

# R. D. Parker Collegiate

272 Thompson Dr. Thompson, Manitoba R8N 0C4 • (204) 677-6200 • [www.RDPC.ca](http://www.RDPC.ca)

## Registration & Course Selection Guide 2024-2025





# General Information

The information provided in this registration guide has been prepared to assist each student in developing a 4-year path of academic preparation and to assist in the selection of courses for the upcoming school year.

R. D. Parker Collegiate offers a complete range of educational opportunities for all students. Our facility accommodates a wide variety of programs that meet entrance requirements for community colleges, universities, trade schools, or employment.

## If you have any questions please contact the school

R.D. Parker Collegiate  
272 Thompson Dr. Thompson, MB R8N 0C4  
Phone: 204-677-6200 Fax: 204-778-5050  
Email: [rdpc@mysterynet.mb.ca](mailto:rdpc@mysterynet.mb.ca)  
[www.rdpc.ca](http://www.rdpc.ca)

## The Semester System

At R. D. Parker Collegiate, we have a semester system, which divides the academic year into two sessions. Our first semester runs from September until the end of January. At the beginning of February, we move into our second semester. We have a few courses that are an exception to the semester system, such as grade 9 English, which runs all year.

Most students are registered in 10 courses (five courses each semester). Students are encouraged to try to have two or three core classes and two or three elective classes each semester. This balancing allows the heavy high school workload to be evenly distributed throughout the year. It is important that students settle into classes quickly and not fall behind as it can be very hard to catch up. Regular attendance is imperative.

## School Day

Block A	8:45 a.m.	9:50 a.m.
Block B	9:55 a.m.	11:00 a.m.
Block C	11:05 a.m.	12:10 p.m.
LUNCH	12:10 p.m.	1:15 p.m.
Block D	1:15 p.m.	2:20 p.m.
Block E	2:25 p.m.	3:30 p.m.

## Parent & Student Connect

R. D. Parker Collegiate uses an online system for both parents and students to access important and up to date information about the student's progress in their classes.

Teachers post course content and current grades to Student Connect. You can also access information regarding attendance and update your contact information. Please contact the front desk for more information. Parents will need to have a valid email address on file with the school to access Parent Connect.

## Expectations

When starting high school there is an increase in the amount of homework and the demand for students to be organized, to attend class and to complete and hand in assignments without constant teacher supervision. Teachers have high expectations related to the quality of work handed in. Teachers also expect students to be responsible and mature as they prepare for life beyond high school. The amount of assignments students receive depends on a variety of factors such as the course load, student abilities, student goals and course levels.

## Online Registration

R. D. Parker Collegiate is set up for students to register online. Students who are in grade 8 will be guided through this process at their elementary school. Students who are currently in grades 9, 10 and 11 at RDPC will also be registering using our online registration system. Prior to registering online, the grade 9, 10 and 11 students will meet with their counsellors who will help students to understand the online system and the courses that are available. Students are encouraged to ask for career assistance regarding post-secondary institutions through our counsellors.

## Student Timetables & Changes

Student schedules are available on Student and Parent Connect once the school's schedule has been finalized. If a student requires a change to their schedule, please email [schedule@mymlake.ca](mailto:schedule@mymlake.ca) and a counsellors will be in touch to help with the changes.



# General Information

## Student Services

### School Counsellors

R. D. Parker Collegiate offers several school support and counselling services. School Counsellors are available to help with a variety of topics, ranging from:

- **Social/Emotional Support** (i.e. relationships, grief, family concerns, etc.).
- **Academic planning**, such as: school registration, credit checks, timetable changes, information about alternate credit options.
- **Information** about Post-Secondary Education, scholarships, and career support.
- **Liaison and advocate** for students with parents/teachers/outside agencies.
- **Referral agent** for division clinicians (School Psychology, SLP, etc.) and outside agencies (Social Work, Community Mental Health, AFM, etc.)

