

**Gimli High School**  
**Grade 11 / 12**  
**Student Registration Guide**  
**2011/2012**



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Evergreen School Division

## Introduction

Students should discuss course choices with teachers, counselors, parent(s)/guardian(s) and their teacher-advisor. Individual choices should be based on ability, interests, study commitment level and aspirations. Plan carefully. It is not advisable to register with the intention of dropping courses or changing course levels at a later date. Course assignment is based on the courses initially requested. It is also course selection which determines the timetable.

### What information is given in this book?

This handbook provides the following information:

- information to assist in course selection
- outlines of graduation requirements
- program and course descriptions
- post-secondary school requirements

With the help of your parent(s)/guardian(s), counselors and teachers, we encourage you to use this book as a reference to choose the best program of studies. We hope that your commitment to education will result in a very rewarding and personally gratifying high school experience.

## Choosing Courses

### What is a credit?

A credit is defined by Manitoba Education and Training as a course of study comprising of 110 to 120 hours of instruction, and is taken daily for one semester. Similarly, a half credit is defined as a course of study comprising of 55-60 hours of instruction, and is taken every other day for one semester or daily for half of a semester.

**The minimum required credits for Grade 12 graduation is 30 for a Manitoba Diploma. To receive the Evergreen School Division Diploma students are required to obtain 32 credits with a Skills Portfolio.**

## Course Codes

The coding system is created by Manitoba Education and Youth. The first two characters of the code are digits and the third is a letter.

### Example:

- Mathematics 10F (MAT10F) – Grade 9, 1 credit, foundation
- English 20S (ENG20S) – Grade 10, 1 credit, specialized
- Band 31G (BAN31G) – Grade 11, 1 credit, school developed, general
- Mathematics 45S (MAT45S) – Grade 12, .5 credit, specialized

### FIRST CHARACTER

- digit indicates the course level (Grade 9, 10, 11 or 12)

### SECOND CHARACTER

- digit indicates the credit value for courses developed by Manitoba Education and Youth
- “0” = one credit
- “5” = 0.5 credit
- “1” indicates a school developed, division approved course
- “2” indicates courses developed elsewhere and approved by Manitoba Education and Training

### THIRD CHARACTER

- letter represents one of the following designations:

**S – Specialized** courses are designed to provide background for further studies beyond the Senior Years (e.g. university, college, apprenticeship)

**G – General** courses are designed to provide a general approach and are appropriate for all students (these courses may lead to further studies beyond the Senior Years)

**F – Foundation** courses are designed to provide a general approach and are appropriate to all students using the new curriculum frameworks

**M – Modified** courses are intended for students with special needs (specific cognitive disabilities)

No Manitoba Education regulation will prevent a student from taking a designated course in one senior year and then switching to a different designation in a later year; however, students should realize that there is uniformity between some course levels. If you move between course levels you may not have the background required to master a higher level course, especially in languages, science and mathematical subject areas. Consider recommended prerequisite requirements.

## Compulsory Courses

These courses are mandated by the Department of Education, Citizenship and Youth.

### Optional Courses

In addition to the compulsory courses, optional courses must be selected, to obtain a minimum of 30 credits for grade 12 graduation.

## Subject Recommended Prerequisites

Due to the sequential development of skill or the sequential mastery of content inherent in certain subjects, prerequisites are recommended in subjects. Course recommended prerequisites are indicated in the course descriptions. When planning long term, students should be careful to meet all prerequisite recommendations.

## GRADUATION REQUIREMENTS SENIOR YEARS ENGLISH PROGRAM

To meet the requirements of this program all subjects are taught in English with the exception of other languages studied.

Senior Years English Program Graduation Credit Requirements 2009-2010 School Year and Beyond (Minimum of 30 credits)																																																			
<b>Compulsory Credits: 17</b>																																																			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><b>Grade 9</b></td> </tr> <tr> <td colspan="2"><b>Compulsory Subject Areas (5 credits)</b></td> </tr> <tr> <td>language arts (English)</td> <td style="width: 20px;"></td> </tr> <tr> <td>mathematics</td> <td></td> </tr> <tr> <td>science</td> <td></td> </tr> <tr> <td>social studies</td> <td></td> </tr> <tr> <td>physical education/health</td> <td></td> </tr> <tr> <td colspan="2"><b>Grade 10</b></td> </tr> <tr> <td colspan="2"><b>Compulsory Subject Areas (5 credits)</b></td> </tr> <tr> <td>language arts (English)</td> <td></td> </tr> <tr> <td>mathematics</td> <td></td> </tr> <tr> <td>science</td> <td></td> </tr> <tr> <td>social studies</td> <td></td> </tr> <tr> <td>physical education/health</td> <td></td> </tr> <tr> <td colspan="2"><b>Grade 11</b></td> </tr> <tr> <td colspan="2"><b>Compulsory Subject Areas (4 credits)</b></td> </tr> <tr> <td>language arts (English)</td> <td></td> </tr> <tr> <td>mathematics</td> <td></td> </tr> <tr> <td>social studies</td> <td></td> </tr> <tr> <td>physical education/health</td> <td></td> </tr> <tr> <td colspan="2"><b>Grade 12</b></td> </tr> <tr> <td colspan="2"><b>Compulsory Subject Areas (3 credits)</b></td> </tr> <tr> <td>language arts (English)</td> <td></td> </tr> <tr> <td>mathematics</td> <td></td> </tr> <tr> <td>physical education/health education</td> <td></td> </tr> </table>	<b>Grade 9</b>		<b>Compulsory Subject Areas (5 credits)</b>		language arts (English)		mathematics		science		social studies		physical education/health		<b>Grade 10</b>		<b>Compulsory Subject Areas (5 credits)</b>		language arts (English)		mathematics		science		social studies		physical education/health		<b>Grade 11</b>		<b>Compulsory Subject Areas (4 credits)</b>		language arts (English)		mathematics		social studies		physical education/health		<b>Grade 12</b>		<b>Compulsory Subject Areas (3 credits)</b>		language arts (English)		mathematics		physical education/health education		<p><b>Optional Credits: (see your school for complete list) 13 credits from subject areas such as</b></p> <ul style="list-style-type: none"> <li>• language arts (additional courses for credit)</li> <li>• mathematics (additional courses for credit)</li> <li>• sciences (additional courses for credit)</li> <li>• social studies (additional courses for credit)</li> <li>• basic French</li> <li>• other second languages</li> <li>• the arts             <ul style="list-style-type: none"> <li>- visual arts</li> <li>- music</li> <li>- drama</li> <li>- dance</li> </ul> </li> <li>• physical education</li> <li>• health education</li> <li>• skills for independent living</li> <li>• technology education             <ul style="list-style-type: none"> <li>- vocational education</li> <li>- home economics</li> <li>- business and marketing</li> <li>- industrial arts</li> </ul> </li> <li>• others as organized by the school</li> </ul>
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<ul style="list-style-type: none"> <li>• Students must meet the entrance requirements of the post-secondary education (college or university), training, or work situation they intend to pursue.</li> <li>• Within the optional subject areas, students must complete one Grade 11 credit and two Grade 12 credits.</li> <li>• <b>Note:</b> School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) may be used to fulfill the graduation requirements within the optional credits to a maximum of 11 and 3 respectively. Depending on the different requirements of the four <b>school programs</b> recognized by Manitoba Education, Citizenship and Youth, the number of possible SICs used as optional credits may vary.</li> </ul>																																																			

