

# **TRANSCONA COLLEGIATE**

**...where character counts!**



**Visit our website for Transcona Collegiate's Virtual Open House!**

# TABLE OF CONTENTS

<b>INTRODUCTION</b> .....	3
<b>REGISTRATION INFORMATION</b>	
<b>SENIOR YEARS GRADUATION</b>	
REQUIRED COURSES.....	6
OPTIONAL COURSES.....	7
<b>GRADUATION TRACKING FORM (Gr 9 &amp; 10)</b> .....	8
<b>COURSE DESCRIPTIONS INDEX</b>	
COURSE OUTLINES.....	9-25
ONLINE COURSES.....	25
<b>GENERAL INFORMATION</b>	
STUDENT SUPPORT SERVICES DEPARTMENT.....	26
REFERRAL SERVICES.....	26
ADDITIONAL CREDIT INFORMATION.....	27
COMMUNITY SERVICE CREDIT STUDENT INITIATED PROJECT (CSSIP).....	27
CREDITS FOR CADETS, ROYAL WINNIPEG BALLET AND PRIVATE MUSIC.....	27
SPECIAL LANGUAGE CREDITS.....	27
CHALLENGE FOR CREDIT OPTION.....	27
STUDENTS WHO ARE 18 YEARS OF AGE.....	27
EXTRA-CURRICULAR ACTIVITIES.....	28
TECHNOLOGY USE & MEDIA COVERAGE.....	28
HIGH SCHOOL APPRENTICESHIP PROGRAM.....	29
<b>POST-SECONDARY OPTIONS</b>	
STUDENT RESPONSIBILITIES.....	30
COLLEGE OPTION.....	30
UNIVERSITY OPTION.....	30
FINANCING YOUR POST-SECONDARY EDUCATION.....	30
<b>GRADUATION TRACKING FORM (Gr 11 &amp; 12)</b> .....	31

# TRANSCONA COLLEGIATE INTRODUCTION

This book is designed to acquaint you with the courses offered at Transcona Collegiate. Appropriate selection of high school courses will influence the amount of success and satisfaction students will experience in their years at our school, and will also impact career and post-secondary opportunities in the years beyond.

Transcona Collegiate utilizes a semester system and offers a wide range of courses. The school currently has approximately 630 students and 50 staff members.

The staff at Transcona Collegiate place a high value on the individual. We endeavour to foster a climate of mutual respect amongst all staff and students. Our expectations and procedures are few in number, but those that we have are designed to provide a safe and respectful learning environment. Students of all abilities are challenged and encouraged to develop the knowledge, sense of responsibility, and skills needed to achieve excellence in a rapidly changing world.

Attendance in all classes is compulsory. We are committed to offer meaningful instruction in our classes and students are expected to attend.

The school year at Transcona Collegiate is divided into two equal blocks of time, each called a semester. Each semester is approximately 100 days.

Semester 1     September to January  
Semester 2     February to June

## IMPORTANT NOTE:

As we continue to move forward and consider health guidelines due to Covid-19, when choosing your courses for next year, please keep in mind that courses may continued to be offered remotely for a portion of the 2021/2022 school year. Transcona Collegiate will be following all provincial and divisional recommendations with respect to courses being offered in-person and/or remotely, and that information will be communicated with our community.

As we experienced this year, students may be enrolled in a combination of in-person and remote (synchronous or asynchronous) learning courses. For our remote courses, students are expected to log into Microsoft Teams at certain times throughout the week to engage with the teachers and their classmates in planned learning activities. For courses taught through remote learning, there is also a component of independent work that students are expected to complete throughout each week. Our teachers have worked diligently to ensure that students enrolled in courses that are taught remotely are engaging in relevant opportunities for learning and assessments.

### **Titans are...**

**T - Trustworthy**

**I - Inspirational**

**T - Team Players**

**A - Ambitious**

**N - Nice**

**S - Scholars**

**HOME OF THE TITANS!**  
**WHERE CHARACTER COUNTS!**

# REGISTRATION INFORMATION

## CREDIT SYSTEM

A credit is gained by the successful completion of a course encompassing approximately 110 hours of instruction. A half credit course represents approximately 55 hours of instruction. Manitoba Education and Training requires that a student must complete a **minimum of thirty (30) credits** to obtain the Transcona Collegiate diploma and the Provincial graduation diploma (Grade 9 to Grade 12).

## COURSE CODES

Each course is assigned an alpha-numeric code. The first and second characters are numbers, while the third is a letter (i.e. Biology 30S, Graphics 20G, Science 20F, etc.).

<b>The first character:</b> <b>1</b> Refers to a Grade 9 course <b>2</b> Refers to a Grade 10 course <b>3</b> Refers to a Grade 11 course <b>4</b> Refers to a Grade 12 course	<b>The second character:</b> <b>0</b> Developed by Manitoba Education Citizenship and Youth for 1 credit <b>5</b> Developed by Manitoba Education Citizenship and Youth for 0.5 credit <b>1</b> Developed by the school or school division and approved by Manitoba Education Citizenship and Youth (Includes Student Initiated Projects and School Initiated Courses)
<b>The third character:</b> <b>F</b> Foundation: Courses designed to be broadly based and appropriate for all students. <b>G</b> General: Courses designed to provide a general educational experience. <b>S</b> Specialized: Courses designed to provide learning experiences for further study at the post-secondary level. <b>M</b> Modified: Courses for which the curriculum outcomes have been significantly changed to take into account the learning requirements of students. An Individual Education Plan (I.E.P.) is required for each student. <b>E</b> English Language Learners: Courses for which the curriculum outcomes have been adapted to specifically facilitate an EAL student's acquisition of English and to assist the student in making the transition into regular Senior Years programming.	

## NEW STUDENTS

Generally, Grade 9 students wishing to attend Transcona Collegiate will complete application forms at their middle-years school. The middle-years' Guidance Counsellors will forward the student applications to Transcona Collegiate.

## RETURNING STUDENTS

To assist students and parents in making informed choices, the school will follow these procedures:

- Students will be given access to a Course Handbook and Registration Form, as well as information to consider when selecting courses for next year.
- Students and parents will have time to discuss registration information and course selections in light of the student's past achievement, progress and goals.
- Students will enter their course selections online, using the Student Portal. A video demonstration of this process will be shown at school prior to the registration dates.

## PLEASE NOTE

- Courses may be cancelled where there are insufficient requests for a course. The school cannot guarantee that all 1<sup>st</sup> choices will be possible. Cohorting of students may also affect course availability.
- Student schedules will be available to students on the parent/student portal.
- Course changes in Semester 2 are to occur only if space is available.
- Students applying for credits above their grade level (e.g. A Grade 11 student enrolling in a Grade 12 course) may risk losing this selected spot. The school must give first priority to supporting Grade 12 students who require the credit for graduation.

## **SELECTING COURSES**

1. Use the Graduating Tracking Form as a guide to complete your course selections (Gr 9 & 10 – page 8; Gr 11 & 12 – at the end of the course handbook)
2. The 21 required (compulsory) courses are listed on the tracking forms.
3. Students are to select option courses based on their needs, interests and abilities.
4. Consider admission requirements for post-secondary education or career path.
5. Many of our courses will list a **recommended prerequisite** – these are courses that we recommend a student complete prior to enrollment in a course. While they are recommended, students are able to register for courses based on their interests and aptitudes.
6. Refer to the table of contents for course descriptions.

## **GRADE 9 OPTIONS**

Grade 9 students must choose their **two (2) option courses** and one (1) alternate course from the following list.

- |                                |                           |                           |
|--------------------------------|---------------------------|---------------------------|
| ▪ Visual Art 10S               | ▪ Drama 10S               | ▪ Concert Band 10S        |
| ▪ Concert Choir 10S            | ▪ French 10F              | ▪ Dance 10S               |
| ▪ Electronic Technology 10G    | ▪ Human Ecology 10S       | ▪ Family Studies 10S      |
| ▪ Metal Working Technology 10G | ▪ Graphic Technology 10G  | ▪ Woodwork Technology 10G |
| ▪ Jazz Band 10F                | ▪ Reading is Thinking 10S | ▪ Drama Production 11G    |

## **GENERAL GUIDELINES**

- Grade 9 – minimum course load is 8 credits
- Grade 10 – minimum course load is 8 credits
- Grade 11 – minimum course load is 7 credits
- Grade 12 – minimum course load is the number of credits required to graduate.

**It is important to discuss course selections with parents, guidance counsellors, or resource teachers before completing your registration.**

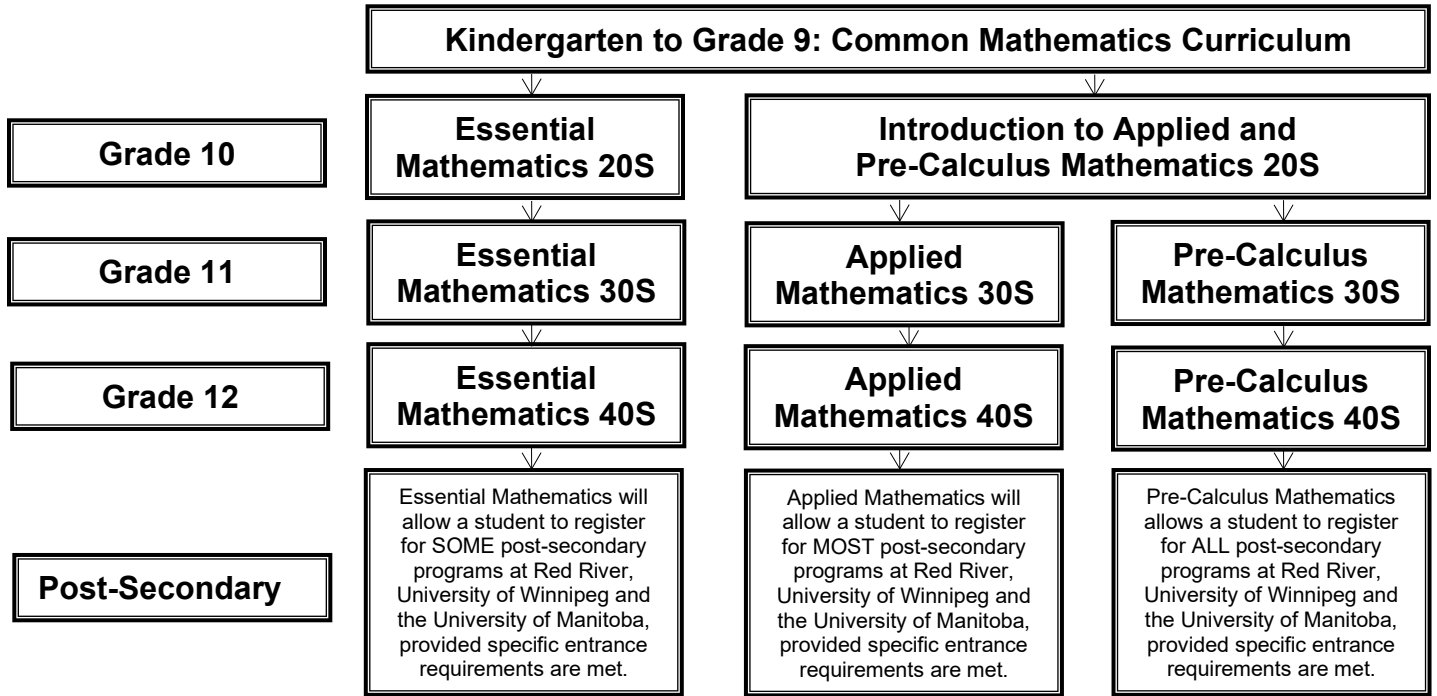
## **LIMITATIONS ON COURSE SELECTION**

We understand that some students may opt to progress through their Senior Years as quickly as possible. However, staffing issues at most high schools place some limitations on how many courses a student may take. Generally, we allow students to take the minimum number of courses allotted per grade (as indicated above). Additional courses will be approved by the Principal on a case by case basis.

