in the following areas:

- Academic/Technology Achievement
- Athletics
- Fine and Performing Arts
- School Citizenship

#### **Criteria for recognition are as follows:**

Academic/Technology Achievement – marks of at least 85% in any 6 courses completed during the current school year

Athletics – participation with a school team or co-curricular athletic activity (coach/supervisor nomination)

Fine and Performing Arts – participation in a school art, music or drama production (teacher nomination)

School Citizenship – volunteer in a school approved activity (club, production, etc.) (Staff, teacher, supervisor nomination)



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### Recognition

Recognition in one area: the student is awarded a certificate of achievement

Recognition in two areas: the student is awarded a certificate of achievement and a bronze medallion

Recognition in three areas: the student is awarded a certificate of achievement and a silver medallion

Recognition in four areas: the student is awarded a certificate of achievement and a gold medallion

### GRADUATION INFORMATION

#### **Application for Graduation**

All Grade 12 students who are eligible for graduation must complete an “Application for Graduation Form”. A description and breakdown of the school’s grad fee is included on the application form.

#### **Graduation Requirements**

In order to graduate with a High School Diploma, students must accumulate 30 credits, including all compulsory courses by the end of the Semester 2 school-based exams.

#### **Graduation Committees**

Graduation planning is completed by the following committee structures:

- **Convocation:** Staff Committee
- **Banquet:** Staff, Parent and Student Committee
- **Safe Grad:** Parent and Student Committee

In November, the administration will provide both students and parents with an overview of the graduation day and begin the establishment of necessary committees.

#### **Graduation Day Format**

Graduation is a single day event. The entire day begins with a convocation ceremony and may be followed by a banquet and a Safe Grad celebration.

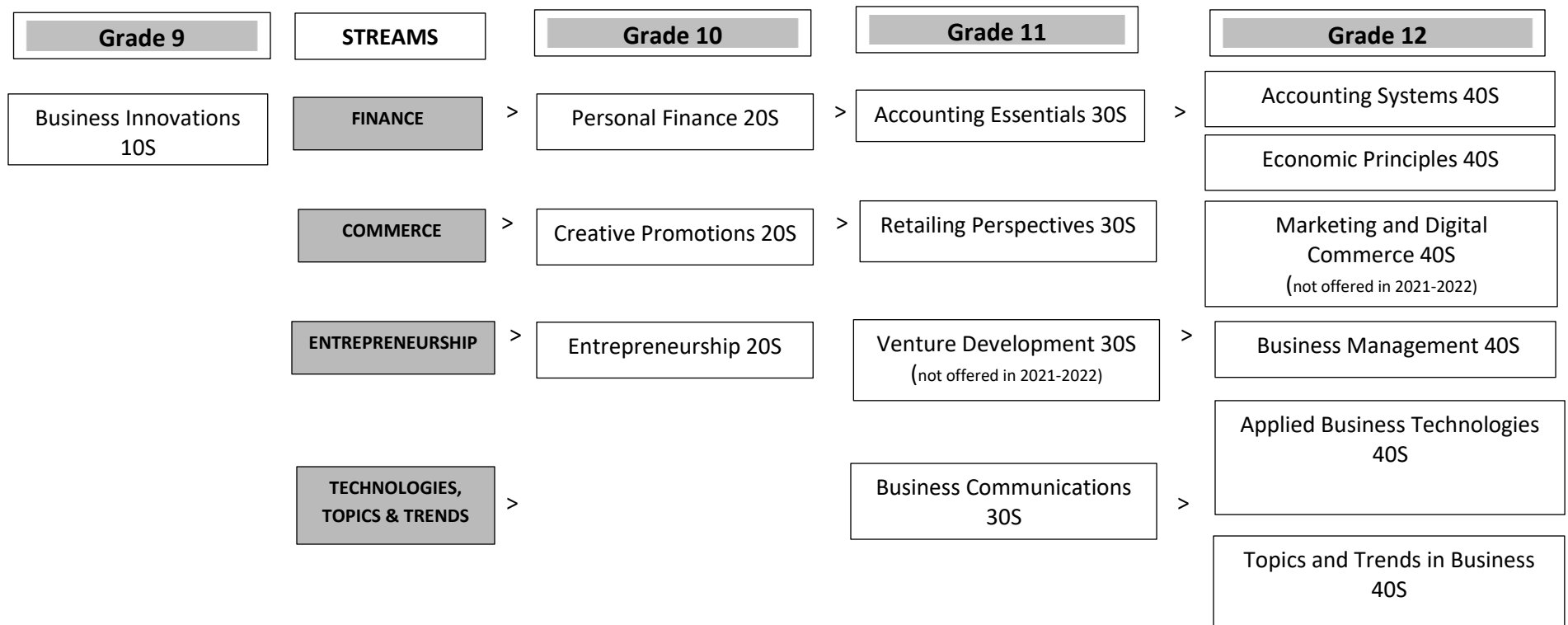
## ACADEMIC COURSE/TECHNOLOGY COURSES

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### APPLIED COMMERCE EDUCATION

Applied Commerce Education (ACE) courses are a valuable option for high school students interested in pursuing a future career in a commerce related field such as economics, business, marketing, technology and finance. It is also an excellent option for any student wanting to understand more about his or her role in our global economy. These course offerings in the Applied Commerce area will allow students to develop the skills needed to be effective business leaders, innovators, citizens, consumers, and employees.

Successful completion of eight ACE courses as part of their completed graduation requirements will earn those students a Senior Years Technology Education Diploma from the Province of Manitoba.



## ACADEMIC COURSE/TECHNOLOGY COURSES

APPLIED COMMERCE EDUCATION		
Course Grade	Course Description	Prerequisites
<b>Grade 9 BIN10S</b>	<b><u>BUSINESS INNOVATIONS 10S</u></b> Business Innovations is an introductory course which allows students to sample the various strands within the Applied Commerce Education program. The course offers students the opportunity to explore commerce related topics such as economics, entrepreneurship, business, marketing, technology and finance. Throughout the course, students will apply the concepts and strategies they learn to a variety of creative business projects and/or simulations.	<b>None</b>
<b>Grade 10 PFI20S</b>	<b><u>PERSONAL FINANCE 20S</u></b> Personal finance focuses on developing fundamental financial literacy skills, including the value of money, basic economics, budgeting, saving, financial institution services and investing. Many high school students will get their first part-time job while in school or are starting to dream about future purchases that require financial planning such as buying a car, travelling or pursuing a post-secondary education. It is a good option for any student interested in learning more about how to make good personal financial decisions.	<b>None</b>
<b>Grade 10 CPR20S</b>	<b><u>CREATIVE PROMOTIONS 20S</u></b> This course focuses on concepts and principles related to promotional communication including advertising strategies, direct marketing, personal selling, sales promotions, and public relations. Students will have the opportunity to apply the concepts and their creativity to design a variety of promotional and advertising material.	<b>None</b>
<b>Grade 10 ENT20S</b>	<b><u>ENTREPRENEURSHIP 20S</u></b> Entrepreneurship focuses on developing the foundational skills and ideas needed to plan and develop business. Many students are involved in their communities and beginning to recognize the various needs and wants. This course will begin by evaluating innovation, invention, and innovative ideas. Students will learn the process of planning, marketing and implementing a venture.	<b>None</b>
<b>Grade 11 ACE30S</b>	<b><u>ACCOUNTING ESSENTIALS 30S</u></b> Accounting Essentials will provide students the opportunity to gain an understanding of basic accounting concepts and principles. With an emphasis on accounting for a service business, students will apply their knowledge and skills to complete the stages of the accounting cycle.	<b>None</b>
<b>Grade 11 RPE30S</b>	<b><u>RETAILING PERSPECTIVES 30S</u></b> Retailing Perspectives will provide students the opportunity to gain an understanding of retailing from both a theoretical and practical approach. Students will learn about the operations of retail in both a physical and online environment. This course focuses on the strategies retailers use to appeal to the consumers while remaining financially sustainable.	<b>None</b>

## ACADEMIC COURSE/TECHNOLOGY COURSES

APPLIED COMMERCE EDUCATION		
Course Grade	Course Description	Prerequisites
<b>Grade 11 VDE30S</b>	<b><u>VENTURE DEVELOPMENT 30S</u></b> Venture Development builds upon the concepts and ideas studied in the Entrepreneurship 20S course. Students will focus the majority of their time on planning, creating, implementing, evaluating and growing their own business venture. <b>**THIS COURSE WILL NOT BE OFFERED IN 2021-2022**</b>	<b>None</b>
<b>Grade 11 BCO30S</b>	<b><u>BUSINESS COMMUNICATIONS 30S</u></b> This course focuses on developing effective written, verbal, interpersonal and visual communication skills. With an emphasis on technology infusion, students will learn how to use current technologies to create communications that are clear, concise and designed for business.	<b>None</b>
<b>Grade 12 ACS40S</b>	<b><u>ACCOUNTING SYSTEMS 40S</u></b> Accounting Systems is an extension of the material studied in Accounting Essentials 30S with an introduction to financial analysis and corporate accounting. With an emphasis on accounting for a merchandising business, students will apply their knowledge and skills to complete the stages of the accounting cycle.	<b>ACE30S</b>
<b>Grade 12 EPR40S</b>	<b><u>ECONOMIC PRINCIPLES 40S</u></b> Economic Principles focuses on both micro and macroeconomic principles including systems and structures, supply and demand, market influences, the global market and decision making related to economic factors. This course is designed for students wanting to learn more about how the economy impacts their personal and business decisions at a local, national and global level. Students will learn more about their role in the economy and how economic conditions affect the short and long term decision making.	<b>None</b>
<b>Grade 12 MCD40S</b>	<b><u>MARKETING AND DIGITAL COMMERCE 40S</u></b> This course focuses on applying marketing concepts, principles and strategies in making decisions related to product, price, place, and promotion. Students will have the opportunity to apply the concepts and their creativity through hands on applications and the creation of a marketing plan. <b>**THIS COURSE WILL NOT BE OFFERED IN 2021-2022**</b>	<b>None</b>
<b>Grade 12 BMA40S</b>	<b><u>BUSINESS MANAGEMENT 40S</u></b> Business Management focuses on developing skills in planning, leading, organizing, controlling and staffing. Students will study various management styles and participate in activities related to human resources, inventory, finance, and project management. The focus of the course will be to develop effective management strategies in various settings.	<b>None</b>

## ACADEMIC COURSE/TECHNOLOGY COURSES

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<b>APPLIED COMMERCE EDUCATION</b> (continued)		
Course Grade	Course Description	Prerequisites
<b>Grade 12 ABT40S</b>	<b><u>APPLIED BUSINESS TECHNOLOGIES 40S</u></b> This course is designed for students interested in learning about collaboration, digital communication and customization of presentation software, creating, editing, and managing business documents using advanced features of word processing, spreadsheets and databases. Topics also include multimedia elements such as creating and manipulating images and graphics, videos and animations.	<b>None</b>
<b>Grade 12 TTB40S</b>	<b><u>TOPICS AND TRENDS IN BUSINESS 40S</u></b> Students will be required to design, recommend or implement an action plan of their inquiry findings. Topics and Trends in Business will allow students to examine issues they are interested in or may not be familiar with. Students have the opportunity to develop essential questions, set learning goals, research, plan, problem solve and present their findings.	<b>None</b>

## ACADEMIC COURSES

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### ARTS EDUCATION

The Drama, Music, and Visual Arts programs are intended to promote and inspire students to be artistic learners. Students can register for provincially approved and/or school initiated credits in the following streams:

- Visual Arts
  - Drama
  - Musical Theatre
- Choir and Vocal Jazz  
Band and Jazz Band

### DRAMA

Grade 9	Grade 10	Grade 11	Grade 12
Drama 10S	Drama 20S	Drama 30S	Drama 40S
Musical Theatre 10S	Musical Theatre 20S	Musical Theatre 30S	Musical Theatre 40S

DRAMA		
Course Grade	Course Description	Prerequisites
<b>Grade 9 DRA10S</b>	<b>DRAMA 10S</b> This course offers students the opportunity to explore dramatic forms and techniques, using material from a wide selection of sources and cultures. Students will use the building blocks of drama to study events and issues relevant to their own lives. Students will create, perform, discuss, and analyse drama, and then reflect on these experiences to develop an understanding of themselves, the art form, and the world around them.	<b>None</b>

## ACADEMIC COURSES

<b>DRAMA</b> (continued)		
Course Grade	Course Description	Prerequisites
<b>Grade 9 DRM3A10S</b>	<b><u>MUSICAL THEATRE 10S</u></b> This course is an introduction to the genre of Musical Theatre as students learn to integrate singing, dancing, and acting on stage. Students will learn about various types of musical preparations, including solo and ensemble dance, opera, operetta, and Broadway and Off-Broadway musicals. Performances for other students and/or the public may be part of the course.	<b>None</b>
<b>Grade 10 DRA20S</b>	<b><u>DRAMA 20S</u></b> This course offers students the opportunity to explore dramatic forms, principles and techniques. Students will explore a wide variety of dramatic sources from various cultures that represent a comprehensive scope of genres. Students will use the elements of drama to communicate, respond and create in an interactive and inclusive environment. Students will be empowered to make decisions in the creative process, engage in critical self-reflection, and receive feedback from others.	<b>DRA10S</b>
<b>Grade 10 DRM3A20S</b>	<b><u>MUSICAL THEATRE 20S</u></b> Students will gain an understanding of what constitutes the Musical Theatre genre: the story, the characters and the music. Students are encouraged to build on the skills developed in Drama 10S as they begin to work on dramatic characterization, honesty, communication and listening skills while learning to sing the choreographed story. Students will apply their skills in drama, music and dance to explore and present songs and scenes, and will analyze the components of music theatre in historical contexts and experiment with creating and performing their own music theatre structures. Students will achieve a professional and personal understanding of the arts through rehearsals, auditions and performances at the final Cabaret Showcase.	<b>DRM3A10S or Permission from the teacher</b>
<b>Grade 11 DRA30S</b>	<b><u>DRAMA 30S</u></b> This course requires students to both create and perform in a dramatic exposition. Students will be provided the opportunity to analyse, interpret and perform dramatic works from various times, places, social groups and cultures. Students will be expected to research and consider a wide range of resources, conventions and disciplines to create an original drama that will be performed, directed and produced through class collaboration.	<b>DRA10S or DRA20S</b>
<b>Grade 11 DRM3A30S</b>	<b><u>MUSICAL THEATRE 30S</u></b> Students will achieve understanding of the historical, creative, artistic, and aesthetic aspects of musical theatre in relationship to its history. Students will understand that the circumstances in which composers and lyricists wrote contribute to the content and structure of their shows which will allow them to understand that traditional Musical Theatre forms have evolved and fragmented into a variety of different styles. Students will gain knowledge and understanding of the social and cultural impact of the musical theatre art form on society and culture and to demonstrate this knowledge, students will perform a one-act musical in a Cabaret Showcase at semester's end.	<b>DRM3A10S or Permission from the teacher</b>

## ACADEMIC COURSES

<b>DRAMA</b> (continued)		
Course Grade	Course Description	Prerequisites
<b>Grade 12 DRA40S</b>	<b><u>DRAMA 40S</u></b> This course requires students to experiment with forms and conventions of the dramatic arts from various cultures and time periods. Students will interpret dramatic literature and explore how the theatre experience influences how we culturally have reflected, interpreted, and recorded traditions, values, beliefs, issues, and events in society and culture. Students will recognize the platform theatre provides to both educate and inform a community as well as the opportunity to develop personal skills, social awareness, and identity beyond secondary school.	<b>DRA10S or DRA20S or DRA30S</b>
<b>Grade 12 DRM3A40S</b>	<b><u>MUSICAL THEATRE 40S</u></b> Students will understand that analyzing the music, lyrics, structure and style of a Musical Theatre song guides performers to make more effective choices. Students will analyze, interpret, and perform dramatic works from various cultures and time periods and then research various acting styles and conventions that could be used in their musical presentations. Students will develop and use correct terminology and vocabulary in written and oral discussion. Students recognize the musical theatre formula and will work collaboratively and creatively to create their own musical for the end of the year Cabaret.	<b>DRM3A10S or Permission from the teacher</b>



## ACADEMIC COURSES

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### MUSIC

Grade 9	Grade 10	Grade 11	Grade 12
Concert Band 10S	Concert Band 20S	Concert Band 30S	Concert Band 40S
	Wind Ensemble 20F	Wind Ensemble 30F	Wind Ensemble 40F
Jazz Band 10S	Jazz Band 20S	Jazz Band 30S	Jazz Band 40S
	Jazz Combo 20S	Jazz Combo 30S	Jazz Combo 40S
Concert Choir 10S	Concert Choir 20S	Concert Choir 30S	Concert Choir 40S
Chamber Choir/Advanced Ensemble 10S	Chamber Choir/Advanced Ensemble 20S	Chamber Choir/Advanced Ensemble 30S	Chamber Choir/Advanced Ensemble 40S
Vocal Jazz 10S	Vocal Jazz 20S	Vocal Jazz 30S	Vocal Jazz 30S

## ACADEMIC COURSES

MUSIC		
Course Grade	Course Description	Prerequisites
<b>Grades 9-12</b> BAN10S, BAN20S BAN30S, BAN40S	<b><u>CONCERT BAND</u></b> Concert Band for 2021-2022 is open to all new and returning band students. There is no pre-requisite for this course. <b>Students who have taken band previously, or who are new to the band program, are welcome to enroll.</b> The emphasis of this course is the performance of various musical styles and forms in an ensemble setting. Members of the band will develop their musicianship through daily music making as well as opportunities to reflect and connect music to various times, places, and groups. <b>In the event that health restrictions prohibit the playing of wind instruments during class, students will make music using alternative instrumentation including pitched and non-pitched percussion instruments.</b>	None
<b>Grades 10-12</b> WAE20S, WAE30S, WAE40S	<b><u>ADVANCED (WIND) ENSEMBLE</u></b> Previous experience and enrollment in concert band is normally required for participation in this course. <b>All students who registered for wind ensemble last year, or who are interested in an additional musical challenge, are welcome to enroll.</b> The instructor will meet with prospective students during the first weeks of the term before finalizing the class list. This ensemble is a more intense extension of the band program. It provides musically experienced students with an opportunity to participate in a smaller, more advanced, ensemble. Rehearsal times will be held outside of the normal school day. <b>In the event that health restrictions prohibit the playing of wind instruments during class, students will make music using alternative instrumentation including pitched and non-pitched percussion instruments.</b>	None
<b>Grades 9-12</b> JAZ10S, JAZ20S JAZ30S, JAZ40S	<b><u>JAZZ BAND</u></b> Jazz Band for 2021-2022 is open to all new and returning jazz students. <b>Students who have taken jazz band previously, or who are new to jazz band, are welcome to enroll.</b> Registration for concert band is required to participate in this course. Students are introduced to various styles of jazz through performance, aural comprehension, and music history. Members of the jazz band will also explore the basics of jazz improvisation and arranging. <b>In the event that health restrictions prohibit the playing of wind instruments during class, students will make music with alternative instrumentation including pitched and non-pitched rhythm section instruments.</b>	None
<b>Grades 10-12</b> JJC20S, JJC30S, JJC40S	<b><u>JAZZ COMBO</u></b> Registration for concert band and previous jazz band experience is normally required for participation in this course. <b>All students who registered for jazz combo last year, or who are interested in an additional musical challenge, are welcome to enroll.</b> The instructor will meet with prospective students during the first weeks of the term before finalizing the class list. Students will learn jazz standards and forms as well as participate in developing arrangements. Whereas the jazz band course touches on jazz improvisation, this course will emphasize improvisation and developing the theoretical understandings required to play jazz at an advanced level. Rehearsal times will be held outside of the normal school day. <b>In the event that health restrictions prohibit the playing of wind instruments during class, students will make music with alternative instrumentation including pitched and non-pitched rhythm section instruments.</b>	None

## ACADEMIC COURSES

<b>MUSIC</b> (continued)		
Course Grade	Course Description	Prerequisites
<b>Grades 9-12</b> CHO10S, CHO20S CHO30S, CHO40S	<b><u>CONCERT CHOIR</u></b> This course provides students with the opportunity to experience singing in a large group setting. Prior singing experience is NOT necessary. Students will learn how to read a vocal score and perform a variety of different styles of choral music both accompanied and unaccompanied. Students will learn to develop their voices and gain confidence in the areas of vowel formation and clarity, range extension, breath support and musical expression. They will be introduced to proper rehearsal techniques and performance etiquette. Students will learn to view musical performances with a critical eye and ear.	<b>None</b>
<b>Grades 9-12</b> CAE10S, CAE20S CAE30S, CAE40S	<b><u>CHAMBER CHOIR/ADVANCED ENSEMBLE – CHORAL</u></b> This ensemble is a more intense extension of the choral program. It provides musically experienced students with an opportunity to participate in a smaller, more advanced, ensemble than the choir. The course instructor may audition interested participants during the first weeks of the school term. Rehearsal times will be held outside of the normal school day.	<b>None</b>
<b>Grades 9-12</b> VJZ10S, VJZ20S, VJZ30S, VJZ40S	<b><u>VOCAL JAZZ</u></b> This course provides students with the opportunity to experience singing in a smaller group setting. This course is designed to help students further develop their vocal technique with a specific emphasis on 4 to 6-part harmony. Students will be introduced to arranging music for small groups. Aside from jazz, other types of music will include pop, rock, folk, gospel, and musical theatre.	<b>By Audition</b>

## ACADEMIC COURSES

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### VISUAL ARTS

Grade 9	Grade 10	Grade 11	Grade 12
Visual Arts 10S	Visual Arts 20S	Visual Arts 30S	Visual Arts 40S
			Visual Art 40SA Advanced

The Visual Arts program at Crocus Plains Regional Secondary School provides students with a visual arts education within a stimulating studio environment. After completing the program students acquire skills to develop as an independent artist, pursue a post-secondary art education and increase their understanding and enjoyment of the multi-media world. Professional applications of graduate skills are found in galleries, museums, film, television, photography, theatre, interior design, architecture, graphic design, teaching and multi-media communications.