Note: Manitoba Education, Citizenship and Youth (MECY) recently mandated two new Physical Education/Health Education (PE/HE) courses at grades 11 and 12 as a result of recommendations flowing from the *Healthy Kids, Healthy Futures* Task Force Report. This change will bring Manitoba Senior Years graduation requirements to 29 credits for those students graduating in 2008-2009 and to 30 credits for those students graduating in 2009-2010 and beyond.

# CHECKLIST

## GRADUATION REQUIREMENTS FOR THE SENIOR YEARS ENGLISH PROGRAM

30 credits entitle students to a provincial high school diploma.

Note: Put a check mark beside compulsory and optional credits listed below as credit is achieved.

COMPULSORY CREDITS							GRADUATING 2010-2011 AND BEYOND
Subject Area	Gr.9	Gr.10	Gr.11	Gr.12			
√ Check off as credit is achieved							
Language Arts							4
Mathematics							4
Social Studies							3
Science							2
Physical Education/Health Education							4
<b>COMPULSORY CREDITS SUB-TOTAL:</b>							<b>17</b>
OPTIONAL CREDITS							GRADUATING 2010-2011 AND BEYOND
List courses:	Gr.9	Gr.10	Gr.11*	Gr.12*			
√ Check off as credit is achieved							
1.							
2.							
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<b>OPTIONAL CREDITS SUB-TOTAL:</b>							<b>13</b>
<b>TOTAL PROVINCIAL GRADUATION REQUIREMENTS:</b>							<b>30</b>

\*At least one optional credit must be at the Grade 11 level and two optional credits at the Grade 12 level.

Students should ensure they meet the entrance requirements of the post-secondary education and training, apprenticeship or private vocational opportunity they intend to pursue.

# Evergreen School Division

## Graduation Requirements

Students in Evergreen School Division may graduate with one or more of the following diplomas:

**Manitoba Diploma** – students who achieve 30 credits and meet Manitoba Education graduation requirements.

**Evergreen Diploma** - students who achieve 32 credits and meet Manitoba Education requirements and have an employability skills portfolio.

**Evergreen Diploma with Distinction** - students who meet the requirements for the Evergreen Diploma and achieve an average of 80% or greater in Senior 4 courses (minimum five Senior 4 credits).

Students will receive diplomas at the graduation ceremony.

## School Programs

From grades 1-8 students do not earn credits. At Grade 9, students begin to earn credits, requiring 30 credits to graduate at the conclusion of Grade 12. Four school programs are offered in Manitoba.

A school program is a set of courses leading to one of the following school diplomas:

- High School Diploma (English)
- High School Diploma (Senior Years Technology Education Program)
- Diplome d'études secondaires (Français)
- High School Diploma (French Immersion Program), dilpome d'études secondaires (programme d'immersion français)

Attaining one of the four school diplomas requires satisfactory completion of 30 credits, including Compulsory and Optional subject areas.

# High School Diploma

## English Program

To meet the requirements of this program, students must complete 30 credits from Grades 9 to Grade 12, all taught in English with the exception of other languages studied.

Students must complete 17 Compulsory credits from Grade 9 to Grade 12. These are:

- English Language Arts: 4 credits
- Mathematics: 4 credits
- Social Studies: 3 credits
- Science: 2 credits
- Physical Education / Health Education: 4 credits

Students must complete 13 Optional Credits from Grade 9 to Grade 12. At least one optional credit must be at the Grade 11 level and at least two Optional credits must be at the Grade 12 level. Optional credits can include:

- Courses based on department curricula
- School-Initiated Courses (SICs)
- Student-Initiated Courses (SIPs)
- Dual credits (university and college courses taken during the Senior Years)
- Distance learning
- Community service
- Special language Credit Option
- Private Music Option

## Post Secondary Requirements

Students seeking entrance to a University or College, or any post-secondary education should be guided in their choice of subjects by the requirements of the institution or program that they intend to enter. Graduation with a Department of Education High School standing does not itself guarantee admission to post-secondary education. It is the responsibility of students to ensure that they are registered in the courses that will give them the standing desired.

The following are the general entrance requirements to the University of Manitoba, the University of Winnipeg, and Red River College. Specific faculty and program requirements differ. Students should consult a guidance counselor or refer to the institution's calendar or website.

### University of Manitoba

website: [www.umanitoba.ca/u1](http://www.umanitoba.ca/u1)

#### Admissions

Manitoba high school graduation with five full credits at the Grade 12 level, in courses designated S (Specialized), G (General) or U (Dual Credit – University), with a minimum of three of these credits is S or U courses and Completion of ONE of the following sets of requirements:

#### Set A:

One credit of Grade 12 S or U English with a minimum grade of 60% and a minimum average of 70% over three Grade 12 S or U credits.

#### Set B:

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

#### Set C:

A minimum average of 70% over three Grade 12 S or U credits but lacking the Grade 12 S or U English requirement .

