

École secondaire Neelin High School Registration Guide 2022-2023



Cover Art:

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GENERAL INFORMATION

COURSE SELECTION

Registration occurs in late winter for the subsequent school year. Courses for both semesters are selected at the time of registration.

The school timetable is designed to provide compulsory courses in each semester. Students are strongly urged to select a balanced course load. Please note some courses may only be offered in one semester due to enrolment numbers.

When selecting a program of students for the coming school year, students and parents are urged to consider the following:

1. Students should select courses that are best suited to their particular abilities, interests and aptitudes taking into consideration future career or education plans. Be honest and realistic when making choices.
2. Students should select courses that will be reasonably challenging and can be completed successfully. Courses should not be selected simply because friends have selected them.
3. Students are encouraged to consult teachers, the academic counsellor, and/or school administration when selecting courses. The opinions and advice of the professional staff are readily available and may make decisions easier.
4. Students should consult the entrance requirements of the universities, colleges and other post-secondary institutions that they may plan to attend.

COURSE CHANGES

When selecting courses at the time of registration, students are making their choice for the entire school year. Students and their parents or guardians are urged to consider the following points if they wish to make a change to courses.

1. In the event that a change is requested, some opportunity to adjust timetable may exist; however, any changes are subject to space availability.
2. 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.
3. Students who need to repeat a course from first semester will be accommodated only where space permits.
4. The parent, teacher and academic counsellor must approve course changes. Course change forms are available from the academic counsellor.

COURSE CODES

All courses in the course description for Grade 9 through Grade 12 are numbered using three characters, as specified by Manitoba Education Citizenship and Youth.

First Character:

Indicated the course level:

- 1** - Grade 9
- 2** - Grade 10
- 3** - Grade 11
- 4** - Grade 12

Second Character:

- 0** Developed or approved by Manitoba Education Citizenship and Youth for 1 credit
- 1** Developed by school or division (include Student Initiated Projects (SIP) and School Initiated Courses (SIC))
- 2** Developed elsewhere, such as university, out-of-province or out-of-country
- 5** Developed or approved by Manitoba Education Citizen and Youth for 0.5 credit

Third Character:

- F** Foundation: Compulsory courses for all students which may further studies beyond the senior years (e.g. apprenticeship, college and university)

- G** General: General education experience for all students

- S** Specialized: Learning experiences focused on specific skills and content

- E** English as an Additional Language: Curriculum is adapted for students whose first language is not English as they make a transition into the English program.

- M** Modified: Curriculum that has been modified to take into account the capabilities of students with exceptionalities

- I** Individualized: Educational experiences intended for students with significant exceptionalities.

GRADUATION REQUIREMENTS

Manitoba Education Citizenship and Youth require that students meet minimum criteria to be eligible for graduation. **Students must complete a minimum of 30 credits during their Senior Years.** Students must complete all of the compulsory credits. A minimum of one Grade 11 and two Grade 12 credits must be earned from the available optional courses.

ENGLISH LANGUAGE PROGRAM COMPULSORY CREDITS

	Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts	10F	20F	30S	40S
Mathematics	10F	20S	30S	40S
Science	10F	20F		
Social Studies	10F			
Geography		20F		
History			30F	
Physical Education	10F	20F	30F	40F

FRENCH LANGUAGE PROGRAM COMPULSORY CREDITS

	Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts	10F	20F	30S	40S
Français	10F	20F	30S	40S
Mathématiques	10F	20S	30S	40S
Sciences de la nature	10F	20F		
Sciences humaines	10F			
Géographie du Canada		20F		
Histoire du Canada			30F	
Éducation physique	10F	20F	30F	40F

A maximum of 11 School Initiated Courses (SIC's) and 3 Students Initiated Projects (SIP's) can be included in the 30 credits used to meet the requirements for graduation.

OPTIONAL DIPLOMAS & CERTIFICATES

In addition to the Manitoba High School Diploma, École secondaire Neelin High School students may be eligible for the following:

French Immersion Diploma:

French Immersion students must complete a minimum of 14 credits in courses taught in French including Français at all grade levels. Of these 14 credits, four must be from the Grade 9 level, four from Grade 10, three from Grade 11 and three from Grade 12.

French Certificate:

Students who complete 7-13 French Immersion credits or students who complete French 40S will receive a Certificate of Merit.

Applied Commerce Education: Technology Education Diploma

Students who complete a minimum of eight credits in specific business and marketing courses will receive a Manitoba Technology Education Diploma. 2 Grade 11 and 2 Grade 12 courses must be included in the 8 required courses.

Performing and Visual Arts Certificate:

Awarded to students who have accumulated nine credits in a combination of any of our Fine Arts courses in the categories of Art, Dance, Drama and Music. A minimum of two credits must be obtained in three categories and at least one credit in the remaining category. Three of the nine credits must be at the Grade 11 and/or Grade 12 level. (Musical Theatre 10S-40S could be a Drama, Dance, or Music Credit.)

Performing and Visual Arts Certificate – Major:

Students that meet requirements for the PVA Certificate, including a minimum of five credits in one of the four categories, will receive a PVA Certificate with a major in one the following areas: Art, Dance, Drama or Music.

SCHOLARSHIPS & AWARDS

An awards committee determines School and Community based scholarships, awards and certificates each year. Graduating students complete information forms in April of their graduating year indicating their involvement in activities in school and in the community.

Students are encouraged to view:

www.scholarshipscanada.com and
www.studentawards.com

Please see website for more information.

ALTERNATIVE CREDIT OPTIONS

COMMUNITY SERVICE CREDIT 41G (CSC41G)

Students who volunteer at a non-profit community organization may earn up to one credit upon completion of 110 hours of service. Only one credit may be earned during the high school years. Agencies must be registered with Brandon School Division and students must get approval from the Academic Counsellor before beginning their placement.

POST-SECONDARY DUAL CREDITS

Students can earn up to five dual credits toward high school graduation while earning credits for the same courses at the college or university level. See the Academic Counsellor for more information.

SPECIAL LANGUAGE CREDIT OPTION

Students may be eligible for up to four credits for proficiency of languages other than English or French. This includes American Sign Language. See the Academic Counsellor for more information.

PRIVATE MUSIC OPTION

A student may earn up to four credits provided the minimum standing for each level has been attained through the Conservatory Canada program or Royal Conservatory of Music. Please note that these two credits are recognized only as additional credits beyond the minimum 30 credits required for graduation.

STUDENT-INITIATED PROJECTS

Students may include up to three credits for projects they initiate and have been approved by the school administration. Interested students should make arrangements through the Academic Counsellor.

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. See the Academic Counsellor for more information.

CADET CREDITS

One credit can be recognized for the Cadet Basic Training Program and a second credit recognized for the Cadet Advanced Training Program. Please note that these two credits are recognized only as additional credits beyond the minimum 30 credits required for graduation.

CREDIT FOR EMPLOYMENT (CFE)

Students may earn one grade 11 credit and one grade 12 credit for working. Each credit requires 110 hours of paid work and students must have completed or be registered in a Career Development course. See the Academic Counsellor for more information.

HIGH SCHOOL APPRENTICESHIP PROGRAM

Earn money, learn a trade and receive credits for graduation. The High School Apprenticeship Program (HSAP) is an option for students to earn high school academic credits while learning a trade.

- Students must be at least 16 years of age and have their Grade 9 compulsory credits completed.
- Students are eligible to receive up to eight (8) academic credits towards graduation.
- Students receive a wage for the hours worked at the rate defined by each trade.
- Apply on-the-job training hours to continued, full-time apprenticeship training after graduation.
- Students are responsible for finding a qualified employer who is willing to participate.

Trades Eligible for HSAP

Industrial

Electric Motor System Technician	Machinist
Industrial Electrician	Power Electrician
Industrial Instrument Mechanic	Rig Technician
Tool and Die Maker	Welder
Water and Wastewater Technicians	

Service

Cook	Hairstylist
Electrolysis	Esthetician
Pork Production Technician	Parts Person

Transportation

Agricultural Equipment Technician	Aircraft Maintenance
Automotive Painter	Automotive Service
Diesel Engine Mechanic	Gas Turbine Technician
Heavy Duty Technician	Motor Vehicle Body Repair
Recreation Vehicle Service Technician	Railway Car Technician
Transport Trailer Technician	Truck & Transport Mechanic
Marine & Outdoor Power Equipment Technician	

Construction

Boilermaker	Bricklayer
Cabinetmaker	Carpenter
Concrete Finisher	Construction Craft Worker
Crane & Hoisting Equipment Operator	Construction Electrician
Domestic Gasfitter	Floorcovering Installer
Glazier	Industrial Mechanic
Insulator (Heat & Frost)	Interior Systems Mechanic
Ironworker	Landscape Horticulturist
Mechanic	Plumber
Pre-Engineered Building Erector	Roofer
Refrigeration & Air-Conditioning	Sheet Metal Worker
Steamfitter-Pipefitter	Sprinkler System Installer

For more information please see the Academic Counsellor.