### Our Counselling Team

- Kaysi Katchmar A – C  
204-677-6231 [kkatchmar@mysterynet.mb.ca](mailto:kkatchmar@mysterynet.mb.ca)
- Wanda DeLaRonde D – K  
204-677-6233 [wdelaronde@mysterynet.mb.ca](mailto:wdelaronde@mysterynet.mb.ca)
- Jeremy Sinclair R – Z  
204-677-6232 [jsinclair@mysterynet.mb.ca](mailto:jsinclair@mysterynet.mb.ca)
- TBA L – Q
- Christine Randell S.S. Assistant  
204-677-6228 [rdpcss@mysterynet.mb.ca](mailto:rdpcss@mysterynet.mb.ca)

### Indigenous Student Advisor

The Sponsored Student Advisor position is committed to providing ongoing support for sponsored students transitioning to and attending R. D. Parker Collegiate from surrounding communities. This support includes the student's academic, social and personal development. The Sponsored Student Advisor will liaise, with outside agencies and home communities to support students' success here at R. D. Parker Collegiate and be an advocate for these students and their families while attending.

- Madeline Ponask  
204-677-6229 [mponask@mysterynet.mb.ca](mailto:mponask@mysterynet.mb.ca)

## Learning Resource Centre

The Learning Resource Centre, Room 107, is located just off the forum area on the main floor and is open to students throughout the school day, usually by referral from teachers, counsellors, parents, or the student. In such cases, students may be assigned resource periods for homework or skills support. Without referral, student may drop by on spares or after school. In addition to working with students, resource teachers at our school are available to:

- Academically assess new students to the school in order to provide appropriate academic programming.
- Work with classroom teachers to address the diverse learning needs of students.
- Support English as an additional language learners and coordinate additional language credits.
- Refer students to divisional clinicians and outside agencies.
- Identify students with hearing loss, arrange audiologist visits to the school, and communicate hearing findings and recommendations to teachers.
- Manage all URIS Health Intake Forms and Health Care Plans, and forward them to Public Health.

### Our Resource Team

- Linda Bass  
204-677-6212 [lbass@mysterynet.mb.ca](mailto:lbass@mysterynet.mb.ca)
- Paul Fricker  
204-677-6203 [pfricker@mysterynet.mb.ca](mailto:pfricker@mysterynet.mb.ca)

## Program Majors

Students are encouraged to try a variety of courses in their grade 9 year as they may identify interests moving forward. Students may choose to focus on a certain program major for grades 10, 11 and 12.

Once a program major is established, students will register for the courses required for that particular program major. Details for each major can be found on page five and six.

**Academic Program majors** available at RDPC:  
General Studies      French Immersion

**Vocational Program majors** available at RDPC:  
Automotive Technology      Heavy Duty Technology  
Carpentry      Culinary Arts  
Hairstyling



# ***General Information***

## ***Course Numbers***

The course numbering system consists of a five or six character, alphanumeric code. An example is MAA30S. The first two or three characters are letters that are designated school departments.

The first digit of the 2-digit number represents the grade level.

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

The second digit of the 2-digit number represents the course designation:

- 0 - Developed or approved by Government for 1 credit
- 5 - Developed or approved by Government for .5 credit
- 1 - Developed by school and approved by Government for 0.5 or 1 credit

The next characters are letters which represent the course curriculum.

- G - General
- S - Specialized
- F - Foundation
- M - Modified
- E - EAL
- I – Individualized

## ***Apprenticeship Program***

High School Apprenticeship Program (HSAP), provides our students with the opportunity to explore careers in over 50 different trades in our communities and the world of work. Students can start high school apprenticeship training at 16 years of age.

Apprenticeship allows students to combine high school education and instruction with paid, part-time, on the job training after school, weekends, school breaks and summer holidays.

HSAP allows students to earn up to eight high school credits towards graduation. Once students have completed high school, they can apply the on-the-job HSAP training hours to the full-time apprenticeship levels and post-secondary training after graduation. Students can use the skills learned through this program to start their careers or manage their own business.