**Please take note of the following special circumstances:**

1. **Students wishing to register for more than one Mathematics course:**  
Students in this situation must select one Mathematics course. The choice of a second course must be discussed with an administrator for permission. A decision on whether the second choice is accepted will be made by the administration at the end of the first week of the semester during which the course is to be offered.
2. **Students who fail a course in semester one will be allowed to try to register in the same course for semester two if there is room available and the timetable allows.** Students who **drop** a course semester one will only be allowed to take a course after failing students have been placed. There is an increased chance that a student dropping a course will not be able to pick it up second semester.

# MANITOBA MATHEMATICS CURRICULUM PATHS



Students may move from a pathway on the right hand side of the page to one on the left hand side. For example, a student who successfully completes Grade 11 Pre-Calculus may register in the Grade 12 Applied or Essentials course. Students are not advised to move from a pathway on the left to one on the right. For example, a student who completes the Grade 10 Essential course but then wishes to take Grade 11 Applied is strongly advised to take Grade 10 Introduction to Applied and Pre-Calculus first.

## SENIOR YEARS GRADUATION

Graduation from High School requires a minimum of 30 credits during the Grade 9 to Grade 12 years. Of the 30 credits, some courses are required by Manitoba Education, while others are left to student choice.

### ***“REQUIRED” COURSES FOR GRADUATION AT TRANSCONA COLLEGIATE***

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
English 10F	English 20F	English 30S Comp Focus	English 40S Comprehensive Focus (A second English 40S may be required for U of W faculty of Education. See Counsellor.)
Mathematics 10F	<b>One of:</b> Essentials Math 20S, Intro to Applied/Pre-Calculus Math 20S	<b>One of:</b> Math 30S Pre-Calculus, Math 30S Applied, Math 30S Essentials	<b>One of:</b> Math 40S Pre-Calculus, Math 40S Applied, Math 40S Essentials
Science 10F	Science 20F		
Canada and the Contemporary World 10F	Geography 20F	History 30F	
Physical Education/Health Education 10F	Physical Education/Health Education 20F	Physical Education/ Health Education 30F	Physical Education/Health Education 40F
ICT I 15F and Life/Work Exploration 10F			

**“OPTION” COURSES OFFERED AT EACH GRADE**

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
	Computer Science 20S	Computer Science 30S	Computer Science 40S
French 10F	French 20F	French 30S	French 40S
Human Ecology 10S	Food and Nutrition 20S	Food and Nutrition 30S	Food and Nutrition 40S
Family Studies 10S	Family Studies 20S	Family Studies 30S	Family Studies 40S
Electronic Technology 10G	Electronic Technology 20G	Electronic Technology 30G	Electronic Technology 40G
Graphic Technology 10G	Graphic Technology 20G	Graphic Technology 30G	Graphic Technology 40S
Visual Art 10S	Visual Art 20S	Visual Art 30S	Visual Art 40S
Metalwork Technology 10G (BWCS)	Metalwork Technology 20G (BWCS)	Woodwork Technology 30G (BWCS)	Psychology 40S
Woodwork Technology 10G (BWCS)	Woodwork Technology 20G (BWCS)	Dance 30S	Woodwork Technology 40S (BWCS)
Dance 10S	Dance 20S	Drama 30S	Dance 40S
Drama 10S	Drama 20S	Concert Band 30S	Drama 40S
Concert Band 10S	Concert Band 20S	Concert Choir 30S	Concert Band 40S
Concert Choir 10S	Concert Choir 20S	Jazz Band 30S	Concert Choir 40S
Jazz Band 10S	Jazz Band 20S	Vocal Jazz 30S	Jazz Band 40S
Reading is Thinking 10S	Vocal Jazz 20S	Biology 30S	Vocal Jazz 40S
	Reading is Thinking 20S	Chemistry 30S	Biology 40S
	Digital Pictures 25S/Web Design 35S	Physics 30S	Chemistry 40S
		Topics in Science 30S	Physics 40S
		Drama Production 11G/20G/30G/40G	Law 40S
		Credit for Employment 30G	History 40S
			Global Issues 40S
			English 40S Literary Focus
			English 40S Trans. Focus
			Current Topics in First Nations/Metis/Inuit Studies
			Intro to Calculus/Advanced Math
			Credit for Employment 40G

# GRADUATION TRACKING FORM (for students going into Grade 9 or 10)

\*\*For students going into Gr 11 or 12, please see the grad tracking form at the end of the handbook.

STUDENT'S NAME: \_\_\_\_\_  
 First Name Middle Name Last Name

TEACHER ADVISOR: \_\_\_\_\_

Courses within the darkened double lines are compulsory and should be taken during the year listed. In the case of Mathematics, levels should be chosen according to student aptitude and interest. Option courses will complete the table for graduation. Students require **30** credit rs to graduate.

<b>GR</b>  <b>9</b>	<b>English 10F</b>	<b>Math 10F</b>	<b>Science 10F</b>	<b>Can Cont World 10F</b>	<b>Phys. Ed. 10F</b>	<b>ICT I 15F/ Life/Work 10F</b>	<b>OPTION</b>	<b>OPTION</b>		
	_____ / Mark	_____ / Mark	_____ / Mark	_____ / Mark	_____ / Mark	_____ / Mark	_____ Course _____ Mark	_____ Course _____ Mark	_____ _____ _____	_____ _____ _____
<b>GR</b>  <b>10</b>	<b>English 20F</b>	<b>Math 20S Intro. to Pre Cal /App or Essentials</b>	<b>Science 20F</b>	<b>Geo 20F</b>	<b>Phys. Ed. 20F</b>	<b>OPTION</b>	<b>OPTION</b>	<b>OPTION</b>		
	_____ / Mark	_____ / Mark	_____ / Mark	_____ / Mark	_____ / Mark	_____ Course _____ Mark	_____ Course _____ Mark	_____ Course _____ _____	_____ _____ _____	_____ _____ _____
<b>GR</b>  <b>11</b>	<b>English 30S Comp</b>	<b>Math 30S Pre Cal, Applied, or Essentials</b>	<b>History 30S</b>	<b>Phys. Ed. 30F</b>	<b>Gr 11 Level Course</b>	<b>OPTION</b>	<b>OPTION</b>			
	_____ / Mark	_____ / Mark	_____ / Mark	_____ / Mark	_____ Course _____ Mark	_____ Course _____ Mark	_____ Course _____ Mark	_____ _____ _____	_____ _____ _____	_____ _____ _____
<b>GR</b>  <b>12</b>	<b>English 40S Lit Comp Or Trans</b>	<b>Math 40S Pre Cal, Applied, or Essentials</b>	<b>Phys. Ed. 40F</b>	<b>Gr 12 Level Course</b>	<b>Gr 12 Level Course</b>	<b>OPTION</b>	<b>OPTION</b>			
	_____ / Mark	_____ / Mark	_____ / Mark	_____ Course _____ Mark	_____ Course _____ Mark	_____ Course _____ Mark	_____ Course _____ Mark	_____ _____ _____	_____ _____ _____	_____ _____ _____



# COURSE DESCRIPTIONS

## THE ARTS

Concert Band 10S, 20S, 30S, 40S .....	10
Concert Choir 10S, 20S, 30S, 40S .....	10
Jazz Band 10S, 20S.....	10
Jazz Band 30S, 40S.....	10
Vocal Jazz 20S, 30S, 40S.....	11
Dance 10S, 20S, 30S, 40S.....	11
Drama 10S.....	11
Drama 20S, 30S, 40S .....	12
Drama Production 11G, 20G, 30G, 40G .....	12
Visual Art 10S, 20S, 30S, 40S .....	12

## BUSINESS

Law 40S .....	13
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## CAREER

Life/Work Exploration 10F.....	13
Credit for Employment 30G/40G.....	13

## COMPUTER

ICT I 15F .....	13
Digital Pictures 25S/Basic Web Design 35S..	13
Computer Science 20S, 30S.....	13
Computer Science 40S.....	14

## ENGLISH LANGUAGE ARTS

English 10F, 20F, 30SCF .....	14
English 40SCF, 40SLT, 40STF .....	14
Reading is Thinking 10S, 20S .....	15

## FRENCH

French 10S, 20S, 30S, 40S .....	15
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## HOME ECONOMICS

Human Ecology 10S .....	15
Family Studies 10S, 20S, 30S, 40S.....	16
Food and Nutrition 20S, 30S, 40S .....	16

## INDUSTRIAL ARTS

Electronic Technology 10G, 20G, 30G, 40G .	17
Graphic Technology 10G, 20G, 30G, 40S.....	17
Metal Working Technology 10G, 20G.....	18
Woodwork Technology 10G, 20G, 30G, 40S.	19

## MATHEMATICS

Overview.....	19
Mathematics 10F.....	20
Mathematics 20S Applied/Pre-Calculus.....	20
Mathematics 20S Essentials.....	20
Mathematics 30S Applied .....	20
Mathematics 30S Essentials.....	21
Mathematics 30S Pre-Calculus.....	21
Mathematics 40S Applied .....	21
Mathematics 40S Essentials.....	21
Mathematics 40S Pre-Calculus.....	21
Intro to Calculus/Adv Math 40S .....	21

## PHYSICAL EDUCATION

Phys. Ed. 10F, 20F, 30F, 40F.....	22
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## SCIENCE

Science 10F .....	23
Science 20F, 30S .....	23
Biology 30S, 40S.....	23
Chemistry 30S, 40S .....	23
Physics 30S, 40S .....	24

## SOCIAL SCIENCES

Canada and the Contemporary World 10F ....	24
Geography 20F .....	24
History 30F .....	24
History 40S.....	24
Psychology 40S .....	25
Global Issues 40S .....	25
Current Topics in First Nations, Metis, and Inuit Studies .....	25

**\*\*NOTE:** Some Option Courses listed may not be offered during the 2021/2022 school year. Factors that will determine actual sections are: registration requests, graduation requirements, programming priorities, and staff availability.