ADVANCED PLACEMENT PROGRAM (AP)

The Advanced Placement (AP) Program provides opportunities for students to participate in college or university level courses while still in high school. Advanced Placement courses are challenging and stimulating and require an even greater commitment of time and effort from students.

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.

Students interested in taking AP® courses should begin planning with an Academic Counsellor as soon as possible.

École secondaire Neelin High School will offer 2 Advanced Placement courses for the 2022/2023 school year in the areas of Biology and Psychology.

Advanced Placement Planning Map

AP Biology – 2 Planning Options		AP Psychology
Option #1	Option #2	
Accelerated Science 20S (2 nd semester Gr. 10)	Accelerated Science 20S (1 st semester Gr. 10)	Psych 40S (Gr. 11 or Gr.12 semester 1)
↓	↓	
Pre-AP BIO 30S (2 nd semester Gr. 11)	Pre-AP BIO 30S (2 nd semester Gr. 10)	↓
↓	↓	
Pre -AP BIO 40S (1 st semester Gr. 12)	Pre-AP BIO 40S (1 st semester Gr. 11)	AP Psych 42S (Gr. 12 semester 2)
↓	↓	
AP BIO 42S (2 nd semester Gr. 12)	AP BIO 42S (2 nd semester Gr. 11)	

*Please see the respective subject areas for further course information.

GRADE 12 ENRICHMENT PROGRAMMING

École secondaire Neelin High School is providing Grade 12 enrichment programming for 2022/2023 school year in the areas of English and Mathematics.

Intro to Calculus 45S and Advanced Topics in Math 45S

University level enrichment courses taught 2nd semester and by term.
Term 3 – Calculus with an opportunity to exit at the conclusion with a ½ credit.

Term 4 – Advanced Topics – an opportunity for students to just enter at this point for this course.

Pre Calc 40S (Gr. 12 semester 1)	
↓	
Intro Cal 45S (Gr. 12 semester 2)	
↓	↓
Adv Topics 45S	Exit out or Enter in

Applied Math 40S students could enter Term 4 Adv Topics 45S

English Language and Literary Forms 40S

Grade 12 English elective for students who want to have more enrichment in English. Offered in semester 2 of Grade 12 year. Students must complete ENC40S (Comprehensive) first semester.

English 40S (Comprehensive) (Gr. 12 semester 1)
↓
English Language and Literary Forms 40S (Gr. 12 semester 2)

APPLIED COMMERCE EDUCATION

A.C.E Diploma:

Students who complete a minimum of eight credits that must include 2 grade 11 credits and 2 grade 12 credits of the following Applied Commerce Education courses will receive a Senior Years Technology Diploma. **Please note that not all courses are offered every year.** Consult with your guidance counsellor to plan for your A.C.E. diploma.

BUSINESS INNOVATION 10S (BIN10S) (Yearly)

Business Innovation is an introductory course that 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 or simulations. It is the suggested introduction to all of the courses offered in the applied commerce education subject area.

PERSONAL FINANCE 20S (PFI20S) (Yearly)

Personal Finance focuses on developing fundamental financial literacy skills, including the value of money, basic economics, budgeting, saving, financial institutions services, and investing. This is especially relevant to high school students, since they are entering the workforce and are considering future purchases that require financial planning, such as buying a car, travelling, or pursuing post-secondary education. Since financial literacy is a life skill, this course is a good option for all students.

CREATIVE PROMOTIONS 20S (CPR20S) (Even years)

Creative Promotions helps students develop an understanding of promotional communication from both a theoretical and a practical approach. The course focuses on advertising strategies, direct marketing, personal selling, sales promotions, and public relations. Students will apply these concepts and their creativity to design a variety of promotional and advertising material. Creative Promotions is designed for students who are looking to expand their business knowledge regarding communicating effectively and creatively.

ENTREPRENEURSHIP 20S (ENT20S) (Odd years)

Entrepreneurship focuses on developing the foundational skills and ideas needed to plan and develop a business. This course is relevant to high school students since many are already involved in their communities and are starting to recognize various need and opportunities in their areas. Students begin by evaluating innovation, inventions and innovative ideas. They learn the process of planning, marketing, and implementing a venture. This course is designed for students interested in business principles related to the ownership and management of a business.

VENTURE DEVELOPMENT 30S (VDE30S) (Even years)

Students focus on planning, creating, implementing, evaluating, and growing their own business and in furthering their knowledge of business ownership and management principles.

RETAILING PERSPECTIVES 30S (RPE30S) (Odd years)

Retailing Perspectives helps students gain an understanding of retailing from both a theoretical and a practical approach. This course provides insight on the various types of retail establishments and forms of ownership. It emphasizes the retailing operations of both a physical and an online environment. Retailing Perspectives focuses on the financially sustainable strategies retailers use to appeal to consumers. This course is designed for students interested in managing or owning their own retailing establishment. It is, however, relevant to all students, since, as consumers, they experience retailing as part of their daily lives.

ACCOUNTING ESSENTIALS 30S (ACE30S) (Yearly)

An introduction to Accounting Essentials including debit and credit theory, balance sheet accounts, the accounting cycle, preparation of worksheets and classified financial statements, adjusting and closing entries and accounting for a merchandising concern. This course is helpful to students starting their own business, interested in an office career, or for anyone planning to study business at the post-secondary level.

ACCOUNTING SYSTEMS 40S (ACS40S) (Yearly)**Prerequisite: ACE30S**

This course has a theory portion and a Simply Accounting section. The theory portion deals with special accounting concerns such as special journals, merchandising account, bank reconciliation statements, cash controls, subsidiary ledgers, financial and payroll accounting. Simply Accounting is an accounting software package providing students an opportunity to apply accounting concepts electronically.

BUSINESS MANAGEMENT 40S (BMA40S) (Odd years)

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. This course is designed for students interested in furthering their knowledge of management strategies used in various settings and furthering their knowledge of business ownership.

ECONOMICS PRINCIPLES 40S (EPR40S) (Even years)

Economics Principles uses an inquiry-based learning model to allow student to explore current and/or emerging topics, trends, and opportunities related to business at a local, national, or global level. Students will design, recommend, and/or implement an action plan based on their inquiry findings. This course is designed to allow students to focus on issues about which they are passionate.

COMPUTER TECHNOLOGY & NETWORKING

HARDWARE AND SOFTWARE ESSENTIALS 20S (NCSH20S)

This course presents an in-depth exposure to computer hardware and operating systems. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. In addition, an introduction to networking is included.

NETWORKING TECHNOLOGIES 30S

This course is an introduction to fundamental networking concepts and technologies which provides a hands-on introduction to networking, the internet using tools and hardware commonly found in the home and small business environment. Online materials will assist students in developing the skills necessary to plan and implement small networks across a range of applications.

ADVANCED NETWORKING TECHNOLOGIES 40S

The goal of this course is to develop the skills necessary to provide customer support to users of small-to-medium-sized networks and across a range of applications. The course introduces routing and remote access, addressing and network services. It will also familiarize students with servers providing e-mail services, web space, and authenticated access. This course prepares students with the skills required for entry-level Help Desk Technician and entry-level Network Technician jobs.

APPLYING ICT 15F & APPLYING ICT II 15F (AIT115F/AIT215F)

This introductory course is designed to develop a student's awareness of the impact of computers on personal, business, and global applications. Core units include the evolution of technology, review of word processing basics, spreadsheets, desktop publishing, image editing, presentation software, and multimedia.

PRINT COMMUNICATIONS 25S/KEYBOARDING 25S (PRC25S/KEY25S)

Print Communications will enable students to apply word processing skills to plan and create documents for personal or school use, such as reports, as well as business documents such as letters and agendas. Speed and accuracy timings will be given throughout the semester to help foster students keyboarding skills. The purpose of Keyboarding is to improve students' accuracy and speed on a keyboard, with emphasis on using correct technique to meet or exceed a goal of 25 words per minute.

COMPUTER SCIENCE 20S (COM20S)

This is an introduction to the art and science of programming, for the serious computer student who enjoys puzzles, creativity and thinking. Students will use Visual Basic 2010 to learn programming techniques and write simple code for application in mathematics, business, engineering, science, finance and fun. Topics include: Introduction VB 2010, variables and constants, flow control and looping structures.

COMPUTER SCIENCE 30S (COM30S)

Prerequisite: COM20S

Students will continue to use VB 2010 as well as other languages to explore how computers store and manipulate information, learn more complex programming strategies, and investigate advanced data structures.

CAREER DEVELOPMENT

CAREER LIFE PLANNING 20S (CDP20S)

Provides students with opportunities to explore potential occupations, demonstrate employability skills, essential skills and specific occupational skills. They will review various types of working conditions, explore potential career opportunities and locate sources of work information.

Students will plan volunteer work, leisure activities, and high school goals that relate to occupation interests, along with composing a good resume, cover letter and career portfolio.