### University of Winnipeg

website: [www.uwinnipeg.ca](http://www.uwinnipeg.ca)

#### Admissions

Entrance Requirements for admission to the Faculties of Arts, Science, and Business and Economics

In order to qualify for Regular Status Admission, students must meet the following requirements:

- Be a high school graduate with standing in at least 30 Manitoba high school credits, or hold a Mature Status Diploma and have completed the courses required for Regular Status Entry
- Have completed five credits at the Grade 12 level, designated A, S, or G (of which three must be 40S courses)
- Present a minimum one credit of core English 40 (A or S level) and one credit of Mathematics 40S (Pre-Calculus, Applied, or Consumer) or 2 credits of English 40 (S or A) plus 1 credit of Math 40S (Precalculus, Applied, or Consumer)
- Have an average of at least 65% on the best three 40S courses including both core English 40 (A or S level) and Mathematics 40S credit from a different subject area

- Please note that students applying for entrance to the Faculty of Education require two credits of core English 40 (A or S level) OR one credit of core English plus Pre-Calculus Mathematics 40S.

## **Brandon University**

BU requires a high school diploma with no “M” or “I” courses in the program for general admission. The various departments will have specific requirements.

## **Red River**

website: [www.rrc.mb.ca](http://www.rrc.mb.ca)

Each program has specific entrance requirements. Most programs look for one or a combination of the following credits:

- Grade 12 English (one or more 40S credits)
- Grade 12 Mathematics (some programs accept Consumer Math)
- Some may require one or more Grade 12 Science (Biology, Chemistry, Physics)

If you are a high school student, you may apply for any certificate or diploma program at the start of your Grade 12 year. Students are selected on a “first come, first served” basis, therefore it is important to apply early. See a guidance counselor as early as possible or contact the institution.

## **Other Universities and Colleges**

Other institutions across Canada and U.S. have somewhat different requirements. Students should check with a counselor or the institution.

## Compulsory Courses

### English Language Arts 30S 0092

The study of the English Language Arts program enables each student to understand and appreciate language and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning. This course will be based on the general outcomes of the 30S ELA Framework. Each outcome is to be achieved through a variety of listening, speaking, reading, writing, viewing and representing experiences.

Students will listen, speak, read, write, view and represent to:

1. explore thoughts, ideas, feelings and experiences
2. comprehend and respond personally and critically to oral, literary and media texts
3. manage ideas and information
4. enhance the clarity and artistry of communication
5. celebrate and build community

A variety of skills and strategies will be taught in order to meet these outcomes. Students will read a variety of texts which may include Fahrenheit 451, Deathwatch, Macbeth, short stories and poetry. Written assignments will include responses, poetry analysis, persuasive and expository essays, projects and a multi-genre essay.

### **Mathematics: (students must complete at least one of the following three courses)**

#### Applied Mathematics 30S 3903

This course is intended for students who do not require a study of theoretical calculus in their post-secondary studies. It concentrates on numerical and geometrical problem-solving techniques as they relate to the world around us. Topics covered in this course include: 1. Quadratic Functions, 2. Scale, 3. Proofs, 4. Statistics, 5. Research Project, 6. Systems of Inequalities, 7. Trigonometry.

#### Essential Math 30S 3000

Grade 11 essential Mathematics is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Grade 11 essential Mathematics is a one-credit course consisting of two half-credits each emphasizing consumer applications, problem solving, decision making, and spatial sense. Grade 11 essential Mathematics builds on the knowledge and skills of Grade 10 essential Mathematics and provides a foundation for the topics studied in Grade 12 essential Mathematics. Students are expected to work both individually and in small groups on mathematical concepts and skills encountered in everyday life in a technological society.

Topics Include

- Analysis of Games and Numbers
- Interest and Credit

- 3-D Geometry
- Statistics
- Managing Money
- Relations and Patterns
- Trigonometry
- Design Modeling

### **Pre-Calculus Mathematics 30S 3939**

Grade 11 Pre-calculus Mathematics (30S) is designed for students who intend to study calculus and related mathematics as part of post-secondary education. It builds on the topics studied in Grade 10 Introduction to Applied and Pre-calculus Mathematics and provides background

knowledge and skills for Grade 12 Pre-calculus Mathematics. 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.

### **Canadian History 30S 0040**

The grade 11 curriculum is designed to examine the historical development of Canada, with a focus on social and political history. This is an intense and fast moving course, attempting to encompass all of Canadian history in 20 short weeks. This course is taught in six units:

- The Peopling of Canada from its Beginning to the Present
- Life in French and British Societies to 1867
- Canadian Government and the Roles of Federalism, Political Parties, and The Individual
- The Effect of New Technology and the Resulting Industrialization on Economic and Social Change in Canada since 1850
- Western Canada and its Regional History
- Canada's Changing External Relationships, Past to Present

### **Physical Education / Health Education 30F 0169**

#### **Active Healthy Lifestyles**

This compulsory one-credit course is designed to help youth take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage in active lifestyles into their futures. Students will study topics related to fitness management, mental health, substance use and abuse prevention, and the social impact of sport. The focus of this content will be on health and personal planning.

Part of this course will be done as an in school portion and part will be done out of school. Students will be introduced to safety and risk management planning to minimize the associated risks of the activities they have chosen.

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

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

## Optional Courses

### Grade 11 Accounting Principles 30S 1 credit - Online Course 0200

This course introduces students to the standard principles and concepts that govern the practice of accounting.

The course is structured as follows:

- Module 1: Introduction: Accounting Principles
- Module 2: The Income Statement
- Module 3: Journals and Ledgers
- Module 4: The Worksheet
- Module 5: Cash Control
- Module 6: Merchandising Business
- Module 7: Payroll
- Module 8: Income Tax: Uncle Sam?

### Agriculture 30S (Web CT On-line Course) 0201

#### Importance of Agriculture

Agriculture is a very important activity in Manitoba. It is a primary producer of the foods we consume in Manitoba and has significant economic impact. Agriculture is linked to many other industries within the province, including plant and animal processing, and the production of medicine, clothing, building materials, and numerous other products. Materials such as fuels, herbicides, and machinery are needed to run agricultural operations, as are services including veterinarian services, financial planning, and many others.