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# THE ARTS

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**MUSIC:** Students enrolled in a Music course(s) – including Concert Band, Jazz Band or Choir – will be expected to pay a fee of \$40 (\$20 of which goes towards the school and \$20 to the Music Parents Association). Percussionists will be required to purchase a stick bag and mallets/sticks from the school. This cost will be \$150 and the students will own the bag/sticks. In subsequent years, percussionist's instrument fees will be used to maintain and upgrade the school-owned percussion instruments that they use daily.

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## CONCERT BAND 10S

Recommended prerequisite: Gr 8 Band or instructor approval  
Credit: 1

This course is performance-based, with an emphasis on concert band repertoire. Students will be required to practice at home in order to achieve at a satisfactory level. Students must attend all major performances because they are equivalent to exams.

This course will focus primarily on the following four areas:

- musical technique – posture, breathing, physical position, quality and control of tone, articulation, intonation, dynamics, range, and technical dexterity
- musical literacy – accurate performance of rhythms, music reading and familiarity with common musical forms
- musicianship – precise and relaxed movement to music, accurate singing, playing by ear and melodic phrasing and interpretation
- musical creativity – improvisation, composition, and arranging

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## CONCERT BAND 20S, 30S, & 40S

Recommended prerequisite: Previous level band or instructor's approval  
Credit: 1 per grade level

The course description and content for each course are similar to Concert Band 10S, but expectations will rise according to grade level.

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## CONCERT CHOIR 10S

Credit: 1

This introductory choral course requires no previous experience. This course will focus on the following three areas:

- vocal tone production
  - sight singing
  - breath control/phrasing
- Through practice/performance, students will gain understanding of a wide range of choral music, from Renaissance to popular music.

This course is performance-based and students must attend all major performances as they are considered to be equivalent to exams.

**Note:** Classes may be scheduled at noon hour or before or after school depending on school timetable constraints.

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## CONCERT CHOIR 20S, 30S, 40S

Recommended prerequisite: Previous levels of choral experience. The level of credit depends on the number of years the student has participated in the course.  
Credit: 1 per grade level

This course is performance-based, with an emphasis on choral repertoire. Students must attend all major performances as they are equivalent to exams. This course will focus primarily on the following four areas:

- musical technique: posture, breathing, physical position, quality and control of tone, articulation, intonation,

dynamics, range, and technical dexterity

- musical literacy: accurate performance of rhythms, music reading and familiarity with common musical forms
- musicianship: precise and relaxed movement to music, learning tunes by ear, and melodic phrasing and interpretation
- musical creativity: improvisation, composition, and arranging

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## JAZZ BAND 10S AND 20S

Co-requisite: Students must be enrolled in Concert Band 10S or 20S

Credit: 1 per grade level

Note: These two courses are not auditioned and are open to all students enrolled in Concert Band 10S and 20S.

This course is performance-based, with an emphasis on small group or big band jazz repertoire.

Students will be required to practice at home in order to achieve at a satisfactory level. Students must attend all major performances because they are considered to be equivalent to exams.

This course will focus primarily on the following four areas:

- jazz repertoire & improvisation
- music theory as it applies to improvisation.
- jazz styles
- historical context of jazz music

**Note:** Jazz Band 10S may be held outside the regular timetable for the entire school year because of scheduling requirements for grade 9 students. 7:30am or 3:30pm rehearsals are typical for this course.

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## JAZZ BAND 30S AND 40S

Co-requisite: Student must be enrolled in Concert Band 30S or 40S

Credit: 1 per grade level

The course description and content are similar to Jazz Band 10S/20S, but expectations will rise according to grade level.

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## **VOCAL JAZZ 20S, 30S, & 40S**

Co-requisite: Students must be enrolled in one of Concert Choir 20S, 30S, or 40S. An audition may be required.

Credit: 1 per grade level

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This is a performance-based course with an emphasis on acapella choral, vocal jazz and popular song repertoire. Students are selected based upon the following:

- an audition in June
- the student's previous demonstration of commitment to their musical ensembles at Transcona Collegiate
- the balance requirements of the ensemble (equal numbers of soprano, alto, tenor, bass)

This course will expand on the four main content areas from the Choral courses, with the addition of these areas:

- music theory as it applies to song arranging
- acapella, jazz, and popular music styles
- historical context of music styles

**Note:** This course will require many extra performances throughout the school year, in addition to regular term concerts. Students must attend all performances to participate in the course. Also, classes may be scheduled at noon hour or after school depending on school timetable constraints and enrolments in the Music Program rehearsal schedule.

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**DANCE:** Students are required to wear dance shoes or runners for each class and preferably stretchy clothes to offer more flexibility for movement.

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## **DANCE 10S**

Credit: 1

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This is a fun and active course to introduce students to dance as an art form. Students will learn various styles of dance, such as Hip-Hop, Ballet, and Jazz. Students will also learn

preliminary dance terminology and basic dance steps. Students will have the opportunity to do Creative Movement in connection with the elements of dance. There will be a focus on increasing flexibility, having correct posture and the importance of doing a proper warm up. Students will be able to perform their dances at various presentations.

**Note:** A fee may be charged to help cover the costs of guest artists, materials, and field trips.

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## **DANCE 20S**

Recommended prerequisite: None  
Credit: 1

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This course covers a variety of dance styles including Hip-Hop, Jazz, Ballet, and Lyrical. Students will continue to learn the elements of dance as well as a variety of dance routines with emphasis on coordination, technique and endurance. Student will continue to develop flexibility and correct posture. There will be a focus on dance terminology and proper dance etiquette. Students will also explore some cultural and historical aspects of dance. Students will learn how to choreograph a dance and have opportunities to perform their dance routines.

**Note:** A fee may be charged to help cover the costs of guest artists, materials, and field trips.

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## **DANCE 30S**

Recommended prerequisite: Dance 20S  
Credit: 1

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This course focuses on a great variety of dance styles such as Contemporary, Tap, Ballet, Hip-Hop, and Jazz. Students will learn more advanced routines with emphasis on coordination, technique and style. Students will continue to choreograph their own dance routines and study in more depth the cultural and historical aspects of dance. Students will have various opportunities to critique and value dance and to

perform their dances to various audiences.

**Note:** A fee may be charged to help cover the costs of guest artists, materials, and field trips.

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## **DANCE 40S**

Recommended prerequisite: Dance 30S  
Credit: 1

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In this action-packed course students will learn dance at a more sophisticated level. They will learn more advanced levels of many of the various dance styles such as Contemporary, Ballet and Tap. There will be a strong emphasis for students to apply their previous dance knowledge to critique dance and to choreograph their own dance routines. Students will have several opportunities to perform their dances and will also be given opportunities to teach part of their routines to other students. For a project, students can chose to either study and present one dance discipline or a famous dancer.

**Note:** A fee may be charged to help cover the costs of guest artists, materials, and field trips.

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## **DRAMA 10S – Introduction to Theatre**

Credit: 1

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Intro to Theatre is an exploratory course that introduces students to basic acting skills through a variety of theatre games and group skill building activities. Students will focus primarily on experimentation with ideas for creating theatre as well as the use of body and voice for creating original work. Students are typically busy with hands on applications as they work towards in-class performance opportunities.

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**DRAMA 20S – Basic Acting**

Recommended prerequisite:  
Drama 10S  
Credit: 1

In Basic Acting, students will be introduced to more basic acting skills specific to different styles and refine skills developed in previous study. There will be a number of group activities and partner work involved in this course. Students explore voice, focus, creative thought, physicality, cooperation and character development, especially as they relate to improvisation. Active engagement, self-reflection, and peer feedback become important tools to monitor and create numerous small acting projects. Participation in this course is an excellent asset for those working towards auditioning for school productions, seeking to improve confidence and anyone thinking about a career in performance.

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**DRAMA 30S – Advanced Acting**

Recommended prerequisite:  
Drama 20S  
Credit: 1

Advance acting refines the basic acting skills that students have developed in previous study. Students will explore a variety of theatre styles and will utilize specific elements of drama to demonstrate their understanding in presentations and performances to peer and community audiences. A collaborative course, students will work with a variety of peers in order to explore different roles throughout the planning, refining, and revising processes.

---

**DRAMA 40S – Acting and Performing**

Recommended prerequisite:  
Drama 30S  
Credit: 1

An extension of Advanced Acting, this course introduces students to

the power of theatre and its ability to influence change in both the individual and society. Students will refine existing acting skills and will have the opportunity to work on original scripted works from the conception of an idea to staging their final piece. Various hands on activities such as operating light and sound equipment to enhance productions will be explored throughout the course.

---

**DRAMA PRODUCTION 11G, 20G, 30S, 40S**

Recommended prerequisite: None  
Credit: 1 per grade level

In Drama Production, students will explore the process of producing a play for a public audience. There will be a focus on exploring different theatre components including lighting, sound, makeup, costumes, set design, directing, and producing. This course is for students interested in exploring all aspects of the creative process – not only those interested in acting. Students should anticipate having to spend some time outside of the school day to accommodate public performance dates.

**VISUAL ART:** Art courses are designed to give students a broad general exposure to the making and history of art. Self-discipline, creativity and skill development will be major factors in student success.

An art lab fee will be charged in each course and students will receive an “art kit” for personal use.

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**VISUAL ART 10S**

Credit: 1

Visual Art 10S is a foundation course that will introduce students to the study of the Elements and their use in creative expression. This course will focus on the development and utilization of drawing techniques using a variety of media. Course content will focus on the organization of the elements of design within a

work of art.

Elements of Design: line, shape, texture, value, color, and form.

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**VISUAL ART 20S**

Recommended prerequisite:  
Visual Art 10S  
Credit: 1

Visual Art 20S is a foundation course that will familiarize students on the Principles of Design. Students enrolled in this course will continue to develop their drawing skills learned in Art 10S while being introduced to new art media. In this course students will learn how to formally critique works of art.

Principles of Design: balance, pattern, proportion, emphasis, movement, rhythm, contrast, unity, and variety.

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**VISUAL ART 30S**

Recommended prerequisite:  
Visual Art 20S  
Credit: 1

Visual Art 30S is an extension to the study of the Elements and Principles of Design and their use in the visual arts. Students will create works of art through a combination of directed and independent study. Students will formally critique works of art and will explore art history through biographical studies of influential artists.

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**VISUAL ART 40S**

Recommended prerequisite:  
Visual Art 30S  
Credit: 1

Art 40S students will use the Elements and Principles of design in their continued exploration of the visual arts. Students will use the information they have learned throughout their art career to develop and execute project ideas for both directed and independent projects. Students will engage in art critiques and will explore art history through the study of various art movements.