CAREER LIFE BUILDING 30S (CDB30S)

CAREER LIFE TRANSITIONING 40S (CDT40S)

This is a “Tri-High” two-credit program designed to prepare senior students for the realities of today’s workplace. This program will provide students an opportunity to integrate classroom theory with practical and meaningful experiences in the workplace.

Topics include workplace health and safety, work ethics and attitudes, first impressions, confidentiality, resumes, cover letters, interviews, employability skills and portfolios (both traditional and electronic versions).

Two off site work experiences will be arranged with student input to ensure a meaningful exploration of two occupations of interest. This two credit program is offered in the afternoon of Semester 2. Students should carefully plan their overall high school program to ensure that all compulsory courses are properly scheduled.

ENGLISH LANGUAGE ARTS

All English Language Arts programs are required by Manitoba Education Citizenship and Youth to achieve the following five outcomes to be addressed with an increased sophistication and complexity as students progress through the grade levels. Students will listen, speak, read, write, view and represent to:

- Explore thoughts, ideas, feelings and experiences
- Comprehend and respond personally and critically to oral, print and other media texts
- Enhance clarity and artistry of communication
- Celebrate and build community
- Manage ideas and information.

All ELA programs will deal in varying degrees with literary and transactional language.

Literary language includes forms of communication intended to entertain, stimulate emotions and imagination, provide aesthetic pleasure, reveal truth about human nature, and cultivate universal moral values. Literary texts may include novels, short stories, plays, films and poetry.

Transactional language is defined as pragmatic language to inform, advise, persuade or instruct people. Transactional texts may include expository and persuasive essays, letters, memos, newscast, speeches, book reviews, summaries, magazine and newspaper articles, auto-biographies and biographies.

ENGLISH 10F (ELA10F) (CDE15S) (1.0 & 0.5 credits)

This foundation ELA course will expose students to a balance of literary, transactional and technical materials and related activities with an emphasis on the skills of writing, reading, speaking, listening, viewing and representing.

ENGLISH 20F (ELA20F)

Prerequisite: ELA10F

Students will be exposed to a wide range of texts, including media, transactional, and literary texts, while improving language and literacy skills through reading, writing, listening, speaking, viewing and representing.

ENGLISH 20FA (ACCELERATED) (ELA20FA)

Prerequisite: ELA10F

This accelerated English course will offer students an opportunity to cover the core curriculum of English 20F as well as an enrichment in the literary, transactional and technical components of the program.

ENGLISH 30S: COMPREHENSIVE FOCUS (ENC30S)

Prerequisite: ELA20F

This course addresses a variety of information and formal discourses, ranging from oral discussion, free writing, letters, improvised drama, and journals to reports, formal presentations, documentaries, fiction and poetry.

These texts fall along the language continuum of transactional and literary texts. The Comprehensive Focus provides opportunities to use, compare, and compose a range of transactional and literary texts on the same subject.

ENGLISH 40S: COMPREHENSIVE FOCUS (ENC40S)

Prerequisite: ENC30S

Students in this course will be exposed to a variety of literary genres. The course will broaden student's ability to read, write, listen, speak and think critically; skills required for all areas of study and also for post-secondary education. The use of language explored in the Comprehensive Focus will expand student's capability to explore and produce a wide range of texts that include pragmatic, expressive, and aesthetic uses.

Student will be required to write the Grade 12 English Language Arts provincial standards exam worth 30% of their final mark.

ENRICHMENT**ENGLISH: LANGUAGE AND LITERARY FORMS 40S (EEL40S)**

Prerequisite: ENC40S

This is a Grade 12 English elective course. Although this course might use some non-fiction materials, the emphasis in both activities and materials will be on creative uses of language such as those found in novels, plays, short stories, essays and poetry, as well as more recent genres such as docudramas, mini-series, and films.

FINE AND PERFORMING ARTS

PERFORMING AND VISUAL ARTS CERTIFICATE

Neelin offers a Performing and Visual Arts Certificate. Students who earn a minimum of 9 credits in the area of Performing and Visual Arts will receive a PVA Certificate. Within the nine credits, a minimum of two credits must be in the 3 categories, and at least one in the remaining category. The categories Include: Art, Dance, Drama, and Music. A minimum of 3 credits must be completed at the Grade 11 and/or Grade 12 level. A “Major” will be declared when a student qualifies for the PVA and obtains a minimum of five credits in a category.

VISUAL ARTS 10S (ART10S)

This course is designed to encourage the growth and development of the beginning young artist through foundational art experiences. Through personal art making and responding to contemporary and historical art and artists, the students will develop facility with art language and practices, the element of art (line, values, texture, colour, shape, form and space), creative expression and valuing art experience.

VISUAL ARTS 20S (ART20S)

Prerequisite: ART10S or permission of instructor

This course is designed to engage the young artists in a wide variety of art experiences to develop and further their skills in the elements and principles of art. The students work in an art journal every day to provide opportunity to explore all aspects, mediums and techniques, with constant reference to art in context and in history.

VISUAL ARTS 30S (ART30S)

Prerequisite: ART20S or permission of instructor

This course is designed to increase the young artist’s self-directedness and confidence in his or her creative processes and products. At a higher level, the student will continue to make personally relevant art and demonstrate increasing facility with creative expression, art language and tools, understanding art in context and the valuing art experiences (own and others’). The focus of this course is contemporary art themes and practice.

VISUAL ARTS 40S (ART40S)

Prerequisite: ART 30S or permission of instructor

This course is designed to foster artistic confidence, the creative process, artistic self-direction, openness to visual experiences, understanding one’s place in the world and in connection to art history and culture, self-expression through original artworks, and empowering the young artist’s statement and participation in critiques are also required. Students wishing to tailor their work to particular post-secondary portfolio requirements may do so.

VISUAL ARTS: PRINTMAKING 10S (ARP10S)

This course is designed to foster engagement and development in the beginning young artist through fundamental ideas, techniques and types of printmaking. Through hands on use of tools, media and equipment students will develop facility with art language and practices, key methods of contemporary printmaking, creative expression and valuing art experiences. Students will gain the unique opportunity to work in varieties of printmaking such as relief (gelatin prints, linoleum cut and wood block) and intaglio (plexiglass plate and copper plate).

VISUAL ARTS: PRINTMAKING 20S (ARP20S)

Required Prerequisite: ARP10S

This course is designed to increase confidence and self-directness in the creative processes surrounding printmaking. Students will continue to utilize key media and techniques sequential to the successful print-maker, while using new and exciting means of creation. Students will build on existing knowledge concerning printmaking, while increasing facility with creative expression, art language tools, understanding art in context, and valuing art experiences.

VISUAL ARTS: PRINTMAKING 30S (ARP30S)

Required Prerequisite: ARP20S

This course is designed to integrate key contemporary art themes, ideas and concepts through practice with various varieties and techniques achieved in Printmaking 10S and 20S. Students will continue to develop their creative processes and facility with creative expression, art language and tools, understanding art in context, and valuing art experiences through the utilization of printmaking.

VISUAL ARTS: PRINTMAKING 40S (ARP40S)

Required Prerequisite: ARP30S

This course is designed to strengthen the young artist's confidence, facility, and knowledge surrounding key concepts, ideas and techniques found in printmaking. Students will continue to increase competencies in the creative processes covered in Printmaking 30S. Within Printmaking 40S, students will invest in themselves as young artists, focusing on their own creative process, art language and tools, art in context and valuing art experiences in class. This course relies on self-directedness, experimentation in media, and exposure to recursive themes in visual art.

CONCERT BAND 10S, 20S, 30S, AND 40S (BAN10S, BAN20S, BAN30S, BAN40S)

Concert Band for 2022-2023 is open to all new and returning band students. There is no pre-requisite for this course. **Students who have taken band previously, or who are new to the band program, are welcome to enroll.** 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.

ADVANCED (WIND) ENSEMBLE 20S, 30S, 40S (WAE20S, WAE30S, WAE40S)

Previous experience and enrollment in concert band is normally required for participation in this course. **All students who registered for wind ensemble last year, or who are interested in an additional musical challenge, are welcome to enroll.** 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.

JAZZ BAND 10S, 20S, 30S, 40S (JAZ10S, JAZ20S, JAZ30S, JAZ40S)

Jazz Band for 2022-2023 is open to all new and returning jazz students. **Students who have taken jazz band previously, or who are new to jazz band, are welcome to enroll.** 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. 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.

JAZZ COMBO 20S, 30S, 40S (JZC20S, JZC30S, JZC40S)

Registration for concert band and previous jazz band experience is normally required for participation in this course. **All students who registered for jazz combo last year, or who are interested in an additional musical challenge, are welcome to enroll.** The instructor will meet with prospective students during the first weeks of the term before finalizing the class list. Student will learn jazz standards and forms as well as participate in developing arrangements. Whereas the jazz band course touched on jazz improvisation, this course will emphasize improvisation and developing the theoretical understanding required to play jazz at an advanced level. Rehearsal times will be held outside of the normal school day.