## ACADEMIC COURSES

VISUAL ARTS		
Course Grade	Course Description	Prerequisites
<b>Grade 9 ART10S</b>	<p><b><u>VISUAL ART 10S</u></b></p> <p>This course emphasizes the importance of composition through the development of visual awareness and art production. Students will study the Elements of Art: line, space, shape, value, texture and colour. They will explore various artistic techniques and media. Students will learn art vocabulary and develop skills in observation through discussions about media, technique and design in their artworks. Discussions about their work help students gain an understanding of the visual arts by expanding their frames of reference and revealing to them new ways of seeing and responding to their surroundings. Students are expected to develop an understanding of the importance of craftsmanship, composition and sketchbook research when completing their artwork.</p>	<b>None</b>
<b>Grade 10 ART20S</b>	<p><b><u>VISUAL ART 20S</u></b></p> <p>This course stresses the importance of composition, developing technical skills, and introduces art appreciation. This course builds on the Elements of Art in Visual Arts 10S and introduces students to the Art Principles of Design; unity, balance, emphasis, contrast, rhythm, repetition, proportion/scale and economy. Students learn that art criticism is used to discuss how elements and principles affect each other in their compositions. Discussions about art and design are vital not only for understanding the visual arts, but for personal development. Students continue to strengthen their art production skills, sketchbook research and design planning when completing their artwork.</p>	<b>ART10S or GDA10S</b>
<b>Grade 11 ART30S</b>	<p><b><u>VISUAL ART 30S</u></b></p> <p>This course will focus on the creation of quality works that explore a variety of concepts and a range of approaches to demonstrate versatility with techniques, media and visual problem solving. Students will also broaden their exposure to creating and interpreting art through art appreciation. Viewing, describing, analyzing, interpreting and evaluating examples of art from historical to contemporary artists will provide opportunities for students to learn critical art appreciation. Students learn through viewing, creating art works and discussions, the interdependence of the art components: subject, form, and content in a work of art. Students develop a critical approach to art by using individual and group discussions and critiques as a valuable means for solving artistic problems. Students are expected to exhibit an understanding of craftsmanship, content and sketchbook research when completing their artwork.</p>	<b>ART20S</b>
<b>Grade 12 ART40S</b>	<p><b><u>VISUAL ART 40S</u></b></p> <p>This course challenges students to acquire a critical and informed perspective of their artwork. Students will be expected to assume responsibility for decision making at all levels of the creative process. The teacher will encourage and expect students to identify areas of concern and organize the resources and learning which are needed for making creative solutions to the problems encountered while making their artwork. In this final year of Visual Arts, students have the opportunity to develop their own expressive styles. Students must research and complete a specific number of artworks to demonstrate their abilities with various media and subject matter. Students will exhibit an understanding of craftsmanship, composition and content, and sketchbook research when completing and critiquing their artwork.</p>	<b>ART30S</b>

## ACADEMIC COURSES

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<b>VISUAL ARTS</b> (continued)		
Course Grade	Course Description	Prerequisites
<b>Grade 12 ART40SA</b>	<b><u>VISUAL ART 40SA ADVANCED</u></b> This course is designed to prepare students for the rigor and intensity of the study of Visual Arts at the university level. This course challenges students to acquire a critical and informed perspective about their artwork. Students are expected to create a volume of high quality pieces in a range of approaches demonstrating effective use of the Elements and Principles of Art and Design. Students are encouraged to demonstrate independence in formulating objectives and achieving these objectives by creatively organizing, selecting and utilizing resources. This course offers students the opportunity to further develop skills, formulate ideas and discuss and critique each other's artwork.	<b>ART30S</b>

## ACADEMIC COURSES

### CAREER DEVELOPMENT

<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Life/Work Planning 20S	Life/Work Building 30S	Life/Work Transitioning 40S

CAREER DEVELOPMENT		
Course Grade	Course Description	Prerequisites
<b>Grade 10 CDP20S</b>	<p><b><u>LIFE/WORK PLANNING 20S</u></b></p> <p>Students will locate and effectively use life/work information to help understand the relationship between work and society and economy. They will examine, engage in, and manage their own life/work planning process.</p> <p>This program requires students to complete 20 hours of work experience and this practicum takes place during their regularly scheduled class in the daily timetable.</p>	<b>None</b>
<b>Grade 11 CDB30S</b>	<p><b><u>LIFE/WORK BUILDING 30S</u></b></p> <p>Students will examine the impact of self – image, person interests, work values, learning styles and work preferences. They will demonstrate personal management skills such as time management, problem solving, stress management and life/work balance in the area of career development.</p> <p>This program requires 45 hours of work experience and this practicum takes place during their regularly scheduled class in the daily timetable.</p>	<b>None</b>
<b>Grade 12 CDT40S</b>	<p><b><u>LIFE/WORK TRANSITIONING 40S</u></b></p> <p>Students will examine and identify personal characteristics such as interests, skills and values needed for career management. They will integrate personal management skills such as time management, problem solving, stress management and life/work balance in the area of career development.</p> <p>This program requires 45 hours of work experience and this practicum takes place during their regularly scheduled class in the daily timetable.</p>	<b>None</b>

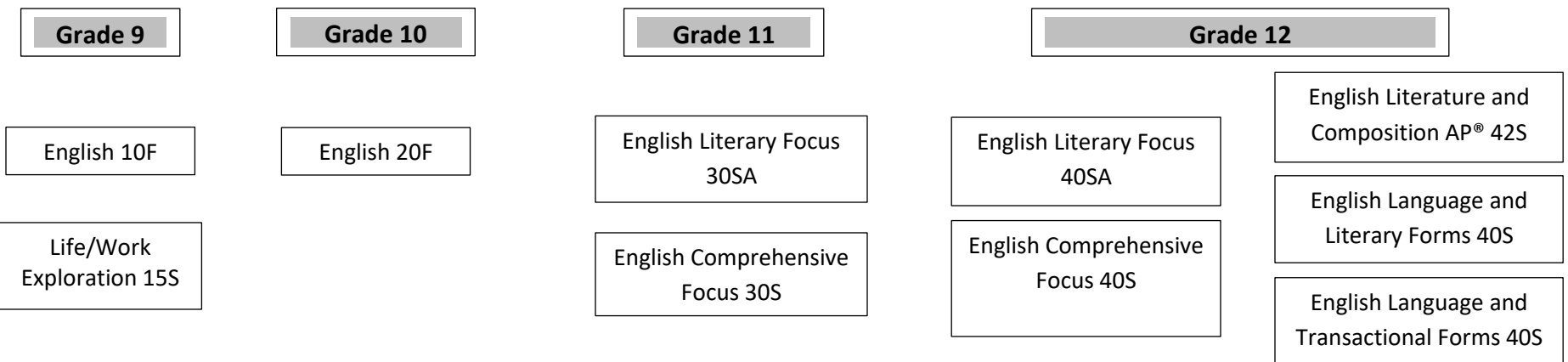
# ACADEMIC COURSES

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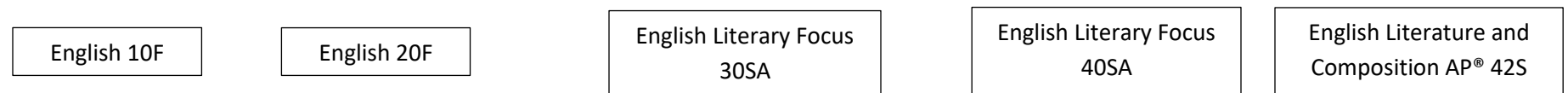
## ENGLISH

The English Language Arts Department provides our students with engaging and stimulating learning experiences as they work towards assisting our students in meeting the learning outcomes as outlined within Manitoba Education's approved curriculums.

Graduation from the Province of Manitoba requires a completed English Language Arts credit at each grade level. The Grade 9 English Language Arts course is a full year, single credit course. The Grades 10, 11, and 12 English Language Arts courses are all single semester, single credit courses. Students completing their compulsory Grade 12 English Language Arts credit will write a Provincial English Language Arts Standards Test which counts for 30% of the final grade of that credit course.



### Recommended Advanced Placement® Pathway





## ACADEMIC COURSES

<b>ENGLISH</b>		
Course Grade	Course Description	Prerequisites
<b>Grade 9 ELA10F</b>	<b><u>ENGLISH LANGUAGE ARTS 10F</u></b> Students will actively use the six language arts strands- reading, writing, speaking, listening, viewing and representing- to broaden their engagement with literature presented in the course.	<b>None</b>
<b>Grade 9 CDE15S</b>	<b><u>Life/Work Exploration 15S</u></b> Students will engage in, and manage life/work building processes, including building and maintaining a positive self-image and interacting positively and effectively with others. This course will be integrated with the Grade 9 English course. Students will have the opportunity to earn 1 English 10F credit and a 0.5 Career 15S credit.	<b>None</b>
<b>Grade 10 ELA20F</b>	<b><u>ENGLISH LANGUAGE ARTS 20F</u></b> This course continues to build on the skills developed in ELA10F as students examine and create literature for a variety of purposes. Students will continue to work on developing the six language arts strands as they engage with a variety of fiction and nonfiction texts.	<b>ELA10F</b>
<b>Grade 11 ENC30S</b>	<b><u>ENGLISH LANGUAGE ARTS: COMPREHENSIVE FOCUS 30S</u></b> This course requires students to respond personally and critically to pragmatic and aesthetic texts. Students will deepen their engagement with texts and generate personal, interpretive and critical responses to the texts in class.	<b>ELA20F</b>
<b>Grade 11 ENL30SA</b>	<b><u>ENGLISH LANGUAGE ARTS LITERARY FOCUS 30S</u></b> Provides students with opportunities to enrich their lives and their understanding of themselves and the world through engagement with aesthetic texts. The Literary Focus emphasizes the aesthetic uses of language: language that enlightens, fosters understanding and empathy, reflects culture, expresses feelings and experience, and brings enjoyment. As listeners, readers, and viewers, students move imaginatively into the worlds created by texts and deepen their appreciation of language. As poets, fiction writers, playwrights, and actors, they explore the aesthetic properties of language to convey experience, ideas, and perspectives.	<b>ELA20F</b>
<b>Grade 12 ENC40S</b>	<b><u>ENGLISH LANGUAGE ARTS: COMPREHENSIVE FOCUS 40S</u></b> This course continues to build upon the skills developed in the English Language Arts 30S course, and requires students to respond personally and critically to pragmatic and aesthetic texts. Students will deepen their engagement with texts and generate personal, interpretive and critical responses to the texts in class.	<b>ENC30S</b>

## ACADEMIC COURSES

<b>ENGLISH</b> (continued)		
Course Grade	Course Description	Prerequisites
<b>Grade 12 ENL40SA</b>	<b><u>ENGLISH LANGUAGE ARTS LITERARY FOCUS 40SA</u></b> The student learning outcome within the Literary Focus identify the knowledge, skills and strategies, and attitudes that characterize effective aesthetic communication. Students enhance their skills in comprehending and appreciating a range of forms, genres, and media. Students learn the conventions of various aesthetic forms. They explore and analyze the effect of voice, diction, and form in their own and others' texts and they explore the creative potential of collaboration.	<b>ENL30SA</b>
<b>Grade 12 ELT40S</b>	<b><u>ENGLISH LANGUAGE AND TRANSACTIONAL FORMS 40S</u></b> This course is intended for students whose post-secondary goals include an emphasis on journalism, public relations, communications as well as students who are interested in management, sciences, law or business. The focus of this course is on pragmatic writing and texts; students will produce a variety of nonfiction texts. Skills that are essential to this course include the ability to work independently, collaborate in a group setting, conduct effective inquiry and research, and speak and present material to an audience.	<b>ENC40S or ENL40SA</b>
<b>Grade 12 EEL40S</b>	<b><u>ENGLISH LANGUAGE AND LITERARY FORMS 40S</u></b> This course is intended for students whose post-secondary goals include an emphasis on English at the university level. Students will examine several literary works, focusing on developing critical and analytical responses to literature. Students will also collaborate online with classrooms across the country in the WiER© program, developing original texts for submission and review by peers and professional writers. EEL40S requires students to be able to work both collaboratively and independently in the classroom.	<b>ENC40S or ENL40SA</b>
<b>Grade 12 ELL42SAP</b>	<b><u>ENGLISH LITERATURE AND COMPOSITION 42S ADVANCED PLACEMENT®</u></b> An AP® course in English Literature and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. This course will require students to write a final summative exam in May.	<b>ENL40SA or ENC40S</b>

# ACADEMIC COURSES

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## FRENCH

The goals of the *French Communication and Culture* course are to give students the opportunity to acquire the necessary language skills to communicate in French, to value the learning of French as a tool for personal, intellectual, and social growth, to demonstrate an appreciation of francophone cultures and to further develop intercultural communication skills that are essential to all global citizens.

The French Department provides our students with engaging and stimulating learning experiences as they work towards assisting our students in meeting the learning outcomes as outlined within Manitoba Education's approved curriculums.

Students interested in advancing their French communicative skills have the option of registering for a French credit at each grade level. Students requiring more information regarding any of the listed credits are asked to speak to their respective counsellor or any member of the French Department.

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
French 10F	French 20F	French 30S	French 40S

Course Grade	Course Description	Prerequisites
<b>Grade 9 FRE10F</b>	<b><u>FRENCH 10F</u></b> <b>Immersion students do not sign up at this level.</b> The greater part of the semester is spent reviewing and mastering basic skills, through oral communication, reading and writing, and discovering aspects of francophone cultures.	<b>None</b>
<b>Grade 10 FRE20F</b>	<b><u>FRENCH 20F</u></b> <b>Immersion students start at this level in Grade 10.</b> This course will continue, through life experience situations, to maintain and expand upon the skills developed up to this point.	<b>FRE10F</b>
<b>Grade 11 FRE30S</b>	<b><u>FRENCH 30S</u></b> At this level, students are expected to communicate in the present, the past, and the future with ease. There will be continued development of communicative skills. There is a strong focus on grammar at this level.	<b>FRE20F</b>
<b>Grade 12 FRE40S</b>	<b><u>FRENCH 40S</u></b> The greater part of the semester is spent on further developing the ability to communicate naturally and spontaneously. The students are expected to speak only French in the classroom.	<b>FRE30S</b>

## ACADEMIC COURSES

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### INDIGENOUS LANGUAGE

Courses are offered in Cree, Dakota, Michif, and Anishinaabemowin/Ojibway languages. Traditional teachings, history, culture, and spirituality are essential components of each course, and are a primary basis for students to develop fluency in their language. Classes will include a variety of interactive activities, both in-class and off-site, which will focus on developing skills in reading, speaking, and writing. Students will play an active role in these activities.

Grade 9	Grade 10	Grade 11	Grade 12
Cree 11G	Cree 21G	Cree 31G	Cree 41G
Dakota 11G	Dakota 21G	Dakota 31G	Dakota 41G
Michif 11G	Michif 21G	Michif 31G	Michif 41G
Anishinaabemowin/ Ojibwe 11G	Anishinaabemowin/ Ojibwe 21G	Anishinaabemowin/ Ojibwe 31G	Anishinaabemowin/ Ojibwe 41G

## ACADEMIC COURSES

INDIGENOUS LANGUAGE		
Course Grade	Course Description	Prerequisites
<b>Grade 9 CRE11G</b>	<p><b><u>CREE 11G</u></b></p> <p>This introductory course focuses on the basics of the Cree language. With five distinct dialects throughout Canada, instruction is on the “n” dialect originating from Swampy Cree. Participation with in-class and off-site language and cultural activities is encouraged for students to learn, practice, and display their oral skill development. Along with the implementation of traditional teachings, students learn to read, write, and speak at the basic level of proficiency in the Swampy Cree language.</p>	<b>None</b>
<b>Grade 10 CRE21G</b>	<p><b><u>CREE 21G</u></b></p> <p>This introductory course focuses on the basics of the Cree language. With five distinct dialects throughout Canada, instruction is on the “n” dialect originating from Swampy Cree. Participation with in-class and off-site language and cultural activities is encouraged for students to learn, practice, and display their oral skill development. Along with the implementation of traditional teachings, students learn to read, write, and speak at the basic level of proficiency in the Swampy Cree language.</p>	<b>CRE11G</b>
<b>Grade 11 CRE31G</b>	<p><b><u>CREE 31G</u></b></p> <p>This introductory course focuses on the basics of the Cree language. With five distinct dialects throughout Canada, instruction is on the “n” dialect originating from Swampy Cree. Participation with in-class and off-site language and cultural activities is encouraged for students to learn, practice, and display their oral skill development. Along with the implementation of traditional teachings, students learn to read, write, and speak at the basic level of proficiency in the Swampy Cree language.</p>	<b>CRE21G</b>
<b>Grade 12 CRE41G</b>	<p><b><u>CREE 41G</u></b></p> <p>This introductory course focuses on the basics of the Cree language. With five distinct dialects throughout Canada, instruction is on the “n” dialect originating from Swampy Cree. Participation with in-class and off-site language and cultural activities is encouraged for students to learn, practice, and display their oral skill development. Along with the implementation of traditional teachings, students learn to read, write, and speak at the basic level of proficiency in the Swampy Cree language.</p>	<b>CRE31G</b>
<b>Grade 9 DAS11G</b>	<p><b><u>DAKOTA 11G</u></b></p> <p>The Dakota Language course will provide you with an understanding in: speaking, reading, and writing. The course will provide knowledge on the Dakota culture and language. The class will be interactive and activity based, we will cover topics such as colours, number systems, months, kinship, greetings, introductions, history based lessons, etc. Students are required to take an active role in speaking the language.</p>	<b>None</b>
<b>Grade 10 DAS21G</b>	<p><b><u>DAKOTA 21G</u></b></p> <p>The Dakota Language course will provide you with an understanding in: speaking, reading, and writing. The course will provide knowledge on the Dakota culture and language. The class will be interactive and activity based, we will cover topics such as colours, number systems, months, kinship, greetings, introductions, history based lessons, etc. Students are required to take an active role in speaking the language.</p>	<b>DAS11G</b>

## ACADEMIC COURSES

<b>INDIGENOUS LANGUAGE</b> (continued)		
Course Grade	Course Description	Prerequisites
<b>Grade 11 DAS31G</b>	<b><u>DAKOTA 31G</u></b> The Dakota Language course will provide you with an understanding in: speaking, reading, and writing. The course will provide knowledge on the Dakota culture and language. The class will be interactive and activity based, we will cover topics such as colours, number systems, months, kinship, greetings, introductions, history based lessons, etc. Students are required to take an active role in speaking the language.	<b>DAS21G</b>
<b>Grade 12 DAS41G</b>	<b><u>DAKOTA 41G</u></b> The Dakota Language course will provide you with an understanding in: speaking, reading, and writing. The course will provide knowledge on the Dakota culture and language. The class will be interactive and activity based, we will cover topics such as colours, number systems, months, kinship, greetings, introductions, history based lessons, etc. Students are required to take an active role in speaking the language.	<b>DAS31G</b>
<b>Grade 9 MIC11G</b>	<b><u>MICHIF 11G</u></b> The Michif Language class provides students with the opportunity to learn the basics in Michif, including speaking, reading, and writing. It includes learning through a variety of activities from class instruction to group activities. It will also introduce students to Metis history and culture through presenters coming to the classroom. Upon year end completion, students will have knowledge of the basics of Michif, in oral speaking, reading and writing.	<b>None</b>
<b>Grade 10 MIC21G</b>	<b><u>MICHIF 21G</u></b> The Michif Language class provides students with the opportunity to learn the basics in Michif, including speaking, reading, and writing. It includes learning through a variety of activities from class instruction to group activities. It will also introduce students to Metis history and culture through presenters coming to the classroom. Upon year end completion, students will have knowledge of the basics of Michif, in oral speaking, reading and writing.	<b>MIC11G</b>
<b>Grade 11 MIC31G</b>	<b><u>MICHIF 31G</u></b> The Michif Language class provides students with the opportunity to learn the basics in Michif, including speaking, reading, and writing. It includes learning through a variety of activities from class instruction to group activities. It will also introduce students to Metis history and culture through presenters coming to the classroom. Upon year end completion, students will have knowledge of the basics of Michif, in oral speaking, reading and writing.	<b>MIC21G</b>
<b>Grade 11 MIC41G</b>	<b><u>MICHIF 41G</u></b> The Michif Language class provides students with the opportunity to learn the basics in Michif, including speaking, reading, and writing. It includes learning through a variety of activities from class instruction to group activities. It will also introduce students to Metis history and culture through presenters coming to the classroom. Upon year end completion, students will have knowledge of the basics of Michif, in oral speaking, reading and writing.	<b>MIC31G</b>