Students may use this course to help begin the development of a

personal portfolio for entrance to a visual arts program at a post-secondary institution.

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## BUSINESS

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### LAW 40S

Recommended prerequisite: None  
Credit: 1

This specialized course provides students with a sound understanding of legal rights and responsibilities that affect our quality of life in Canada, as well as discussing the current major legal issues that affect our everyday lives. The primary goal of the course is to provide students with a sound understanding of their legal rights and responsibilities as members of Canadian society, as well as the mechanisms and processes in place to honour those rights and obligations.

**Content:** The primary content of this course surveys:

- our legal history and structure
- the Charter of Rights and Freedoms
- criminal law
- tort (civil) law
- contractual law
- current issues such as capital punishment, euthanasia, and decriminalizing marijuana

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## CAREER

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### Life/Work Exploration 10F

Credit: .5

This course offers an opportunity to explore future opportunities in high school as well as careers after graduation. Students will learn about a variety of careers and develop the skills and attitudes to help them be successful both high school and beyond. Additionally, students will use various information communication technology (I.C.T.) in constructive, powerful, and responsible ways. Students will strengthen their previous

technology skills while exploring software that is used in the professional world. Areas of technology explored include: digital animation, digital imaging, web design, audio editing, video games, and computer programming.

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### CREDIT FOR EMPLOYMENT 30G/40G

Recommended prerequisite: None  
Credit: 1

The Credit for Employment allows students to earn half or full credits (up to a maximum of 2) for part-time employment. To earn these credits, students must be 16 years of age or older, have completed a Career Development or Life/Work course, and speak to an administrator or guidance counsellor regarding additional necessary requirements. Note: Students are responsible for finding and maintaining their position of employment.

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## COMPUTER

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### ICT I 15F INFORMATION COMMUNICATION TECHNOLOGY (ICT)

Credit: .5

The course provides students an opportunity to explore various Information Communication Technology (I.C.T.) in constructive, powerful, and responsible ways. Students will strengthen their previous technology skills while also exploring a variety of software that is used in the professional world. Areas of technology explored include: digital animation, digital imaging, web design, audio editing, video games, and computer programming.

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### DIGITAL PICTURES 25S/ BASIC WEB DESIGN 35S

Recommended prerequisite: ICT 15F

Credit: 1

The course provides an introduction to the taking, production, and editing of digital pictures. In addition, students will explore the fundamentals of web design including the development of websites, editing of web pages, and creation of small web programs. Students will also create and evaluate original creations through hands-on experience.

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### COMPUTER SCIENCE 20S

Recommended prerequisite: None  
Credit: 1

This is an introductory computer science course. Students will plan and write simple computer programs using a variety of software. Programming topics will include top down design, variables, gaming, conditional statements, loops, methods, and documentation. It will also cover the history of computer hardware, game design, computer ethics, implications in society, and computer careers.

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### COMPUTER SCIENCE 30S

Recommended prerequisite: Computer Science 20S  
Credit: 1

This course is a continuation of Computer Science 20S. Concepts already covered will be explored in more detail. Students will be introduced to an additional programming language and work in teams to create and evaluate original programs. Topics include: functions/methods, arrays, classes, the impact of computers on society and the environment, ethics, game design, and programming standards.

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**COMPUTER SCIENCE 40S**

Recommended prerequisite:  
Computer Science 30S  
Credit: 1

This course is a continuation of Computer Science 30S. Concepts already covered will be explored in more detail. Additionally, students will use multiple programming languages in a variety of ways to create new, original pieces of software. Topics include: App. Design, Human-Computer Interaction, Data Structures, and file reading/writing.

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# ENGLISH LANGUAGE ARTS

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**ENGLISH 10F**

Credit: 1

This course provides the foundation for all English Courses. It includes developing skills for listening, speaking, reading and writing, in response to a variety of literature (poetry, drama, short prose, the novel, various forms of shorter prose and film). The emphasis of the grade 9 program will be on active participation in individual and group projects calling for creative presentation of a variety of written and oral projects.

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**ENGLISH 20F**

Recommended prerequisite:  
English 10F  
Credit: 1

Students in Grade 10 will receive strategies for developing their basic communication skills (listening, speaking, reading and writing) in response to a variety of literature (poetry, drama, short prose and film).  
The emphasis of English 20F will fall less on passive activities such as analytical criticism and more on

active participation in individual and group projects calling for creative presentation on a variety of written and oral projects. The writing process will be emphasized in all student written work. Students will receive more instruction in research skills and will be given the opportunity to practice them. A section in public speaking may be introduced and practiced.

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**ENGLISH 30S  
COMPREHENSIVE FOCUS**

Recommended prerequisite:  
English 20F  
Credit: 1

This is a continuation of the English 20F course. English 30S provides students with access to a core curriculum with goals and objectives related to reading, writing, listening, speaking, viewing and thinking, using a wide variety of literature including poetic, dramatic, expository and narrative texts and media. In this course, each of these categories of materials should receive equal attention in order to best prepare learners for the future.

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**ENGLISH 40S  
COMPREHENSIVE FOCUS**

Recommended prerequisite:  
English 30S  
1 Credit

*All Grade 12 students must enroll for Comprehensive Focus ELA.*

This course is a combination 50% Literary and 50% Transactional elements. Students will work with a variety of English forms, from the abstract (fiction) to the everyday (news). Students will write the Provincial English exam unless it has already been written.

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**ENGLISH 40S LITERARY  
FOCUS**

Recommended prerequisite:  
English 30S  
1 Credit

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*This course may be selected as an option credit.*

This course is a combination 70% Literary and 30% Transactional elements. The Literary Focus emphasizes the *aesthetic* uses of language: *language that enlightens, develops understanding and empathy, reflects culture, expresses feelings and experience, and brings enjoyment.*

The Literary Focus addresses a variety of forms, from poetry to novels and films; from journals and exploratory discussions to visual representations. Students will write the Provincial English Examination unless it has already been written.

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**ENGLISH 40S  
TRANSACTIONAL FOCUS**

Recommended prerequisite:  
English 30S  
1 Credit

*This course may be taken as an option credit.*

This course is a combination 70% Transactional and 30% Literary elements. The Transactional Focus emphasizes the *pragmatic* uses of language: *language that informs, directs, persuades, analyzes, argues, and explains.* The Transactional Focus addresses a variety of approaches, ranging from impromptu speech and instructions to debates and formal presentations; from group discussion to formal interviews; from note taking, data gathering, and representation to illustrated written instructions, case studies, and research reports. Students will write the Provincial English Examination unless it has already been written.

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**READING IS THINKING 10S**

Credit: 1

The Reading is Thinking course is designed to address the literacy needs of students in high school

so that students develop the necessary attitudes, knowledge, skills and strategies to be successful in their learning across curriculum. The central idea in this course is that deep comprehension is at the root of learning. However, because learning (and reading) is largely an invisible process, metacognition, reflection, and conversation need to be routine to make the invisible visible. Students receive a grade of complete or incomplete for this course, and learners are actively involved in creating their own meaning and setting their own goals for reading and making meaning.

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### **READING IS THINKING 20S**

Recommended prerequisite: None  
Credit: 1

This course will build on the tenets of the Grade 9 course by focusing on the following ideas about reading: reading is a social act, reading must be taught, reading empowers people and transforms the world, reading development is a lifelong journey, students need to experience reading for the love of it, and reading is key to learning within and across disciplines. Students will receive a complete or incomplete grade for this course and will be actively involved in setting their own goals for learning throughout the course.

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## **FRENCH**

**Note:** In all levels of French, the majority of instruction will be in the French language.

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### **FRENCH 10F**

Recommended prerequisite: Basic French Grade 8  
Credit: 1

Through the use of technology and cultural exposure, as well as various traditional methods, this course aims to increase both the student's oral creation and comprehension. Students will be

encouraged to use their previous and newly acquired knowledge in the classroom setting, as well as authentic experiences where possible.

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### **FRENCH 20F**

Recommended prerequisite: French 10F or instructor approval  
1 Credit

Building on the skills learned in French 10G, this course aims to increase the student's capability of self-expression in the French language as well as their cultural awareness of the Francophone world around them. Where possible, students will be exposed to authentic French experiences, and will be encouraged and assessed based on their use of the French language in the classroom.

Assessment will be based on several factors, including the continuation of the daily journal, artistic projects, group work, oral projects, and traditional tests and assignments.

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### **FRENCH 30S**

Recommended prerequisite: French 20F  
Credit: 1

French 30S attempts to move students from the teacher-dependent environment of the French 10F and 20F courses, into a more independent, learner-centered setting. Students are encouraged to explore the language according to their own needs and desires. Students will be continually exposed to the French culture, as well as the introduction of various French literary works, written both by Canadians, as well as international authors. Assessment will be based on several factors, including those from French 20F, as well as written and reading assignments.

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### **FRENCH 40S**

Recommended prerequisite: French 30S  
Credit: 1

At this level, the students will be encouraged to continue their self-directed learning, augmented by authentic French situations where possible, and traditional teacher-led lessons in order to master vocabulary and linguistic techniques previously taught, as well as new material. Students will expand their vocabulary for use outside of the secondary school setting in preparation for post-secondary language studies. Students will continually be exposed to literary and cultural experiences.

Assessment will be based on several factors, including those from French 30S, as well as written and reading assignments, and a final, major project.

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## **HOME ECONOMICS**

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### **HUMAN ECOLOGY 10S**

Credit: 1

The course combines:

- Foods and Nutrition
  - Clothing and Design
- Learn about "body image", diet and exercise in the Food and Nutrition section. Discover how proper nutrition intake helps your body work more effectively. Become a young, informed gourmet chef as food preparation and meal planning are practically applied during Food Labs. The principles of line, design, colour, and texture will be studied and practically applied to "hands-on" projects throughout the Clothing and Design section. Improve your sewing skills. Learn innovative design techniques.

**Note:** 40-50% of classes will be devoted to the lab portion of Clothing and Design; and Foods and Nutrition.

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## **FAMILY STUDIES**

The courses offered in Family Studies provide “hands-on” experiences designed to:

- develop personal management
- increase resourcefulness
- plan a healthy, creative and satisfying lifestyle
- prepare for career options
- build transferable life management skills
- prepare for future life roles
- increase global awareness

Learn about human development, psychology of human behaviour, operating a nursery school, effective communication skills and increasing your earning potential. Anyone planning to work and live in co-operation with other people and/or to enter post-secondary training in “people/child care” fields should take courses in Family Studies.

Successful completion of each level will give a student a special Family Studies Certificate. Students completing at least four Family Studies courses are eligible to receive a Family Studies Completion Certificate.