CONCERT CHOIR 10S, 20S, 30S, 40S (CHO10S, CHO20S, CHO30S, CHO40S)

Since 1967, Neelin has provided the opportunity for students to gain musical knowledge and choral skills while creating lasting high school memories through the course known as Concert Choir. The goal of this program is to expand the artistic dimension of student's life, by increasing his or her ability to enjoy, perform and comprehend music. Concert Choir is delivered through three lunch time rehearsals per week and scheduled performances of a wide variety of quality choral literature. Local performances take place up to four times per year, and optional tours include local, provincial and national destinations on a three-year rotation. Student will be required to pay a choir fee and fundraising opportunities will be available. Choir is recommended for students who are interested in participating in Neelin's major production. Be a part of the Neelin tradition - join Choir!

CHAMBER CHOIR/ADVANCED ENSEMBLE – CHORAL 10S, 20S, 30S, 40S (CAE10S, CAE20S, CAE30S, CAE40S)

Prerequisite: Registered in Concert Choir and by audition in September

This course offers an enriched education for students with a demonstrated talent in the vocal/choral art, showing advanced skills and work ethic. There are two choirs – the Boys Chamber Choir and the Chamber Ensemble for Girls. The major emphasis is the rehearsal and performance of choral music in a wide range of periods, languages and styles. Due to their size and quality of musicianship, the Chamber Choirs take public performance bookings throughout the year, including a local day tour at year-end. They also tour annually with the Concert Choir, which is optional, though the highest effort to do so is expected. Every three years, students may take part in an advanced choir tour project to a national or international destination. Rehearsals are held outside of the regular school schedule.

VOCAL JAZZ 10S, 20S, 30S, 40S (VJZ10S, VJZ20S, VJZ30S, VJZ40S)

Prerequisite: Registered in Choir and by audition in September

Students who show advanced skill and work ethic in the vocal/choral art are given another opportunity for enrichment and performance experience in this ensemble, known as Simple Green. Each student carries a far greater weight of responsibility because of the limited size of the ensemble, with 12-20 singers, will develop the techniques of vocal production and the skills required for participation in a small vocal ensemble through rehearsing and performing quality repertoire in a cappella, contemporary, pop, Broadway and jazz idioms in an acoustic setting.

This group has several community performances thus students must be prepared to be flexible with work and extra-curricular schedules outside of the school day. Each spring, Simple Green singers prepare

individual or small group presentations and tour to local schools. They also tour with the Concert Choir in the fall and /or spring, and every three years, students are invited to take part in an advanced choir tour project to a national or international destination. Rehearsals are held outside of the regular school schedule. A uniform fee is required for first-year singers.

DANCE – BEGINNER 10S, 20S, 30S, 40S (DNC1A10S, DNC1A20S, DNC1A30S, DNC1A40S)

For the beginner dancer who has little to no dance experience. An introduction to various forms of jazz dance; using influences from ballet, modern, lyrical, hip hop, street and Broadway. Jazz dance focuses on isolating various parts of the body in movement while demonstrating musicality. Students will learn to use their body for movement and expression. They will develop skills and technique while improving co-ordination and feel a connection to a more improved physical well-being.

DANCE – INTERMEDIATE 10S, 20S, 30S, 40S (DNC2A10S, DNC2A20S, DNC2A30S, DNC2A40S)

For the intermediate dancer with previous formal training. Students will have the opportunity to use their previous training to continue to build on their basic technique, flexibility and abilities in dance. This course will focus on various forms of jazz dance; using influences from ballet, modern, lyrical, hip hop, street and Broadway. Understanding and executing various styles, while demonstrating jazz basics like center control and extensions. Students will rehearse and refine routines that showcase technique and performance.

DRAMA 10S (DRA10S)

Students will have opportunities to develop skills which will enable them to present and perform in front of others with more confidence. Students are given choice regarding performance

opportunities so the pressure to “get up in front of the class” is alleviated. The objectives of the course are to sharpen student perceptions, to increase the awareness of self, to appreciate the diversity in thoughts and experiences of others, to extend control over speech and gesture, to choose appropriate ways to express thoughts, feelings and beliefs and to develop the student’s creative imaginations.

DRAMA 20S (DRA20S)

This is a basic drama course which develops students’ intellectual, social, physical and imaginative skills by participating in creative games and exercises. The activities in this course promote group cooperation, the use of voice to communicate ideas and self-confidence. Creative problem solving is utilized in various forms to develop fundamental skills.

DRAMA 30S (DRA30S)

Prerequisite: DRA20S or permission of instructor

Students work through the elements of drama, tragedy and comedy by reading plays, casting, assessing plays, background and language, improvisation, and blocking exercises. Students become more aware of drama and the creativity within drama when allowed to interpret through exercises and projects. Course experiences include the study of different acting styles from a variety of historic periods. The course also includes performing opportunities in class and for the public.

DRAMA 40S (DRA40S)

Prerequisite: DRA30S or permission of instructor

The class reviews basic stage techniques and etiquette through individual and group projects and presentations. The student actor further develops his or her skills and performances of specific assigned scripts. Again, improvisation and interpretations are of major importance. Students also study the business of theater. The

class will be involved in assisting to produce, and/or perform in a full length show and receive training in acting, basic lighting, sound, makeup, sets, costuming, stage management, publicity and script writing.

INTRODUCTION TO MUSIC THEORY 20S (THE20S) FPA Music 3Af

Can't read music? Here's your chance to learn how! The Music Theory course covers, in one semester, what most students would take over a two-year period through private study. Students are assessed at the beginning of the course to determine their current level, then are assigned two workbooks to be completed during the semester which correspond to fitting levels in the Royal Conservatory of Music Theory program. Students will have the option to write, at their own expense, the appropriate RCM examination for their completed level, if they wish to do so, following the course, at the Brandon University School of Music. Workbooks are supplied by the school.

INTERMEDIATE MUSIC THEORY 30S (THE30S) FPA Music 3Af

Prerequisite: THE20S or permission of instructor

Take your music literacy to the next level! This course follows successful completion of Music Theory 20S, allowing students to take the next two levels of Music Theory fitting to their development. Two workbooks are assigned to be completed by the end of the semester, corresponding with the appropriate levels in the Royal Conservatory of Music Theory program. Students will have the option to write, at their own expense, the appropriate RCM examination for their completed level, if they wish to do so, following the course, at Brandon University School of Music. Workbooks are supplied by the school.

MUSICAL THEATRE

This series of courses focuses on skill development and knowledge-building in the specific genre of Musical Theatre, as students learn to integrate singing, dancing and action on the stage. Students work on their personal performance strengths and weaknesses, mixing beginners with advanced performers, while learning the various types of musical storytelling stage presentation, including opera and operetta, and Broadway and Off-Broadway musicals. The history of these styles, with closer analysis and study done on particular works/shows, will be offered with different emphases over a four-year curriculum. Students are required to do solo and/or ensemble performances in class, for other students, and/or for the public, with increased expectations in each level.

MUSICAL THEATRE 10S (DRM3A10S)

In addition to the above, students will be required to choose a minimum of one of the skills of singing, dancing, or acting to prepare and perform a solo piece from an opera, operetta, or musical. They must also perform in a minimum of one group piece by the end of the semester that demonstrates the unperformed skills. Students will also be required to observe and review one live or recorded musical theatre performance.

MUSICAL THEATRE 20S (DRM3A20S)

Prerequisite: DRM3A10S, or permissions of instructor

In addition to the above, students will be required to choose two of the skills of singing, dancing, or acting to prepare and perform a solo piece from an opera, operetta, or musical. They must also demonstrate otherwise unperformed skills in a minimum of one group piece by the end of the semester. Students will also be required to observe and review two live or recorded musical theatre performances.

MUSICAL THEATRE 30S (DRM3A30S)

Prerequisite: DRM3A20S, or permission of instructor

In addition to the above, students will be required to choose three of the skills of singing, dancing, or acting to prepare a solo piece from an opera, operetta, or musical. They must also (a) perform one or more of these skills in a minimum of one group piece by the end of the semester, and (b) choose, cast, and direct one published group piece. Students will also be required to observe and review three live or recorded musical theatre performances.

MUSICAL THEATRE 40S (DRM3A40S)

Prerequisite: DRM3A30S, or permission of instructor

In addition to the above, students will be required to choose three of the skills of singing, dancing, or acting to prepare and perform a solo piece from an opera, operetta, or musical. They must also: (a) perform one or more of these skills in a minimum of one group piece by the end of the semester, and (b) write, cast, and direct one original group piece. Students will so be required to observe and review four live or recorded musical theatre performances.

LANGUAGES

FRENCH 10F (FRE10F)

Prerequisite: Grade 8 French

The Grade 9 French program is taught using the communicative experiential approach. The program is integrated around themes and projects. Through a variety of language activities, from whole class instruction to group and individual work, students develop their oral and written skills in French. Students are expected to take an active role in their French classes – a good effort to participate and communicate enhances success in learning a second language.

NOTE: Francophone and former French Immersion students wishing to continue studying French must meet with the French teacher to determine placement.