**HSAP Coordinator: TBA**

## ***Career Development***

Career Development is a life-long process of self-knowledge, exploration and decision-making that shapes your career. It starts when we are young and continues to grow and develop differently for each of us. Every effort is made within our division to ensure that students understand the relevance of their education and the link to knowledge acquisition, skill development and tools for transition. Students have many opportunities available to them to explore these pathways. It is recommended that students see their counsellor to explore planning their future beyond high school and to prepare for the careers they hope to pursue.

## ***Mature Students***

***To qualify for the Mature Student Program, you will need to:***

- Be 19 years of age on or before June 30<sup>th</sup> of this year;
- Be younger than 22 years of age on June 30<sup>th</sup> of this year;
- Be committed to attending school and classes, regularly and punctually;
- Have been discontinued from any high school for at least six (6) months;
- Have successfully obtained at least four (4) high school credits; and
- To ensure your grade 9 class must have already graduated.

To be considered for this program, please contact the main office at R. D. Parker Collegiate and ask about the Mature Student Program.

## ***Upgrading Students***

Upgrading students are those who have already graduated, but for various reasons have returned to R. D. Parker Collegiate to improve their marks and/or complete courses they need.

***Upgrading students can take a maximum of four credits at RDPC.***

Students currently in the process of completing credits in order to graduate have some priority in scheduling over upgrading students.



# General Information

## Alternate Credit Options

### Community Service Credit

- To earn this credit, a student must complete 55 hours (0.5 credit) or 110 hours (1.0 credit) of volunteer work in the community. The student must see their counsellor first to fill out the required forms before starting their volunteer hours.

### Private Music Option

- A student who is training in music in the Conservatory Canada Program or the Royal Conservatory of Music program can earn up to four high school credits.

### Special Language Credit

- A student can receive up to four credits for speaking and writing a language other than French or English. Please contact our resource department for more information or if you are interested in scheduling a test date.

### Cultural Exploration Credit

- Students can gain valuable educational experience by enhancing their knowledge of their own cultural origins or another cultural group through interaction with community members such as elders and members of cultural organizations. The skills, knowledge, and attitudes obtained from such activities can increase a student's self-esteem and maturity, strengthen cultural identity, and/or provide a greater appreciation of cultural diversity. The student must see their counsellor first to fill out the required forms before starting their Cultural Exploration credit.

### Credits for Employment

- The credit for Employment (CFE) option provides students with the opportunity to earn up to two high school credits through paid employment, while developing a growth mindset in the workplace. A Career Development Life/Work credit is a prerequisite or co-requisite.

For additional information regarding Alternate Credit Options, please speak to your counsellor.

## Graduation Check

Manitoba Education requires that a student earn a minimum of **30 credits to graduate** from High School (Grades 9 to 12). In order for a student to achieve a credit they must complete 110 hours for a full credit, or 55 hours for a half credit, and obtain a minimum of 50% in each course.

Grade 12 students should complete a graduation check with their counsellor by the end of November of their graduating year.

## Academic Requirements

### Grade 9

Compulsory Courses	Credit
English Language Arts	1
Mathematics	1
Science	1
Canada & the Contemporary World	1
Physical Education	1

### Grade 10

Compulsory Courses	Credit
English Language Arts	1
Mathematics	1
Science	1
Geography	1
Physical Education	1

### Grade 11

Compulsory Courses	Credit
English Language Arts	1
Mathematics	1
History	1
Physical Education	1
Elective at the 30 level	1

### Grade 12

Compulsory Courses	Credit
English Language Arts	1
Mathematics	1
Physical Education	1
Electives at the 40 level	2



# General Information

## Vocational Major Courses

If you are taking a vocational major, you will need all your academic requirements listed on page 4 plus the following specific courses for your major.