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## **FAMILY STUDIES 10S**

Credit: 1

This is a foundation course for Family Studies 20S, 30S, and 40S. Students will receive a good introduction into the psychology of human behaviour. In this course, you will learn child care and the rewards of parenting, how to solve special problems, how to make play more meaningful, and what to expect of children in the early years. The students will have real life experiences as parents, working with the “Baby Think it Over” simulator doll and pregnancy bellies.

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## **FAMILY STUDIES 20S**

Recommended prerequisite: None  
Credit: 1

Students will learn to appreciate children, understand themselves and others, and discover the miracle of prenatal and infant development. Students will take part in

observations in local daycares, which will add to the skillset needed in the Nursery School course in Grade 11. The students will also have the opportunity to visit Winnipeg’s own Birthing Centre where they will engage with a midwife.

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## **FAMILY STUDIES 30S**

Recommended prerequisite: Family Studies 10S and/or Family Studies 20S  
Credit: 1

Be an Early Childhood Educator! Gain employable skills! Learn practical tools, which can be directly used when working directly or indirectly with children. Learn to create your own developmentally appropriate lessons, activities and communication tools that you can apply when working with preschool children. Prepare yourself for your future career and/or family. Transfer the skills learned here to the workplace-management, teamwork, dedication, and initiative.

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## **FAMILY STUDIES 40S**

Recommended prerequisite: Family Studies 20S and/or Family Studies 30S  
Credit: 1

This is an ideal course for those interested in human dynamics. Highlights include a field trip related to one of our last units of study.

This course contains valuable information pertaining to the development of adolescents as they bridge the gap toward adulthood. Concepts include mental, physical, and personality development, decision making, personal management skills, quality of life, job or career selection, interpersonal communication skills, loving relationships, marriage, family life, conflict resolution, and aging.

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## **FOOD AND NUTRITION 20S**

Recommended prerequisite: None  
Credit: 1

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### **Topics:**

- accommodation for accident prevention
- reading recipes
- nutrient groups
- examining food labels
- conserving and recycling
- wellness

Food preparation, meal planning and presentation are practiced in a lab setting. Approximately 50% of class time will be devoted to food preparation.

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## **FOOD AND NUTRITION 30S**

Recommended prerequisite: Food and Nutrition 20S  
1 Credit

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### **Topics:**

- accommodations for accident prevention
- reading recipes
- life stages and nutritional requirements
- specialty diets
- traditions and origins of food practices
- advertising and marketing of food products

Food preparation, meal planning and presentation are practiced in a lab setting.

Approximately 50% of class time will be devoted to food preparation.

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## **FOOD AND NUTRITION 40S**

Recommended prerequisite: Food and Nutrition 30S  
Credit: 1

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### **Topics:**

- accommodations for accident prevention
- reading recipes
- develop critical analysis of nutritional advice offered by the media

This course benefits students who are interested in a career of study in food science, dietetics, health care, and hotel or restaurant management. This course will also study the effects of world food



problems on the quality of life for individuals and families. Approximately 50% of class time will be devoted to food preparation.

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## INDUSTRIAL ARTS

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### ELECTRONIC

**TECHNOLOGY:** The Electronic Technology Program consists of general interest courses with an understanding of the electronic technology and computer repair industry. These courses are of interest for those entering careers in engineering, science, telecommunications and computer technology. A major focus will continue to be “hands on” projects and labs. Students will develop problem solving and critical thinking skills. Students gain valuable experience utilizing a variety of electronics tools and testing devices. The electronic technology courses have proven to be an asset to those going on to university, college, and the work force.

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### ELECTRONIC TECHNOLOGY 10G

Credit: 1

The goal of this introductory course is to expose students to microcomputers and the associated technology. Topics studied and explored are as follows: Ohm’s Law, Power Laws, Series Circuits, soldering, reading a Multi-meter for various inputs and reading electrical schematics for the construction of an electronic device. Instruction is by lecture, demonstration and computer based learning through the use of Electronic Courseware’s Mr. Circuit I software, labs and projects.

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### ELECTRONIC TECHNOLOGY 20G

Recommended prerequisite: None  
Credit: 1

The goal of this course is to expose students to the world of digital electronics and house wiring. Topics studied and explored will be: a review of Ohm’s Law and series circuits followed by the study of parallel circuits and digital circuits. Students will learn to read electrical schematics for the construction of digital electronic devices and basic home wiring. Instruction is by lecture, demonstration and computer based learning through the use of Electronic Courseware’s Mr. Circuit II software, labs and projects.

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### ELECTRONIC TECHNOLOGY 30G

Recommended prerequisite: None  
Credit: 1

The goal of this course is to expose students to the world of robotics and electronics. There is a review of Electronics I and II and then combination series-parallel circuits are covered. Through the use of labs, the world of robotics is explored. The student will construct robots as simple as ones that move forward to ones that will dance to music. Students will also construct sumo bots and learn how to program these robots to compete against one another. As well, students will proceed into advanced house wiring. Instruction is by lecture, demonstrations, computer based learning, labs and projects.

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### ELECTRONIC TECHNOLOGY 40G

Recommended prerequisite: Electronic Technology 10G, 20G or 30G  
Credit: 1

This course is designed to expose students to the world of robotics

and electronics. Students will learn how to build a robot and program the robot to complete assigned tasks. The electronics covered is a review of Ohm’s Law, Power Law, series circuits, parallel circuits, combination circuits as well as amplifiers, power supplies and motors. Schematic diagram reading for the purpose of building or repairing electrical devices is also covered. Instruction is by lecture, demonstration and computer based learning through the use of Electronic Courseware’s Mr. Circuit III, labs and projects.

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### GRAPHIC TECHNOLOGY:

The Graphic Arts Program is a general interest course but may be specially suited to students interested in pursuing a career in design, commercial art, fine art, communications, video, public relations, printing, advertising, photography (digital), and journalism. Students are exposed to many commercial printing and photographic processes. Emphasis is placed on both computer-aided design and on producing printed communications including business cards, tickets, newsletters, T-shirts, heat transfers, posters, air brushings, decals, video editing and production, and digital portraits.

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### GRAPHIC TECHNOLOGY 10G

Credit: 1

The components of this course are:

- basic Mac operations and desktop
- image generation and computer graphics
  - design, computer designing
  - introduction to desktop publishing using Illustrator software
- digital photography
  - introduction to digital photography and fun use of digital photos using Photoshop
- computer digital imaging
  - introduction to computer

- scanning
- screen printing
  - posters, single and multi-colour printing
  - t-shirt prints, single and multi-colour and heat transfers
- introduction to airbrushing techniques and shapes
- animation
  - introduction to frame animation
- career exploration
- interactive multimedia
  - storyboarding
  - project development with Hyperstudio

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### **GRAPHIC TECHNOLOGY 20G**

Recommended prerequisite: None  
Credit: 1

The course components include:

- review Mac operations and desktop
- advanced design principles and layout
- image generation/computer graphics
  - air brush abstracts, use of friskets for landscapes
  - computer logo designing using Illustrator
  - desktop publishing and electronic publishing with Adobe Indesign
- digital photography
- screen printing
  - multi-colour t-shirt prints, decals
- interactive multimedia authoring and production
  - introduction to multimedia development
- computerized robotic sign/decal production using Illustrator
  - advanced techniques to sign production

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### **GRAPHIC TECHNOLOGY 30G**

Recommended prerequisite: None  
Credit: 1

Course components include:

- computer image generation and manipulation
- Adobe Photoshop CC
- digital photography
  - lighting techniques with portraiture / still life images

- advanced sign production techniques
  - banner production
  - signs
  - t-shirt/apparel designs
- digital desktop video production
  - video camera techniques
  - story board development
  - editing techniques using iMovie
- computer aided presentation methods

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### **GRAPHIC TECHNOLOGY 40S**

Recommended prerequisite: None  
Credit: 1

The course components include:

- advanced computer image generation technology
- colour imaging and printing
- video production
  - computer editing using Final Cut Express, Adobe Premiere, iMovie
- advanced multimedia production
- Desktop Publishing
  - advanced layout design
- Adobe InDesign layout program fundamentals

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### **METAL WORKING TECHNOLOGY**

These courses are offered at Bernie Wolfe Community School. Transportation is provided except for a return to Transcona Collegiate if the class is scheduled at the end of the school day. Students will need to find their own way home from Bernie Wolfe.

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### **METALWORK TECHNOLOGY 10G**

Credit: 1

Inventing, designing and constructing projects are the focus of this course. Students will be introduced to creative designing and hands-on construction of mechanical projects. Projects include a variety of practical applications of everyday mechanical and scientific principles, such as solar collectors, air boats, snow scooters, robots and more. Students will have an opportunity to practice creative

problem-solving and using tools and equipment safely while working with a variety of materials. Students will develop skills in welding, machining and an assortment of fabrication techniques.

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### **METALWORK TECHNOLOGY 20G**

Recommended prerequisite: None  
Credit: 1

This course further develops students' skills in hands-on construction of mechanical projects. Students will have an opportunity to practice creative problem-solving, creative design, environmentally green design and the safe use of tools and equipment for working with a variety of materials. Projects include a variety of practical applications of everyday mechanical and scientific principles, varying according to class interest (e.g. electric scooters and go-carts, hover craft, mechanical robots and more). Students will develop skills in welding (MIG & gas), machining (lathe & mill) and a wide assortment of fabrication techniques.

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### **WOODWORK TECHNOLOGY COURSES**

These courses are offered at Bernie Wolfe Community School. Transportation is provided except for return to Transcona Collegiate if the class is scheduled at the end of the school day. Students will need to find their own way home.

The Woodwork Technology program offers students the opportunity to participate in an enjoyable, educationally sound approach to learning. A major focus is "hands-on" project work where students develop problem-solving and practical skills. Whether you're considering university, college or just interested in learning by constructing a variety of exciting practical projects, this is the course for you. These programs are open to ALL STUDENTS and

no prerequisite is required for any of the four full credit programs offered. Students are given the opportunity to develop useful skills through the use of various types of tools and machinery and technology (CNC router programming, LASER cutting/engraving) with safety being stressed at all levels. Students will be exposed and required to apply STEAM (Science, Technology, Engineering, Arts, and Math) methods when designing and building. We will also always keep sustainability and being “green” in mind.

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### **WOODWORK TECHNOLOGY 10G**

Credit: 1

Grade 9 Woodwork Technology is an excellent “hands-on” course that affords students the opportunity to design and construct projects. Using safe practices, the students enhance their skills in the use of modern tools and machines including laser cutters/engravers and CNC routers. The study of material and processes help students understand both industrial and environmental concerns, always keeping sustainability and being as “green” as possible in mind. Topics covered help reinforce student knowledge in other subject areas such as STEAM (Science, Technology, Engineering, Arts, and Math). This approach to learning not only helps students feel proud, but also reinforces concepts explored in other subjects. Projects may include: step stools, games, tables, CO<sub>2</sub> cars, intarsia, etc.