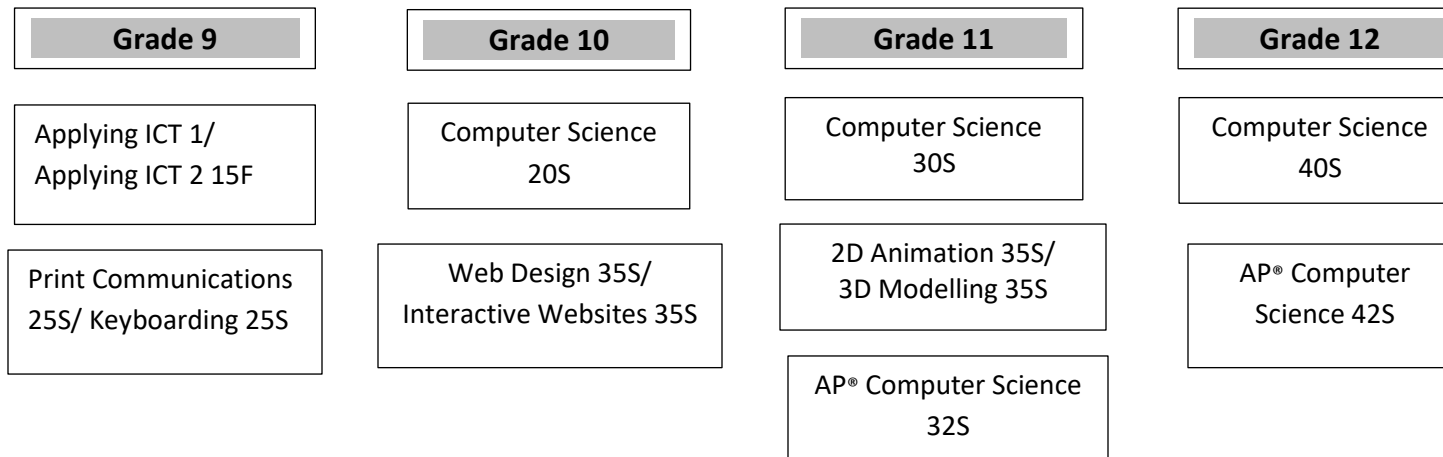
## ACADEMIC COURSES

<b>INDIGENOUS LANGUAGE</b> (continued)		
Course Grade	Course Description	Prerequisites
<b>Grade 9 ANI11G</b>	<p><b><u>ANISHINAABEMOWIN/OJIBWE 11G</u></b></p> <p>This is an introductory course to help students learn to speak and explore the Ojibwe language/Anishinaabemowin. Students will practice speaking, reading, and writing many descriptive phrases in the Ojibwe language/Anishinaabemowin. It also introduces students to the history, culture, and spirituality of Ojibwe culture. Upon completion, students will be able to speak, read, and write in the Ojibwe language/Anishinaabemowin. Students will increase fluency, understanding, and comprehension in the Ojibwe language/Anishinaabemowin, at a basic level.</p>	<b>None</b>
<b>Grade 10 ANI21G</b>	<p><b><u>ANISHINAABEMOWIN/OJIBWE 21G</u></b></p> <p>This is an introductory course to help students learn to speak and explore the Ojibwe language/Anishinaabemowin. Students will practice speaking, reading, and writing many descriptive phrases in the Ojibwe language/Anishinaabemowin. It also introduces students to the history, culture, and spirituality of Ojibwe culture. Upon completion, students will be able to speak, read, and write in the Ojibwe language/Anishinaabemowin. Students will increase fluency, understanding, and comprehension in the Ojibwe language/Anishinaabemowin, at a basic level.</p>	<b>ANI11G</b>
<b>Grade 11 ANI31G</b>	<p><b><u>ANISHINAABEMOWIN/OJIBWE 31G</u></b></p> <p>This is an introductory course to help students learn to speak and explore the Ojibwe language/Anishinaabemowin. Students will practice speaking, reading, and writing many descriptive phrases in the Ojibwe language/Anishinaabemowin. It also introduces students to the history, culture, and spirituality of Ojibwe culture. Upon completion, students will be able to speak, read, and write in the Ojibwe language/Anishinaabemowin. Students will increase fluency, understanding, and comprehension in the Ojibwe language/Anishinaabemowin, at a basic level.</p>	<b>ANI21G</b>
<b>Grade 12 ANI41G</b>	<p><b><u>ANISHINAABEMOWIN/OJIBWE 41G</u></b></p> <p>This is an introductory course to help students learn to speak and explore the Ojibwe language/Anishinaabemowin. Students will practice speaking, reading, and writing many descriptive phrases in the Ojibwe language/Anishinaabemowin. It also introduces students to the history, culture, and spirituality of Ojibwe culture. Upon completion, students will be able to speak, read, and write in the Ojibwe language/Anishinaabemowin. Students will increase fluency, understanding, and comprehension in the Ojibwe language/Anishinaabemowin, at a basic level.</p>	<b>ANI31G</b>

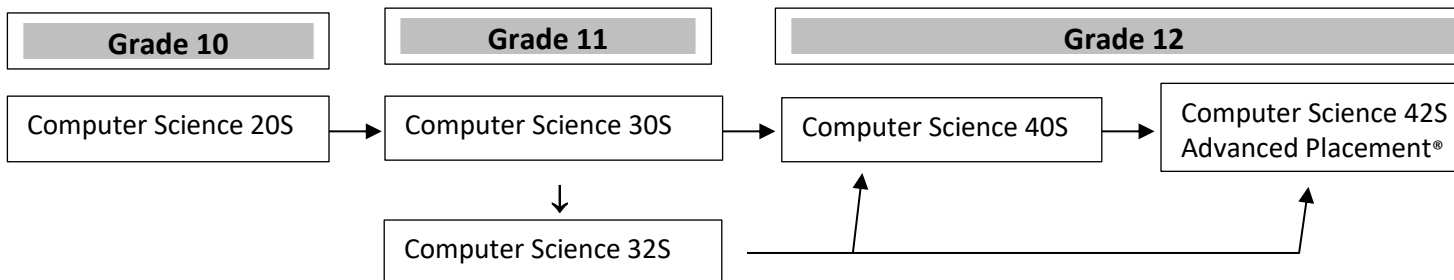
## ACADEMIC COURSES

### INFORMATION COMMUNICATION TECHNOLOGY PROGRAMS (ICT)

The Manitoba Department of Education Senior Years Information and Communication Technology states: "The emphasis of ICT courses is on students learning to solve problems, accomplish tasks, and express creativity, both individually and collaboratively. Students will learn to use today's technology for tasks at school and in their personal lives. More importantly, students will learn to adapt to change and be able to independently learn and use new technology as it evolves throughout their lives. Each student should be knowledgeable about technology, be able to use technology readily and effortlessly, and be able to make decisions about her or his use of technology."



#### AP COMPUTER SCIENCE



Note: This stream may be started in Grade 9 to ensure completion in spite of course conflicts that may arise.



## ACADEMIC COURSES

INFORMATION COMMUNICATION TECHNOLOGY PROGRAMS (ICT)		
Course Grade	Course Description	Prerequisites
<b>Grade 9</b> <b>AIT115F/</b> <b>AIT215F</b>	<b><u>APPLYING ICT (APPLYING ICT 1&amp;2) 15F</u></b> In this introductory course students will use software that encourages and introduces the use of technology as a tool to help make daily tasks easier. This includes introducing image editing, web design, programming, and animation. It also reinforces the use of everyday software such as spreadsheets, word processing and basic computer usage. Students who cannot key without looking at their hands are strongly encouraged to take Print Communications. These are two half credit courses together in one semester that count as one full credit.	<b>None</b>
<b>Grade 9</b> <b>KEY25S/PRC25S</b>	<b><u>PRINT COMMUNICATIONS (KEYBOARDING 25S / PRINT COMMUNICATIONS 25S)</u></b> In this course, students will be given the chance to improve their keying skills. They will also plan and create a variety of documents for multipurpose use such as letters, memos, flyers, reports, and tables. They will learn essential image editing skills and throughout the course they will improve their basic computer skills. These are two half credit courses together in one semester that count as one full credit.	<b>None</b>
<b>Grade 10</b> <b>COM20S</b>	<b><u>COMPUTER SCIENCE 20S</u></b> In this course, VisualBasic.Net is introduced and used to create a variety of programs. The skills used throughout this course are a must for today's tech-savvy society and are important to EVERY career.	<b>None</b>
<b>Grade 10</b> <b>WEB35S/</b> <b>COMI35S</b>	<b><u>WEB DESIGN 35S/INTERACTIVE WEBSITES 35S</u></b> Web Design and Interactive Websites are two ½ credit courses offered sequentially in a single semester. Students will create Web sites using HTML and CSS. They will then use JavaScript to add interactivity to their web site. They will learn the basics of photo editing using Photoshop. Skills learned in this course are immediately usable in the community.	<b>None</b>
<b>Grade 11</b> <b>CWAN35S/</b> <b>CAM35S</b>	<b><u>2D ANIMATION 35S/3D MODELLING 35S</u></b> 2D Animation and 3D modelling are two ½ credit courses offered sequentially in a single semester. Students will use Blender to create 3D models and animations, as well as Unity to create 2D and 3D animations and simple games. Some introductory coding will be required.	<b>None</b>
<b>Grade 11</b> <b>COM30S</b>	<b><u>COMPUTER SCIENCE 30S</u></b> Students will increase their level of programming competence by creating more complex programs and games, such as Space Invaders & Breakout, as well as a variety of business-like applications.	<b>COM20S or</b> <b>Permission from</b> <b>the teacher</b>

## ACADEMIC COURSES

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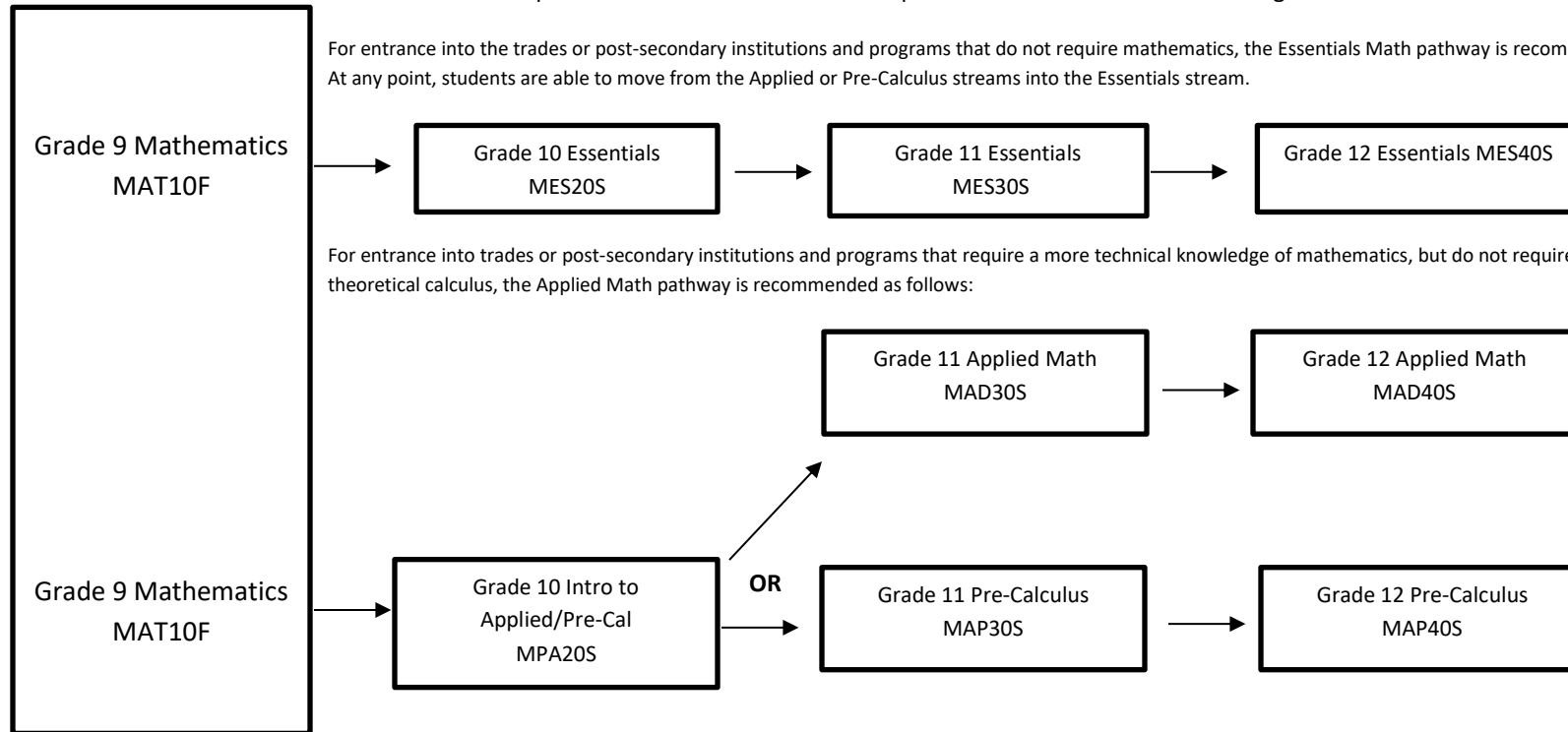
INFORMATION COMMUNICATION TECHNOLOGY PROGRAMS (ICT)		
Course Grade	Course Description	Prerequisites
<b>Grade 11 COM32S</b>	<b><u>COMPUTER SCIENCE 32S AP®</u></b> This course uses Java/C# as a language and the Monogame environment (used to make Xbox games) with the focus on coding games. Some programming background will be required. It will also help prepare the student for Advanced Placement Computer Science 42S.	<b>COM30S</b>
<b>Grade 12 COM40S</b>	<b><u>COMPUTER SCIENCE 40S</u></b> Students will apply their programming skills set to the Java language.	<b>COM30S or Permission from The teacher</b>
<b>Grade 12 COM42S</b>	<b><u>COMPUTER SCIENCE 42S ADVANCED</u></b> Students will continue to improve their problem-solving skills using the JAVA programming language. The content of this course, combined with COM40S, is equivalent to first year computer science at most universities. Students will have the opportunity, but are not required, to write an exam to obtain said university credits (AP® Computer Science).	<b>COM40S</b>

# ACADEMIC COURSES

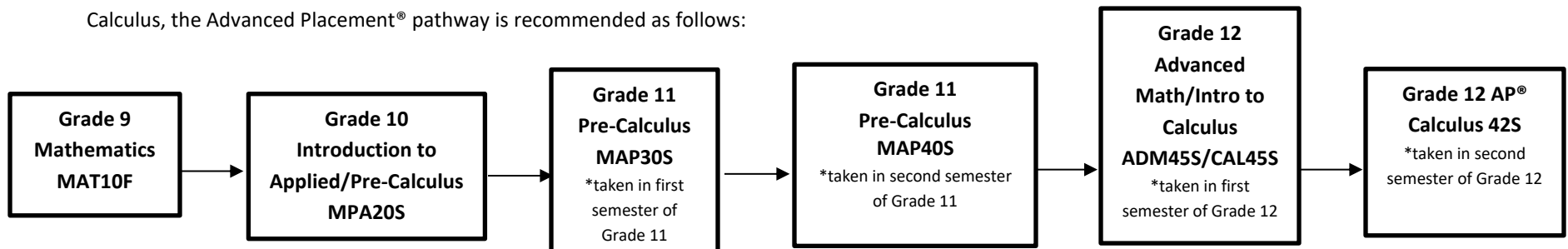
## MATHEMATICS

Graduation from the Province of Manitoba requires that all students have a completed Mathematics credit at each grade level.

For entrance into the trades or post-secondary institutions and programs that do not require mathematics, the Essentials Math pathway is recommended as follows. At any point, students are able to move from the Applied or Pre-Calculus streams into the Essentials stream.



For those wanting to pursue an understanding of the topics covered in first-year university math and have the opportunity to earn a university credit in Calculus, the Advanced Placement® pathway is recommended as follows:



## ACADEMIC COURSES

MATHEMATICS		
Course Grade	Course Description	Prerequisites
<b>Grade 9 MAT10F</b>	<p><b><u>MATHEMATICS 10F</u></b></p> <p>This course is designed to provide students with the necessary fundamental skills to pursue the wide variety of Grade 10 to Grade 12 courses. The course will concentrate on providing students with the fundamentals of mathematics with the remaining time spent on applications and extensions of the basics.</p> <p>*Students requiring additional time and support to learn key skills may be selected to take a full year mathematics course consisting of Transitional Mathematics 10F and the core Mathematics 10F. Parents will be notified if the sending school has made this recommendation.</p>	<b>None</b>
<b>Grade 10 MES20S</b>	<p><b><u>ESSENTIAL MATHEMATICS 20S</u></b></p> <p>Grade 10 Essential Mathematics 20S is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. The learning outcomes emphasize consumer applications, problem solving, decision making, and spatial sense. This pathway is designed to provide students with the mathematical understanding and critical thinking skills identified for entry into the majority of trades and for direct entry into the work force.</p>	<b>MAT10F</b>
<b>Grade 10 MPA20S</b>	<p><b><u>INTRODUCTION TO APPLIED AND PRE-CALCULUS MATHEMATICS 20S</u></b></p> <p>Introduction to Applied and Pre-Calculus Mathematics 20S is intended for students considering post-secondary studies that require mathematics for entrance into either the program or the institution. This course provides students with the mathematical understanding and critical-thinking skills required to be successful in both the Applied Math and Pre-Calculus pathways. The topics studied form the foundation for topics studied in both Grade 11 Applied Mathematics and Grade 11 Pre-Calculus Mathematics. Students will engage in experiments and activities that include the use of technology, problem solving, mental mathematics, and theoretical mathematics to promote the development of mathematical skills. Home study and completion of assignments are essential for success. Topics include: measurement and unit conversion, polynomials, radicals, rational numbers, linear equations, functions, and systems of equations.</p> <p>This course is aimed at students that are wishing to continue in the Pre-Calculus stream as there is a greater focus on the algebra involved in solving problems.</p>	<b>MAT10F</b>
<b>Grade 11 MES30S</b>	<p><b><u>ESSENTIAL MATHEMATICS 30S</u></b></p> <p>Essential Mathematics 30S is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. The course builds on the knowledge and skills of Grade 10 Essential Mathematics and provides a foundation for the topics studied in Grade 12 Essential Mathematics. The learning outcomes emphasize consumer applications, problem solving, decision making, and spatial sense.</p>	<b>MPA20S Or MES20S</b>

## ACADEMIC COURSES

<b>MATHEMATICS</b> (continued)		
Course Grade	Course Description	Prerequisites
<b>Grade 11 MAD30S</b>	<p><b><u>APPLIED MATH 30S</u></b></p> <p>Applied Mathematics 30S 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. It builds upon the foundation, knowledge and skills from Grade 10 Introduction to Applied and Pre-Calculus Mathematics and builds a foundation for Grade 12 Applied Mathematics.</p>	<b>MPA20S</b>
<b>Grade 11 MAP30S</b>	<p><b><u>PRE-CALCULUS MATH 30S</u></b></p> <p>Pre-Calculus Mathematics 30S is the second in the series of three math courses for students planning to pursue post-secondary math or science. Higher levels of precision and analytic thinking are required of students. Major curricular topics include Sequences and Series', Trigonometry, Quadratic Functions and Equations, Radicals, Rationals, Absolute Value and Reciprocal Functions, Systems of Equations, and Linear and Quadratic Inequalities.</p>	<b>MPA20S</b>
<b>Grade 12 MES40S</b>	<p><b><u>ESSENTIAL MATHEMATICS 40S</u></b></p> <p>Essentials Mathematics 40S is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. The learning outcomes emphasize consumer applications, problem solving, decision making, and spatial sense. Although Essentials Math is accepted for high school graduation it is not accepted for admissions to all post-secondary institutions and is not recognized for scholarships.</p>	<b>MES30S or MAD30S or MAP30S</b>
<b>Grade 12 MAD40S</b>	<p><b><u>APPLIED MATH 40S</u></b></p> <p>Applied Mathematics 40S is a continuation of studies intended for students considering post-secondary studies that do not require a study of theoretical calculus. It is context driven and promotes the learning of numerical and geometrical problem solving techniques as they relate to the world around us. The learning outcomes include the following topics: Financial Mathematics, Logical Reasoning, Probability, Relations and Functions, and Design and Measurement.</p>	<b>MAD30S</b>
<b>Grade 12 MAP40S</b>	<p><b><u>PRE-CALCULUS MATH 40S</u></b></p> <p>Pre-Calculus 40S is necessary for students intending to enroll in programs requiring post-secondary mathematics. Major curricular topics include Sequences and Series', Trigonometry, Quadratic Functions and Equations, Radicals, Rationals, Absolute Value and Reciprocal Functions, Systems of Equations, and Linear and Quadratic Inequalities.</p> <p><b>*To be completed by the end of Grade 11 if taking ADM45S/CAL45S &amp; CAL42S*</b></p>	<b>MAP30S</b>

## ACADEMIC COURSES

<b>MATHEMATICS</b> (continued)		
Course Grade	Course Description	Prerequisites
<b>Grade 12 ADM45S/CAL45S</b>	<p><b><u>Advanced Math and Functions and Intro to Calculus 45S</u></b></p> <p>Advanced Mathematics and Functions and Introduction to Calculus are two, one-half credit courses that run consecutively in Semester 1. Students will be introduced to limits and the concept of the derivative. These tools of Calculus are used to continue the analysis of functions introduced during the pre-calculus program.</p>	<b>MAP40S</b>
<b>Grade 12 CAL42SAP</b>	<p><b><u>ADVANCED PLACEMENT® CALCULUS 42S</u></b></p> <p>Applications of integrals and topics for the Advanced Placement® Calculus Examination are the major theme. The course culminates with the writing of the AP® Calculus Examination. Successful completion of the course and a passing mark on the examination qualifies the student for advanced standing or credit at many colleges and universities. Students may also qualify for university entrance scholarships based on their AP® exam scores.</p>	<b>ADM45S/ CAL45S</b>

# ACADEMIC COURSES

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## PHYSICAL EDUCATION/HEALTH

The Physical Education Department provides our students with engaging and stimulating learning experiences as they work towards assisting our students in meeting the learning outcomes as outlined within Manitoba Education's approved curricula.

Graduation from the Province of Manitoba requires that all students have a completed Physical Education credit at the Grade 9, 10, 11, and 12 levels.

The Grade 9 and 10 credits are designed as 100% in class courses and will increase the students' understanding of health and will contribute to the personal levels of fitness and health through active participation in a variety of activities.

The Grade 11 and 12 credits are designed to meet the same learning outcomes; however, different course delivery formats are available to provide students with flexible options that would best meet their learning and scheduling requirements.

Students requiring more information regarding any of the listed credits are asked to speak to their respective counsellor or any member of the Physical Education Department.