### **Hairstyling** Accredited Program

Grade	Course
9	Intro to Hairstyling (HS20SA)
10	<ul style="list-style-type: none"> <li>Basic Hairstyling (HS20SB)</li> <li>Basic Hair Cutting &amp; Thermal Styling (HS20SC)</li> <li>Basic Salon Services (HS20SD)</li> </ul>
11	<ul style="list-style-type: none"> <li>Intermediate Haircutting &amp; Barbering (HS30SA)</li> <li>Hair Colouring (HS30SB)</li> <li>Intermediate Hair Styling &amp; Artificial Hair (HS30SC)</li> <li>Chemical Textures (HS30SD)</li> </ul>
12	<ul style="list-style-type: none"> <li>Advanced Colouring (HS40SA)</li> <li>Adv. Hair Cutting &amp; Chem (HS40SB)</li> <li>Salon Operations &amp; Client Services (HS40SC)</li> <li>Certificate Prep (HS40SD)</li> </ul>

### **Automotive** Accredited Program

Grade	Course
10	Auto Systems & Service (AT20S)
11	Engines (AT30SA) Chassis (AT30SB) Drive Train (AT30SC)
12	Electrical (AT40SA) Vehicle Systems PT1 (AT40SB) Vehicle Systems PT2 (AT40SC) Applied Diagnostics (AT40SD)

### **Heavy Duty** Accredited Program

Grade	Course
10	Intro to Heavy Duty (HD20S)
11	Diesel Engines (HD30SA) Chassis & Frame (HD30SB) Welding Processes (HD30SC)
12	Applied Heavy Duty (HD40SA) Transmissions (HD40SB) Tires, Wheels & Brakes (HD40SC) Electrical Fundamentals (HD40SD)

## Carpentry

Grade	Course
10	Carpentry Fundamentals (CAR20S)
11	Tools & Equipment (CAR30C) Framing (CAR30D) Interior/Exterior Finishing (CAR30E)
12	Survey & Concrete (CAR40B) Advanced Framing (CAR40C) Carpentry Millwork (CAR40D) Applied Carpentry (CAR40E)

## Culinary Arts

Grade	Course
10	Cooking Principles (CA20SA)
11	Garde-Manger (CA30SA) Veg, Fungi & Starches (CA30SB) Patisserie & Baking (CA30SC)
12	Meats, Poultry & Fish (CA40SA) Breakfast & Dairy (CA40SB) Stocks, Soups & Sauces (CA40SC) Menu Planning (CA40SD)

## French Immersion

The French Immersion program offers 15 courses with the language of instruction in French in a two year rotation.

Students who successfully complete these 15 French credits, plus an additional 15 credits, in any language, will graduate with a French Immersion high school diploma.

Please see page 22 of the course selection guide for more information on what courses are offered in the French Immersion program and in what year.



## English Required Courses

### Grade 9

#### **English 10F (EN10F)**

This foundation course is a PREREQUISITE for Grade ten English. Students will practice and develop their listening, speaking, reading, writing, viewing, and representing skills through the use of novels, plays, essays, films, poetry, expository texts, and cooperative learning activities. This foundation course will expose the students to a balance of literary, transactional, and technical materials and activities. This course is delivered over two semesters and covers the EN10F curricular outcomes and Reading is Thinking 10F curricular outcomes. Students are able to achieve two grade 9 credits.

### Grade 10

#### **English 20F (EN20F)**

Students will continue to explore oral, written, and visual texts in order to develop competence in the reading, writing, speaking, listening, viewing, and representing strands of the curriculum. A variety of written forms and genres (drama, memoir, fiction, non-fiction, and poetry) of literature will be studied to develop and enhance organization, creative and formal writing, critical thinking, and comprehension skills. EN10F is a prerequisite for the English 20F credit.

### Grade 11

*Select ONE of the following English options below.*

#### **ELA: Comprehensive Focus 30S (ENC30S)**

Students will develop critical thinking and problem solving skills using a variety of aesthetic and transactional texts. Students will expand their study, knowledge, and application of literary elements and stylistic devices in reading and writing. Students will develop research skills, learn to evaluate sources of information, and develop writing skills for both practical and creative purposes.