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### **WOODWORK TECHNOLOGY 20G**

Recommended prerequisite: None  
Credit: 1

Grade 10 Woodwork Technology offers students a chance to further explore the world of Woodworking

Technology with more emphasis placed on the “hands-on” experience. Many of the topics covered are similar to Grade 9, but at a more advanced level. Students start designing many projects on their own. This course should be of interest to all students.

**Advance topics include:**

- planning and design
- decision making
- safety
- sustainability and green practices
- wood joints and fasteners
- power tool operation
- STEAM (Science, Technology, Engineering, Arts, and Math)
- CADD/CAMM (LASER cutter/engraver, CNC router, Mastercam)
- career development

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### **WOODWORK TECHNOLOGY 30G**

Recommended prerequisite: None  
Credit: 1

Students are required to develop and build their project ideas. Precise measurement and advanced use of layout tools (Square, T-bevel) are emphasized. Practical work in this area includes:

- case and frame construction
- raised panel doors
- STEAM (Science, Technology, Engineering, Arts, and Math)
- Intarsia
- CADD/CAMM (LASER cutter/engraver, CNC router, Mastercam)
- furniture styles
- sustainability and green practices
- advanced wood science

Students are required to show advanced capabilities in the use of the power and hand tools available to them. An emphasis on Student Initiated Projects is encouraged. Theory includes advanced wood terminology, wood types and fasteners.

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### **WOODWORK TECHNOLOGY 40S**

Recommended prerequisite: None  
Credit: 1

This is the most advanced level of Woodworking Technology available. Students are expected to complete high quality projects and master the use of hand and power tools to complete the job. Similar topics as in the other woodworking courses are offered, but at a much more advanced level. The emphasis is on “Learning by Doing” with a STEAM (Science, Technology, Engineering, Arts, and Math) approach. Students will use the inquiry model to select projects and build them to solve the required need. Building and house construction will be added to the topic list. Students will master terms that are used on the job sites of today in Canada. Wood materials and composites are studied for sustainability and how “green” they are. This course is excellent for the student entering RRCC for either building construction or carpentry as well as for the Engineering/Architecture student. In addition, it’s a fun, general interest course for those looking to build a nice piece of furniture for when they move out on their own.

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### **MATHEMATICS**

Students wishing to take more than one mathematics course per year must register first for a course of their choice, being careful to respect the recommended prerequisites. Their second choice must be made on an *Additional Course Request* form. At the end of the first week of classes in each semester, administration will determine if there is room in classes to accommodate the second math choice. Because of staffing restrictions, there is no guarantee that second math requests can be accommodated.

When choosing a math course, students should consider their interests, both current and future. Students and parents are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

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### **Applied Mathematics**

*\*TI-83 Plus or a TI-84 calculator required.*

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of theoretical calculus. Topics include: financial math, geometry, logical reasoning, measurement, number, relations and functions, statistics and probability.

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### **Essential Mathematics**

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the workforce. Topics include: algebra, geometry, measurement, number, statistics and probability.

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### **Pre-Calculus Mathematics**

(Scientific calculator required.)

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include: algebra and number, measurement, permutations, combinations and binomial theorem, relations and functions, and trigonometry. Students are expected to learn mathematical concepts through practice and regular homework. Understanding mathematical concepts prepares students for the unfamiliar questions and problems they encounter on

exercises, tests and examinations.

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### **MATHEMATICS 10F**

Credit: 1

This course introduces students to both algebra and geometry covering a variety of topics:

- number sense
- patterns to describe the world and solve problems
- representing algebraic expressions
- direct and indirect measurement
- 3-D objects and 2-D shapes
- position and motion of shapes/objects
- data analysis
- probability

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### **MATHEMATICS 20S - INTRODUCTION TO APPLIED/ PRE-CALCULUS**

Recommended prerequisite: Mathematics 10F

Credit: 1

*\*TI 83+ or TI 84 calculator is highly recommended.*

This course is recommended for those students who have achieved 70% or higher in Mathematics 10F.

Introduction to Applied and Pre-Calculus Mathematics is intended for students considering post-secondary studies that require a math pre-requisite. The topics studied form the foundation for topics to be studied in both Grade 11 Applied Mathematics and Grade 11 Pre-calculus Mathematics. Students will engage in experiments and activities that include the use of technology, problem solving, mental mathematics, and theoretical mathematics to promote the development of math skills.

The learning outcomes are divided into three topics of Measurement; Algebra and Number; Relations and Functions.

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### **MATHEMATICS 20S - ESSENTIALS**

Recommended prerequisite: Mathematics 10F

Credit: 1

This course is intended for students whose post-secondary planning **does not** include a focus on mathematics and science-related fields. The emphasis will be on consumer applications, problem solving, decision making, and spatial sense as it relates to everyday life in a technological society.

**Topics:**

- wages
- consumer decisions
- trigonometry
- geometry
- measurement
- angles

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### **MATHEMATICS 30S - APPLIED**

Recommended prerequisite: Mathematics 20S – Introduction to Applied/Pre-Calculus

Credit: 1

This course is recommended for those students who have achieved 60% or higher in Intro Applied/PC mathematics. Due to the nature of this course each student will be required to purchase a graphing calculator.

This course emphasizes the use of graphing calculators for mathematical explorations, modeling, and problem solving. Technology is an integral part of both teaching and assessment.

**Topics:**

- quadratic functions
- proofs
- statistics
- scale
- systems of inequalities
- trigonometry
- problem solving
- emphasis on analysis and application of topics/concepts to real problems

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**MATHEMATICS 30S -  
ESSENTIALS**

Recommended Prerequisite:  
Mathematics 20S  
Credit: 1

This course is recommended for students whose post-secondary plans **do not** focus on mathematics or science related fields. There is a focus on everyday life in a technological society.

**Topics:**

- 3-D geometry
- analysis of games and numbers
- managing money
- patterns and relations
- trigonometry
- design modelling

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**MATHEMATICS 30S -  
PRE-CALCULUS**

Recommended prerequisite:  
Mathematics 20S – Introduction to Applied/Pre-Calculus  
Credit: 1

This course is recommended for those students who have achieved 70% or higher in Mathematics 20S - Introduction to App/PC.

This course comprises high level theoretical mathematics with an emphasis on problems solving, abstract reasoning, and mental mathematics.

**Topics:**

- quadratic functions
- quadratic equations
- trigonometry
- radicals
- algebra
- sequences
- inequalities
- rationals

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**MATHEMATICS 40S -  
APPLIED**

Recommended prerequisite:  
Mathematics 30S Applied or Pre-Cal 30S  
Credit: 1

This course is recommended for those students who have achieved 65% or higher in Applied Mathematics 30S.

This course emphasizes the use of graphing calculators and other technologies for all mathematical explorations, modeling, and problem solving.

Students will develop critical thinking skills through problem solving and modelling real life situations mathematically.

**Topics:**

- financial mathematics
- logical reasoning
- probability
- relations and functions
- research project
- design and measurement

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**MATHEMATICS 40S -  
ESSENTIALS**

Recommended prerequisite:  
Mathematics 30S  
Credit: 1

This course is recommended for students whose post-secondary plans **do not** focus on mathematics or science related fields. There is a focus on everyday life in a technological society.

**Topics:**

- statistics
- analysis of games and numbers
- vehicle finance
- home finance
- business finance
- precision measurement
- career life project
- probability
- geometry and trigonometry

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**MATHEMATICS 40S -  
PRE-CALCULUS**

Recommended prerequisite:  
Mathematics 30S Pre-Calculus  
Credit: 1

This course is recommended for those students who have achieved 70% or higher in Pre-Calculus Mathematics 30S.

This course comprises high level theoretical mathematics with an emphasis on problems solving, abstract reasoning, and mental mathematics.

**Topics:**

- trigonometric functions and identities
- relations and functions
- permutations and combinations
- binomial theorem
- exponents and logarithms
- transformations of functions

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**INTRODUCTION TO  
CALCULUS & ADVANCED  
MATHEMATICS 40S**

Recommended prerequisite: Pre-Calculus Mathematics 40S  
Credit: 1

This course will be most helpful for those students planning to study engineering, mathematics, science, computer science, or other mathematics-oriented programs. It is recommended that students will have taken Pre-Calculus 40S prior to the Calculus and Advanced Mathematics course.

Topics that will be studied include:

- limits – describing function values as they approach a number or infinity
- derivatives – describing the slope of a curve at a point
- applying derivatives – to help solve problems based on many other function models
- integrals – solving for the area under a function curve where the height of a region is changing
- topics in calculus – exploring current uses of calculus in the world around us
- number theory – exploring primes, prime factorization, and properties of integers
- matrix math – rectangular arrays of numbers with algebraic properties
- vectors – directed line segments solved using geometry and the equation of a line

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# PHYSICAL EDUCATION

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## PHYSICAL EDUCATION HEALTH EDUCATION 10F

Credit: 1

This course will consist of Physical Education and Health units.

### Content:

The Physical Education units will consist of activities that will develop movement skills, fitness management and personal social management.

The Health units consist of:

- physical fitness
- substance use and abuse
- human sexuality
- first aid

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## PHYSICAL EDUCATION HEALTH EDUCATION 20F

Credit: 1

This course will consist of Physical Education and Health Units.

### Content:

The Physical Education units will consist of activities that will develop movement skills, fitness management and personal social management.

The Health units consist of:

- physical fitness
- nutrition/stress management
- CPR
- human sexuality

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## PHYSICAL EDUCATION HEALTH EDUCATION 30F

### Active Healthy Lifestyles

Credit: 1

This 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 them in an active lifestyle. 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. These topics will make up the 50% in-class portion along with exposure to a variety of physical activities.

Each student will be required to participate in field trips that will provide an opportunity for them to experience new physical activities in the community, as well as develop and implement the remaining 50% of the course on their own time in a personal physical activity plan as part of the physical activity practicum. Students will be introduced to safety and risk management planning to minimize the associated risks of the activities they have chosen. They will be required to submit a physical activity log with the completion of at least 55-out-of-class activity hours. Students will be graded for completion of the course with a Complete or Incomplete designation.

**Note:** Parents/guardians will be required to review their son/daughter'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.

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## PHYSICAL EDUCATION HEALTH EDUCATION 40F Active Healthy Lifestyles

Credit: 1

This 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 them in an active lifestyle. Students will study topics related to fitness management, nutrition,

personal/ social management, and healthy relationships. The focus of this content will be on health and personal planning. These topics will make up the 50% in-class portion along with exposure to a variety of physical activities.

Each student will be required to participate in field trips that will provide an opportunity for them to experience new physical activities in the community. Students will be required to develop and implement the remaining 50% of the course on their own time in a personal physical activity plan as part of the physical activity practicum. Students will be introduced to safety and risk management planning to minimize the associated risks of the activities they have chosen. They will be required to submit a physical activity log with the completion of at least 55-out-of-class activity hours. Students will be graded for completion of the course with a Complete or Incomplete designation.