FRENCH 20F (FRE20F)

Prerequisite: FRE10F

There is an increased emphasis on oral French, pronunciation, comprehension, and participation. Oral work combines general questions as well as presentations on magazine and newspaper articles, short novels, and material from a variety of media. Students are expected to be able to ask and answer questions within the limits of the vocabulary and grammar previously taught. Written exercises will reinforce grammar taught in the classroom.

FRENCH 30S (FRE30S)

Prerequisite: FRE20F

The continuing study of grammatical rules, along with oral work, plays a very important part in Grade 11. As well as general conversation between the teacher and students, students prepare topics for presentation and debate. Several short stories are taken up

during the course and the students are expected to read and write summaries of these stories. Written assignments are used to reinforce all the grammatical structures taught in the previous grades.

FRENCH 40S (FRE40S)

Prerequisite: FRE30S

The Grade 12 French course is designed to bring together all material covered in both an oral and written manner. Students are expected to take the initiative in asking and answering oral questions during class time. At this level, students should converse in a group for the duration of the class. Personal participation and motivation are essential as this course will prepare students for post-secondary studies in French.

SPANISH 10F (SPA10F)

This course provides learning opportunities in the basic Spanish language arts: reading, writing, viewing, speaking, and listening. It also introduces students to the history, geography, and diversity of Hispanic culture. Upon completion, students will be able to speak, read, write, and comprehend Spanish at a basic level of proficiency.

SPANISH 20F (SPA20F)

Prerequisite: SPA10F or permission of instructor

This course serves as an introduction to one of the most widely spoken languages in the world. As early as possible in the school year, classes are conducted mostly in Spanish. Special emphasis is placed upon oral comprehension; extensive use of audio and video helps to develop this skill. Students are encouraged to speak the language as much as possible, and they are expected to participate in various oral

presentations in class. Substance (meaningful communication) takes precedence over form (grammar) at this level. Since this is an introductory course, an effort is made to use vocabulary, which is common to both Spain and the Western Hemisphere. Differences between European Spanish and the Spanish of this hemisphere are discussed as they arise.

SPANISH 30S (SPA30S)

Prerequisite: SPA20F

The language acquisition principles will continue to be applied in this course. There will be continuing emphasis on listening and speaking. The target language will be used as much as possible by students, and grammar will be taught in order to facilitate communications rather than as an end in itself. There will be some exposure to Hispanic culture and literature.

SPANISH 40S (SPA40S)

Prerequisite: SPA30S

This course is for students who wish to continue to develop their ability to communicate in Spanish. Meaningful communication takes precedence over the mechanical aspect of the language; however, students will be expected to use increasingly sophisticated structures when speaking and writing. Also, they will take more responsibility for designing activities during the year. Finally, the amount of time devoted to Hispanic literature will be increased.

ANISHINAABE/OJIBWE 11G, 21G (ANI11G) (ANI21G)

This is an introductory course to help students learn to speak and explore the Ojibwe language/Anishinaabe. The students will practice speaking, reading, and writing many descriptive phrases in the Ojibwe language/Anishinaabe. 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/Anishinaabe. The students will increase fluency, understanding, and comprehension in the Ojibwe language/Anishinaabe at a basic level.

CREE 11G, 21G (CRE11G) (CRE21G)

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 within 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 languages.

DAKOTA/SIOUX 11G, 21G (DAS11G) (DAS21G)

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, it will cover topics such as colours, number systems, months, kinship, greetings, introductions, history-based lessons and etc. Students are required to take an active role in speaking the language.

MICHIF 11G, 21G (MIC11G) (MIC21G)

The Michif Language class provides students with the opportunity to learn the basic 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.

MATHEMATICS

MATHEMATICS 10F (MAT10F)

Grade 9 Mathematics is a foundation course to prepare students for multiple possible pathways in Grades 10 to 12. Shape and spaces, patterns and relations, statistics and probability, and number sense are four core topics that are covered. Grade 9 Mathematics is offered as a one semester or all-year course.

MATHEMATICS: ESSENTIAL 20S (MES20S)

Prerequisite: MAT10F

Essential Mathematics 20S emphasizes consumer applications, problem-solving, decision making, as well as number sense and use. Topics include: analysis of games and numbers, slope and rate of change, graphing, personal finance, trigonometry, measurement, and scale diagrams. Essential Math is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields.

MATHEMATICS: ESSENTIAL 30S (MES30S)

Prerequisite: MES20S

Essential Mathematics 30S emphasizes consumer applications, problem-solving, decision making, as well as number sense and use. Topics include: analysis of games and numbers, earning and working with money, measurement, trigonometry, and transformations. Essential Math is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields.

MATHEMATICS: ESSENTIAL 40S (MES40S)

Prerequisite: MES30S

Essential Mathematics 40S emphasizes consumer applications, problem-solving, decision-making, as well as number sense and use. Topics include: problem analysis, analysis of games and numbers, purchasing a vehicle and a home, precision measurement, polygons, trigonometry, statistics & probability, starting a small business, and a career life project. Essential Math is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. All students enrolled in this course will write a provincial examination that will be worth 20% of their final mark.

MATHEMATICS: INTRODUCTIONS TO APPLIED AND PRE-CALCULUS 20S (MPA20S)

Prerequisite: MAT10F

This pathway is intended for students considering post-secondary studies that require a math pre-requisite. The subjects studied form the foundation for topics to be studied in both Grade 11 Applied Mathematics and Grade 11 Pre-Calculus Mathematics. Topics include: measurement, algebra and number relations and functions.

MATHEMATICS: APPLIED 30S (MAD30S)

Prerequisite: MPA20S

Applied Math is intended for students considering post-secondary studies that do not require a study of theoretical calculus. Technology is an integral part of both learning and assessment in Applied Mathematics. Graphing calculators, spreadsheets or other computer software will be used by students for mathematical explorations, modelling and problem solving. Topics include measurement, geometry, logical reasoning, statistics, and relations and functions.

MATHEMATICS: APPLIED 40S (MAD40S)

Prerequisite: MAD30s

Grade 12 Applied Mathematics (40S) is intended for students considering post-secondary studies that do not require a study of theoretical calculus. Applied Math is context driven and promotes the learning of numerical and geometrical problem solving techniques as they relate to the world around us. Graphing calculators, spreadsheets or other computer software will be used by students for mathematical explorations, modelling, and problem solving. Students will explore the following topics: financial mathematics, logical reasoning, probability, relations and functions, and design and measurement. All students enrolled in this course will write a provincial examination worth 30% of their final mark.

MATHEMATICS: PRE-CALCULUS 30S (MAP30S)

Prerequisite: MPA20S

Grade 11 Pre-calculus Mathematics (30S) is designed for students who intend to study calculus and related mathematics as part of post-secondary education. The course comprises a high-level study of theoretical mathematics with an emphasis on problem solving and mental mathematics. The topics include study of algebra, quadratic functions, reciprocal functions and trigonometry.

MATHEMATICS: PRE-CALCULUS 40S (MAP40S)

Prerequisite: MAP30S

Grade 12 Pre-calculus Mathematics (40S) is designed for students who intend to study calculus and related mathematics as part of post-secondary education. The course comprises a high-level study of theoretical mathematics with an emphasis on problem solving and mental mathematics. The topics include study of transformations of functions, trigonometric functions, exponential functions, logarithmic functions, polynomial functions, radical functions, rational functions, and the binomial theorem. All students enrolled in this course will write a provincial examination worth 30% of their final mark.

ENRICHMENT**INTRO TO CALCULUS 45S AND ADVANCED TOPICS IN MATH 45S (CAL45S, ADM45S)**

Prerequisite: MAP40S

These courses are intended for students who have completed their compulsory Grade 12 Mathematics credit. They are designed for students who show an aptitude for, or a strong interest in, mathematics and plan to study further mathematics at the post-secondary level. The first half credit of this course is the Introduction to Calculus which will build on the Pre-Calculus Mathematics 40S outcomes, covering limits, derivatives, applications of derivatives and integration. The second half credit, Advanced Mathematics, consists of four additional topics which may include statistics, conic sections, matrices and vectors, assisting student in their transition from secondary to post-secondary mathematics courses.

PHYSICAL EDUCATION

PHYSICAL EDUCATION 10F (PED10F)

The course is designed to increase students' understanding of personal fitness and wellness. While contributing to improved levels of fitness and health, students are given the opportunity to appreciate active living. Participation, energy, leadership and effort are much more important than skill level.

PHYSICAL EDUCATION 20F (PED20F)

Prerequisite: PED10F

This course is designed to promote the participation of students in a wide variety of sporting /leisure activities, which can be enjoyed for the remainder of their lives. The students must complete two compulsory health theory units and one fitness unit. There will be a written test on all practical units. Students will receive marks for unit specific skills and social participation.