#### **ELA: Literary Focus 30S (ENL30S)**

The Grade 11 Literary course provides students with the opportunity to explore novels, plays, short stories and poetry. The course examines how writers use techniques or devices in their works, and more importantly, the effects these techniques have on the reader.

#### **ELA: Transactional Focus 30S (ETR30S)**

Students will read and compose texts such as newspaper articles, magazines, essays, and memoirs. Students learn to process, analyze, and respond critically to oral, visual, and written information. This course emphasizes the pragmatic uses of language: language that informs, directs, persuades, analyzes, argues, and explains. Students who plan to study business, science, law, and journalism would benefit from this English course.





# English Department Course Descriptions

## Grade 12

*Select at least ONE of the following English options below.*

### ***ELA: Comprehensive Focus 40S (ENC40S)***

Students will read a wide variety of both transactional and literary texts, from short fiction and novels to newspaper articles and essays. Students will further develop their ability to thoughtfully and critically respond to written pieces through the use of text-to-self, text-to-text, and text-to-world connections. Purpose, form, audience, and context writing variables will be emphasized with all creative and formal writing pieces.

### ***ELA: Literary Focus 40S (ENL40S)***

Novels, drama, poetry, and a variety of aesthetic texts will be studied and emphasized for the development of critical literary analysis. Students will gain an awareness of how literature gives insight into the human condition and influences social and cultural understandings. Assessment will focus on creative writing, short prose writing, presentations, and research and literary essays. Students who plan to study in the English, humanities, social sciences, and arts faculties at a post-secondary level will benefit from this elective.





# Mathematics Department Course Descriptions

## **Mathematics Required Courses**

### Grade 9

#### **Mathematics 10F (MA10F)**

This is a foundation course to prepare students for multiple pathways in Grade 10, 11 and 12. This math course builds students' number sense and develops understanding of powers and roots, linear relations and their equations, polynomials and inequalities. This course builds on the concepts from Grade 8.

### Grade 10 – Select one of the following options

#### **Intro to Applied & Pre-Calculus 20S (MAI20S)**

This course is intended for students considering post-secondary studies that require a math prerequisite. This is a required course if you wish to take Pre-Calculus or Applied Math in grade 11. Recommended prerequisite grade of 75% in Math 10F. Grade 9 Credit Recovery does not adequately prepare you for this course.

#### **Essential Mathematics 20S (EM20S)**

This course is intended for students whose post-secondary planning does not include a focus on mathematics and science related fields. Some fields of study may require a minimum of Essentials Mathematics are (but not limited to) Nursing, Social Work, Educational Assistant, Carpenter and Electrician. Please see a counsellor to confirm what math requirement you need for your future plans.

### Grade 11 - Select one of the following options

#### **Applied Mathematics 30S (MAA30S)**

This course is intended for students considering post-secondary study that do not require a study of theoretical calculus. You must have earned a credit for Introduction to Applied and Pre-Calculus Math 20S to take this course with a recommended prerequisite of 65%. A graphing calculator is required. Some fields of study that require a minimum of Applied Math include (but are not limited to) Dentistry, Dental Hygiene, Human Ecology and Medicine.

#### **Essential Mathematics 30S (EM30S)**

This course is intended for students whose post-secondary planning does not include a focus on mathematics and science related fields. Some fields of study may require a minimum in Essentials Mathematics are (but not limited too) Nursing, Social Work, Educational Assistant, Carpenter and Electrician. Please see a counsellor to confirm what math requirement you need for your future plans.

#### **Pre-Calculus Mathematics 30S (MPC30S)**

This course is designed for students who intend to study calculus and calculus related courses as part of post-secondary education. You must have earned a credit for Introduction to Applied and Pre-Calculus 20S with a recommended grade of 75% to take this course. Some fields of study that require Pre-Calculus Math include (but are not limited too) Engineering, Business, Pharmacy, Medicine, Geophysics and Physics.