Grade 9	Grade 10	Grade 11	Grade 12
Physical Education 10F	Physical Education 20F	Physical Education 30F	Physical Education 40F
Class Options: <ul style="list-style-type: none"><li>• Regular</li><li>• Band/PE alternating days</li></ul>	Class Options: <ul style="list-style-type: none"><li>• Regular</li><li>• Band/PE alternating days</li><li>• Basketball Focus</li></ul>	Class Options: <ul style="list-style-type: none"><li>• Regular 100% In Or 50% In/50% out</li><li>• Band/PE alternating days</li><li>• Basketball Focus</li></ul>	Class Options: <ul style="list-style-type: none"><li>• Regular 100% In Or 25% In/75% out</li><li>• Band/PE alternating days</li><li>• Basketball Focus</li></ul>

## ACADEMIC COURSES

PHYSICAL EDUCATION /HEALTH		
Course Grade	Course Description	Prerequisites
<b>Grade 9 PED10F</b>	<b><u>PHYSICAL EDUCATION 10F</u></b> The Grade 9 and 10 Physical Education courses are compulsory courses that are almost mirror images of each other. In this course, students will take 7 units of Physical Activity, with each unit running for a 2 week block. Students will complete 2 units of Health that run for 2 weeks each. The units are different in Grade 9 and 10 as to what activities they do, but they are structured the same way.	<b>None</b>
<b>Grade 10 PED20F</b>	<b><u>PHYSICAL EDUCATION 20F</u></b> The Grade 9 and 10 Physical Education courses are compulsory courses that are almost mirror images of each other. In this course, students will take 7 units of Physical Activity, with each unit running for a 2 week block. Students will complete 2 units of Health that run for 2 weeks each. The units are different in Grade 9 and 10 as to what activities they do, but they are structured the same way.	<b>PED10F</b>
<b>Grade 10 PEDBB20F</b>	<b><u>PHYSICAL EDUCATION 20F BASKETBALL FOCUS</u></b> This is a split grade co-ed basketball focused physical education class. Students in grade 10 to 12 can sign up for this section. Students will earn the normal Physical Education credit as per their grade level. However, all activity units will have a basketball theme. Upon completion of the credit, students will have been exposed to the theory of the game, individual skill development, offensive and defensive team concepts and will improve their overall fitness levels.	<b>PED10F</b>
<b>Grade 11 PED30F</b>	<b><u>PHYSICAL EDUCATION 30F</u></b> The Grade 11 Physical Education course is a compulsory course that is vastly different than the previous two years of class. Students will now have the option of being 100% in, or they can choose to be 50/50. They do not register individually for either option, they can choose in the first two weeks of the course the pathway in which they will continue. If they are 100% in, they attend all units. If they choose 50/50, they must complete the following: <ul style="list-style-type: none"> <li>– Attend the practicum unit at the beginning</li> <li>– Complete the 3 sets of Fitness Tests</li> <li>– Attend and complete the health unit</li> <li>– Complete 2 physical activity units in school and/ or offsite depending on the units they choose (offsite activities include racquet sports and target sports units)</li> <li>– Complete 55 hours of logged moderate to vigorous activity outside of school. The 55 hours are to be completed with an approved activity provider.</li> <li>– Complete an exit interview</li> </ul>	<b>PED20F</b>



## ACADEMIC COURSES

<b>GRADE 11 PEDBB30F</b>	<b><u>PHYSICAL EDUCATION 30F BASKETBALL FOCUS</u></b> This course is a split co-ed basketball focused physical education class. Students in grade 10 to 12 can sign up for this section. Students will earn the normal Physical Education credit as per their grade level. However, all activity units will have a basketball theme. Upon completion of the credit, students will have been exposed to the theory of the game, individual skill development, offensive and defensive team concepts and will improve their overall fitness levels.	<b>PED20F</b>
<b>Grade 12 PED40F (100%)  PEX40F (25%/75%)</b>	<b><u>PHYSICAL EDUCATION 40F</u></b> This compulsory course is a continuation of the 30F course, except it is a 100% in option or a 25/75 out option. There are <u>separate registrations</u> for these courses and they have to register in either option.  The 100% in option is where students attend all units in the course.  The 25/75 option is where students attend the practicum unit at the beginning, do 3 sets of Fitness Tests, attend 1 health unit, do 80 hours of logged moderate to vigorous activity outside of school, and complete an exit interview. The 80 hours are to be completed with an approved activity provider.	<b>PED30F</b>
<b>Grade 12 PEDBB40F</b>	<b><u>PHYSICAL EDUCATION 40F BASKETBALL FOCUS</u></b> This course is a split co-ed basketball focused physical education class. Students in grade 10 to 12 can sign up for this section. Students will earn the normal Physical Education credit as per their grade level. However, all activity units will have a basketball theme. Upon completion of the credit, students will have been exposed to the theory of the game, individual skill development, offensive and defensive team concepts and will improve their overall fitness levels.	<b>PED30F</b>

# ACADEMIC COURSES

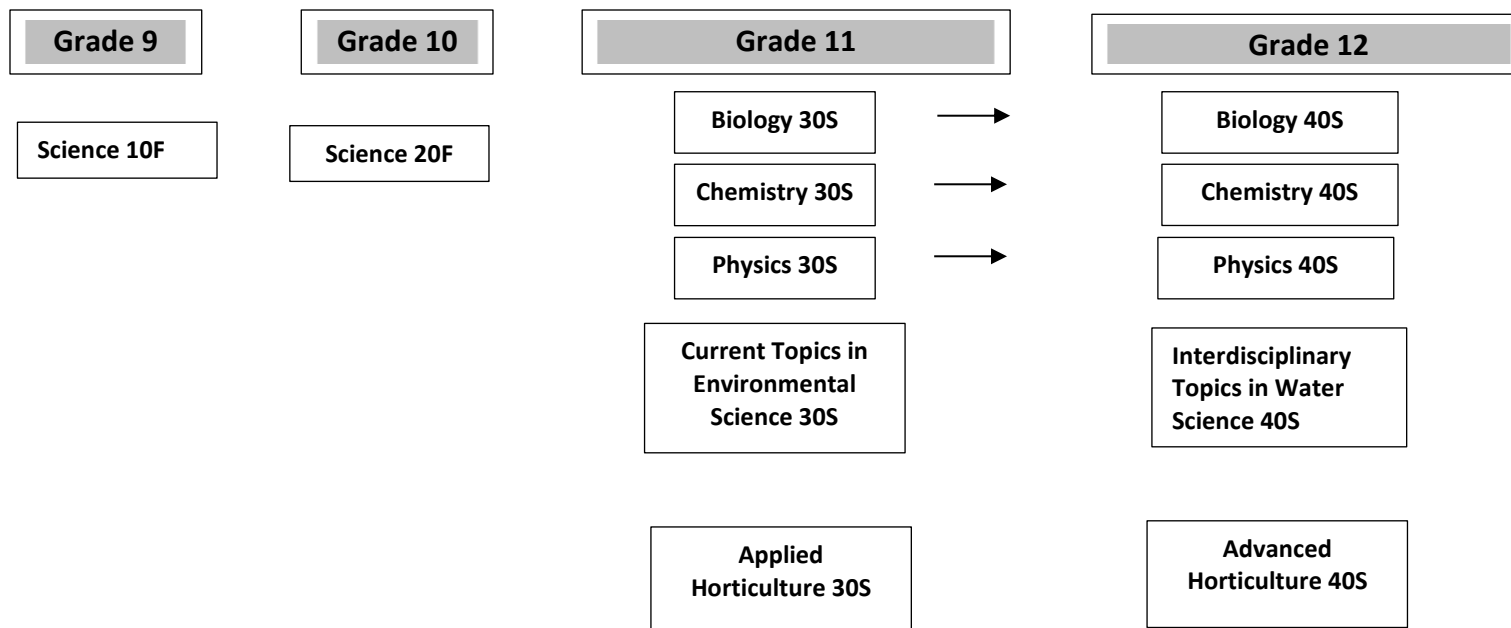
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## SCIENCE

Graduation from the Province of Manitoba requires that all students complete a Grade 9 and Grade 10 Science credit.

Students in Grades 11 and 12 have the opportunity to expand their science knowledge and experiences by registering into one or a combination of four streams of science studies. Biology, Chemistry, Environmental Science, and Physics are the four science streams that are all available at the Grades 11 and 12 levels.

Students requiring more information regarding any of the listed credits are asked to speak to their respective counsellor or any member of the Science Department.



## ACADEMIC COURSES

SCIENCE		
Course Grade	Course Description	Prerequisites
<b>Grade 9 SCI10F</b>	<b><u>SCIENCE 10F</u></b> A general science course that covers the areas of physics (nature of electricity), chemistry (atoms and elements), reproduction (basic genetics and human reproduction), earth/space science (exploration of the universe). The goal of this science course is to expose the student to a wide variety of science issues and topics in a meaningful and challenging way.	<b>None</b>
<b>Grade 10 SCI20F</b>	<b><u>SCIENCE 20F</u></b> A general science course that encourages scientific literacy. A good portion of class time is spent doing experiments, gathering information, and analyzing it in the manner scientists would do. Areas concentrate on chemistry (Chemistry in Action), physics (Motion), biology (Dynamics of Ecosystems), earth science (Weather Dynamics) and lab safety.	<b>SCI10F</b>
<b>Grade 11 SCI30S</b>	<b><u>CURRENT TOPICS IN ENVIRONMENTAL SCIENCE 30S</u></b> This course looks at the environment in four specific areas – aquatics, forestry, wildlife and soils. Course work will involve chemistry, geology, biology, and geography as well as resource management, conservation and sustainability.	<b>SCI20F</b>
<b>Grade 11 BIO30S</b>	<b><u>BIOLOGY 30S</u></b> This course is an overview of the systems that constitute the human body as well as the processes that regulate it. The major theme of the course is homeostasis and its importance in all life processes. Personal wellness and healthy lifestyle choices are emphasized.	<b>SCI20F</b>
<b>Grade 11 CHE30S</b>	<b><u>CHEMISTRY 30S</u></b> The goal of this course is to understand how basic chemistry relates to technology and society in everyday life. Topics will include: the periodic table; physical and chemical properties; chemical equations; stoichiometry; organic chemistry; liquids and solutions; and gas laws.	<b>SCI20F</b>
<b>Grade 11 HOR30S</b>	<b><u>APPLIED HORTICULTURE 30S</u></b> This course is intended for students interested in horticulture. The curriculum focuses on plant physiology, morphology, and anatomy. Students synthesize their knowledge and skills to solve problems related to the care and maintenance of plants.	<b>None</b>
<b>Grade 11 PHY30S</b>	<b><u>PHYSICS 30S</u></b> This course introduces students to the study of the world around them down to the unimaginably small. Students will work through five units: kinematics, dynamics, fields, waves and sound, and light. Through these topics, students will learn about everything from how things move through space and time, to the physics of music, to some introductory quantum physics. This course takes a very hands-on approach and will perform many experiments and see many demonstrations. This course does require that students come in with the ability to solve basic equations and a good understanding of right-angle trigonometry from their Grade 10 Mathematics course.	<b>SCI20F</b>

## ACADEMIC COURSES

<b>SCIENCE</b> (continued)		
Course Grade	Course Description	Prerequisites
<b>Grade 12 BIO40S</b>	<b><u>BIOLOGY 40S</u></b> This course looks at how the cells nuclei direct protein synthesis. It also includes genetics, heredity and the biochemical processes. The course continues with an introduction to the modern system of classification and a survey of the plant and animal kingdoms.	<b>SCI20F</b>
<b>Grade 12 CHE40S</b>	<b><u>CHEMISTRY 40S</u></b> The course expands on the topics previously covered with emphasis on electron structure, chemical equilibrium, and rates of reaction, acid bases, solubility, oxidation-reduction, and electrochemistry.	<b>CHE30S</b>
<b>Grade 12 HOR40S</b>	<b><u>ADVANCED HORTICULTURE 40S</u></b> This course is intended for students interested in continuing their education in horticulture. The curriculum focuses on an integration of learned concepts related to plant propagation, maintenance, growing media, and cultural requirements to maximize plant growth and yields. Students are actively involved in plant care and maintenance.	<b>None</b>
<b>Grade 12 PHY40S</b>	<b><u>PHYSICS 40S</u></b> This course develops students' understanding of the four perspectives of physics: motion, forces, momentum, and energy. The course begins with an introduction to these perspectives and then uses them as we progress through 2D motion, electricity, astrophysics, and particle physics. Some of the topics that we will look at include black holes, Einstein's special and general relativity, the life and death of stars, particle accelerators, and even cutting-edge developments in curing cancer. As with the Grade 11 course, students will experience a very hands-on approach and will perform many experiments and see many demonstrations.	<b>PHY30S</b>
<b>Grade 12 SCI40S</b>	<b><u>INTERDISCIPLINARY TOPICS IN WATER SCIENCE 40S</u></b> This course looks at water and water-related issues. Students will learn about the basic properties of water and our local watershed. They will study wetlands in detail, including the plants and animals found there and current efforts to save these important environmental areas. Local field trips and hands-on exploration are an important part of the course. Students will also have the opportunity to design and host a water festival for younger students in the division.	<b>SCI20F</b>

# ACADEMIC COURSES

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## SOCIAL STUDIES

The Social Studies Department provides our students with engaging and stimulating learning experiences as they work towards assisting our students in meeting the learning outcomes as outlined within Manitoba Education's approved curriculums.

Graduation from the Province of Manitoba requires that all students complete the following Social Studies credits:

- Canada in the Contemporary World 10F
- Geographic Issues of the 21<sup>st</sup> Century 20F
- History of Canada 30F

Grade 9	Grade 10	Grade 11	Grade 12
Canada in the Contemporary World 10F	Geographic Issues of the 21 <sup>st</sup> Century 20F	History of Canada 30F	History of Western Civilization 40S
	American History 20G	Physical Geography 30S	Current Topics in First Nations, Metis, and Inuit Studies 40S
			Psychology 40S
			Global Issues 40S
			Law 40S

## ACADEMIC COURSES

SOCIAL STUDIES		
Course Grade	Course Description	Prerequisites
<b>Grade 9 SST10F</b>	<b><u>CANADA IN THE CONTEMPORARY WORLD 10F</u></b> Canadian issues are the emphasis of this Grade 9 Social Studies course. The purpose is to give students an introduction and overview of our country. Topics covered include the physical base; political, legal and economic systems; Canada's international relationships; Canada's cultural base. Current affairs are an important part of the program.	<b>None</b>
<b>Grade 10 GEO20F</b>	<b><u>GEOGRAPHIC ISSUES OF THE 21st CENTURY 20F</u></b> This course is a regional study of North America and deals with physical geography as well as economic activities. Emphasis is on human's interaction with the environment and how activities on this continent have a direct relationship with, and impact on, other parts of the world.	<b>SST10F</b>
<b>Grade 10 HIS20G</b>	<b><u>AMERICAN HISTORY 20G</u></b> This course covers the formation of the Thirteen Colonies, the fight for independence, the expansion into the "Wild West", the heartbreak of the Civil War, the creation of wealth within American society and the development of the United States into a nuclear superpower.	<b>None</b>
<b>Grade 11 HIS30F</b>	<b><u>HISTORY OF CANADA 30F</u></b> This is a study of Canada's history including the following topics: The First Peoples, The Arrival of the Europeans, The Fur Trade, British Colonial Rule, Confederation, The Red River and North West Resistance, First and Second World Wars, Quebec National Unity and Canadian Identity.	<b>SST10F</b>
<b>Grade 11 GEO30S</b>	<b><u>PHYSICAL GEOGRAPHY 30S</u></b> This course emphasizes the nature of earth systems and their interactions with each other and with humans. It also covers ecological patterns, environmental issues, the limitations the physical world places on human activities, and the impact of human activities on the physical world.	<b>GEO20F</b>
<b>Grade 12 HIS40S</b>	<b><u>HISTORY OF WESTERN CIVILIZATION 40S</u></b> This course looks at how our society in North America has been shaped by prior civilizations and societies. Areas of study will include the influence of the Christian religion, the evolution of our legal system, the development of our democratic government, and the formation of ideologies that now make up Western Civilization.	<b>HIS30F</b>

## ACADEMIC COURSES

<b>SOCIAL STUDIES</b> (continued)		
Course Grade	Course Description	Prerequisites
<b>Grade 12 FNM40S</b>	<p><b><u>CURRENT TOPICS IN FIRST NATIONS, METIS, AND INUIT STUDIES 40S</u></b></p> <p>Current Topics in First Nations, Métis, and Inuit Studies is a full credit course intended for Grade 11 and Grade 12 students. It examines Indigenous realities within contemporary and historic Canadian and global settings. The objective of the course is to provide both indigenous and non-indigenous students with the knowledge of indigenous cultures and traditions. The course is structured around five thematic clusters including Image and Identity; Relations with Government; Social Justice Issues; Indigenous Peoples and the World; and Celebrations of Learning.</p>	<b>None</b>
<b>Grade 12 PSY40S</b>	<p><b><u>PSYCHOLOGY 40S</u></b></p> <p>This course has been designed to provide students with a basic understanding of their own behavior and an insight into the needs and behaviors of others. This course will focus on the basic types of psychological tests and testing methods; theories explaining motivation, learning, memory creation, personality development, and dream interpretation; the causes and effects of stress, and the best and worst ways of handling it throughout a lifetime; the role of genetics and home environment in shaping personality; personality disorders and methods of therapy; and everyday coping skills for frustration, guilt, and conflicts.</p>	<b>None</b>
<b>Grade 12 GLO40S</b>	<p><b><u>GLOBAL ISSUES 40S</u></b></p> <p>Through their inquiry, students focus on questions of quality of life locally, nationally and globally. This course is based on the principles of active democratic citizenship, ecological literacy, critical media literacy, and ethical decision-making, and consolidates learning across the disciplines to empower students as agents of change for a sustainable and equitable future.</p>	<b>None</b>
<b>Grade 12 LAW40S</b>	<p><b><u>LAW 40S</u></b></p> <p>This course is an introduction to the Canadian legal system. The course deals with crimes, torts, system of the courts, trial procedures, contracts and family law. Court and jail visits and visits by various individuals involved in the practice of law or law enforcement are designed to give the students enrolled a practical first-hand experience.</p>	<b>None</b>

## TECHNOLOGY COURSES

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### Manitoba Apprenticeship and Crocus Plains Regional Secondary School Facts

#### Accredited Crocus Plain's Programs

- Automotive Technology
- Carpentry
- Collision Repair Technology (Automotive Painter & Motor Vehicle Body Repairer)
- Culinary Arts
- Hairstyling
- Welding Technology

#### What does that mean for students?

If a student completes the 8 courses from the grade 10 to 12 level (20, 30 and 40 level credits) with a mean average of over 70% they will earn:

- Half of their level 1 Apprenticeship hours.
  - Automotive Technology = 900 hours
  - Carpentry = 900 hours
  - Collision Repair Technology = 900 hours
  - Culinary Arts = 900 hours
  - Welding Technology = 900 hours
- Level 1 exemption on technical training once they formally register as an apprentice.

**Note:** *Students must register with Apprenticeship within two years of graduation to enjoy these benefits.*

**Exception:** *Hairstyling students must complete all 12 courses from grade 9 to 12 with a mean average of over 70%. However, if they pass their Apprenticeship practical exam at the end of grade 12, they will leave Crocus Plains with 1400 of their required 1500 level one hours and their complete level one schooling. After formally applying to Apprenticeship MB, earning their final 100 hours and being enrolled in Apprenticeship for one year, the student will successfully complete their level one standing.*



## TECHNOLOGY COURSES

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### High School Apprenticeship Program

- Students can earn up to eight grade 12 (40 level) courses by enrolling in Crocus Plain's HSAP program. Students earn a credit for every 110 hours worked in their trade.
- These hours are awarded once a student formally registers as an apprentice.
- At graduation students can apply for the HSAP Incentive through Apprenticeship Manitoba. For every 220 hours worked, students will earn a tuition waiver at the college level. A transcript and Apprenticeship Blue Book must be submitted to Apprenticeship MB to earn this incentive.
- Students can begin the registration process at Crocus Plains Regional Secondary School by seeing the registrar.

### Did you know?

After students earn their full level one from Apprenticeship Manitoba they qualify for a \$1000 grant, after they complete their level two they qualify for another \$1000 and after they complete their level three they qualify for another \$2000. These grants only apply to Red Seal Trades.

### Transitioning from Crocus Plains Regional Secondary School to Apprenticeship Manitoba

- Students can register with Apprenticeship Manitoba by:
- Filling out the forms found at <https://www.gov.mb.ca/wd/apprenticeship/generalinfo/forms.html>
- These forms along with a high school transcript, which will have our accreditation number, can then either be mailed to Apprenticeship Manitoba 100-111 Lombard Avenue, Winnipeg R3B 0T4 or dropped off at 340 – 9<sup>th</sup> Street Brandon.

# TECHNOLOGY COURSES

## AUTOMOTIVE TECHNOLOGY

The **Automotive Technology** program provides students with the opportunity to explore the exciting world of the automotive industry. Automotive Technology career opportunities available to automotive technology graduates include apprentice automotive service technician, heavy duty/agricultural service technician, outdoor power equipment technician, service consultant, parts advisor, parts rebuilder, maintenance technician, specialty/after-market technician or sales consultant.