Agriculture is not limited to those directly involved in the provision of related services. Every Manitoban is a consumer of foods, medicines, and clothing, and therefore is influenced by agriculture.

#### Overview

*This course provides information about agriculture in Manitoba. Agriculture involves many different dimensions and draws upon the knowledge base of a variety of disciplines. The study of agriculture provides us with knowledge and understanding of agricultural processes, and is also useful in providing information related to career choices. Senior 3 Agriculture examines historical perspectives of agriculture in the province, as well as present concerns and trends. The past, present, and future of agriculture are an important part of this course as they relate to Manitoba's economy, social and cultural development, consumer habits, and politics.*

## **Art 30S 0202**

This art course will integrate a variety of technological applications. Students will become acquainted with design software and learn various skills and techniques that can be applied to a design growing industry. Through a process of strategic planning and collaboration, students will learn how to communicate and execute ideas from paper to digital format. This course is an opportunity for students to explore career avenues in the art industry. They will investigate the social commentary of the commercial world and learn how to promote themselves as well as their work in an aggressive industry. Allowing students to experiment with technology and gain a solid understanding of programs that will only enhance their portfolios and professional skills

## **Band 30S 3953**

Band 30S is a full credit course that runs for the entire school year and the class is made up of students in Band 30S and Band 40S. While building on the skills developed in Band 20G, students develop musicianship through the practice and performance of technique and expressive playing within a number of musical styles. Many students from the band program have gone on to study music at the post secondary level in the areas of performance, education, composition, and related fields such as recording technology.

Students are required to participate in all scheduled performances including the winter and spring concerts, the Optimist Festival, and other local performances.

At the start of the school year band students may audition for placement in the Intermediate or Senior Jazz Band. All students who complete the audition process at a proficient level will be placed in either band. Unlike the Intermediate Jazz Band, the Senior Jazz Band is usually limited to strict instrumentation (i.e. 4 trumpets, 4 trombones, 5 saxophones, and 4 or 5 rhythm section players). Students in the jazz bands have the opportunity to perform a number of times throughout the year including all concerts and the annual Brandon Jazz Festival.

Those wishing to play in the jazz bands must be enrolled in the concert band program. Jazz band is scheduled outside of the school schedule with rehearsals held at various times including before and after school and lunch times. Students completing a year of Senior Jazz Band receive a full credit and students in Intermediate Jazz will receive a half credit.

## **Career & Technology Studies (CTS)**

The Career Technology Studies (CTS) strategy is designed to support students in pursuing their unique passions as part of regular high school programming. Students can earn up to 8 credits toward graduation by participating in CTS Pathways which may include Internships and Apprenticeships with sponsors in the community. The CTS strategy is designed to be flexible to meet the needs of each individual student and is intended to allow students to explore their interests as opposed to being strictly about preparation for the work force. CTS is about accessing the strengths of our communities and allowing students to be present in hands-on, meaningful learning experiences. The CTS strategy can look very different for each student and is planned in co-operation with Parents, Students, GHS Staff, and Community Sponsors. Although the CTS strategy is primarily designed for Grades 11 and 12 students, all students at GHS are eligible to participate. Please contact Mr. Randy Semenek, GHS coordinator, by

telephone at: 642-8546 or by email at [rsemenek@esd.mb.ca](mailto:rsemenek@esd.mb.ca) for more information about this exciting opportunity.

### **Biology 30S 0124**

- In Biology 30S, the focus is upon life-long understanding of our bodies and how to keep ourselves well. It goes beyond human anatomy and physiology to the development of personal wellness awareness, skills and behaviours.
- The units to be covered are: Wellness and Homeostasis, Digestion and Nutrition, Respiration and Transport, Excretion and Waste Management and Protection and Control.
- 
- *Prerequisites: Science 10F and Science 20F.*

### **Chemistry 30S 0122**

Chemistry 30S is a course designed to develop and emphasize essential skills in the areas of scientific literacy and communication, problem-solving, human relations and technology. Such skills are critical for a student's personal development and for the development of a highly skilled and adaptable workforce in our province. This course is a very heavy course but labs are an important part of the material covered. Topics covered in this course include: 1. Physical Properties of Matter, 2. Gases and the Atmosphere, 3. Chemical Reactions, 4. Solutions, 5. Organic Chemistry.

### **Current Topics in Science – Environmental Science 30S**

This course consists of four main units of study: Aquatic Ecology, Wildlife Ecology, Forestry Ecology and Soil Ecology. Education for sustainable development is also incorporated into all areas of the course with particular focus in the following areas as outlined by the United Nations Decade of Education for Sustainable Development: biodiversity, ecosystems, water, food and agriculture, indigenous and local knowledge, human health and the environment, and water.

The aim of the course is to introduce students to the growing field of environmental science using a hands-on/experiential approach to learning. Career options will also be explored. Some course content has been adapted from the Envirothon Environmental Education Competition study materials. Units will not necessarily be completed in this order, given the requirements for outdoor activity.

### **Drama 30S/40S 0322**

This intermediate course continues to emphasize the elements of drama and extends the experience to interpreting scripts and literature.

Students will:

- acquire increased knowledge and understanding of others, themselves and the world around them
- develop self-confidence, self-discipline and self-motivation
- acquire understandings and abilities in group processes
- develop an understanding of the processes and elements involved in creating works of dramatic art
- develop acting skills

- exercise critical thought and support opinions when responding to dramatic presentations
- understanding the role of drama in various cultures, past and present.

### **French 30S 0403**

Prerequisite: Successful completion of French 20G (or instructor permission)

No Practicum Required

Course Description: Students will review basic verb and grammar structures from French 20G and learn new ones such as Plus-que Parfait and Conditionnel Passé. This is a theme-based course and students will participate in speaking, listening, reading and writing activities within the chosen theme. Students will develop the ability to produce more complex language structures than in previous French courses. At this level, there will be an increased focus on developing oral fluency; therefore, many activities will incorporate prepared presentations or spontaneous conversation. There will be several opportunities to interact in French outside of the classroom.

### **Physics 30S 0123**

Physics uses mathematics to explain and predict interactions between matter and energy. Physics challenges us to formulate explanations for the behaviors we see in the world around us.