**Note:** Parents/guardians will be required to review their son/daughter'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.

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# SCIENCE

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## SCIENCE 10F

Credit: 1

Science 10F provides a "hands-on" approach to science. This course will enable the student to develop and use the following skills of science:

- science laboratory process skills

- interpretive and computational skills
- communication skills related to the gathering and interpretation of information

**Units of Study:**

- Reproduction
- Atoms and elements
- The nature of electricity
- Exploring the universe

This course will also develop within the student an awareness of the interaction between science, society and personal life.

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**SCIENCE 20F**

Recommended prerequisite:  
Science 10F  
Credit: 1

This course is designed to enable students to develop knowledge, skills and processes of science, studying the following units:

- Dynamics of ecosystems
- Chemistry in action
- In motion
- Weather dynamics

**Content:**

- science process skills/lab work
- interpretive and computational skills
- communication skills related to the gathering and interpretation of information

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**SCIENCE 30S – CURRENT**

**TOPICS**

Recommended prerequisite:  
Science 20F  
Credit: 1

The Current Topics in Science (30S) is designed as an interdisciplinary course for Grade 11 students whose post-secondary planning does not include a focus on Science related fields. This course will address current issues, topics, themes, points of view and innovations in the world of science. Teachers and students will select topics and current issues to be studied each semester. As a result, topics will be engaging and accessible, and will provide a link between science and the lives of students.

**Possible Units of Study:**

- Forensic Sciences
- Global Warming and Climate Change
- Microbiology
- Emerging Medical Technologies
- The Science of Sports
- Biotechnology
- Human Population Issues
- The World’s Water Supply

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**BIOLOGY 30S**

Recommended prerequisite:  
Science 20F  
Credit: 1

This course is designed for students whose post-secondary planning includes Biology related fields. This course introduces students to the life science of biology as well as the many careers available in biology. There is a main focus on the functioning of the human body from cells to organ systems. A strong emphasis is placed on health and wellness making it relevant and fascinating for all students.

**Content:**

- wellness, cells, and homeostasis
- digestion and nutrition
- transportation and respiration
- excretion and waste management
- protection and control

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**BIOLOGY 40S**

Recommended prerequisite:  
Biology 30S  
Credit: 1

Recommended for those students who achieved at least 70% in Biology 30S.

This course is designed for students to extend their understanding of heredity, genetics and DNA, with a glimpse into forensics. Students will examine the diversity and the evolution of life that exists on earth today. Students will also study ecological concepts and human impact on the environment.

**Content:**

- genetics – heredity, DNA and genetic engineering.
- biodiversity –taxonomy and evolution theory
- ecology – ecosystems, populations and human impact

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**CHEMISTRY 30S**

Recommended prerequisite:  
Science 20F and Mathematics 20S – Introduction to Applied/PC  
Credit: 1

Recommended for those students who achieved at least 70% in Science 20F.

Objectives: This course is designed to provide students with a fundamental comprehension of the concepts and processes of chemistry, an understanding of the sub-microscopic level of chemistry, applications of chemical principles in the real world, and an opportunity to experience growth in critical thinking skills.

**Content:**

- physical properties of matter
- gases and the atmosphere
- chemical reactions
- solutions
- organic chemistry

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**CHEMISTRY 40S**

Recommended prerequisite:  
Chemistry 30S and Applied Mathematics or Pre-Cal Mathematics 30S  
Credit: 1

Recommended for those students who achieved at least 70% in Chemistry 30S.

This course is designed to extend students’ understanding of Chemistry 30S topics related to chemical reactions by examining reaction kinetics and chemical equilibria. Higher levels of mathematics will be used.

**Content:**

- reaction kinetics
- chemical equilibrium
- acid – base equilibrium
- solubility equilibrium

- oxidation – reduction reactions

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### PHYSICS 30S

Recommended prerequisite:  
Science 20F and Mathematics  
20S – Introduction to Applied/PC  
Credit: 1

A mark of 70% or better is recommended for Mathematics 20S – Introduction to PC/Applied. It is strongly recommended that students take Pre-Calculus 30S before or as a co-requisite to Physics 30S.

**Required Materials:** It is strongly recommended that students possess a good scientific calculator and a protractor.

**Description/Content:** This course will introduce students to the fundamental concepts of physics and begin to develop a student's skills in collecting experimental data and representing that data in graphical and algebraic forms.

The major areas of study are:

Topic 1: Waves

- in one and two dimensions
- sound

Topic 2: The Nature of Light

- wave and particle
- models and theories of light

Topic 3: Mechanics

- kinematics and dynamics

Topic 4: Fields

- gravitational, electric, magnetic
- electromagnetism

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### PHYSICS 40S

Recommended prerequisite:  
Physics 30S and Applied  
Mathematics 30S or Pre-Calculus  
Mathematics 30S  
Credit: 1

A mark of 70% or better is recommended for either Mathematics course.

Unit 1: Mechanics

- kinematics
- dynamics
- momentum
- projectiles
- circular motion
- work and energy

Unit 2: Force Fields

- universal gravitation

- artificial satellites: exploring space
- human endeavour in space
- electric and magnetic fields

Unit 3: Electricity

- electric circuits
- electromagnetic induction

Unit 4: Medical Physics

- nuclear model of atom
- radiation and radioactivity
- application to imaging and treatment techniques

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# SOCIAL SCIENCES

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## CANADA AND THE CONTEMPORARY WORLD 10F

Credit: 1

Social Studies has at its foundation the concepts of citizenship and identity in the Canadian and global contexts. Social studies enables students to acquire the skills, knowledge, and values necessary to understand the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society. The intention of this course is to help students gain an understanding and appreciation of the society in which they live, their roles within it and the role of Canada in the world.

**Content:**

- Cluster 1: Diversity and Pluralism in Canada
- Cluster 2: Democracy and Governance in Canada
- Cluster 3: Canada in the Global Context
- Cluster 4: Canada: Opportunities and Challenges

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## GEOGRAPHY 20F

Recommended prerequisite:  
Canada & the Contemporary  
World 10F

Credit: 1

**Content:**

- geographic literacy
- natural resources
- food from the land
- industry and trade
- urban places

**Skills:**

- active democratic citizenship
- managing information and ideas
- critical/creative thinking
- communication

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## HISTORY OF CANADA 30F

Recommended prerequisite:  
Geography 20F  
Credit: 1

The History of Canada curriculum is designed to promote in students a desire for active citizenship and a reason for historical inquiry to better understand present issues facing Canadians.

Historical literacy skills (critical thinking, chronology, identifying bias, cause and effect, clarifying and articulating opinion) are fostered through the use of reading and research assignments.

**Content:**

- First Nations, Metis and Inuit peoples
- French – English relations
- identity, diversity and citizenship
- government and economics
- Canada and the world

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## HISTORY 40S

Recommended Prerequisite:  
History of Canada 30F  
Credit: 1

This course surveys the historical developments, movements, events and individual contributions that have had a significant impact in shaping and influencing the societies within Western Civilization. This course answers such questions as: What are the principles and ideals that make up our civilization? How did these principles first come about? How has mankind shaped them over the centuries? What decisions did our ancestors make in the past, and how have they affected our modern world? Based upon



decisions taken in the past, what decisions should we as a global society be making today?

**Content:** Civilizations – Ancient Greece and Rome; the major religions; types of governments; the American, French, Industrial and Russian Revolutions; Marxism; World Wars 1 and 2 ; the Cold War; Vietnam; plus individuals such as Peter the Great, Napoleon, Stalin and Hitler.

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### **PSYCHOLOGY 40S**

Recommended prerequisite: None  
Credit: 1

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In this course students will be introduced to the material and methodologies in psychology. This is an introduction for anyone intending to take college or university psychology courses. Students will find that the material in the course leads to greater self-awareness and greater understanding of how people develop and grow.

**Topics:**

- perception, learning research, memory and communication.
- personality development
- child and adolescent development
- psychopathologies
- treatments and therapies

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### **GLOBAL ISSUES 40S**

Recommended prerequisite:  
History of Canada 30F  
Credit: 1

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Students conduct inquiry into the social, political, environmental, and economic impact of contemporary and emerging global issues. Through their inquiry, students focus on questions of quality of life locally, nationally and globally.

This course is based on the principles of active democratic citizenship, ecological literacy, critical media literacy, and ethical decision-making, and works to empower students as agents of change for a sustainable and equitable future.

As a mandatory component of the

course, students must plan and implement a **self-directed** community-based action-research project.

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### **CURRENT TOPICS IN FIRST NATIONS, METIS, AND INUIT STUDIES 40S**

Recommended prerequisite: None  
Credit: 1

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This course will describe the exploration of the histories, traditions, cultures, worldviews, and current issues of Indigenous Peoples in Canada and worldwide. Students will gain knowledge and develop values and skills in critical thinking, communication, analysis, and inquiry. These values and skills will provide understanding of past and present realities of Indigenous Peoples. Exploration of topics such as self-determination, language and cultural reclamation, and self-government allow students to understand and appreciate a decolonized future, as envisioned by First Nations, Metis, and Inuit Peoples.

## **Online Learning Option**

The RETSD online learning allows students to earn course credits to meet Manitoba's graduation requirements while offering flexibility to learners and teachers with respect to the learning environment. Online learning is an alternative method of study that utilizes technology to provide an effective learning opportunity that assists students with scheduling conflicts, those who require additional courses for graduation, or students who would prefer an alternate method of study. There is no cost to enroll in these courses, and they are completed outside of scheduled classes. ***Student should consider this an option if they are motivated, self-disciplined and responsible.***

Our school division offers the following online courses:

- Transactional English 40S
- Psychology 40S
- Law 40S
- Biology 40S

***These courses are listed on the registration form and can be signed up for at the same time as the remainder of a student's classes.***

# GENERAL INFORMATION

## STUDENT SERVICES DEPARTMENT

The Student Services Department at Transcona Collegiate is comprised of both Counsellors and Resource Teachers. Student Services Personnel work with students, teachers, and parents addressing the emotional, academic, attendance, and behavioural concerns that may impede student success. Student Services also offers information and a variety of skills necessary for effective decision making and success beyond high school.

The Student Support Services Department can assist regarding:

- Emotional concerns
- Personal/Social issues
- Interpersonal relationships
- Decision making and problem solving
- Behaviour issues
- Attendance issues
- Referrals to Psychologist, Social Worker and other professional services
- Academic concerns
- Peer Tutoring
- Independent study course information
- Course selection and planning
- Resume writing/information
- Career Exploration and planning
- Post-Secondary information
- Career Counselling
- Transition Planning

## REFERRAL SERVICES

The School Division provides additional testing, counselling, and assessment services. On a priority basis, the services of Social Workers, Psychologists, Speech and Language Pathologists, and Psychiatrists may be made available to assist students in need. These professionals work closely with the Student Support Services Department. The School Division also works closely with Public Health Officials to assist students in need.