PHYSICAL EDUCATION 30F – ACTIVE HEALTHY LIFESTYLES (PED30F)

Prerequisite: PED 20F

This compulsory course is designed to help the student take greater ownership of their own physical fitness, promote the discovery of activities suited to individual interests, and encourage active lifestyles that persist into their futures. Students will study topics related to: fitness management, mental health, substance use and abuse prevention, and social impact of sport.

The focus of this content will be on health and personal planning. Students will also develop and implement, on their own time, a personal physical activity plan as part of a physical activity practicum. Student will be introduced to safety and risk management planning to minimize the associated risks of the activities that they have

chosen. Students will be required to submit a personal fitness portfolio containing a fitness plan, a physical activity log or journal entries as part of earning a credit for this course. Students will be graded for completion of the course with Complete or Incomplete designation. Note: Parents/guardians will be required to review the student's physical activity plan and sign a Parent Declaration and Consent Form acknowledging their approval of the chosen activities and acceptance of the responsibility for risk management, safety, and supervision. Parents/guardians will also be required to verify the entries of the student's physical activity log through a sign-off procedure.

PHYSICAL EDUCATION 40F – ACTIVE HEALTHY LIFESTYLES (PED40F)

Prerequisite: PED30F

This compulsory course is designed to help the student take greater ownership of their own physical fitness, promote the discovery of activities suited to their own individual interests, and encourage active lifestyles that persist into their futures. Students will study topics related to: fitness management, nutrition, sexual health, social/emotional health and personal development. The focus of this content will be on health and personal planning. Students will be required to develop and implement on their own time, a personal physical activity plan as part of a physical activity practicum. Students will be introduced to risk management planning to minimize the associated risks of the activities that they have chosen.

Students will be required to submit a personal fitness portfolio containing a fitness plan, a physical activity log, or journal entries as part of earning a credit for this course. Students will be graded for completion of the course with a Complete or Incomplete designation. Note: Parents/guardians will be required to review the student's physical activity plan and sign a Parent Declaration and Consent Form

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

PHYSICAL EDUCATION 30FB & 40FB

COMMUNITY & SPORT LEADERSHIP ACTIVE HEALTHY LIFESTYLES (PED30FB) (PED40FB)

Prerequisite: PED20F

"CSL" at Neelin High School offers two specialized courses within the Physical Education Program. These courses replace the general Active Healthy Lifestyles courses in Grade 11 and 12. Each course will be open to students who wish to take an extensive course of study in skill and theory acquisition in the area of Basketball.

The sport specific courses utilize the following outline:

- Advanced technical and tactical instruction
- Personal fitness management as it related to each specific sport
- Related theory in areas of nutrition, sport psychology, prevention and care of injuries, coaching and officiating
- Core curriculum of the general physical education programs (mental health, substance use and abuse preventions, human anatomy)

The Academy course is ideal for students who wish to pursue and develop their personal potential and knowledge in their preferred sport or activity. This course may require students to participate in activities outside of regular school hours. There must be a sufficient number of students enrolled in this course in order for the course to be offered. Acceptance into this course will be based on the student's present proficiency in the sport, academics and level of performance.

SCIENCES

SCIENCE 10F (SCI10F)

This is a general science course that covers the areas of biology (reproduction), chemistry (atoms and elements), physics (nature of electricity), and astronomy (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. Scientific literacy and the application of science concepts are central to this program.

SCIENCE 20F (SCI20F)

Prerequisite: SCI10F

This is a general science course that covers the areas of biology (dynamics of ecosystems), chemistry (chemistry in action), physics (in motion), and meteorology (weather dynamics). 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. Scientific literacy and the applications of science concepts are central to this program.

SCIENCE 20FA (ACCELERATED) (SCI20FA)

Prerequisite: SCI10F

This accelerated Science course will offer students an opportunity to cover the core curriculum of Science 20F as well as an enrichment program to build a stronger foundation for the future studies in physics, biology and chemistry.

BIOLOGY 30S (BIO30S)

Prerequisite: SCI20F

The course is designed to increase awareness of personal wellness, identify major structures and functions of the various human systems, and analyze how different body systems work together to maintain homeostasis under various conditions. The total grade is cumulative and based on a personal wellness portfolio, major and chapter tests, labs and assigned work.

BIOLOGY 30S (Pre-AP) (BIO 30SA)

Prerequisite: SCI20F

This course is designed for students considering Biology (Pre-AP)40S in the following year. It will cover more material than the regular Biology 30S and to a greater depth. There will be a greater emphasis on written skills and the students will be expected to demonstrate the capacity to work independently since the workload is considerably higher.

BIOLOGY 40S (BIO40S)

Prerequisite: SCI20F

This course is divided into two major sections – Genetics and Biodiversity. Topics include: biological inheritance, mechanisms of inheritance, organizing and conservation of biodiversity, and an examination of evolutionary theory and biodiversity. The total grade is cumulative and based on a biology portfolio, major and chapter tests, labs and assigned work.

BIOLOGY 40S (Pre-AP) (BIO40SA)

Prerequisite: BIO30SA

This course is designed for students considering AP Biology 42S in the second semester of the same year. Essentially this course follows the BIO40S course in content, but, as in Biology (Pre-AP)30S, the depth of coverage and the means of evaluation will differ in order to prepare student for the rigor of AP Biology.

ADVANCED PLACEMENT (AP)**BIOLOGY 42S AP (BIO42SAP)**

Prerequisite: BIO40SA

This course will continue the in-depth study of the topics begun in Biology (Pre-AP)40S and will include additional topics such as Bioenergetics, Place Structure and Function, and Ecology. The emphasis of the evaluation will be structured in such a way to build the skills necessary for the AP exam to be written in May. To this end, there will be heavy emphasis on expository writing.

CHEMISTRY 30S (CHE30S)

Prerequisite: SCI20F and MPA 20S

Chemistry 30S has a heavy theoretical and mathematical emphasis thus is suitable for students who have demonstrated high proficiency in science and mathematics in previous courses. Core topics include: Physical Properties of Matter, Gases and Atmosphere, Chemical Reactions, Solutions, and Organic Chemistry. This course is recommended for students considering careers in science and technology.

CHEMISTRY 40S (CHE40S)

Prerequisite: CHE30S and MAD30S or MAP30S

The main emphasis of the course is to provide a sound foundation for further post-secondary studies in the sciences. Core topics include Bonding and Atomic Structures, Rates of Chemical Reactions, Chemical Equilibrium, Acids and Bases, and Oxidation and Reduction.

PHYSICS 30S (PHY30S)

Prerequisite: SCI20F and MPA 20S

Physics is suitable for students who have demonstrated high proficiency in science and mathematics. This course studies the basic principles and concepts of physics through the study of: waves, light, kinematics, dynamics, fields (gravitational, electric, and magnetic) and electromagnetism.

PHYSICS 40S (PHY40S)

Prerequisite: PHY30S and MAD30S or MAP30S

Areas of study are: mechanics (kinematics, rocketry, momentum, dynamics, projectiles, circular motion, work and energy), fields (gravitational, electric, moving charges in electric and magnetic fields), electricity, and medical physics.

SOCIAL SCIENCES

SOCIAL STUDIES 10F (SST10F)

Canadian issues are the emphasis of the Grade 9 Social Studies course. The purpose is to give students an introduction and overview of our country. Topics covered include: the shaping of the Canadian identity, political, legal and economic systems, and Canada's international relationships and cultural base. Current affairs are an important part of the program.

GEOGRAPHIC INFORMATION SYSTEMS 40S (GII40S)

This technology-based course will introduce students to Geographic Information Systems (GIS) and Global Positioning Systems (GPS). Students will learn about these new technologies through lectures, video tutorials as well as a significant amount of hands on experience completing a variety of lab activities. Labs will focus on essential geographic knowledge and skills including coordinate systems, GPS data collection, map projections, cartographic design, and types of maps.

APPLICATIONS OF GIS (GIS41G)

Prerequisite: GII40S

This course is designed to fulfill the needs of students who have the desire to expand their knowledge and skills of GIS technology. It will introduce students to more advanced processes of GIS.

GEOGRAPHY 20F (GEO20F)

Prerequisite: SST10F

This integrated Grade 10 course involves a study of the geography of North America with an emphasis on Canada. The course emphasizes the physical, human and economic diversity and the interaction of

these phenomena. Local examples and current issues will be referred to whenever possible. The objectives are achieved through a combination of thematic/regional concepts and skill-based activities, including the use of technology and Geographic Information Systems (GIS).

INTRODUCTION TO SOCIAL SCIENCE 21G (ISS21G)

Recommended Prerequisite: SST10F

This is an introduction to the social sciences with a strong emphasis on hands-on learning through a wide variety of activities, which are based upon the principles of these disciplines. The course's main objective is to provide students with an introduction to the basic concepts of the major social science disciplines: psychology, sociology, anthropology, geography, history, political science, and economics. The course focuses on student skills that provide a foundation in the disciplines that students will study in later grades.