Topics include:

Waves – Waves in One and Two Dimensions, Sound

The Nature of Light – Models, Laws, Theories, Wave and Particle Models of Light

Mechanics – Kinematics, Dynamics

Fields – Gravitational, Electric, and Magnetic Fields, Electromagnetism

Prerequisite: Pre-Calculus 20S or Applied 20S is recommended

### **English Literary Focus 30S 0093 (Creative Writing)**

This full credit course is designed for students who enjoy writing. It will give students the time to develop their own writing in a workshop setting. Students will participate in writing exercises and mini lessons to increase their writing skills. Mini lessons will focus on organization, altering the writer's style to suit his audience and purpose and the use of figurative language. Students will have the opportunity to write creatively within different structures such as short stories, poetry, scripts, blogs and song lyrics etc. Students will experiment with the following genres: mystery, thriller, science fiction and fantasy. Writing will be infused with technology. Students will share their work and conference on blogs and wikis. Assessment and feedback will be ongoing. The final project will be a portfolio which will showcase the student's best work.

### **Clothing Housing and Design 30S/40S 1109**

The students will be focusing on clothing and textiles. The students will make garments as well as study and practice the application of color to fabric. They will then use the fabrics they have created to make an article.

## **Family Studies 30S/40S 1118**

1 Credit course. This course is offered on a rotational basis.

Family Studies is designed for students who are interested in entering the fields of teaching, social work, health care and/or any other helping professions.

The focus of the course is to help students understand the aging process. Students will study the development of adolescents and the changes which occurs physically, mentally, socially and emotionally. They will have the opportunity to work with seniors in the community.

## **Tourism and Travel 30S 8829**

Tourism and Travel 30S is the second course of three which leads to the Canadian Academy of Travel and Tourism Certificate (CATT). Students may also take this course without committing to the CATT Certificate.

Tourism is one of the fastest growing industries in Canada and tourism is expected to increase substantially in Manitoba in the next few years. The tourism sector employs over ten percent of the Canadian labour force. It is expected that by 2015, over two million people will be working in the Canadian tourism sector.

Tourism 30S builds on Tourism 20 and continues to explore various aspects of the tourism sector. The students also learn skills which are not only related to tourism but also in every area of employment.

Tourism 30S is taught as an independent study.

In order to complete the CATT Certificate, students must include 100 hours of work placement, the tourism career workshop and a service excellence certificate.

## **Metalworking 30G (MTT 30G) 7980**

This is a full credit course that moves further into metalworking. Added topics include oxy-acetylene cutting and machining. Students are encouraged to select and design more challenging projects which often include aspects of mechanics as well. There is no prerequisite held for this course. Students new to the topic are also welcome. Recently, an option to do artistic metalwork has been added in collaboration with the art dep't.

## **Auto Mechanics (AUT 30G) 7965**

This is a full credit course which introduces students to the automobile and its various operational systems. It is intended for both the everyday consumer and those with an interest in working in this huge and varied career area. Topics include the automobile engine and all of the power train components. Students will participate in theory lessons and many hands-on overhauls completed in the lab. There is no prerequisite and lesson begins with a review of basic small engine operation.

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## **Woodworking Technology (MFT 30G) 7990**

Manufacturing Technology 30G is directed to the student who is very interested in the craft of woodworking. A thorough operational and safety review of all major machinery and WHMIS is conducted. Students are then directed to a “back to the shop” project. This project usually involves toy making – a small project with many pieces that reacquaints the student to the typical machinery and processes used. A drafting unit is then taught to review measurement and teach more advanced drafting and design processes to aid students in their communication of project ideas. The remainder of the course looks at the areas of lamination, face plate/bowl turning on the wood lathe, and small casegood construction (end table, shelf, coffee table). Advanced joinery, wood processes, and finishing techniques are studied and used. Self-guided projects are also done - time individual skill permitting.

## **Broadcast Media 35S 0231**

The purpose of the course is to provide students with an understanding of all phases of the media production process (preproduction planning, production, and post-production) from a variety of perspectives (news, sports, entertainment...). The course includes technical aspects of media production for the web, radio, and television. Students will create and edit announcer copy for an audio broadcast; record sound files; edit sound files using hardware and software tools to add and create desired effects; create and edit announcer copy and stage directions for a video broadcast; record video files and edit video files using hardware and software tools to add and create desired effects; and create audio and video clips for broadcast via a web page.

## **Interactive Media 35S 0237**

The purpose of the course is to provide students with the skills and knowledge to create interactive media products that combine video, audio, and interactive components. Prior to taking the course, students should have skills in creating audio and video and an understanding of the media production process. Students will plan, develop, and publish interactive media.

This course is offered in conjunction with Broadcast Media.

## **Interactive Websites 35S 0225**

The purpose of this course is to provide students with the skills and knowledge to design, develop, and publish a website to display and gather information. The students will discuss content management system, style sheets, client scripts, publish a website (using HTML and website software) and critique and suggest improvements for a website, using given criteria.

## **Web Design 35S 0234**

The purpose of this course is to expose the students to the principles of good visual design elements, and to provide them with the skills and knowledge to design, develop, and publish a simple website for a target audience. This course is offered in conjunction with Interactive Websites.

**Required Courses**

**English Language Arts 40S Comprehensive Focus 0092**

The study of the English Language Arts program enables each student to understand and appreciate language and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning. This course will be based on the general outcomes of the 40S ELA Framework. Each outcome is to be achieved through a variety of listening, speaking, reading, writing, viewing and representing experiences.

Students will listen, speak, read, write, view and represent to:

1. explore thoughts, ideas, feelings and experiences
2. comprehend and respond personally and critically to oral, literary and media texts
3. manage ideas and information
4. enhance the clarity and artistry of communication
5. celebrate and build community

A variety of skills and strategies will be taught in order to meet these outcomes. Students will read a variety of texts, including novels, a Shakespearian Play, short stories and poetry. Written assignments will include responses, a memoir, projects and analysis of poetry and media selections.

Term marks are worth 70% of the course and the provincial exam written in January is worth 30% of the course.