# ***Mathematics Department Course Descriptions***

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## **Grade 12 - Select one of the following options**

### ***Applied Mathematics 40S (MAA40S)***

This course is intended for students considering post-secondary study that do not require a study of theoretical calculus. You should have earned a credit for Applied Math 30S with a recommended grade of 65% to take this course. A graphing calculator is required. This course has a required provincial exam. Some fields of study that require a minimum of Applied Math include (but are not limited to) Dentistry, Dental Hygiene, Human Ecology and Medicine.

### ***Essentials Mathematics 40S (EM40S)***

This course is intended for students whose post-secondary planning does not include a focus on mathematics and science related fields. This course has a required provincial exam. Some fields of study may require a minimum in Essentials Mathematics are (but not limited to) Nursing, Social Work, Educational Assistant, Carpenter and Electrician. Please see a counsellor to confirm what math requirement you need for your future plans.

### ***Pre-Calculus Mathematics 40S (MPC40S)***

This course is designed for students who intend to study calculus and calculus related courses as part of post-secondary education. You must have earned a credit for Pre-Calculus Math 30S with a recommended grade of 65% to take this course. This course has a required provincial exam. Some fields of study that require Pre-Calculus Math include (but are not limited to) Engineering, Business, Pharmacy, Medicine, Geophysics and Physics.

## ***Success for Learners Required Mathematics Courses***

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*Success for Learners courses follow Manitoba curriculum with adaptations such as; more practice, extra time for tests and alternative reading material. These courses are designed to cover the essential curricula outcomes in a specific subject area. Success for Learners course do not adequately prepare students for Introduction to Applied and Pre-Calculus. **Parental permission is required to enter this stream of courses.***

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## **Grade 9**

### ***Mathematics 10A (MA10A)***

MA10A is a foundational grade 9 required course that is offered in second semester. This is a foundational course for students who need extra time and practice to develop an understanding of Number Sense, Powers and Roots, and Linear Equations. Students taking MA10A are recommended to take Transitional Math Grade 9 in semester one prior to taking their required grade 9 math course.



# ***Mathematics Department Course Descriptions***

## Grade 10

### ***Essentials Mathematics 20S (EM20A)***

This Success for Learners course focuses on essential understanding of Mathematics. It is intended for students who do not plan to enter mathematics and science related fields of study after high school. Essentials Mathematics may be used for studies in Nursing, Social Work, Educational Assistant, Carpentry, Mechanics and Electrical, etc. Please see a counsellor to confirm what math requirement you need for your future plans.

## Grade 11

### ***Essentials Mathematics 30S (EM30A)***

This Success for Learners course focuses on essential understanding of many practical math topics. It is intended for students who do not plan to enter mathematics and science related fields of study (i.e. Pharmacy, Forensics and Engineering after high school). Essentials Mathematics may be used for studies in Nursing, Social Work, Educational Assistant, Carpentry, Mechanics and Electrical, etc. Please see a counsellor to confirm what math requirement you need for your future plans.

## Grade 12

### ***Essentials Mathematics 40S (EM40A)***

This Success for Learners course focuses on essential understanding of many practical math topics. It is intended for students who do not plan to enter mathematics and science related fields of study. Essentials Mathematics may be used for studies in Nursing, Social Work, Educational Assistant, Carpentry, Mechanics and Electrical, etc. Please see a counsellor to confirm what math requirement you need for your future plans. There is a provincial exam for this course.

## ***Mathematics Elective Courses***

## Grade 9

### ***Transitional Mathematics 10A (MAT10A)***

This elective course is designed for students who need to build a strong foundation of math skills before taking the required grade 9 mathematics required course. The course explores Number Sense with whole numbers, fractions, integers and decimals. This course is designed to fill in gaps and support students who have struggle with math in past.

## Grade 12

### ***Intro to Calculus 45S (MIC45S)***

Calculus 45S is a half credit elective course designed to be an introduction to topics covered in Calculus at the post secondary level. The course covers four distinct units: Limits, Differentiation, Applications of Derivatives and Integrals. Pre-Calculus 40S is a recommended prerequisite for this course. This course would be of benefit to those students looking to pursue careers as an engineer, software developer, economist, etc.