GEOGRAPHY: PHYSICAL 30S (GEO30S)

Prerequisite: GEO20F

This course deals with various aspects of physical geography, some of which have already been introduced in GEO 20F and others, which are presented for the first time. Important objectives of the course are to understand how the earth is changing through natural processes and as a result of human activities. Further objectives include the development of geographic skills, the use of technology in Geography and further use of Geographic Information Systems (GIS) and Global Positioning Systems (GPS).

GEOGRAPHY: WORLD HUMAN 40S (GEO40S)

Recommended Prerequisite: GEO20F or HIS30F

This course culminates the students' high school geographic experiences and focuses on locations, patterns, distribution, and interrelationships between the physical and human environments in a constantly changing world. Topics covered include a world geography overview, population, food supply, environment, energy and resources, industry and urbanization as well as world interdependence. The objectives are achieved through a high level of communication and technology skill.

GLOBAL ISSUES 40S (GLO40S)

Recommended Prerequisite: GEO20F or HIS30F

The goal of this course is to give students a world perspective by analyzing the following topics: the global media, global organizations, quality of life, current world issues and the world of the future. Each topic will be analyzed in terms of current world events and trends.

HISTORY: AMERICAN 20G (HIS20G)

Prerequisite: SST10F

This course is a survey of the history of the United States with an emphasis on understanding the United States of today. The course progresses through the historical development of the United States, its government and society, major events including the Civil War and the rise of democracy, and its development as a major economic, political and military power in modern times.

HISTORY: CANADIAN (HIS30F)

Prerequisite: GEO20F

Through a thematic approach the course examines key topics in the historical development of Canada. Themes will include the peopling of the country, the evolution of colonial societies, the development

of government and industrialization of our society. The history of Western Canada to the present and Canada's relations with other countries will also be addressed. The objective of the course is to promote Canadian citizenship and a broader understanding of the historical forces that have shaped our society. The underlying theme is reflected in the concept "in order to understand the present we need to know the past."

FAMILY STUDIES 30S (FAM30S)

Applying effective parenting skills and positive environments to enhance the social/emotional, cognitive and physical development of the infant to school-age child is a focus in this program. Theories of child psychologists are investigated as well as new research on infant brain development.

FAMILY STUDIES 40S (FAM40S)

Recommended Prerequisite: Enrolled in Grade 12

This course is designed to help students understand human behaviour, to foster healthy attitudes and to explore the dynamics of the family unit.

FIRST NATIONS, MÉTIS AND INUIT STUDIES 40S (FNM40S)

Recommended Prerequisite: GEO20F or HIS30F

This course is constructed around five thematic clusters including: image and identity, relations with government, social justice issues, indigenous peoples and the world, and celebrations of learning.

PSYCHOLOGY 40S (PSY40S)

Recommended Prerequisite: Enrolled in Grade 12

This course will focus on understanding the major concepts and theories in psychology. Topic may include an introduction to psychology and psychological methods, understanding human

development and behaviour, learning and thinking, perception, emotions and motives, conflicts and adjustments, and social behaviour. Students will be encouraged to apply psychological concepts to their own life in order to broaden self-awareness.

ADVANCED PLACEMENT

PSYCHOLOGY AP 42S (PSY42SAP)

Prerequisite: PSY40S

Psychology AP is designed to introduce students to the systematic and scientific study of the behaviour and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. To accomplish this, the course provides instruction in each of the following 14 content areas: History and Approaches, Research Methods, Biological Bases of Behaviour, Sensation and Perception, States of Consciousness, Learning, Cognition, Motivation and Emotion, Developmental Psychology, Personality, Testing and Individual Differences, Abnormal Psychological, Treatment of Psychological Disorders, and Social Psychology.

HISTORY: WESTERN CIVILIZATION 40S (HIS40S)

Prerequisite: GEO20F or HIS30F

The intent of this course is to help students understand Canadian society and other similar western societies through an examination of the historical developments, movements and events, and processes, which have contributed to the evolution of society. This involves an examination of the contributions to modern western civilization of early civilizations, Greek and Roman, Renaissance and Reformation, revolutions, Imperialism, and major 20th century developments.

LAW 40S (LAW40S)

Law provides students with an introduction to the principles, practices and consequences of the Canadian legal systems. This course explores various types of law through the learning of legal terminology and principles and applying these principles to the solution of legal problems. This course will provide the foundation for students interested in obtaining a working knowledge of the law as well as for those interested in business or management studies after high school.

FRENCH IMMERSION

French Immersion has been a part of École secondaire Neelin High School since the 1984-85 school year. This program provides opportunity for those students who wish to continue with their French language development.

Every effort is made, prior to the registration process, to provide opportunity for parents and students to gain a clear understanding of the Immersion program, its advantages and indeed any difficulties it may pose for young people at the high school level. Over the course of four years, the French Immersion program continues to challenge students to develop their skills in four core competencies: oral comprehension, oral production, written comprehension and written production.

FRANÇAIS 10F (FRA10F)

Le but général du programme d'immersion et du cours de français est de développer un bilinguisme fonctionnel chez l'étudiant(e). Le cours de français est axé sur la communication orale et écrite. On se sert d'une variété de ressources dont les documents authentiques, les romans, les revues et les extraits de lecture. La participation de l'élève est primordial. Il y aura aussi des activités et des sorties scolaires planifiées pour mettre l'étudiant(e) dans une variété de communication authentique.

FRANÇAIS 20F (FRA20F)

Pré-requis: FRA10F

Le cours de français vise l'affermissement des connaissances langagières acquises par l'élève tant au niveau de la compréhension

que de l'expression et de la production. Ce processus se fera par la lecture, l'analyse, la discussion de contenu, du style, du langage utilisé et du rôle joué par les différentes manières de communication. Nous servirons de plusieurs documents, notamment, de romans, de poèmes, d'articles de journaux et de revues et de quelques émissions de télévision. Toutes les parties du cours mettront l'accent sur l'éclaircissement et l'approfondissement de la compréhension grammaticale de l'élève. L'élève sera appelé(e) à produire des textes et d'autres types de documents qui démontreront ses aptitudes à manipuler les concepts et les éléments du discours étudié. L'évaluation de l'élève se fera à partir d'un grand nombre de méthodes qui incluent, parmi d'autres, des critères objectifs et subjectifs, des tests et épreuves et de présentations orales et écrites.

FRANÇAIS 30S (FRA30S)

Pré-requis: FRA20F

Le programme de la 11e année ne diffère pas sensiblement du programme qui a été suivi en 10e année au niveau de la démarche et des objectifs visés. L'élève sera mis dans des situations structurées où il ou elle aura l'occasion de lire, d'analyser, d'écouter, de visionner et de produire des documents dont le style et l'intention seront variés. Un plus grand accent sera mis sur l'exploration du rôle de producteur et de récepteur d'un discours donné et la façon d'améliorer nos techniques de communication afin les rendre plus efficaces notre interaction avec d'autres interlocuteurs.

L'évaluation du travail de l'élève aura un rôle important dans l'évaluation du travail et de la participation de l'élève.

FRANÇAIS 40S (FRA40S)

Pré-requis: FRA30S

Cette dernière tranche du programme de français aidera l'élève à parfaire ses aptitudes en français. En suivant la démarche entreprise

dans les cours précédents, le cours utilisera de différents documents afin d'étudier tous les éléments du français. Ce cours mettra accent sur les documents expressifs et ludiques-poétiques qui exigeront de l'élève une plus importante participation personnelle aux discussions dans la classe. Il est envisagé que nous penchions sur l'étude de discours traditionnels, de romans, de Nouvelles, de réclames publicitaires ainsi que d'autres documents. Les élèves seront appelés à présentations orales et écrites, des débats, des affiches, des poèmes et des pièces de théâtre serviront de base à l'apprentissage ainsi qu'à l'évaluation dans ce cours. À la fin de cours, l'élève sera requis(e) de participer au test basé sur les normes au niveau provincial.

ÉDUCATION PHYSIQUE/HYGIÈNE (PED10FF, PED20FF, PED30FF, PED40FF)

Le cours est conçu afin d'améliorer les connaissances de la santé, contribuer aux besoins personnels du conditionnement physique et le bien-être, aussi bien que développer les habiletés fondamentales dans le domaine des sports. Les élèves apprécieront un style de vie active tout en s'impliquant dans des activités qui mettront l'accent sur la participation, l'effort et les qualités de chef.

SCIENCES NATURELLES 10F (SCIN10FF)

Le programme de sciences au secondaire un est un enseignement général traitant la biologie (la reproduction), la chimie (les atomes et les éléments), la physique (la nature de l'électricité) et l'astronomie (l'exploration de l'Univers). Le but de ce cours est de montrer aux élèves plusieurs sujets et habiletés. La langue de la science et l'application des concepts scientifiques seront importantes à la matière.

SCIENCES NATURELLES 20F (SCI20FF)

Pré-requis: SCIN10FF

Le programme de sciences au secondaire deux est un enseignement général traitant la biologie (la dynamique d'un écosystème), la chimie (les réactions chimiques), la physique (le mouvement et l'automobile) et la météo (la dynamique des phénomènes météorologiques). Le but de ce cours est de montrer aux élèves plusieurs sujets et habiletés. La langue de la science et l'application des concepts scientifiques seront importantes à la matière.