**Mathematics: (students must complete at least one of the following three courses)**

**Applied Mathematics 40S 3903**

Applied mathematics was developed as a response to an increased need for students to be able to solve problems in a variety of ways. The emphasis is on collaborative explorations and encouragement of alternative solutions. Using technology (computers) to solve problems & express mathematical concepts while making connections between mathematics, technology and the world around us. Students are required to complete extensive projects providing opportunities for them to both learn mathematics in useful, practical, applied problem solving situations, in addition to students having the opportunity to demonstrate their knowledge & skills. Math is taught whereby the students have to think about & discover many of the concepts through exploration utilizing computers in both projects and daily work. The student is seen as an independent, self-reliant learner & the teacher's role is one of being more of a facilitator than only a provider of information. Topics include: Probability, Sequences, Statistics, Matrices, Vectors, Periodic Functions, Personal Finance, Design & Measurement. It is highly recommended that students receive a mark of 65% in either Applied Math 30S or Pre-Calculus 30S.

## **Consumer Mathematics 40S 3904**

In order to meet the challenges of society, high school graduates must be mathematically literate. They must understand how mathematical concepts are involved in daily life, business, industry, government, and our thinking about the environment. They must be able to use mathematics not just in their work lives, but also in their personal lives as citizens and consumers.

*Consumer Mathematics* has been designed to meet these challenges for those who may not use advanced abstract mathematics in their careers, but who, nevertheless, will be consumers and active citizens. They also will need to develop their cooperative, interactive, and communicative skills.

The Consumer Mathematics curriculum emphasizes number sense, consumer problem solving, and decision making.

Students develop valuable knowledge and skills that will allow them to make informed decisions as they become independent citizens. The Consumer Mathematics curriculum addresses financial management, career exploration, home ownership and maintenance, as well as more traditional topics such as trigonometry and statistics. The following table identifies the topics addressed in the Senior Years Consumer Mathematics curriculum:

*Problem Analysis	*Analysis of Games and Numbers
*Personal Finance	*Design and Measurement
*Government Finances	*Statistics
*Investigative Project	*Career/Life Project
*Investments	*Income Tax
*Variation and Formulas	*Completing a Portfolio

## **Pre-Calculus Mathematics 40S 3939**

Grade 12 Pre-Calculus Mathematics (40S) is intended for students who intend to study calculus and related mathematics at the post-secondary level. The course is designed as a study of theoretical mathematics and requires a great amount of work on the part of the students.

The topics of study in this course are: 1. Transformations, 2. Circular Functions, 3. Trigonometric Identities, 4 Exponents and Logarithms, 5. Permutations & Combinations, 6. Conics, 7. Probability, 8 Geometric Sequences.

The course will be altered in 2012-2013 as a result of curriculum development. The topics will then be: 1. Functions, 2. Trigonometric Functions, 3. Permutations and Combinations, 4. Exponents and Logarithms, 5. Trigonometric Identities, 6. Binomial Theorem.

**40 F: Personal Wellness**

This compulsory full-credit course is designed to help youth take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage in active lifestyles into their futures. Students will study topics related to fitness management, nutrition, sexual health, social/emotional health, and personal development. The focus of this content will be on health and personal planning. Part of this course will be offered in school and part of this course will be done outside of school on an individual basis. Students will be required to develop and implement, on their own time, a personal physical activity plan as part of a physical activity practicum. Students will be introduced to risk management planning to minimize the associated risks of the activities they have chosen.

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

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

## **Elective Courses**

### **Apprenticeship**

Students can earn up to 8 credits by doing an Apprenticeship with a community partner. Apprenticeships must be done in one of the approved Manitoba trades. While completing their apprenticeships students earn credits while getting paid. The wages are competitive and the hours accumulated can be used towards journeyman certification after graduation. Each credit requires 110 hours of on the job training and for every 2 credits earned the province will pay for 1 level of post secondary training in that field. For more information on trades available or the apprenticeship program please contact Mr. Semenek at 642-8546 or at rsemenek@esd.mb.ca.

### **Advanced Placement English Literature and Composition 42S 0015**

AP English Literature and Composition is designed to be a college/university-level course. This course will provide you with the intellectual challenges and workload consistent with a typical undergraduate university English literature/Humanities course.

#### **Course Goals**

1. To carefully read and critically analyze imaginative literature.
2. To understand the way writers use language to provide meaning and pleasure.
3. To consider a work's structure, style, and themes as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone.
4. To study representative works from various genres and periods (from the sixteenth to the twentieth century) but know a few works extremely well.
5. To understand a work's complexity, to absorb richness of meaning, and to analyze how meaning is embodied in literary form.
6. To consider the social and historical values a work reflects and embodies.
7. To write focusing on critical analysis of literature including expository, analytical, and argumentative essays as well as creative writing to sharpen understanding of writers' accomplishments and deepen appreciation of literary artistry.
8. To become aware through speaking, listening, reading and chiefly writing of the resources of language: connotation, metaphor, irony, syntax, and tone.

### **Art 40S 0202**

The 40S course is designed to allow students the flexibility to explore and experiment with a variety of artistic materials and technology. Students will conduct advanced investigations into social issues within our society and convey their own commentary through verbal and visual mediums. The inclusion of technological avenues within the art industry will be a major component of this course. Students will learn to showcase and publicize their work using a variety of methods such as digital photography, film and advertisement.

Though planning students will demonstrate an understanding of the importance of process and how challenges and changes can alter the end perspective of their work. This course is largely surrounded around the concept of reflection. Students will look deeper into the creation of their work and question their own methodology and personal influences.

### **Band 40S 3953**

Band 40S is a full credit course that runs for the entire school year and the class is made up of students in Band 30S and Band 40S. While building on the skills developed in Band 30S, students develop musicianship through the practice and performance of technique and expressive playing within a number of musical styles. Many students from the band program have gone on to study music at the post secondary level in the areas of performance, education, composition, and related fields such as recording technology.

Students are required to participate in all scheduled performances including the winter and spring concerts, the Optimist Festival, and other local performances.

### **Biology 40S 0124**

Biology 40S explores the relevant issues of genetics and biodiversity in the context of the real world. The course is comprised of the following units:

#### Genetics

- Understanding Biological Inheritance
- Mechanisms of Inheritance
- Bioethics

#### Biodiversity

- Evolutionary Theory and Biodiversity
- Organizing Biodiversity
- Conservation of Biodiversity

### **Drama 30S/40S 0322**

This intermediate course continues to emphasize the elements of drama and extends the experience to interpreting scripts and literature.