This program will appeal to students who have a mechanical and technical aptitude who enjoy working with their hands, have strong problem solving skills, and can work independently or in a group. This program is accredited by the Manitoba Apprenticeship Board. ***Students will be required to complete at least 8 courses in the 20 to 40 level over the course of the program, with an overall average of 70%, for advanced standing with the Manitoba Apprenticeship Board.***

***Students will be required to successfully complete the eight Grade 10 to 12 courses to have a transcript that reflects they have met the requirement for the Senior Years Technology Education Diploma.***

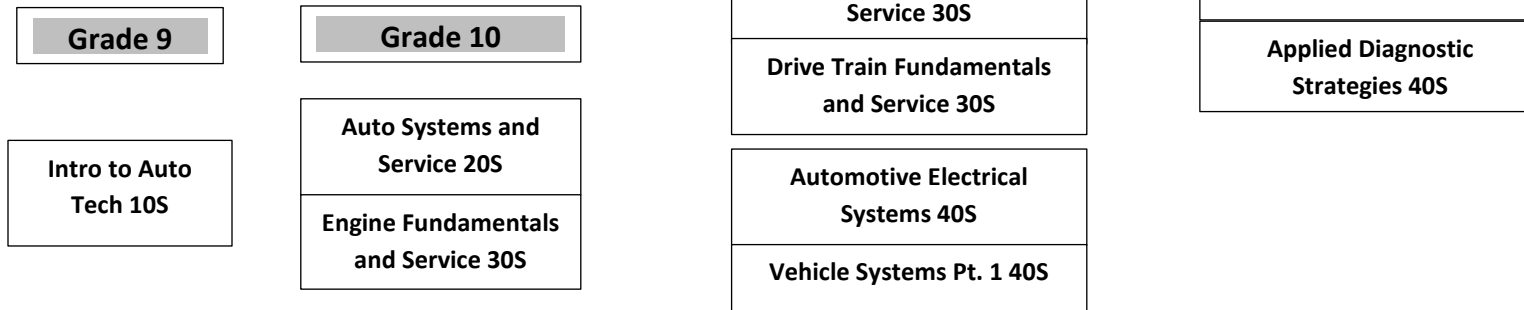
The first course in this program is **Introduction to Automotive Technology**. This course introduces students to the basic skills needed for the successful completion of the program. Students will explore:

- Auto shop safety
- Basic hand tools
- Shop equipment
- Automotive system & service procedures
- Introduction to diagnostic strategies

**\*Required supplies – Clear CSA approved safety glasses, CSA approved steel toed safety boots, and coveralls.**

Students continuing in this program in grade 10, 11 and 12 will have the opportunity to further develop their skills in:

- Engine Fundamentals & Service
- Chassis Fundamentals and Service
- Drive Train Fundamentals and Service
- Automotive Electrical & Electronic Systems
- Applied Diagnostic Strategies



## TECHNOLOGY COURSES

<b>AUTOMOTIVE TECHNOLOGY</b>		
Course Grade	Course Description	Prerequisites
<b>Grade 9 AUA10S</b>	<b><u>INTRODUCTION TO AUTOMOTIVE TECHNOLOGY 10S</u></b> This is an optional course intended for students wishing to sample automotive technology. The emphasis is on hands-on activities. Students are introduced to safety, tools and equipment, automotive systems and service procedures.	<b>None</b>
<b>Grade 10 AUA20S</b>	<b><u>AUTOMOTIVE SYSTEMS AND SERVICE 20S</u></b> Students wanting to develop skills in the automotive service and repair industry must have knowledge of the basic principles related to automotive systems and service. Students learn safety, tools and equipment, automotive systems and service procedures and are introduced to diagnosis strategies.	<b>None</b>
<b>Grade 10 AUA30S</b>	<b><u>ENGINE FUNDAMENTALS AND SERVICE 30S</u></b> Students wanting to develop skills in the automotive service and repair industry must have knowledge of the basic principles of the internal-combustion engine, the inner workings and relations of the engine components and how those relate to vehicle operation. Students will learn the procedures to service, repair and replace engines and their components.	<b>None</b>
<b>Grade 11 AUB30S</b>	<b><u>CHASSIS FUNDAMENTALS AND SERVICE 30S</u></b> Students wanting to develop skills in the automotive industry must have knowledge of the basic principles of the vehicle chassis and its brake system. Students will be able to describe, diagnose and repair braking, steering, and suspension systems. The student will develop an understanding of the principles of wheel and steering alignment and be able to apply the principles to diagnose and align steering systems.	<b>AUA20S</b>
<b>Grade 11 AUC30S</b>	<b><u>DRIVE TRAIN FUNDAMENTALS AND SERVICE 30S</u></b> Students wanting to develop skills in the automotive industry must have knowledge of the basic principles of the vehicle drive train. Students will develop an understanding of the different drive train configurations and their components. The student will be able to diagnose and repair a variety of drivetrain components.	<b>AUA20S</b>
<b>Grade 11 AUA40S</b>	<b><u>AUTOMOTIVE ELECTRICAL SYSTEMS 40S</u></b> Students wanting to develop skills in the automotive industry must have knowledge of the basic principles of automotive electrical systems. Students will understand the principles of electricity and electronics as it relates to automotive systems. The student will be able to diagnose, service and repair automotive electrical circuits and components.	<b>AUA20S</b>
<b>Grade 11 AUB40S</b>	<b><u>VEHICLE SYSTEMS PART 1 40S</u></b> Students wanting to develop skills in the automotive industry must have knowledge of the operation of the automotive electronic and control systems. Student's knowledge in electrical systems will be further enhanced by learning about the principles of ignition, principles of a control system and communications systems. The students will be able to diagnose, service and repair ignitions, control, and communications systems.	<b>AUA30S</b>

## TECHNOLOGY COURSES

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<b>AUTOMOTIVE TECHNOLOGY</b> (continued)		
Course Grade	Course Description	Prerequisites
<b>Grade 12</b> <b>AUC40S</b>	<b><u>VEHICLE SYSTEMS PART 2 40S</u></b> Students wanting to develop skills in the automotive industry must have knowledge of engine management and emission systems, hybrid vehicle systems, as well as Gas Metal Arc (MIG) welding. The student will understand the principles of fuel supply, metering, and vehicle emissions. The student will be able to use electronic diagnostic interface to diagnose, service and repair engine management and emissions systems.	<b>AUA40S</b> <b>AUB40S</b>
<b>Grade 12</b> <b>AUD40S</b>	<b><u>APPLIED DIAGNOSTIC STRATEGIES 40S</u></b> Students wanting to expand skills in the automotive industry must be able to apply diagnostic strategies to a variety of vehicle systems and components. Students will demonstrate the ability to diagnose and correct customer concerns and to complete vehicle repairs to accepted industry standards.	<b>AUC40S</b>

# TECHNOLOGY COURSES

## CARPENTRY

The **Carpentry Program** provides students with the opportunity to learn the principles and concepts of residential construction. Graduates of this program may find career opportunities specializing in any discipline within the trade, such as concrete specialist, residential framer, interior finish specialist, as well as journeyman carpenter, lead hand, or superintendent.

This program will appeal to students who enjoy working with their hands, physical work both inside and outside, have good math skills, strong work ethic and some creativity. Upon completion of this program, students may choose to enter the construction industry or further their education at the post-secondary or apprenticeship level. This program is accredited by the Manitoba Apprenticeship Board. **Students will be required to complete at least 8 courses in the 20 to 40 level over the course of the program, with an overall average of 70%, for advanced standing with the Manitoba Apprenticeship Board.**

**Students will be required to successfully complete the eight Grade 10 to 12 courses to have a transcript that reflects they have met the requirements for the Senior Years Technology Education Diploma.**

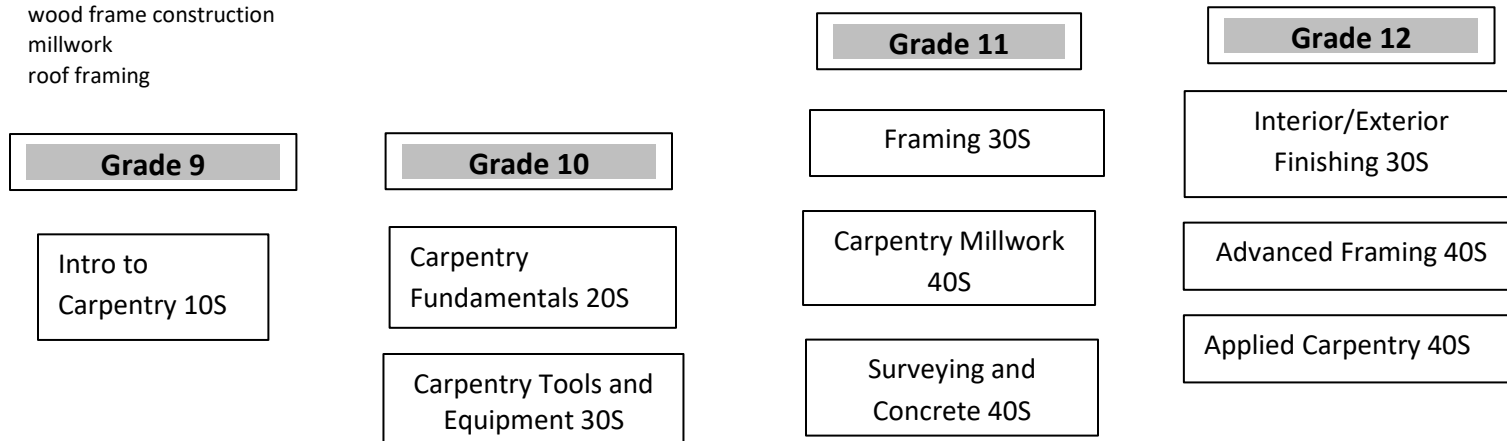
The first course in this program is **Introduction to Carpentry**, students will explore:

- shop safety
- proper use and techniques of hand tools
- wood science
- introduction to power tools
- projects that they will be able to take home

**\*Required supplies – Clear CSA approved safety glasses and CSA approved steel toed safety boots.**

Students continuing in this program at the grade 10, 11 and 12 levels will have the opportunity to further develop their skills in:

- blueprint reading and surveying
- power tools (portable and stationary)
- wood frame construction
- millwork
- roof framing



## TECHNOLOGY COURSES

<b>CARPENTRY</b>		
Course Grade	Course Description	Prerequisites
<b>Grade 9 CSA10S</b>	<b><u>INTRODUCTION TO CARPENTRY 10S</u></b> Introduction to Carpentry is an optional course intended for students wishing to sample the carpentry trade. The course includes an exploration of safety, employability skills, career development, sustainability, and new and emerging technologies in building construction.	<b>None</b>
<b>Grade 10 CSA20S</b>	<b><u>CARPENTRY FUNDAMENTALS 20S</u></b> Carpentry Fundamentals is intended for students wishing to explore the carpentry trade. The course includes an exploration of safety, employability skills, career development, sustainability, and new and emerging technologies in building construction.	<b>None</b>
<b>Grade 10 CSA30S</b>	<b><u>CARPENTRY TOOLS &amp; EQUIPMENT 30S</u></b> Intended for students interested in the carpentry trade. Students will demonstrate the use of hand and power tools, explore and appreciate the impact of sustainable practices on human health and well-being, as well as demonstrate an awareness of the evolution, technological progression and emerging trends in tools and equipment.	<b>CSA20S</b>
<b>Grade 11 CSB30S</b>	<b><u>FRAMING 30S</u></b> Framing is intended for students considering specializing in carpentry. Students will demonstrate the literacy skills required to interpret, extract and apply information from drawings and specifications. They will also demonstrate skills required to perform on – centre layout, align framing members and panel products. This course includes an emphasis on ethical expectations of carpenters, an awareness of the existence of building codes and local regulations, as well as safety, employability and career development.	<b>CSA30S</b>
<b>Grade 11 CSA40S</b>	<b><u>CARPENTRY MILLWORK 40S</u></b> Carpentry Millwork is intended for students transitioning from the carpentry subject area. Topics include independent layout and assembly of millwork (e.g. furniture, cabinetry), shaping and processing of rough lumber, craftsmanship, selection of wood types and characteristics including hardwoods and softwoods, selection of sheet goods and panel products.  Students in the course will apply safety procedures and employability skills independently. Students will continue to develop their knowledge, skills, and attitudes in the areas of career development, sustainability, and new and emerging technologies in building construction specifically related to millwork	<b>CSA30S</b>

## TECHNOLOGY COURSES

<b>CARPENTRY</b> (continued)		
Course Grade	Course Description	Prerequisites
<b>Grade 11 CSC40S</b>	<p><b><u>SURVEYING AND CONCRETE 40S</u></b></p> <p>Surveying and concrete is intended for students in the transition phase of the carpentry subject area. Students will demonstrate skills in the use and identification of tools and equipment used in surveying and concrete works. Topics of instruction include, but are not limited to the following areas; concrete characteristics and concrete products, concrete reinforcement and their applications as well as surveying theory as it pertains to layout and design.</p>	<b>CSA30S</b>
<b>Grade 12 CSB40S</b>	<p><b><u>ADVANCED FRAMING 40S</u></b></p> <p>Advanced Framing is intended for students entering the transition phase of the carpentry subject area. Topics include construction of floor systems, wall, and gable roof, exploration of building codes and their applications to framing. Students in the course will apply safety procedures and employability skills independently. Students will continue to develop their knowledge, skills, and attitudes in the areas of career development, sustainability, and new and emerging technologies in building construction specifically related to residential building framing.</p>	<b>CSB30S</b>
<b>Grade 12 CSC30S</b>	<p><b><u>INTERIOR/EXTERIOR FINISHING 30S</u></b></p> <p>Interior/Exterior Finishing is intended for students in the transition phase of the carpentry area. Students will demonstrate the layout, measurement and assembly skills required to install interior/exterior finishing products.</p>	<b>CSA30S</b>
<b>Grade 12 CSD40S</b>	<p><b><u>APPLIED CARPENTRY 40S</u></b></p> <p>Applied Carpentry is intended for students in the transition phase of the carpentry subject area. Students will demonstrate the literacy skill required to participate fully in the construction or renovation of structure. Topics of instruction include, but are not limited to the following areas: hoarding, gas – diesel and powder-activated tools and equipment, material handling, rigging and hoisting equipment, safety and health requirements, electrical safety, fire safety, and ergonomics as it relates to carpentry.</p>	<b>CSA40S</b> <b>CSB40S</b> <b>CSC40S</b>

# TECHNOLOGY COURSES

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## COLLISION REPAIR TECHNOLOGY

The **Collision Repair Technology** program provides students with an opportunity to take a hands-on approach to learning by developing their skills working on modern vehicles and exciting projects using the latest, most modern equipment and materials available. The Collision Repair Industry provides many exciting career options such as insurance estimators, collision and frame specialist, refinisher and vehicle customizer.

This program will appeal to students who are artistically and technically inclined, who can visualize, and have an eye for detail. This program is accredited by the Manitoba Apprenticeship Board.

***Students will be required to complete at least 8 courses in the 20 to 40 level over the course of the program, with an overall average of 70%, for advanced standing with the Manitoba Apprenticeship Board.***

***Students will be required to successfully complete the eight Grade 10 to 12 courses to have a transcript that reflects that they have met the requirements for the Senior Years Technology Education Diploma.***

The first course in this program is **Exploration of Collision Repair and Refinishing Technology**. This course is intended to introduce Grade 9 students to the basic skills required in Collision Repair and Refinishing and give them an exploratory experience of the trade. Students will learn to:

- Work safely in a modern body repair and paint shop
- Use basic trade related hand and power tools
- MIG weld and repair minor damage
- Fabricate using sheet metal and custom paint their own project panel

Students continuing in this program at the grade 10, 11, and 12 levels will have the opportunity to further develop their skills in:

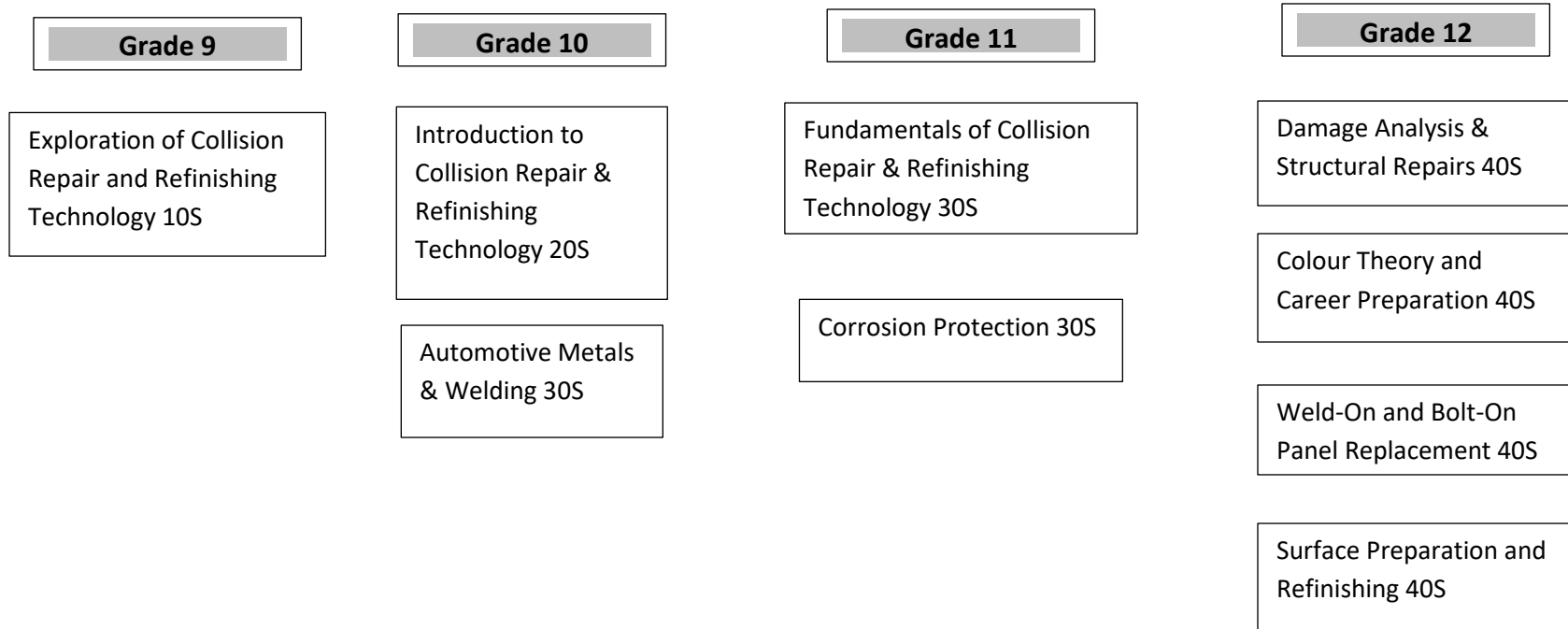
- working with different metals
- minor damage repair
- damage analysis and measuring principles
- bolt-on and weld-on panel / component replacement
- working with corrosion protection material
- Surface preparation and painting



## TECHNOLOGY COURSES

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### COLLISION REPAIR TECHNOLOGY



**\*Students require clear CSA approved safety glasses, safety footwear and coveralls.**

## TECHNOLOGY COURSES

COLLISION REPAIR TECHNOLOGY		
Course Grade	Course Description	Prerequisites
<b>Grade 9 COA10S</b>	<b><u>EXPLORATION OF COLLISION REPAIR AND REFINISHING TECHNOLOGY 10S</u></b> In this introductory course students will learn an overview of the Collision Repair trade and explore various career options. Students will receive basic instruction in shop operation, safety, welding and minor damage repair, paint preparation, and detailing.	<b>None</b>
<b>Grade 10 COA20S</b>	<b><u>INTRODUCTION TO COLLISION REPAIR &amp; REFINISHING TECHNOLOGY 20S</u></b> In this entry-level course, the emphasis is on hands-on learning activities. Students will learn to follow safety procedures, select and use hand and power tools and abrasives, operate a metal inert gas (MIG) welder on sheet metal, operate oxyacetylene welding and cutting equipment, repair minor damage, apply body filler, prepare panels for painting, and detail vehicles.	<b>None</b>
<b>Grade 10 COA30S</b>	<b><u>AUTOMOTIVE METALS AND WELDING 30S</u></b> Students will learn about metallurgy, focusing on the types of metals used in vehicle construction. Students will develop welding skills while operating and maintaining different types of welding equipment, such as metal inert gas (MIG), oxyacetylene, plasma arc, and resistance spot welding equipment.	<b>None</b>
<b>Grade 11 COB30S</b>	<b><u>FUNDAMENTALS OF COLLISION REPAIR &amp; REFINISHING TECHNOLOGY 30S</u></b> Students will learn about vehicle construction, and the use of materials, fasteners, and adhesives. They will apply measuring and estimating skills to restore vehicles to original manufacturer's specifications. They will select materials, tools, and equipment for surface preparation, clean and sand vehicles, apply masking materials, operate and maintain paint spray guns, and demonstrate paint shop health and safety practices.	<b>COA20S COA30S</b>
<b>Grade 11 COC30S</b>	<b><u>CORROSION PROTECTION 30S</u></b> Students will learn about corrosion, oxidation, and electrolysis, and the theory behind corrosion protection. They will learn to select materials, tools, and equipment for surface preparation; clean and sand substrates; apply masking materials; and operate and maintain spray guns in order to protect surfaces from corrosion.	<b>COA20S COA30S</b>
<b>Grade 12 COA40S</b>	<b><u>DAMAGE ANALYSIS AND STRUCTURAL REPAIRS 40S</u></b> In this course, students will increase their knowledge of and skills in analyzing damage, planning repairs, and measuring and straightening. They will repair and replace damaged panels and structural components, repair and replace glass components, and restore corrosion protection.	<b>COB30S</b>

## TECHNOLOGY COURSES

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<b>COLLISION REPAIR TECHNOLOGY</b> (continued)		
Course Grade	Course Description	Prerequisites
<b>Grade 12 COB40S</b>	<b><u>WELD-ON BOLT-ON PANEL REPLACEMENT 40S</u></b> Students will learn to remove and replace interior/exterior trim and hardware, and transfer components, replace bolt-on and weld-on panels, replace outer door panels, and adjust body panels and bumper assemblies.	<b>COB30S</b>
<b>Grade 12 COC40S</b>	<b><u>SURFACE PREPARATION AND REFINISHING 40S</u></b> Students will learn colour theory and tinting principles as they spot repair and blend with refinishing materials; refinish plastic parts; perform final detailing; and correct common paint problems. They will also learn the skills required to transition from high school to the workplace and will create their portfolio and resume.	<b>COC30S</b>
<b>Grade 12 COD40S</b>	<b><u>COLOUR THEORY AND CAREER PREPARATION 40S</u></b> Students will learn colour theory and tinting principles as they spot repair and blend with refinishing materials; refinish plastic parts; perform final detailing, and correct common paint problems. They will also learn the skills required to transition from high school to the workplace and will create their portfolio and resume.	<b>COC30S</b>

## TECHNOLOGY COURSES

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### COMPREHENSIVE HEALTH CARE AIDE

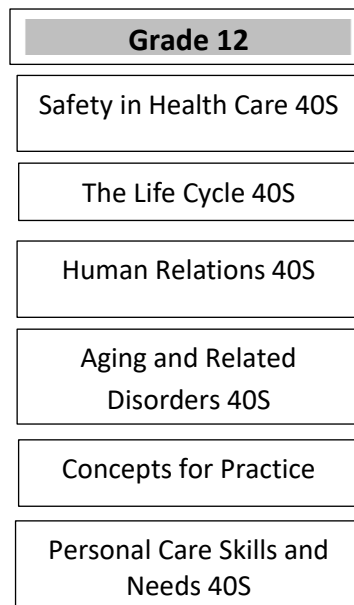
The **Comprehensive Health Care Aide** program is a Grade 12 program designed to provide students with theory and practical training. Students will acquire basic knowledge and skills required to assist in caring for patients of all ages in hospitals, personal care homes, private care facilities, mental health settings, and home care. The decision to enroll in this program should not be taken lightly as students will need to display a high level of work ethic, responsibility and dedication. This program allows students the benefit of completing their high school graduation and the **Assiniboine Community College Comprehensive Health Care Aide Certificate** by completing joint secondary and post-secondary credits simultaneously. There are eleven ACC courses incorporated in these six high school credits; two of these are work practicums in the community.