SCIENCES NATURELLES (ACCÉLÉRÉ) 20FFA (SCI20FFA)

Pré-requis: SCIN10FF

Ce cours permettra aux élèves l'occasion de traiter le programme d'étude de Science 20FF ainsi qu'un programme d'enrichissement afin de bâtir une forte connaissance de base pour des études futures dans les domaines de la physique, de la biologie et de la chimie.

BIOLOGIE 30SF (BIO30SF)

Pré-requis: SCI20FF

Ce cours est désigné à augmenter les connaissances du bien-être personnel, à identifier les structures et fonctions principales de plusieurs systèmes corporels humains et d'analyser de différentes interactions entre ces derniers dans le maintien de l'homéostasie sous diverses conditions.

BIOLOGIE 40SF (BIO40SF)

Pré-requis: SCI20FF

Ce cours est divisé en deux sections principales – La génétique et la biodiversité. Les sujets compris incluent: l'hérédité, les mécanismes de l'hérédité, l'organisation et la conservation de la biodiversité et l'exploration de la théorie de l'évolution.

SCIENCES HUMAINES 10F (SST10FF)

Ce cours est axé sur l'étude du Canada. Les sujets traités incluent la géographie physique, le système légal, les relations internationales, et la vie culturelle du pays. Il y aura un accent tout au long du cours sur les actualités canadiennes.

GÉOGRAPHIE 20F (GEO20FF)

Pré-requis: SST10FF

Ce cours se penche sur une étude en profondeur du Canada en tant qu'unité socio-géographique. Connaître les caractéristiques physiques d'un lieu n'est qu'un premier pas dans l'apprentissage et la compréhension de sa société. Géographie du Canada fera donc l'étude du milieu physique du Canada, un milieu qui le distingue de nombreux pays. Ensuite, on étudiera l'effet de celui-ci sur le développement de sa population, ses richesses naturelles, ses industries et ses ressources énergétiques.

HISTOIRE DU CANADA 30F (HIS30FF)

Pré-requis: GEO20FF

Le cours retrace l'évolution sociale du Canada depuis ses lointains débuts jusqu'au moment présent. Le programme s'efforce à présenter les événements non pas comme des faits indépendants, mais plutôt comme les parties composantes d'un grand tableau. Les étudiants feront la connaissance de la diversité culturelle de notre pays en plus d'apprendre les aspects unique qui distinguent le Canada des autres pays du monde.

GÉOGRAPHIE HUMAINE MONDIALE 40S (GEO40SF)

Pré-requis: GEO20FF or HIS30FF

Ce cours se penchera sur l'étude des origines de l'homme, les tendances migratoires et démographiques des peuples, l'accroissement économique, l'industrialisation, la pollution et

l'urbanisation. Le but du cours est d'étudier ces questions qui aideront l'étudiante à mieux percevoir et comprendre les relations d'interdépendance des peuples de la Terre.

MATHÉMATIQUES 10F (MAT10FF)

Le cours de mathématiques de la 9e année est axé sur le nombre, les régularités et les relations, la forme et l'espace et la statistique et la probabilité. Ce cours comprendra un semestre de l'année scolaire.

MATHÉMATIQUES AU QUOTIDIEN 20SF (MES20SF)

Pré-requis: MAT10FF

Le cours de mathématiques au quotidien 20SF est un cours mettant l'accent sur des applications de consommation, la résolution des problèmes, la prise de décision et le sens spatial. Le cours de mathématiques quotidien 20SF comprend les domaines suivants: l'analyse de jeux et des nombres, la trigonométrie, la décision du consommateur, les transformations, les angles, et la construction. Le cours a été conçu pour l'élève dont les études postsecondaires ne nécessitent pas une étude approfondie des mathématiques et des domaines scientifiques.

INTRODUCTION AUX MATHÉMATIQUES APPLIQUÉES ET PRÉ-CALCUL 20S (MPA20SF)

Pré-requis: MAT10FF

Ce parcours est destiné aux étudiants qui envisagent des études postsecondaires qui nécessitent un pré-requis en mathématiques. Les sujets étudiés sont le fondement pour des sujets à étudier dans les deux cours de Mathématiques appliquées 11 et Pré-calcul 11. Les sujets traités comprennent: la mesure, l'algèbre et le nombre, les relations et les fonctions.

MATHÉMATIQUES AU QUOTIDIEN 30SF (MES30SF)

Pré-requis: MES20SF

Ce cours porte sur les applications du grand public, la résolution des problèmes, la prise de décision et le sens spatial. Le cours de mathématiques quotidien 30SF comprend les domaines suivants: l'analyse de jeux et des nombres, la gestion monétaire, les relations et les régularités, la trigonométrie, et le design et le modelage. Le cours a été conçu pour des élèves dont les études postsecondaires ne nécessitent pas une étude approfondie des mathématiques et des domaines scientifiques.

MATHÉMATIQUES APPLIQUÉES 30S (MAD30SF)

Pré-requis: MPA20SF

Le cours de mathématiques appliquées de 11e année (30S) est conçu pour des élèves qui envisagent de poursuivre des études postsecondaires ne nécessitant pas l'étude du calcul différentiel et de l'évaluation en mathématiques appliquées. L'utilisation de la calculatrice graphique, des feuilles de calculs et de logiciels permettront aux élèves d'explorer, de modéliser et de résoudre des problèmes. Le cours de mathématiques appliquées 30S comprend les domaines suivants: la géométrie, le raisonnement logique, les relations et les fonctions, la mesure et la statistique.

MATHÉMATIQUES: APPLIQUÉES 40S (MAD40SF)

Pré-requis: MAD30SF

Le cours de mathématiques appliquées de 12e année (40S) est conçu pour les élèves qui envisagent de poursuivre des études postsecondaires ne nécessitant pas l'étude du calcul différentiel et intégral. Le cours permettra aux élèves de mieux comprendre le monde qui les entoure. L'utilisation de la calculatrice graphique, de feuilles de calculs et de logiciels permettra aux élèves d'explorer, de modéliser et de résoudre des problèmes. Le cours de mathématiques

appliquées 40S comprend les domaines suivants: les relations et les fonctions, les mathématiques financières, le design et la mesure, le raisonnement logique et la statistique.

Un examen final provincial qui compte 30% du cours est obligatoire.

MATHÉMATIQUES: PRÉ-CALCUL 30S (MAP30SF)

Pré-requis: MPA20SF

Le cours de mathématiques pré-calcul de 11e année (30S) est conçu pour des élèves qui envisagent d'étudier le calcul et de poursuivre des études postsecondaires qui nécessitent l'étude du calcul différentiel et intégral. Le cours comprend un haut niveau d'études de mathématiques théoriques et met l'accent sur la résolution des problèmes et le calcul mental. Les résultats d'apprentissage sont divisés en trois domaines: l'algèbre et le nombre, la trigonométrie, les relations et les fonctions.

MATHÉMATIQUES: PRÉ-CALCUL 40S (MAP40SF)

Pré-requis: MAP30SF

Le cours de mathématiques pré-calcul de 12e année (40S) est conçu pour des élèves qui envisagent d'étudier le calcul et poursuivre des études postsecondaires qui nécessitent l'étude du calcul différentiel et intégral. Le cours comprend un haut niveau d'études mathématiques théoriques et met l'accent sur la résolution des problèmes et le calcul mental. Les sujets étudiés comprennent les transformations de fonctions, les fonctions trigonométriques, les fonctions logarithmes, les fonctions exponentielles, les fonctions polynomiales, les fonctions radicales, les fonctions rationnelles et le théorème du binôme.

Un examen final provincial qui compte 30% du cours est obligatoire.

LIFE SKILLS

The Neelin Life Skills Program is a Senior Years program for individuals with significant intellectual disabilities who generally do not benefit from department developed curricula. Life Skills implements functional, individualized programming and accommodates students who range in age from 14-21. Students registering in the program are required to meet cognitive and adaptive functioning criteria as identified by the Brandon School Division. Parents, educators, administrators and other members of the student's support team meet PRIOR to registration at Neelin to determine the transition process, age of placement, and program design.

The overall objective of the Neelin Life Skills Program is to achieve maximum personal and community independence skills. These skills are taught through functional literacy, functional numeracy, health and community living classes, and programming in other areas such as family life, social skills, fitness/recreational skills, vocational skills, communication skills, and occupational and/or physiotherapy programming. Although the Life Skills program is a cluster classroom arrangement, we are inclusive in Neelin's school setting. The program is community based with several community outings, community work experience sites, and sport and recreational activities that take place in Brandon.

Student programs are managed through Individual Education Plans and Transitions Places which are developed in collaboration with the student and their identified support team. Students can stay in the Life Skills program and graduate in June of the calendar year they turn 21. At graduation, Life Skills students receive an "Individualized" diploma.