Students will:

- acquire increased knowledge and understanding of others, themselves and the world around them
- develop self-confidence, self-discipline and self-motivation
- acquire understandings and abilities in group processes
- develop an understanding of the processes and elements involved in creating works of dramatic art
- develop acting skills
- exercise critical thought and support opinions when responding to dramatic presentations
- understanding the role of drama in various cultures, past and present.

### **Chemistry 40S 0122**

Chemistry 40S is a specialized course which should allow students to develop a better understanding of the basic principles of chemistry. Through critical thinking, problem solving, and hands-on lab work, students should be better prepared for our scientifically literate society and should be better able to make informed decisions about further studies and careers in science. Topics in this course include: 1. Aqueous Reactions, 2. Atomic Structure, 3. Kinetics, 4. Equilibrium, 5. Acid-Base Equilibrium, and 6. Oxidation-Reduction.

### **Transactional English 40S (On-Line) 0094**

This course focuses on the study of the effective use of information based language. The course will focus on reflective reading and responding to texts such as books, magazines, newspaper articles, documentaries and reports dealing with events in the real world. Students engage with and create texts that inform, persuade, analyze, and foster understanding and empathy.

### **French 40S 0403**

Prerequisite: Successful completion of French 30S (or instructor permission)

No Practicum Required

Course Description: Students will review basic verb and grammar structures from French 30S and learn new ones such as the Subjunctive and Past infinitive. This is a theme-based course and students will participate in speaking, listening, reading and writing activities within the chosen theme. At this level, there will be an increased focus on developing oral fluency; therefore, many activities will incorporate prepared presentations or spontaneous conversation. After having laid a solid basic foundation, this course takes French study to the next level with increased speaking ability. There will be several opportunities to interact in French outside of the classroom.

### **Interdisciplinary Topics in the Sciences 40S 0140**

In this full-credit course, students will develop and demonstrate an understanding of ecosystems and sustainability, focusing in part upon Lake Winnipeg and its vast watershed as well as relevant world issues. Students will be engaged in both classroom and field study activities in order to gain an appreciation of the natural world, locally, nationally and globally, and humankind's influences upon it. Students' interests, current issues and/or recognized essential areas of inquiry will determine the specific topics and content.

There is no formal final examination for this course. Assessment will take a variety of forms. Topics may include: Water Quality, Land/Water Uses in Lake Winnipeg Watershed, Health and Research of Lake Winnipeg, Stakeholders, Sustainability Perspectives, Water Uses & Treatments, World Water Issues

### **Jazz Band Program 30S/40S 3941**

At the start of the school year band students may audition for placement in the Intermediate or Senior Jazz Band. All students who complete the audition process at a proficient level will be placed in either band. Unlike the Intermediate Jazz Band, the Senior Jazz Band is usually limited to strict instrumentation (i.e. 4 trumpets, 4 trombones, 5 saxophones, and 4 or 5 rhythm

section players). Students in the jazz bands have the opportunity to perform a number of times throughout the year including all concerts and the annual Brandon Jazz Festival.

Those wishing to play in the jazz bands must be enrolled in the concert band program. Jazz band is scheduled outside of the school schedule with rehearsals held at various times including before and after school and lunch times. Students completing a year of Senior Jazz Band receive a full credit and students in Intermediate Jazz will receive a half credit.

### **Law 40S (Online) 0580**

Law 40S is a course which helps a person understand Canadian law and how it works. Topics include criminal law, tort law, family law, contracts, and consumer law. This course develops an understanding of the making of laws, an understanding of the court system in Canada, and an appreciation for the importance of law in our daily lives.

### **Women's Studies 41G 4947**

Women's Studies 41G will explore history, politics, and society from a multicultural women's perspective. It critiques and explores societal norms of gender, race, class, sexuality, and other social inequalities. Women's Studies will examine the ways in which race, ethnicity, class, gender, and sexuality as well as society, economy, culture, and politics shape the complex experiences of women. This course aims to sharpen students' critical awareness of how gender operates in institutional contexts, cultural contexts and in their own lives. Students will have an opportunity to participate in social change.

Students are highly encouraged to take an active role in the direction of some of course content. Topics may include: the history of the women's movement; women leaders, role models and activists; social and cultural construction of gender; gender stereotypes/assumptions; women's health issues; gender relationships; violence against women; women and the family/work; women and religion; women and privilege/oppression; international women's and human rights; and/or gender in the media. Learning will be facilitated predominantly through discussion, analysis, reflection, inquiry, mentorship and philanthropy.

### **Physics 40S 0123**

Physics 40S expands upon the concepts introduced in Physics 30S. The topics include:

Mechanics – Kinematics, Dynamics, Projectile Motion, Circular Motion,  
Impulse and Momentum, Work and Energy

Fields – Universal Gravitation, Electric and Magnetic Fields

Electricity – Electric Circuits and Electromagnetic Induction

Medical Physics – Use of Radiation for Imaging and Treatment of Disease

Prerequisite: Physics 30S. Pre-Calculus 30S or Applied 30S is recommended.

## **Psychology 41G 9938**

Psychology 41G is designed as a first year university course. Topics include motivation, development, personality, learning, sleep/dreams, social, abnormal psychology, and other topics chosen by students. Psychology is an exciting subject that will contribute a lot to your life. When you study Psychology, you will learn many facts, theories and applications of psychological information that will give you a good understanding of what Psychology is. Many of these concepts are interrelated and you will be able to see their application to your every day life. You will gain a better understanding of your own behavior and the behavior of others. This course will help you to make better decisions concerning what you want to do and why other people behave as they do.

## **Social Justice 41G 9959**

This is an exciting new elective course focusing on a wide variety of social justice issues. Many justice issues face us today: poverty, genocide, crime, women's issues, Aboriginal issues, globalization, and the list goes on. Students will have a choice as to what issues they want to focus on.

This school initiated course will move students through three stages of social engagement. Initially, awareness of social justice issues is developed as students begin to explore SJ issues from various perspectives. Next, students analyze SJ issues to gain a more thorough understanding of them. Finally, students pick specific issues to focus on and develop their own personal action plans for making change in an area they feel passionate about. In this way, they progress from awareness to analysis and action on a social justice topic of their choice.