**\*All compulsory credits must be completed before second semester of the student's Grade 12 year.**

The program consists of 5 credits offered all day second semester and the mandatory Health and Safety course as well as the Human Relations and Communication course offered during the first semester. It is available to registered Grade 12 students under the age of 21. Further information is available at Student Services at Crocus Plains.

**\*Required clothing for second semester: uniform, white duty shoes, watch with second hand. There will also be additional costs for immunizations, Criminal Record Check and Child Abuse Registry Check (the Brandon School Division will reimburse students for the cost of the checks).**

Once you graduate, you are eligible for a block credit transfer that is worth 15 academic credits towards Assiniboine Community College's Practical Nursing Program.



## TECHNOLOGY COURSES

COMPREHENSIVE HEALTH CARE AIDE		
Course Grade	Course Description	Prerequisites
<b>Grade 12 HCA40S</b>	<b><u>SAFETY IN HEALTH CARE 40S (1<sup>ST</sup> SEMESTER)</u></b> This course introduces the learner to health care and its diverse environments. It includes topics such as the role of the health care aide, the health team, ethics and legal issues, organization for work and safety in the workplace. Topics such as infection control, providing a clean environment, communicable diseases, accident prevention, Workplace Hazardous Materials Information System (WHMIS) and fire safety are also discussed.	<b>None</b>
<b>Grade 12 HCF40S</b>	<b><u>THE LIFE CYCLE 40S</u></b> This course provides a general overview of growth and development from infancy to late adulthood. Students examine normal physical, cognitive, social and emotional development through the stages of life.	<b>HCA40S All grade 12 compulsory credits must be completed</b>
<b>Grade 12 HCB40S</b>	<b><u>HUMAN RELATIONS 40S</u></b> This course provides a general overview of the basic communication process. It includes effective and ineffective communication techniques and provides for communication practice sessions. The course also focuses on values and goals clarification and includes such topics as social and emotional needs of clients, dealing with stress, working with families and caring for culturally diverse client groups.	<b>All grade 12 compulsory credits must be completed</b>
<b>Grade 12 HCC40S</b>	<b><u>AGING AND RELATED DISORDERS 40S</u></b> This course enables the learner to explore his/her own attitudes towards old age and the aging process. It includes topics such as changes in normal aging, promoting wellness and independence, death and dying and palliative care.	<b>All grade 12 compulsory credits must be completed</b>
<b>Grade 12 HCD40S</b>	<b><u>CONCEPTS FOR PRACTICE 40S</u></b> Current certification is provided in basic rescuer cardiopulmonary resuscitation (CPR), current immunizations, recent criminal record check and child abuse registry check. This 120-hour clinical practicum is designed to introduce students to the real world of health care. Students focus on the application of basic skills of the health care aide in order to meet the needs of the client in personal care homes, long-term care facilities and acute care settings. This course enables students to integrate theory to practice in the clinical area. Practice is under the close supervision of the college facilitator.	<b>All grade 12 compulsory credits must be completed</b>
<b>Grade 12 HCE40S</b>	<b><u>PERSONAL CARE SKILLS AND NEEDS 40S</u></b> This course focuses on basic personal care skills taught in a laboratory setting. Some of the topics include principles of good body mechanics, body positioning, moving the client, restraints, aids to mobility, bathing, elimination and skin care. Other topics such as foot care, activities of daily living, clothing and its care, and bed making are covered. A component of this course is learning and understanding medical terminology.	<b>All grade 12 compulsory credits must be completed</b>

# TECHNOLOGY COURSES

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## CULINARY ARTS

The **Culinary Arts** program will introduce the students to the principles of professional cooking and provide practical training in the preparation of a wide variety of culinary cuisines. Students will have an opportunity to take a hands-on approach to learning by developing their skills working with modern equipment in a licensed and inspected working kitchen. This program is recognized and accredited by the Manitoba Apprenticeship Board.

- The Grade 9 course in this program is **Exploration of the Culinary Arts**. This course is intended to introduce grade 9 students to the basic skills required for the successful completion of the program. During this course, students will learn: sanitation and safety, proper knife skills, kitchen tools and equipment, and general preparation procedures.
- Students continuing in this program in Grade 10, 11 and 12 will have the opportunity to further develop their skills in: garde manger, cold foods, salad dressings, sandwiches, appetizers and hors d'oeuvres; baking principles and ingredients; meats and poultry; soup, stocks and sauces; fish and seafood.

*Students will be required to complete at least 8 courses in the 20 to 40 level over the course of the program, with an overall average of 70%, for advanced standing with the Manitoba Apprenticeship Board.*

*Students will be required to successfully complete the eight Grade 10 to 12 courses to have a transcript that reflects they have met the requirement for the Senior Years Technology Education Diploma.*

**\* Required supplies- Chef's Jacket, white or black pants and closed toe shoes. Please note supplies may vary at different course levels.**

Grade 9	Grade 10	Grade 11	Grade 12
Exploration of the Culinary Arts 10S	Cooking Principles 20S	Garde Manger 30S	Stocks, Soups and Sauces 40S
		Vegetables, Fungi S. and F.P.30S	Breakfast and Dairy 40S
		Patisserie and Baking 30S	Menu Planning and Food Costing 40S
			Meats, Poultry, Fish and Seafood 40S

## TECHNOLOGY COURSES

CULINARY ARTS		
Course Grade	Course Description	Prerequisites
<b>Grade 9 CUA10S</b>	<b><u>EXPLORATION OF THE CULINARY ARTS 10S</u></b> Students are introduced to sanitation and safety, tools and equipment, knife handling and safety, and general preparation procedures for different types of food and beverage. The emphasis is on hands-on activities. Students interested in continuing culinary arts should consider taking Exploration of Culinary Arts 10S before taking Cooking Principles.	<b>None</b>
<b>Grade 10 CUA20S</b>	<b><u>COOKING PRINCIPLES 20S</u></b> Curriculum content focuses on an introduction to the Culinary Arts with an emphasis on hands-on activities. Students learn the specifics of sanitation and safety in a commercial kitchen. They also learn about tools and equipment, knife handling and safety, and general preparation procedures for different types of food and beverage.	<b>None (CUA10S recommended)</b>
<b>Grade 11 CUA30S</b>	<b><u>GARDE MANGER 30S</u></b> Students will learn to produce and present a variety of cold foods, including salads, salad dressings, sandwiches, appetizers and hors d'oeuvres, cold meats, dairy products, platters and garnishes.	<b>CUA20S</b>
<b>Grade 11 CUB30S</b>	<b><u>PÂTISSERIE AND BAKING 30S</u></b> Students will examine the theory behind, and engage in the preparation of patisserie and baking products, such as: shortbreads, cookies, custards, and fillings. The student will also reinforce previously studied safety and sanitation practices.	<b>CUA20S</b>
<b>Grade 11 CUC30S</b>	<b><u>VEGETABLES, FUNGI, STARCHES, AND FARINACEOUS PRODUCTS 30S</u></b> Students will identify, describe, prepare, cook, and learn about the storage of vegetables, fungi, starches, and farinaceous products. Also included is a section dealing with nutrition. The students will also be involved with the daily production and operational needs of the cafeteria.	<b>CUA20S</b>
<b>Grade 12 CUA40S</b>	<b><u>SOUPS, STOCKS AND SAUCES 40S</u></b> Students will engage in the preparation, and theoretical aspect dealing with stocks, soups, and the five Mother sauces as well as the secondary sauces.	<b>CUA30S CUC30S</b>
<b>Grade 12 CUB40S</b>	<b><u>MENU PLANNING AND FOOD COSTING 40S</u></b> Students will focus on the planning of both classical and modern menus, food costings, controlling costs, price changes, and factors involved in the shipping, storing and inventory of food and non-food items. Students will also study the basic principles of the Canadian Food Rainbow and its impact on healthy menus and eating.	<b>CUA30S CUC30S</b>

## TECHNOLOGY COURSES

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CULINARY ARTS (continued)		
Course Grade	Course Description	Prerequisites
<b>Grade 12 CUC40S</b>	<b><u>MEATS, POULTRY, FISH, AND SEAFOOD 40S</u></b> Students will apply the theory and preparation of a variety of meats, poultry, fish and seafood. They will also learn about the composition, structure, grading, and basic cuts of meats, poultry, fish, and seafood.	<b>CUA30S CUC30S</b>
<b>Grade 12 CUD40S</b>	<b><u>BREAKFAST AND DAIRY 40S</u></b> Students will focus on the theory and preparation of a wide range of dairy products and breakfast items such as: egg based dishes, pancakes, crepes, waffles, French toast, breakfast pastries, and breakfast meats.	<b>CUA30S CUC30S</b>



# TECHNOLOGY COURSES

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## DESIGN DRAFTING

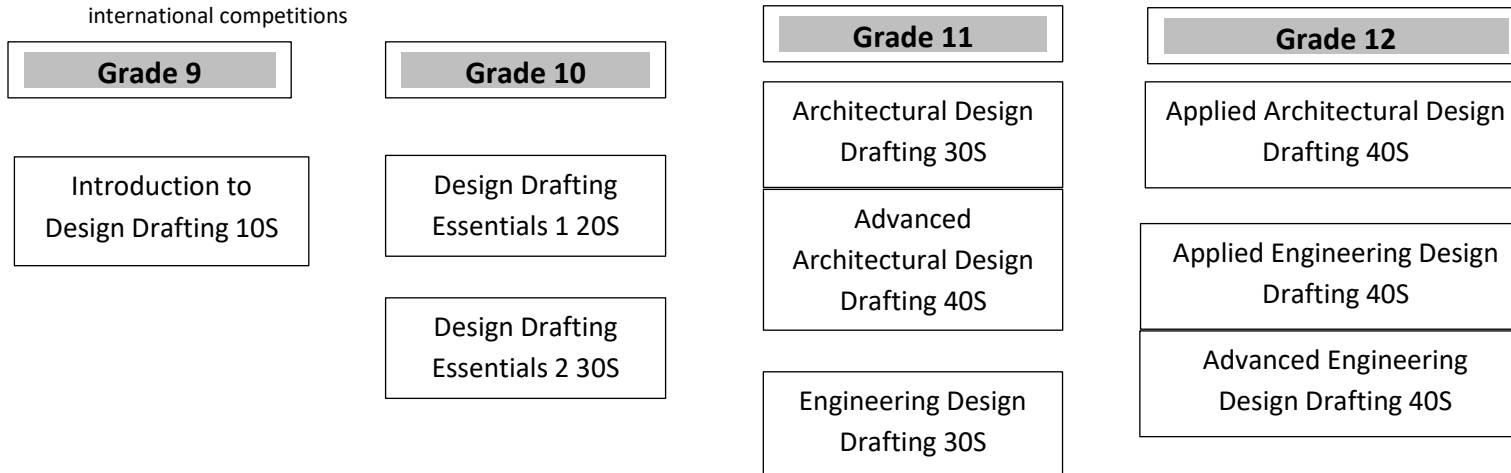
**Design Drafting** will appeal to both highly creative and artistic students (Architecture, Interior Design) as well as the students who excel at mathematics and the sciences (Engineering, Related Drafting Technologies). Working with industry standard computer software, students learn the language of Design Drafting and tackle a variety of realistic design problems. ***Students will be required to successfully complete the eight grade 10 to 12 courses to have a transcript that reflects they have met the requirements for the Senior Years Technology Education Diploma.***

The first course in this program is **Introduction to Design Drafting**. This course provides students with the opportunity to explore careers in Architecture, Engineering, Interior Design and all the related Drafting Technologies. During this course, students will explore:

- Drawing layouts
- Lettering practices
- Line conventions
- Orthographic projections
- Model building
- Computer assisted design and drafting (CADD) skills

Students continuing in this program in Grade 10, 11 and 12 will have the opportunity to further develop their skill in:

- The Principles and Elements of Architectural and Engineering Design
- Preparing Architectural working drawings
- Preparing Engineering manufacturing drawings
- Creating physical models
- Preparing submissions for a variety of provincial, national and international competitions
- Working with clients on real world projects
- Creating photo realistic Rendering and Animation



## TECHNOLOGY COURSES

<b>DESIGN DRAFTING</b>		
Course Grade	Course Description	Prerequisites
<b>Grade 9 DEA10S</b>	<p><b><u>INTRODUCTION TO DESIGN DRAFTING 10S</u></b></p> <p>This beginning course in Design Drafting provides students with the opportunity to explore careers in Architecture, Engineering, and Drafting Technology. Students are introduced to drawing practices typical to the Architectural and Engineering professions. This includes the creation of 2D and 3D drawings and basic models in CADD software and also physical models. Visualization disciplines are introduced as various units of the course are covered. This course is taught using the latest release of AutoCAD software.</p>	<b>None</b>
<b>Grade 10 DEA20S</b>	<p><b><u>DESIGN DRAFTING ESSENTIALS - 1 20S</u></b></p> <p>Based on Design Drafting fundamentals, students will produce working drawings in relation to the mechanical engineering field. They will study and apply parametric modelling techniques to their 2D and 3D designs in the latest CADD software. Students will learn to create individual parts of an object, as well as how to assemble the parts together to form complex designs. In this course, students will be able to transfer their skills to create their own designs of items that can include an F1 Schools car, a USB stick, a self-propelled boat, and more.</p>	<b>None</b>
<b>Grade 10 DEA30S</b>	<p><b><u>DESIGN DRAFTING ESSENTIALS - 2 30S</u></b></p> <p>Students will learn to produce architectural drawings by applying basic building construction principals. They will work within design guidelines and will create a single family residence using realistic construction systems. Utilizing an architectural design process, students will sketch and communicate their design to create construction floor plans while learning about basic building components (wall systems, windows, doors, roofs, etc.). Students will use current 3D Architectural CADD software to complete a virtual model.</p>	<b>DEA20S</b>
<b>Grade 11 DEB30S</b>	<p><b><u>ARCHITECTURAL DESIGN DRAFTING 30S</u></b></p> <p>This course deals with the elements and principles of architectural design. This includes the fundamentals of design, history of building styles and their architects and modular design. Students will design a house for a client and create a series of in depth architectural drawings and details. Design, sketching and presentation drawing are also studied.</p>	<b>DEA30S</b>
<b>Grade 11 DEC30S</b>	<p><b><u>ENGINEERING DESIGN DRAFTING 30S</u></b></p> <p>Students will be exposed to simple machine concepts as related to working drawings. This course is a mid-level of doing auxiliary views, dimensioning machine-drawing conventions, manufacturing process and material specifications. Student assignment will introduce projects for developing complete and working drawings of machine parts. The course requires students to utilize Inventor software, advance drawing, and dimensioning tools to produce industry standard drawings.</p>	<b>DEA30S</b>
<b>Grade 11 DEA40S</b>	<p><b><u>ADVANCED ARCHITECTURAL DESIGN DRAFTING 40S</u></b></p> <p>This course is an extension of Architectural Design Drafting with the student developing the designs produced in the previous unit into working drawings and models. Emphasis of student projects will be towards designs, function, comfort, appearance and style. Students add model building skills and Basic Architectural Animation to their expanding list of design communication tools.</p>	<b>DEB30S</b>

## TECHNOLOGY COURSES

<b>DESIGN DRAFTING</b> (continued)		
Course Grade	Course Description	Prerequisites
<b>Grade 12 DEB40S</b>	<b><u>ADVANCED ENGINEERING DESIGN DRAFTING 40S</u></b> This course is an introduction to the concepts of mechanical motion. Students will develop drawings of complex assemblies, study machine shop practices and apply concepts of fit and tolerances to machine shop drawings. Some basic considerations are discussed, as both Kinetic and walk-through animation techniques are explored utilizing the 3D Studio Software.	<b>DEC30S</b>
<b>Grade 12 DEC40S</b>	<b><u>APPLIED ARCHITECTURAL DESIGN DRAFTING 40S</u></b> Students will apply architectural drawing techniques to create client specific architectural residential drawings. Students will apply their mathematics, science and language skills to produce construction drawings and specifications. They can have the opportunity to apply their skills in a work experience program being paired with a local employer. Students will reflect on and include presentation and working architectural drawings in their Design Drafting portfolio.	<b>DEA40S</b>
<b>Grade 12 DED40S</b>	<b><u>APPLIED ENGINEERING DESIGN DRAFTING 40S</u></b> Students will formulate the solution to a real world engineering problem. Students will design, model, and produce technical and presentation drawings of an original device or product not currently offered on the market that applies mechanical engineering principles and technology to problems, or a modification of an existing product. They can have the opportunity to apply their skills in a work experience program being paired with a local employer. Students will apply their mathematics, science and language skills to produce accurate and manufacturable drawings and specifications.	<b>DEB40S</b>

# TECHNOLOGY COURSES

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## EARLY CHILDHOOD EDUCATION

What children learn and experience in their early years has an impact on their entire future. These courses provide knowledge and practical skills to deliver quality early learning and child care to young children.

As a student in the **Early Childhood Education** program, you will learn the importance of how play and growth impact development; you will gain skills to offer appropriate intellectual stimulation, as well as opportunities for physical, emotional and social development.

Opportunities are expanding as the need for early learning and child care settings increases. Positions are available in a variety of settings, including full-day infant, pre-school and school age programs, nursery schools, Headstart, full-day kindergarten programs and other Child and Family resource facilities.

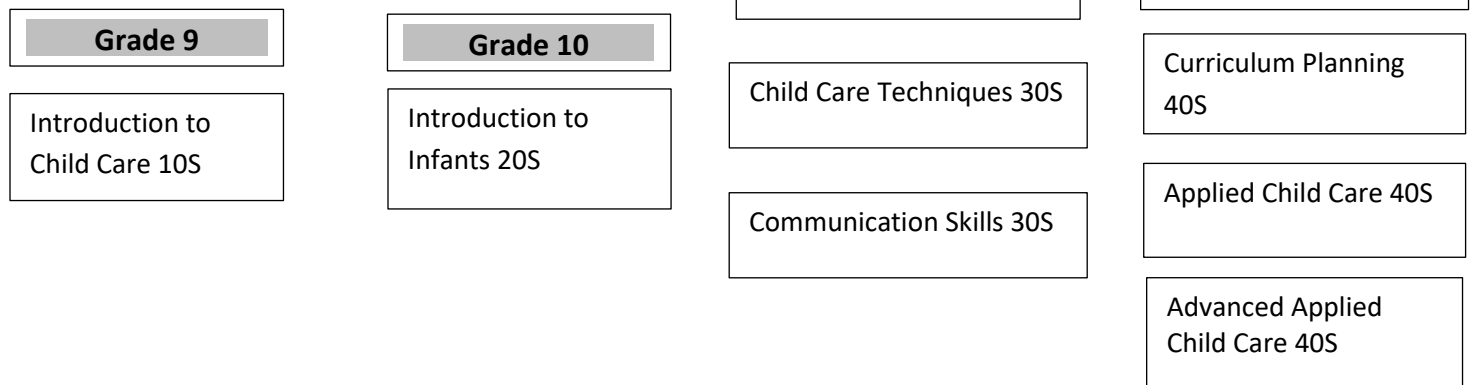
***Students will be required to complete the eight grade 10 to 12 courses to have a transcript that reflects they have met the requirements for the Senior Years Technology Education Diploma.***

***Students that complete this course may be eligible to their Child Care Assistant (CCA) Certificate once they turn 18 years old.***

### Introduction to Child Care:

This course focuses on:

- Individual and family relationships
- Child development and child care (Baby Think It Over)
- Family Studies
- Global perspective of family lifestyles



## TECHNOLOGY COURSES

EARLY CHILDHOOD EDUCATION		
Course Grade	Course Description	Prerequisites
<b>Grade 9 ECA10S</b>	<p><b><u>INTRODUCTION TO CHILD CARE 10S</u></b></p> <p>This course provides an introduction to the field of early childhood education. Students are introduced to the value of play in children's learning and development. The focus is on how play changes as children reach each stage of development, what factors influence children's play and the early childhood educator's role in children's play. Students will be introduced to a variety of early childhood concepts through course work and hands on play experience. You will be provided with an introduction to the rewarding field of Early Childhood Education.</p>	<b>None</b>
<b>Grade 10 ECA20S</b>	<p><b><u>INTRODUCTION TO INFANTS 20S</u></b></p> <p>This course involves the study of development stages from birth to toddlerhood that are essential for the early childhood educator to provide children with a nurturing and stimulating environment. The principles, processes, and theories of development, birth and the newborn baby are discussed. The development of the physical, social, emotional, cognitive, and language domains and milestones reached through infancy and toddlerhood are the focus of this course.</p>	<b>None</b>
<b>Grade 11 ECA30S</b>	<p><b><u>CHILDREN'S BEHAVIOUR 30S</u></b></p> <p>This course will introduce students to the basic concepts of guidance and strategies early childhood educators employ to provide children with a nurturing and respectful environment in which to grow. Students will explore their own personal beliefs and values in regard to children's behavior. Students will also be introduced to indirect and direct guiding techniques, the early childhood educator's (ECE's) role in guiding routines, daily activities, and in fostering development of a positive self-concept, indoors, and outdoors.</p>	<b>ECA20S</b>
<b>Grade 11 ECB30S</b>	<p><b><u>CHILD CARE TECHNIQUES 30S</u></b></p> <p>This course provides an overview of the field of early childhood education. Students will be introduced to the profession of early childhood education as well as various types of early childhood settings. Early learning programs components, career options and the role and qualities of an early childhood educator will be explored.</p>	<b>ECA20S</b>
<b>Grade 11 ECC30S</b>	<p><b><u>COMMUNICATION SKILLS 30S</u></b></p> <p>This course provides students with a general introduction to the theory and principles of interpersonal communication. Students develop and practice skills to improve communication effectiveness. Communication skills are very important in our everyday lives and many individuals continue to struggle with this, unable to communicate their thoughts and ideas effectively – whether in verbal or written format. This course will assist students in their ability to compete effectively in the workplace and assist with career progression.</p>	<b>None</b>