### SCHOOL

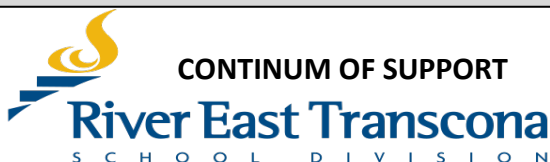
- administrators
- counsellors
- educational assistants
- resource teachers
- teachers

### DIVISION

- aboriginal community networkers
- asst. superintendents
- attendance officer
- consultants
- English as an Additional language specialist teachers
- First Step behaviour coach
- inclusion teachers
- Managers–Student Services
- occupational therapists
- physiotherapists
- PBIS teachers
- psychologists
- reading clinicians
- social workers
- speech-language educational assistants
- speech-language pathologists

### COMMUNITY

- Addictions Foundation of Manitoba
- audiologists
- HSC Child and Adolescent Mental Health Program
- Canadian National Institute for the Blind
- Child & Family Services
- Child Development Clinic
- Children's Disability Services
- Community Living Disability Services
- elders
- FASD Centre
- International Centre
- Knowles Centre Inc.
- Manitoba Adolescent Treatment Centre
- Manitoba Education and Advanced Learning
- Manitoba Metis Federation
- McDonald Youth Services
- police
- post-secondary institutions
- provincial justice department
- Rehabilitation Centre for Children
- Society for Manitobans with Disabilities
- Youth Emergency Stabilization System
- Youth Mobile Crisis Team
- Youth Addictions



## **ADDITIONAL CREDIT INFORMATION:**

### Community Service Credit Student-Initiated Project (CSSIP)

Students who are enrolled in Grade 10 - 12 courses in River East Transcona School Division, and who participate as volunteers in worthwhile causes or organizations, may be eligible for a community service credit. Students interested in this credit should see the Principal in their school **prior** to beginning the activity. The school division has developed clear guidelines for granting this credit. **If a student wishes to obtain a credit for community service during a semester, contact with the Principal must occur during the first month of the semester (September or February).**



### Granting credits for Cadets, Royal Winnipeg Ballet and Private Music Option

Students can be granted credits related to Cadets, Royal Winnipeg Ballet, and Private Music. For more information, see administration or one of our counsellors. Note: These credits do not count towards graduation.



### Special Language Credit

Students who are proficient in any language not offered at Transcona Collegiate, but approved by the Department of Education (e.g. Filipino, Hebrew, Latin, Portuguese, Ukrainian, etc.) can take a special language exam for credit. Only one special language credit may be earned at each grade level. Please see one of our Counsellors if interested.



### Challenge for Credit Option

Students enrolled in Grade 9 - 12 courses in River East Transcona School Division may challenge for credit any Manitoba curriculum that is taught in the division. This opportunity is intended to permit students in unique circumstances to demonstrate that they can meet the outcomes of a particular course. Students wishing to challenge for credit will be required to demonstrate that there is a reasonable expectation that they will be successful in their challenge. Students interested in learning more about the challenge for credit option should see an administrator or guidance counsellor in their school. **Students wishing to challenge a credit must indicate their wishes to the Principal during the first month of the semester (September or February).**

## **STUDENTS WHO ARE 18 YEARS OF AGE**

**Freedom of Information and Protection of Privacy Act (FIPPA) Regulations:** Written permission from any student who reaches the age of majority (18 years of age) during the school year is necessary prior to the release of information on their school progress. The Freedom of Information and Protection of Privacy Act precludes schools from disclosing information on a child who has reached the age of majority. Students and parents of students who will reach the age of majority during the school year will be contacted in the month of the student's birthday. Students must sign a waiver form authorizing the school to continue to contact parents with information about academic progress, attendance, and behaviour. Failure to sign the waiver form results restricted access to the information. (For example - teachers may not contact parents directly with academic concerns unless the student has waived the privacy restrictions in writing.)

### ***EXTRA-CURRICULAR ACTIVITIES***

At Transcona Collegiate, a wide variety of extracurricular activities are offered throughout the school year. These activities are an important part of school life and add a significant dimension to a student's total school experience. Students are encouraged to participate in these activities. Athletic activities include basketball, badminton, track and field, hockey, volleyball, soccer, curling, field lacrosse and golf. Performing Arts activities include the annual drama production, an Improv Team, Stand Up Comedy Club, and Transcona Idol. Student clubs include Yearbook, Philanthropy, Titan Tavern, Wellness, Big Brother Big Sister, Blood Clinic, TADD, NOH8, Free the Children, Isayawin and Global Issues. The Student Council organizes activities such as pep rallies, dances, special lunches, school spirit week and special events. GET INVOLVED AT TRANSCONA COLLEGIATE!

### ***TECHNOLOGY USE AND MEDIA COVERAGE INFORMATION***

RETSD has two policies regarding instructional technology use (policy IJND) and media coverage, copyright permission (policy KDDB). Both of these divisional policies can be found at [www.retsd.mb.ca](http://www.retsd.mb.ca) for further reading. Beginning in the 2021/22 school year, parents/guardians are assumed to be in agreement of both of these policies; forms to "opt out" of either the use of instructional technology or media coverage and copyright permission can be found on our divisional website, signed, and returned to the school if this is not the case.

## HIGH SCHOOL APPRENTICESHIP PROGRAM:

The High School Apprenticeship Program (HSAP) is all about on-the-job experience with an employer. HSAP provides practical, paid, work experience and credit towards your high school diploma. The purpose of HSAP is to provide an opportunity for early entry into the trades and build interest with youth. Students are then able to transfer their hours of HSAP on-the-job training after graduation to a Level one apprenticeship training program.

This program is ideal for students who:

- Are currently working in the skilled trades
- Are interested in a career in the skilled trades
- Are enthusiastic about joining the workforce
- Have a parent or relative currently working in the trades



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

- Get hands-on experience
- Earn up to 8 supplemental high school credits
- Obtain financial incentives that covers tuition costs for post-secondary training
- Avoid long wait times for post-secondary trade training
- Apply on-the-job training hours to continued, full-time apprenticeship training after graduation

Students eligible for HSAP are:

- 16 years of age or older and have completed grade 9.
- Currently enrolled in high school courses (academic or vocational stream)
- Either employed in an qualifying trade (over 40 trades) or looking for employment
- Has an employer that is willing to take them on as an apprentice

More information about Apprenticeship can be found at:

- River East Transcona School Division Website: [www.retsd.mb.ca](http://www.retsd.mb.ca)
- Apprenticeship Manitoba Website: [www.gov.mb.ca/tradecareers](http://www.gov.mb.ca/tradecareers)
- By contacting the River East Transcona School Division Apprenticeship Teacher at:
  - (204) 223-0529 or [apprenticeship@retsdb.ca](mailto:apprenticeship@retsdb.ca)

### Benefits of Apprenticeship and a Career in the Skilled Trades

Great Pay:

- Apprenticeship training is a very affordable post-secondary opportunity.
- With 80% of your time spent making money and learning new skills, and your tuition costs for your classroom training heavily subsidized by the provincial government, debt load will be much lower.
- Federal and provincial tax incentives/scholarship opportunities make apprenticeship an attractive option.
- Trade professionals can earn as much or more than university graduates.

Respect:

- Skilled trades play an important role in Canada's knowledge-based economy.
- Trades professionals are involved in every aspect of our day-to-day lives; from building safe, energy-efficient homes, to preparing mouth-watering dishes at our favourite restaurants.
- Successfully completing an apprenticeship takes intelligence, creativity, dedication, focus and hard work.
- Individual success in skilled trades is based on a strong academic foundation in reading, writing, math, science, critical analysis and communication skills.
- A Red seal certification means your expertise and skills are recognized in every province and territory.

Opportunity:

- Trades are in demand
- More than one million people work in the skilled trades in Canada and that number is growing.
- Getting started on your apprenticeship is easy and accessible. There are no wait lists.
- Career Advancement as with all careers and post-secondary educations, apprenticeship is just the beginning.

# POST SECONDARY OPTIONS

## STUDENT RESPONSIBILITY

It must be stressed that graduation does not guarantee entrance to post-secondary education. It is the **responsibility of the student** to be sure that he/she is earning credits that will admit him/her to the post-secondary program of his/her choice. A student must have earned a minimum of 30 credits to graduate from Transcona Collegiate.

## COLLEGE OPTION

Students must graduate with a high school diploma which includes at least five courses at the 40 (grade 12) level. Due to the multitude of program options and subsequent requirements students are encouraged to go directly to the specific college web site for entrance requirements. Counsellors are available for support.

- Applicants for most programs (those which do not involve special selection procedures) are admitted on a **“first come, first served” basis. Acceptances are made in the order in which completed applications are received.** An application is considered to be complete when all entrance requirements have been met, thus qualifying the applicant for admission to the course.
- Some courses may require that applicants provide additional documentation, undergo testing, attend an orientation session, complete a home assignment and/or attend an interview. For these courses the criteria applied are based upon the need for additional skills and abilities required to succeed in the course and/or a desire to ensure that the applicant has detailed information about the course content and ultimate working conditions.
- Some special selection courses may have a cut-off date of March, February, or even earlier. Therefore, applications should be submitted as early as possible.
- Because of a high demand, some courses have a long waiting list. Students should check with the College to determine when they should submit applications to these courses.
  - **Red River Community College:** <http://www.rrc.mb.ca/index.php?pid=34>
  - **Winnipeg Technical College:** <http://www.wtc.mb.ca/wp/process/>
  - **CDI College:** <http://www.cdicollege.ca/l-a-g-cdi-cdi-college/>
  - **Herzing College:** <http://www.herzing.ca>

## UNIVERSITY OPTION

Students must graduate with a high school diploma which includes at least five courses at the 40 (grade 12) level, not including Physical Education. Due to the multitude of program options and subsequent requirements students are encouraged to go directly to the specific university web site for entrance requirements. Counsellors are available for support.

- **University of Manitoba:** <http://umanitoba.ca/student/admissions>
- **University of Winnipeg:** <http://www.uwinnipeg.ca/index/future-student>
- **Brandon University:** <http://www.brandonu.ca/prospective-students/>
- **Canadian Mennonite University:** <http://www.cmu.ca/>
- **Booth University College:** <http://www.boothuc.ca/admissions>

## FINANCING YOUR POST-SECONDARY EDUCATION

At Transcona Collegiate there is a Scholarship and Bursary booklet available on-line to students. As well, during Meet the Teacher Night, parents and students are encouraged to attend our seminar to obtain information on how to finance post-secondary education. Please contact the Counsellors for further information.