The course is an excellent opportunity for students to become agents of change regarding relevant social justice issues that affect their lives and communities. Registration will be open to grade 11 and 12 students, with priority given to grade 12s.

## **History 40S Aboriginal Issues**

### **Current Topics in First Nations, Metis, and Inuit Studies: A Foundation for Implementation**

**Instructor:** TBA

#### **Course Overview**

This course offers all students, both Aboriginal and non-Aboriginal an opportunity to:

- . enhance their understanding and appreciation of the cultures and traditions, as well as the contemporary realities and aspirations of, First Nations, Metis, and Inuit cultures in Manitoba, Canada and the world.
- . develop a knowledge, of the history of First Nations, Metis, and Inuit peoples in order to better understand the present.
- . develop a sense of comfort and confidence in their interactions with First Nations, Metis, and Inuit people.
- . develop an understanding that First Nations, Metis, and Inuit peoples and cultures are an integral part of Canadian society.
- . recognize the ongoing role of First Nations, Metis, and Inuit peoples in shaping Canadian history and identity.

This course will be structured around five thematic clusters including Image and Identity, relations with Government, Social Justice Issues, Indigenous Peoples and the World and Celebrations of Learning.

Course Assessment: TBD between the class instructor and the students

## **History 40S - Western Civilization 1136**

Western Civilization is designed to help students understand that Canadian society and other Western societies evolved and were shaped by complex movements and events. In this course students will discover how major concepts apply to the development of Western civilization during different periods in time.

Unit One: Pre-Modern Western Civilization

Unit Two: The Reformation and Absolutism versus Representative Government

Unit Three: The Age of Reason, and the emergence of Revolutions

Unit Four: The Twentieth Century

## **World Issues 40S (On-Line) 1179**

The major goals of the grade 12 World Issues curriculum are to help students gain a better understanding of quality of life in various parts of the world in terms of:

- different political and social systems
- major world geo-political organizations & the potential of conflict among them
- the international organizations promoting cooperation and peaceful solutions
- the role of the media in shaping our perceptions of what the world issues
- the differing perceptions of basic human rights in various parts of the world
- the conflict between the struggle for peace and the threat of war resulting from the growth of militarism and the presence of nuclear weapons in the world
- the use of terrorism by groups to achieve certain goals
- Quality of Life Issues
- Genocide; both past and recent

## **Clothing Housing and Design 30S/40S 1109**

This course is offered on a rotational basis.

This course will focus on clothing and the application of colour and texture to fabrics. Students will use various methods to apply colour and texture to fabrics, learn about textiles and fashion and complete various sewing projects.

## **Family Studies 30S/40S 1118**

This course is offered on a rotational basis.

Family Studies is designed for students who are interested in entering the fields of teaching, social work, health care and/or any other helping professions.

The focus of the course is to help students understand the aging process. Students will study the development of adults from young adults to the elderly and the changes which occurs physically, mentally, socially and emotionally. They will observe the changes in the family and living conditions in the various periods of adulthood.

## **Tourism 40S**

Prerequisite: Tourism and Travel 30S

Tourism and Travel 30S is the third course of three which leads to the Canadian Academy of Travel and Tourism Certificate (CATT). Students may also take this course without committing to the CATT Certificate.

Tourism is one of the fastest growing industries in Canada and tourism is expected to increase substantially in Manitoba in the next few years. The tourism sector employs over ten percent of the Canadian labour force. It is expected that by 2015, over two million people will be working in the Canadian tourism sector.

Tourism 40S builds on Tourism 30 and continues to explore various aspects of the tourism sector. The students also learn skills which are not only related to tourism but also in every area of employment.

Tourism 40S is taught as an independent study.

In order to complete the CATT Certificate, students must include 240 hours of work or volunteer placement (this includes the 100 hours completed at the 30 level), the tourism career workshop, a service excellence certificate and a portfolio.

### **Foods and Nutrition 40S 1119**

This course will contain both a theory and practical component. The theory will include: Safety and Sanitation, Recipe Development, Cultural and Ethnic Foods and Nutrition for the various lifestyles. The students will select various recipes to reflect upon the area of study. Students will work in small groups.

### **Management Skills 40S 8833**

Management Skills 40S is a course designed to provide community based internship experience to Grade 11 and 12 students. Participants are asked to complete a pre-employment portfolio prior to engaging in an internship with a chosen community sponsor. Internships are not limited to specific trades and can be tailored to meet the interests of each participant. Participation in this course is a prerequisite for any students wishing to begin a Senior Years Apprenticeship Program or to earn additional credits through community based internships. Flexible scheduling allows this course to be completed at times agreed upon by the student and the community sponsor. Internship experience can occur during the school day or outside of school hours

### **Metalworking 40S (APM40S) 7980**

This is a full credit university entrance course that applies to Honours graduation diplomas as well. Concepts of design are stressed with advanced projects often including things like self-contained hydraulic log splitters or motorized go carts. Students with an interest in trades areas or the engineering faculty should consider this course.

### **Applied Power Mechanics (APM 40S) 7997**

This is a full credit university entrance course that applies to honours graduation diplomas as well. As the name suggests, it is all about application of mechanical principles. Students

spend the first few classes with the instructor designing their course activities which often include auto engine or transmission rebuilds or repair of mechanical things eg. lawn mowers, snowmobiles, dirt bikes, etc. It is very much a hands-on course that allows the student to further their knowledge and experience in the areas of mechanics that held his or her interest.

### **Wood Applied Technology 40S (WAT40S) 7997**

Woods 40S is an advanced and independent program for students to further their woodworking skills. The majority of the course is spent on individualized project work. All students go through a review on the safe operating procedures of all tools and equipment as well as WHIMIS retraining. The first main project to reacquaint students with the shop involves Shop/School Improvement. This work is usually done in groups and revolves around something to make the shop or school or community better. Once completed, students will go through a more advanced drafting unit that will aid them in their individual project design. Students may also partake in various other manufacturing projects as directed by the teacher. These could include manufacturing processes using, fiberglass, composites, plastics, and upholstery products in boat building/refinishing, furniture construction, or whatever the student desires.