## TECHNOLOGY COURSES

<b>EARLY CHILDHOOD EDUCATION</b> (continued)		
Course Grade	Course Description	Prerequisites
<b>Grade 12 ECA40S</b>	<p><b><u>FAMILY DYNAMICS &amp; CHILD ABUSE 40S</u></b></p> <p>This course provides an opportunity to learn about factors that affect the family system: family members, family roles, family transitions, resilience, divorce, single parents, teenage parents, culturally diverse families, special needs, poverty, and abuse. Dynamics within a family never remains the same. Each family is unique and special.</p>	<b>ECA20S or ECA30S or ECB30S</b>
<b>Grade 12 ECB40S</b>	<p><b><u>CURRICULUM PLANNING 40S</u></b></p> <p>Early childhood educators require hands-on knowledge and the ability to plan and provide activities that meet the child's development skill levels, needs, and interests. They require skill in assessing activities and evaluating its potential. In this course, students become familiar with fun activity planning strategies and the planning form used to assist in planning. The students will also be creating lesson plans that they will implement with peers and young children.</p>	<b>ECA20S ECB30S</b>
<b>Grade 12 ECC40S</b>	<p><b><u>APPLIED CHILD CARE 40S</u></b></p> <p>This course introduces students to the basic principles and practices of good health promotion, occupational health and illness prevention, and management. Students will also learn that children's growth and development, learning, and overall well-being are dependent on safe and healthy physical and psychological environments and on sound nutrition. Children thrive when their most basic needs of health, safety, and nutrition are met. Health, safety, and nutrition practices match children's developmental stages and individual needs. Healthy, safe environments respect both the physical and social-emotional well-being of young children from birth to kindergarten by addressing issues of sanitation, hand washing, use of universal precautions and appropriate responses to emergency care situations that respect children and their diverse reactions to people, places, and situations.</p>	<b>ECA20S or ECA30S or ECB30S or ECC30S</b>
<b>Grade 12 ECD40S</b>	<p><b><u>ADVANCED APPLIED CHILD CARE 40S</u></b></p> <p>This course provides an opportunity to explore professional skills and abilities that are reflected in today's employment culture, and specifically the field of early childhood education. Students will explore their racial and historic diversity, with relevance to its impact on their role as an early childhood educator. They will also explore the influence that professional behaviors have on relations with the community, clients, and colleagues.</p>	<b>ECA20S ECB30S</b>

# TECHNOLOGY COURSES

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## ELECTRONIC SCIENCES AND TECHNOLOGY

The **Electronic Sciences and Technology** program provides students with the opportunity to learn about the field of electronics. The career opportunities for graduates of our electronics program include: repair and support for the personal computer industry, knowledge of control systems, knowledge for electrical entry areas, and our students always have an advantage when they enter the Technology and Engineering programs post-secondary.

The first year course in this program is **Exploration of Electronics Technology**. This course is a great introduction to the basic skills needed in the industry and offers lots of hands-on work. During this intro course, students will explore:

- Components
  - Soldering
  - Volt-Ohm-Milliammeter training
  - Project construction
- \* Students will be required to complete the eight Grade 10 to 12 courses to have a transcript that reflects they have met the requirements for the Senior Years Technology Education Diploma.*

Students that continue in the program in grade 10, 11, and 12 will leave with the standard college level requirements for AC, DC, Analog and Digital courses. You will also get a great introduction to:

- Microcontrollers – design and programming
- Robotics – hobby level intro
- Electronic Control Systems

Grade 9	Grade 10	Grade 11	Grade 12
Exploration of Electronics Technology 10S	Introduction to Electronics 20S	Semiconductor Tech & Signal Devices 30S	Advanced Digital Systems 40S
	Electronics AC Circuit Fundamentals 30S	Semiconductor Power Devices 30S	Microprocessors 40S
		Digital Devices & Basic Logic 40S	Microprocessor Applications 40S

## TECHNOLOGY COURSES

<b>ELECTRONIC SCIENCES &amp; TECHNOLOGY</b>		
Course Grade	Course Description	Prerequisites
<b>Grade 9 EXA10S</b>	<b><u>EXPLORATION OF ELECTRONICS TECHNOLOGY 10S</u></b> If you are interested in Electronics and/or Robotics, Electronics might be for you. In this exploratory class, 3 hands on electronic projects and a unit in house wiring will be used to show you this field of study.	<b>None</b>
<b>Grade 10 EXA20S</b>	<b><u>INTRODUCTION TO ELECTRONICS TECHNOLOGY 20S</u></b> Direct Current – Shop safety, basic electronic laws, and using the tools and instruments of the trade learned through both hands on and theory based learning. Projects include the 2 transistor flasher, stinger project, and the battery monitor.  <b>Must be taken in first semester if taking EXA30S in second semester.</b>	<b>None</b>
<b>Grade 10 EXA30S</b>	<b><u>ELECTRONICS AC CIRCUIT FUNDAMENTALS 30S</u></b> Alternating Current – Learning about the AC power that enters our homes. The projects for this course include the classic strobe light, the color organ, and a chance to do a little design work with the 60-watt replacement LED light.	<b>EXA20S</b>
<b>Grade 11 EXB30S</b>	<b><u>SEMICONDUCTOR TECH &amp; SIGNAL DEVICES 30S</u></b> Semiconductor Devices – Understanding the audio, video, and computer circuits used today. Students in this class have a large number of project choices for this class, including the classic strobe light.	<b>EXA30S</b>
<b>Grade 11 EXC30S</b>	<b><u>SEMICONDUCTOR POWER DEVICES 30S</u></b> Power Control – Motor control, lamp dimmers, and optic control devices. Students in this class choose a project that uses the member of the thyristor family, for example, the 3 color light organ.	<b>EXB30S</b>
<b>Grade 11 EXA40S</b>	<b><u>DIGITAL DEVICES AND BASIC LOGIC 40S</u></b> Digital Applications – This course looks at the basic digital circuits. Students in this course will learn the basics of Boolean algebra and digital logic. Advanced students in this class will be working at college levels. <b>(Can be taken in Gr.10, 11, or 12)</b>	<b>None</b>
<b>Grade 12 EXB40S</b>	<b><u>ADVANCED DIGITAL SYSTEMS 40S</u></b> This course looks at the complex digital circuits. Students in this course will be programming the Arduino microcontroller. Advanced students in this class will be working at college levels. <b>(Can be taken in Gr.10, 11, or 12)</b>	<b>None</b>



## TECHNOLOGY COURSES

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<b>ELECTRONIC SCIENCES &amp; TECHNOLOGY</b> <small>(continued)</small>		
Course Grade	Course Description	Prerequisites
<b>Grade 12 EXC40S</b>	<b><u>MICROPROCESSORS 40S</u></b> This is an introduction to the low-cost Arduino microcontroller. Students will cover the following basic outline: <b>Basic Concepts:</b> what is a microcontroller <b>Programming:</b> basic language control of hardware instead of your computer <b>Electronics:</b> using your skills to produce electronic game devices and basic robotic units	<b>None</b>
<b>Grade 12 EXD40S</b>	<b><u>MICROPROCESSOR APPLICATIONS 40S</u></b> This is the second unit of the Arduino microcontroller. Students will explore the more advanced levels of programming the Arduino. <b>Basic Concepts:</b> adding sensors to detect distance, movement, time temperature, and more <b>Programming:</b> learning true programming to create several cool micro controller projects <b>Electronics:</b> carefully taught units of electronics include picture diagrams for wiring <b>Robotics:</b> the sensors used in this unit can be transferred to robotic control	<b>None</b>

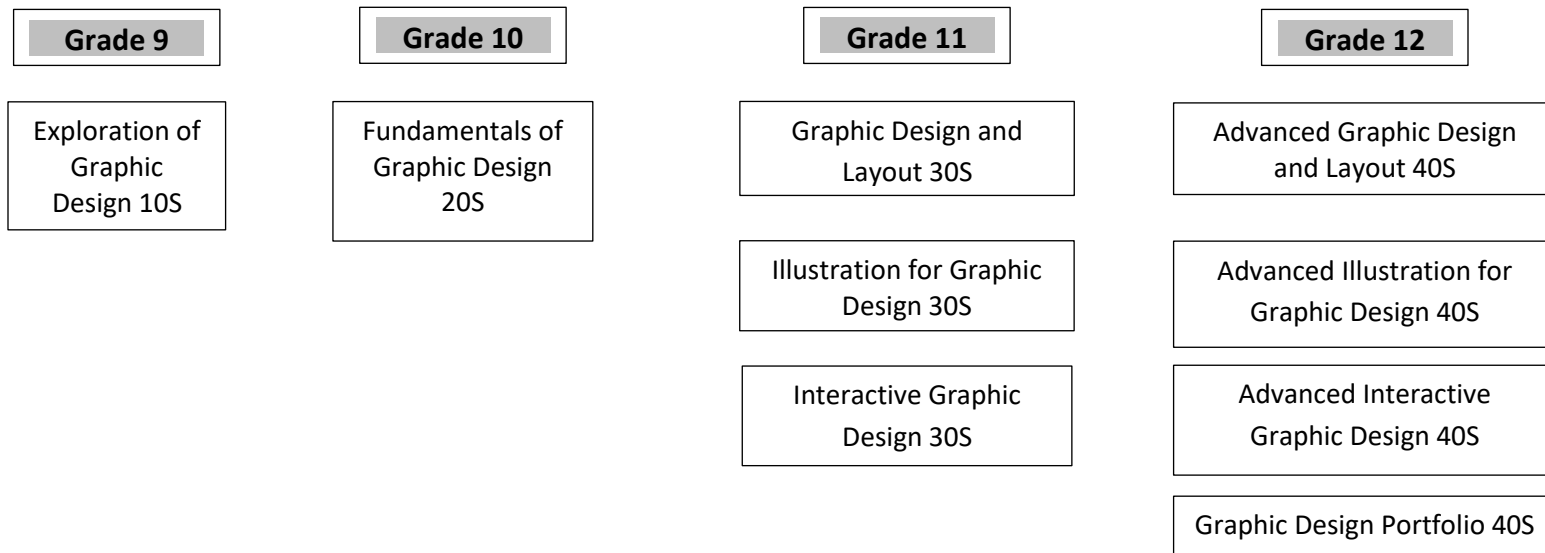
# TECHNOLOGY COURSES

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## GRAPHIC DESIGN

Graphic Design is the creative practice of conveying an idea, or communicating a message esthetically with images, graphics and type. Graphic design often refers to both the process by which the communication is created and the products which are generated. Graphic designers work in a variety of areas; producing visual identity (logos and branding), publications (magazines, newspapers and books), print media (posters, billboards, signs, product packaging), illustration and interactive design (animation, websites, apps, games, and emerging technologies).

***Students will be required to complete the Grade 10 to 12 courses to have a transcript that reflects they have met the requirements for the Senior Years Technology Education Diploma.***



## TECHNOLOGY COURSES

GRAPHIC DESIGN		
Course Grade	Course Description	Prerequisites
<b>Grade 9 GDA10S</b>	<b><u>EXPLORATION OF GRAPHIC DESIGN 10S</u></b> This optional course is intended for students wishing to explore graphic design. Students will be encouraged to think creatively as they solve basic design challenges and become acquainted with some of the trade's software. Students will be using their skills to produce toy package designs, typeset for visual strength, and use the computer as a drawing and animating tool.	<b>None</b>
<b>Grade 10 GDA20S</b>	<b><u>FUNDAMENTALS OF GRAPHIC DESIGN 20S</u></b> This optional course introduces students to the field of Graphic Design. Students will begin to focus on basic design theory, the design process, creativity and their practical application. Students will be experimenting with projects such as packages, logos, business cards, brochures, and animations.	<b>None</b>
<b>Grade 11 GDA30S</b>	<b><u>GRAPHIC DESIGN AND LAYOUT 30S</u></b> Students will expand the knowledge and skills acquired in previous courses, and focus on the theory and practical application of graphic design and layout. Students will create dynamic, hands-on projects like logos, decals, posters, banners, magazines, custom apparel and packaging. <b>(Can be taken in Gr.10, 11, or 12)</b>	<b>GDA20S</b>
<b>Grade 11 GDB30S</b>	<b><u>ILLUSTRATION FOR GRAPHIC DESIGN 30S</u></b> Students will expand the knowledge and skills acquired in Fundamentals of Graphic Design, and focus on the theory and practical application of illustration. Students will create dynamic, hands-on projects like digital character design and drawing for manga/comic books and animation. <b>(Can be taken in Gr.10, 11, or 12)</b>	<b>GDA20S</b>
<b>Grade 11 GDC30S</b>	<b><u>INTERACTIVE GRAPHIC DESIGN 30S</u></b> Students will expand the knowledge and skills acquired in Fundamentals of Graphic Design, and focus on the theory and practical application of interactive graphic design. Students will create dynamic, hands-on projects like web page and app design and 3D computer-generated imagery	<b>GDA20S</b>
<b>Grade 12 GDA40S</b>	<b><u>ADVANCED GRAPHIC DESIGN AND LAYOUT 40S</u></b> Students will expand the knowledge and skills acquired in Graphic Design and Layout, and focus on the theory and practical application of graphic design and layout to solve client-driven challenges. Students will create advanced hands-on projects like decals, banners, posters, custom apparel, packaging and book covers.	<b>GDA30S</b>

## TECHNOLOGY COURSES

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<b>GRAPHIC DESIGN</b> (continued)		
Course Grade	Course Description	Prerequisites
<b>Grade 12 GDB40S</b>	<b><u>ADVANCED ILLUSTRATION FOR GRAPHIC DESIGN 40S</u></b> Students will expand the knowledge and skills acquired in illustration for Graphic Design, and focus on the theory and practical application of illustration to solve client-driven design challenges. Students will create advanced, hands-on projects like digital painting for portraits, editorial illustration and concept art for video games and feature film. They will also create art for application to apparel and large-format prints.	<b>GDB30S</b>
<b>Grade 12 GDC40S</b>	<b><u>ADVANCED INTERACTIVE GRAPHIC DESIGN 40S</u></b> Students will expand the knowledge and skills acquired in Interactive Graphic Design, and focus on the theory and practical application of interactive graphic design to solve client-driven design challenges. Students will create advanced, hands-on interactive projects like apps, websites and video game design.	<b>GDC30S</b>
<b>Grade 12 GDD40S</b>	<b><u>GRAPHIC DESIGN PORTFOLIO 40S</u></b> In this course, students apply the knowledge and skills learned in previous courses to produce physical and online graphic design portfolios to obtain entry-level employment or self-employment opportunities, or gain admittance to a post-secondary program.	<b>GDA40S</b>

# TECHNOLOGY COURSES

## HAIRSTYLING

**The Hairstyling Program** provides students with the theory and practical study of all aspects of hairstyling for men and women. This accredited program follows Apprenticeship Manitoba guidelines and will offer prospective apprentices the opportunity to gain basic trade knowledge and skill. The Hairstyling program may feature a Work Practicum placement in a local salon and will provide students with on-the-job experience. Students must successfully complete Grade 12 with a minimum average of 70% or higher in both theory and practical segments. With the completion of 1400 hours, they will complete a practical exam administered by the Apprenticeship Board. After passing the exam with a 70% or higher, the students may go on to complete their second year of apprenticeship hours in a salon and write their final theory exam. With a 70% or higher, they will receive their Red Seal Certification with the opportunity to become very successful in the Hairstyling industry.

The Hairstyling program will appeal to students who have creative abilities and can visualize the end result. They must enjoy interacting with people and have strong problem-solving skills. If you have good dexterity and like to work creatively with your hands, this program will allow you endless opportunities as a hairstylist.

**Students will be required to complete all of the courses in the 10 to 40 level over the course of the program, with an overall average of 70%, for advanced standing with the Manitoba Apprenticeship Board.**

**Students will be required to successfully complete the eight of the Grade 10 to 12 courses to have a transcript that reflects they have met the requirement for the Senior Years Technology Education Diploma.**

The first year course in this program is **Introduction to Basic Hairstyling (HSA20S)**. This course introduces students to the basic skills needed for the successful completion of this program. Students will explore:

- Professionalism & Communication
- Safe Work Habits and Decontamination
- Braids

Students continuing in this program will further explore:

- Advanced Hairstyling Techniques
- Haircutting
- Chemical Texture Services

- Basic Hairstyling / Blow-drying, Curling Irons, Roller-sets
- Shampooing
- Up-do's

- Hair Coloring
- Salon Management & Employability Skills

Grade 9	Grade 10	Grade 11	Grade 12
Introduction to Basic Hairstyling 20S	Basic Hairstyling 20S	Intermediate Haircutting and Barber Techniques 30S	Advanced Hairstyling and Colouring 40S
	Basic Haircutting and Thermal Styling 20S	Hair Colouring 30S	Advanced Haircutting and Chemical Texture Services 40S
	Related Salon Service 20S	Intermediate Hairstyling and Artificial Hair 30S	Salon Operation 40S
		Chemical Texture Services 30S	Certificate Preparation 40S

## TECHNOLOGY COURSES

<b>HAIRSTYLING</b>		
Course Grade	Course Description	Prerequisite
<b>Grade 9 HSA20S</b>	<b><u>INTRODUCTION TO BASIC HAIRSTYLING 20S</u></b> In this course students are orientated to the tools, and study ethical and professional standards in the hairstyling industry. This course provides students with an introduction to braids, shampoo, basic blow-drying, curling irons and roller-sets. A portion of this course will include safe work habits (WHMIS), decontamination and infection control.	<b>None</b>
<b>Grade 10 HSB20S</b>	<b><u>BASIC HAIRSTYLING 20S</u></b> In this course, the students will perform roller-sets with pin-curls and learn the art of finger-waves. The theory will be focused on the properties of hair and scalp and students will learn how to do a hair and scalp analysis. The students will continue to practice hairstyling while advancing their skills.	<b>HSA20S</b>
<b>Grade 10 HSC20S</b>	<b><u>BASIC HAIRCUTTING AND THERMAL STYLING 20S</u></b> This course focuses on the principles of hair design and students will be introduced to the theory of haircutting while learning how to perform the four basic haircuts.	<b>HSB20S</b>
<b>Grade 10 HSD20S</b>	<b><u>RELATED SALON SERVICES 20S</u></b> Students will learn about many of the related services offered in a professional salon and will be taught the theory and practical aspects of many of these services. These may include skincare and basic facial treatments as well as professional make-up application. Students will continue to advance their skills in styling and may be introduced to basic chemical texture services.	<b>HSC20S</b>
<b>Grade 11 HSA30S</b>	<b><u>INTERMEDIATE HAIRCUTTING AND BARBERING TECHNIQUES 30S</u></b> This course examines the more advanced haircutting techniques using shears, razor and clippers. Students will learn various barbering techniques for men: beards and moustaches.	<b>HSD20S</b>
<b>Grade 11 HSB30S</b>	<b><u>HAIR COLOURING 30S</u></b> In this course, students will be immersed into the theory and technique of haircoloring and lightening services. Students will be encouraged to provide haircoloring services on clients. Students will also continue to develop their skills and dexterity while practicing various hairstyling techniques.	<b>HSA30S</b>

## TECHNOLOGY COURSES

<b>HAIRSTYLING (continued)</b>		
Course Grade	Course Description	Prerequisite
<b>Grade 11 HSC30S</b>	<p><b><u>INTERMEDIATE HAIRSTYLING AND ARTIFICIAL HAIR 30S</u></b></p> <p>In this course, students will be introduced to artificial hair enhancements such as hair extensions, wigs, and hairpieces. They will be taught the theory for a wide variety of different techniques, and they will learn the hands on application of a few specific techniques that are commonly used in a typical hair salon. They will be taking their dexterity to a more advanced level in many of the previously learned styling techniques with a focus on becoming faster through improved dexterity, and will be encouraged to pay attention to more of the finer details in their finished practical work.</p>	<b>HSB30S</b>
<b>Grade 11 HSD30S</b>	<p><b><u>CHEMICAL TEXTURE SERVICES 30S</u></b></p> <p>This course provides students with various permanent waving and chemical relaxation techniques. The practical component will teach students the chemistry of chemical texture services and how to do a proper scalp and hair analysis before a texture service. WHMIS will be reviewed in this course.</p>	<b>HSC30S</b>
<b>Grade 12 HSA40S</b>	<p><b><u>ADVANCED HAIRSTYLING AND COLOURING 40S</u></b></p> <p>This course focuses on advanced training in hairstyling, colouring and corrective colouring on clients. Students will be introduced to the creation of special effect colours while navigating through various websites for current styles. Attention will be given to advanced wet and thermal styling techniques.</p>	<b>HSD30S</b>
<b>Grade 12 HSB40S</b>	<p><b><u>ADVANCED HAIRCUTTING AND CHEMICAL TEXTURE SERVICES 40S</u></b></p> <p>This course will focus on advanced training in current trends in haircutting and chemical texture services. Students will perform specialty wraps in texture services. Students will continue to have the opportunity to work on clients. Students may complete a 2 week Work Practicum placement in the industry.</p>	<b>HSA40S</b>
<b>Grade 12 HSC40S</b>	<p><b><u>SALON OPERATION 40S</u></b></p> <p>In this course, students will learn how to prepare a business plan. Students will focus on the elements of running a successful salon operation. They will learn about different salon operations. Students will learn the importance of inventory and retail and how to make it a vital aspect for a salon's success. Students will continue to learn how to make the salon a safe working environment.</p>	<b>HSB40S</b>
<b>Grade 12 HSD40S</b>	<p><b><u>CERTIFICATION PREPARATION 40S</u></b></p> <p>This course provides students with an opportunity to review theory for the final written exam. Students will also prepare for the interprovincial practical exam and work with their models to perfect their skills.</p>	<b>HSC40S</b>

## TECHNOLOGY COURSES

### PHOTOGRAPHY

The **Photography** program provides students with the opportunity to explore the exciting world of traditional and digital photography. Some career opportunities available to photography graduates include portrait/wedding, commercial/industrial, forensic, as well as photojournalism (news and sports), fine art, medical and aerial photography.

The first course in this program is **Exploration of Photography**. This course introduces students to the basic skills needed for the successful completion of the program. Some skills students will learn include:

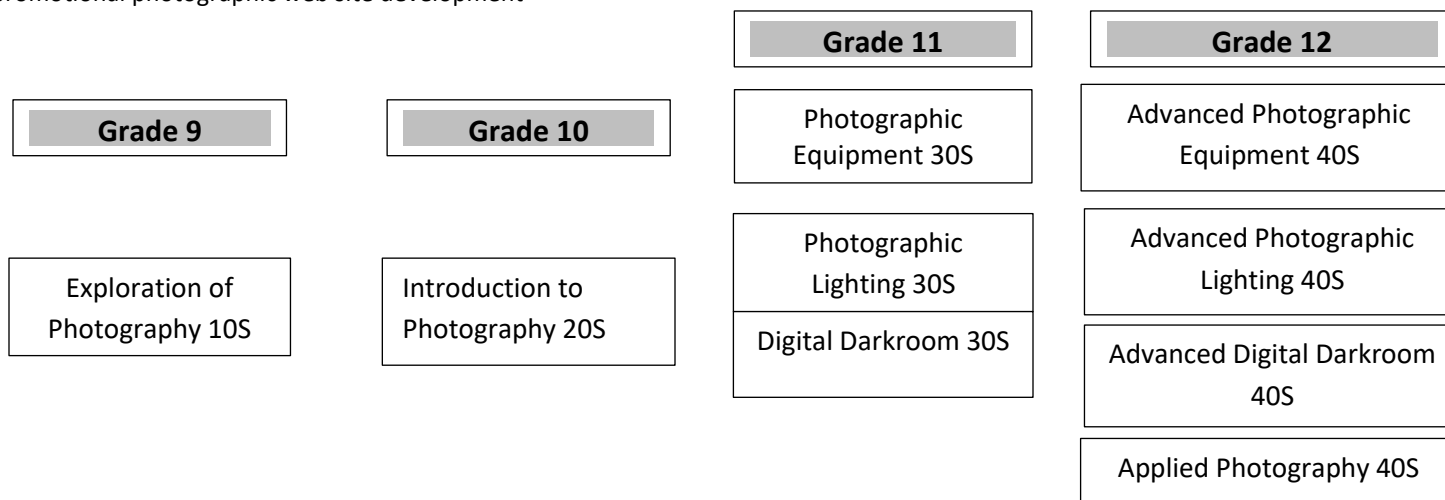
- Proper usage of a 35 mm film camera
- Black and white film development
- Black and white print development
- Basic design skill development required to make a good photograph.

***\*Students will be required to complete the eight Grade 10 to 12 courses to have a transcript that reflects they have met the requirement for the Senior Years Technology Education Diploma8***

Students continuing in this program at the grade 10, 11 and 12 levels will have the opportunity to further develop their skills in:

- Creative use of toners
- Hand tinting photographs using photo oils
- Correct use of digital cameras
- Manipulating photographs using photo editing software
- Shooting and editing digital video
- promotional photographic web site development

**\* Please note supplies may vary at different course levels. A \$10.00 fee per course will be charged.**





## TECHNOLOGY COURSES

PHOTOGRAPHY		
Course Grade	Course Description	Prerequisites
<b>Grade 9 PGA10S</b>	<b><u>EXPLORATION OF PHOTOGRAPHY 10S</u></b> Students will learn the basic functions of a camera, as well as the introductory skills used in photographic editing. They will be introduced to the history of photography, as well as photography's theoretical principles. They will also learn how to make the most of available light and how to control it.	<b>None</b>
<b>Grade 10 PGA20S</b>	<b><u>INTRODUCTION TO PHOTOGRAPHY 20S</u></b> This course is designed for students who are interested in the photography program. Students will learn photographic theory, the functions of a camera, as well as photographic editing skills and the history of photography. They will explore the use of different light sources.	<b>PGA10S</b>
<b>Grade 11 PGA30S</b>	<b><u>PHOTOGRAPHIC EQUIPMENT 30S</u></b> This course focuses on the safe and appropriate use of professional photographic equipment, such as the functions of DSLR cameras, different types of lenses, and tripods. Students will learn about different brands and types of DSLR cameras, and the specific uses of each one.	<b>PGA20S</b>
<b>Grade 11 PGB30S</b>	<b><u>PHOTOGRAPHIC LIGHTING 30S</u></b> This course focuses on all aspects of lighting, including lighting theory, techniques, and styles. Students will learn to safely use professional photographic lighting equipment, light modifiers, and ambient light.	<b>PGA20S</b>
<b>Grade 11 PGC30S</b>	<b><u>DIGITAL DARKROOM 30S</u></b> This course focuses on basic digital editing techniques, including layout, resolution, tonal and colour correction, crop ratios, and output. Students will learn to use several types of editing software.	<b>PGA20S</b>
<b>Grade 12 PGA40S</b>	<b><u>ADVANCED PHOTOGRAPHIC EQUIPMENT 40S</u></b> This course builds on the skills and knowledge learned in Photographic Equipment, focusing on the advanced use of professional photographic equipment. Students will use critical thinking skills to select and utilize the most appropriate equipment to complete photographic assignments.	<b>PGA30S</b>
<b>Grade 12 PGB40S</b>	<b><u>ADVANCED PHOTOGRAPHIC LIGHTING 40S</u></b> This course builds on the skills and knowledge learned in Photographic Lighting, focusing on the advanced use of professional photographic lighting. Students will use critical thinking skills to manipulate various forms of lighting to complete photographic assignments.	<b>PGB30S</b>

## TECHNOLOGY COURSES

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<b>PHOTOGRAPHY</b> (continued)		
Course Grade	Course Description	Prerequisites
<b>Grade 12 PGC40S</b>	<b><u>ADVANCED DIGITAL DARKROOM 40S</u></b> This course builds on the skills and knowledge learned in Digital Darkroom, focusing on advanced digital editing techniques. Students will use critical thinking skills to select the most appropriate software and tools to professionally edit images to achieve desired results.	<b>PGC30S</b>
<b>Grade 12 PGD40S</b>	<b><u>APPLIED PHOTOGRAPHY 40S</u></b> In this course, students initiate and complete all the steps of a photographic assignment, demonstrating mastery of photographic techniques. They will research entry-level employment and post-secondary educational opportunities. They will also complete a resume and portfolio for finding entry-level employment.	<b>PGA30S or PGB30S or PGC30S</b>

## TECHNOLOGY COURSES

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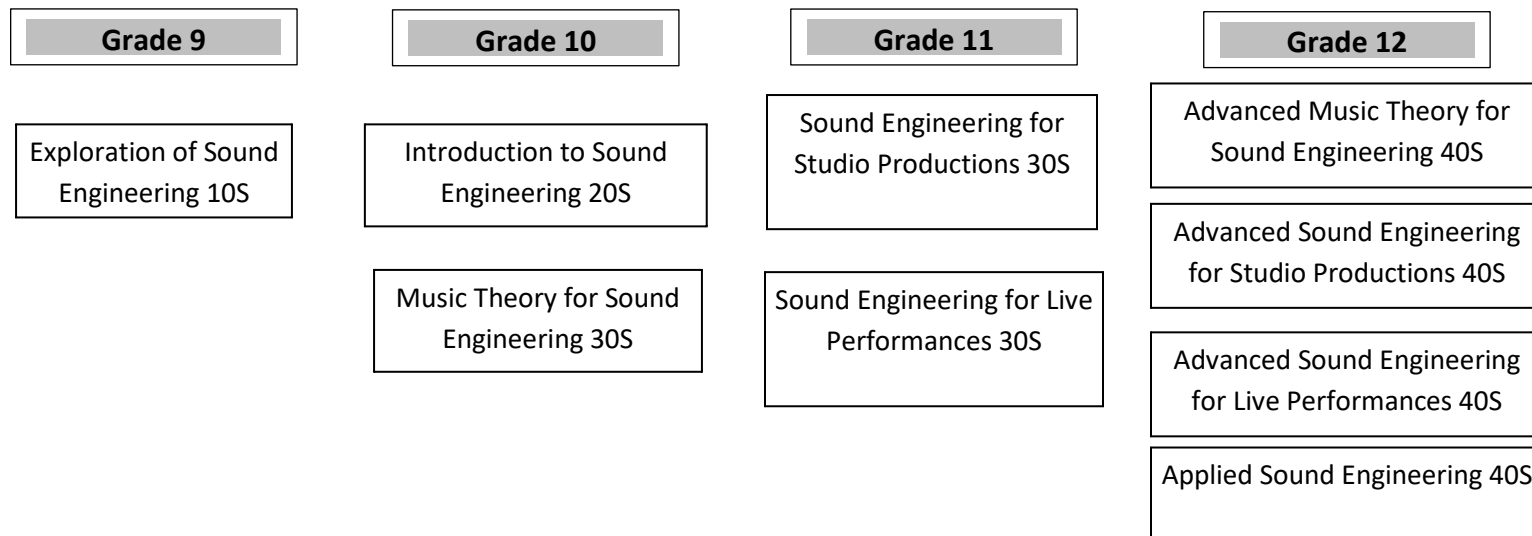
### SOUND ENGINEERING

The **Sound Engineering** program gives students the opportunity to learn the skills and knowledge required to function within the audio industry. By the end of the program, students will be able to block and strike a stage, perform all of the technical functions, manage the recording of a concert or studio session, play an instrument and write music. Students will have the opportunity to work with microphones, mixing consoles, audio editing software, cabling and routing equipment for front-of-house and monitoring systems. Students completing the program will be prepared for entry level employment in the audio industry as sound engineers, sound and stage technicians, producers, composers/arrangers, and performers.

This program will appeal to students who have an aptitude for music technology and have a passion for music as both a creative and performing art. **Students will be required to complete the eight Grade 10 to 12 courses to have a transcript that reflects they have met the requirement for the Senior Years Technology Education Diploma.** Students also have the opportunity to continue their studies in sound engineering at the post secondary level.

Students continuing in this program into Grades 10, 11, and 12 will have the opportunity to further develop their skills in:

- Sound engineering and audio theory
- Stage blocking, production and event management
- Equipment, tools and technology
- Music composition and song writing
- Singing and harmony
- Instrumental musicianship
- Live performance



## TECHNOLOGY COURSES

SOUND ENGINEERING		
Course Grade	Course Description	Prerequisites
<b>Grade 9 SEA10S</b>	<b><u>EXPLORATION OF SOUND ENGINEERING 10S</u></b> This optional course is intended for students wishing to explore sound engineering. Students will learn the importance of safe practices, while performing entry-level activities related to live performances and recording. Students will develop musicianship on the guitar, bass, keyboard and drums at an introductory level.	<b>None</b>
<b>Grade 10 SEA20S</b>	<b><u>INTRODUCTION TO SOUND ENGINEERING 20S</u></b> This course introduces students to the field of sound engineering. Students will learn the importance of safe practices, while performing entry-level activities related to live performances and recording. Students will learn music and audio theory. They will focus their musicianship on one of 4 musical instruments (guitar, bass, keyboard, and drums) while developing an ear for singing and harmonizing to the level of participating in a live performance.	<b>None</b>
<b>Grade 10 SEA30S</b>	<b><u>MUSIC THEORY FOR SOUND ENGINEERING 30S</u></b> Students will learn the audio and music theory required to perform the functions of a sound engineer. Topics include intervals, rhythms, pitch, acoustics, and frequency. Students will incorporate the music theory into an original composition, song writing, and participate in an entry-level, live performance.	<b>None</b>
<b>Grade 11 SEB30S</b>	<b><u>SOUND ENGINEERING FOR STUDIO PRODUCTIONS 30S</u></b> Students will learn the concepts and skills required to manage a studio recording session, including pre-production and editing. Course work will involve exploring recording software and equipment for experimentation, composition, arranging, capturing and producing music.	<b>None</b>
<b>Grade 11 SEC30S</b>	<b><u>SOUND ENGINEERING FOR LIVE PERFORMANCES 30S</u></b> Students will learn the concepts and skills required to manage a live performance, including blocking and striking a stage, as well as the pre-production and editing of the performance.	<b>SEA20S</b>
<b>Grade 12 SEA40S</b>	<b><u>ADVANCED MUSIC THEORY FOR SOUND ENGINEERING 40S</u></b> Students will expand the knowledge and skills acquired in Music Theory for Sound Engineering 30S. Students will focus on developing a portfolio in written or audio form of original compositions and song writing.	<b>SEA30S</b>
<b>Grade 12 SEB40S</b>	<b><u>ADVANCED SOUND ENGINEERING FOR STUDIO PRODUCTIONS 40S</u></b> Students will expand the knowledge and skills acquired in Sound Engineering for Studio Productions 30S. Students will, with minimal supervision, initiate and manage a studio session, assuming the role of a technical director. Students will demonstrate the use of advanced techniques in editing the production.	<b>SEB30S</b>

## TECHNOLOGY COURSES

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<b>SOUND ENGINEERING</b> (continued)		
Course Grade	Course Description	Prerequisites
<b>Grade 12 SEC40S</b>	<b>ADVANCED SOUND ENGINEERING FOR LIVE PERFORMANCES 40S</b> Students will expand the knowledge and skills acquired in Sound Engineering for Live Performances 30S. Students will, with minimal supervision, initiate and manage a live performance, assuming a role of stage directors. Students will demonstrate the use of advanced techniques in editing the performance.	<b>SEC30S</b>
<b>Grade 12 SED40S</b>	<b>APPLIED SOUND ENGINEERING 40S</b> In this course, students apply the concepts and skills learned in previous courses to initiate and manage all aspects of studio productions and live performances at an advanced level.	<b>SEB40S or SEC40S</b>

**CP Express** – This is a popular music ensemble intended for developing musicians interested in making and playing “the hits”. Students will commit to developing musicianship on either the guitar, bass, keyboard, drums/percussion, or vocals. As a small ensemble, students will study chord charts, rhythms, riffs, singing in harmony, transportation, and making music as a group. In preparation for performance students will explore marketing/management, live sound production, and recording. Enrollment into CP Express is by audition only. This is an extra-curricular course and no credit is earned.

# TECHNOLOGY COURSES

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## WELDING TECHNOLOGY

The **Welding Technology Program** takes a very practical approach to the introduction and advancement of the skills required to work in the trade. The students will be exposed to basic welding techniques, intermediate and advanced welding procedures and the basics of metal fabrication. The program offers students training in 5 different welding processes, 4 different metal cutting processes, and the proper use of various hand and power tools for finishing and metal fabrication.

Welding abilities can be used in many other related trades such as iron working, boiler makers, steam and pipe fitting, mechanics, auto body repair, sales and service industries, aerospace, and food production. Students will use a variety of light and heavy gauge metals such as mild steel, cast iron, stainless steel, and aluminum.

This program is accredited by the Manitoba Apprenticeship Board. ***Students will be required to complete at least 8 courses in the 20 to 40 level over the course of the program, with an overall average of 70%, for advanced standing with the Manitoba Apprenticeship Board.***

***Students will be required to successfully complete the eight Grade 10 to 12 courses to have a transcript that reflects they have met the requirement for the Senior Years Technology Education Diploma.***

The first course in the program, **Exploration of Welding Technology**, is designed to give the student a realistic experience in a welding shop atmosphere. They will learn:

- Shop safety
- Hand and power tools
- Oxygen acetylene equipment
- Basic joints and weld types
- Measurement
- Plasma cutting

**\*All students in this program must purchase and wear clear; C.S.A. approved safety glasses, safety boots, and approved coveralls.**

Grade 12			
			Advanced G.M.A.W. (MIG) Procedures 40S
			Advanced S.M.A.W. (ARC) Procedures 40S
			Advanced Metal Design/Fabrication 40S
			Applied Specialties & Qualifications 40S
Grade 11			
		Basic G.M.A.W. (MIG) Procedures 30S	
		Basic S.M.A.W. (ARC) Procedures 30S	
Grade 10			
	Introduction to Welding Technology 20S		
	Metal Design/Fabrication & Oxy-Acetylene Procedures 30S		
Grade 9			
Exploration of Welding Technology 10S			

## TECHNOLOGY COURSES

<b>WELDING TECHNOLOGY</b>		
Course Grade	Course Description	Prerequisites
<b>Grade 9 WTA10S</b>	<p><b><u>EXPLORATION OF WELDING TECHNOLOGY 10S</u></b></p> <p>This course is designed for Grade 9 students wanting a good exposure to the metal fabrication/welding shop atmosphere. Students in this course will learn the importance of safety in the workplace. It offers the use of metal fabrication tools and equipment, measuring and layout tools, shearing, the basics of oxygen/acetylene welding, oxygen/acetylene cutting, and plasma arc cutting. Students may also be introduced to the Shielded Metal Arc Welding and M.I.G. (wire welding) processes.</p>	<b>None</b>
<b>Grade 10 WTA20S</b>	<p><b><u>INTRODUCTION TO WELDING TECHNOLOGY 20S</u></b></p> <p>Students taking this Arc (Level 1) course will learn the basics about arc welding machines, alternating and direct currents, electrode identification, set up and welding of different joints in the flat and vertical positions. Students will be introduced to the use of a general purpose electrode on 10-gauge mild steel. Students will also spend some time using Gas Metal Arc Welding equipment and Plasma Arc Cutting equipment. There will be opportunities for students to design and fabricate their own projects (if approved).</p>	<b>None</b>
<b>Grade 10 WTA30S</b>	<p><b><u>METAL DESIGN/FABRICATION AND OXY-ACETYLENE PROCEDURES 30S</u></b></p> <p>Students taking metal design and oxy/acetylene procedures will learn about the equipment, safety concerns in a welding shop, the use of hand and power tools, oxy/acetylene cutting, sheer cutting operations, set up and welding of Lap, Tee, Corner, and Butt joints. Students will learn to braze weld materials in the flat, vertical, and overhead positions. Students will be assigned projects, concentrating on layout, precision, and may design and fabricate their own projects (if approved). This course is required to advance to the 4<sup>th</sup> level.</p>	<b>WTA20S</b>
<b>Grade 11 WTB30S</b>	<p><b><u>BASIC G.M.A.W. (MIG) PROCEDURES 30S</u></b></p> <p>Students will be learning more advanced MIG welding procedures than the previous units covering this process. This course is designed to develop the skills previously developed and build upon them. They will also be learning some of the basic blueprint reading skills that will be needed in most trades.</p>	<b>WTA20S WTA30S</b>
<b>Grade 11 WTC30S</b>	<p><b><u>BASIC S.M.A.W. (ARC) PROCEDURES 30S</u></b></p> <p>Students will learn and practice skills using different welding rods and different positions than that of the grade 10 program. They will be using some thicker materials and be introduced to the open root welds and corner welds along with the CWB style weld for level 1 certification.</p>	<b>WTA20S WTA30S</b>

## TECHNOLOGY COURSES

<b>WELDING TECHNOLOGY</b> <sub>(continued)</sub>		
Course Grade	Course Description	Prerequisites
<b>Grade 12 WTA40S</b>	<b><u>ADVANCED G.M.A.W. (MIG) PROCEDURES 40S</u></b> Students will be producing and testing fillet and groove welds in all positions, setting up and producing welds using the spray metal transfer method, welding with flux core wire, metal core wire and aluminum spool gun. Students will also develop and fabricate major projects.	<b>WTA30S WTB30S WTC30S</b>
<b>Grade 12 WTB40S</b>	<b><u>ADVANCED S.M.A.W. (ARC) PROCEDURES 40S</u></b> The main focus for students taking this advanced course is to increase their skill and confidence in the use of E6010 and E7018 electrodes. They will learn to use these electrodes to effectively weld fillet and groove welds in flat, vertical, horizontal, and overhead positions. Plate bend testing for quality assurance is stressed using the Canadian Welding Bureau style plate set up and weld procedures. Students will also develop and fabricate shop projects.	<b>WTA30S WTB30S WTC30S</b>
<b>Grade 12 WTC40S</b>	<b><u>ADVANCED METAL DESIGN/FABRICATION 40S</u></b> Students taking this course will be encouraged to set up and produce quality welds during the fabrication of any minor or major projects or repair work that enters the shop. This will include all measuring, cutting and preparing metal to weld, quality welding techniques, and proper post welding procedures. Students will also be able to read and create shop drawings, complete invoices, create estimates, and material lists.	<b>WTB30S WTC30S WTA40S</b>
<b>Grade 12 WTD40S</b>	<b><u>APPLIED SPECIALITIES AND QUALIFICATIONS 40S</u></b> This course is used for the “soon to graduate” students in the program. Students will do positional welding and cutting, specialty welding using jigs and templates, proper layout, grinding techniques, and metallurgy. They will troubleshoot welds and use various types of shop equipment. They will also prepare for the workforce by preparing a resume and projects on finding and requirements to maintain employment.	<b>WTA30S WTC30S WTB40S</b>





***Crocus Plains Regional Secondary School***  
***Brandon School Division***

1930 First Street, Brandon MB R7A 6Y6

Phone: 204- 729-3900 Fax: 204- 727-2162

[www.bsd.ca/crocus](http://www.bsd.ca/crocus)

[crocusplains@bsd.ca](mailto:crocusplains@bsd.ca)