## ***Mathematics Department Course Descriptions***

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### ***Intro to Statistics 41G (STA41G)***

This is a 40S level elective course designed to help prepare students who require Statistics in their post-secondary education. This course cannot be used as a grade 12 mathematics requirement. Many university programs require statistics such as nursing, agricultural science, business, health sciences, etc.



## Science Required Courses

### Grade 9

#### **Science 10F (SCI10F)**

Science 10F is a compulsory course that is organized based on four content areas: Reproduction, Atoms and Elements, The Nature of Electricity and Exploring the Universe. It is designed as an extension of the Life Science, Physical Science, and Earth and Space Sciences that have been presented in Elementary grades. The course investigates relationships between science, technology, society and the environment (STSE).

### Grade 10

#### **Science 20F (SCI20F)**

This is a compulsory course with goals and objectives much the same as the grade 9 science course. Be prepared to learn about the fascinating world of ecosystems, how chemicals react, the physics of objects in motion, and how weather works, as well as how people can use their knowledge of ecology, chemistry, physics, and meteorology to live responsibly in our world. The grade 10 course is designed to prepare students for more specialized science courses in Grades 11 and 12. Lab activities are included.

## Success for Learners Required Science Courses

*Success for Learners courses follow Manitoba curriculum with adaptations such as; more practice, extra time for tests and alternative reading material. These courses are designed to cover the essential curricula outcomes in a specific subject area. Success for Learners course do not adequately prepare students for Introduction to Applied and Pre-Calculus. Parental permission is required to enter this stream of courses.*

### Grade 9

#### **Science 10A (SCI10A)**

This Success for Learners course focuses on essential understandings of the following topics: Reproduction, Atoms and elements, and The Nature of Electricity. This course does not prepare students for specialized science courses in higher grades.

### Grade 10

#### **Science 20A (SCI20A)**

This Success for Learners course focuses on essential understandings of the following topics: Ecosystems, Chemistry, and Motion. This course does not prepare students for specialized science courses in the higher grades. If students do continue to have an interest in Science after completing this course, they are encouraged to enroll in Grade 11 Current Topics in Science.



## Science Elective Courses

### Grade 10

#### **Computer Science 20S (CS20S)**

In this course, you learn to write computer code by programming a computer. The emphasis in this course is based on learning to solve problems, accomplishing tasks and expressing creativity both individually and collaboratively. You will learn programming techniques and the syntax of one or more programming languages. You and your teacher will decide which modern programming languages you will learn. More importantly, you will learn to adapt to changes in programming languages and learn new languages as they are developed.

### Grade 11

#### **Biology 30S (BIO30S)**

Students will focus on key themes such as wellness and homeostasis. An in depth look at the following topics will include: investigating cells, nutrition, the chemistry of life, digestion, circulation and respiratory systems, excretion, brain and nervous systems, blood and immunity and reproduction. Intertwined in this course is an investigation of organ donation, transplantation and the importance of maintaining the health of critical body systems. This course offers a variety of dissections such as a sheep heart, and kidney. It also incorporates a variety of lab activities and case studies. Recommended Prerequisite: Science 20F. Recommended 65% or above from prerequisite .

#### **Chemistry 30S (CH30S)**

Grade 11 Chemistry focuses on real-world examples to teach the fundamentals of chemistry. Students will build on what they learned in Grade 10 Science and learn how to apply their basic skills to more elaborate chemical equations. Students will learn how the particles that make up our world interact to create the phenomena we see every day. Students will also use math in order to determine the amount of particles present in different units of measure. Topics include the mole, stoichiometry, solution concentrations, gas properties, and kinetic molecular theory, supplemented by lab activities. Recommended Prerequisites: Science 20F, and strong math skills are recommended.

#### **Physics 30S (PHY30S)**

This course is an introduction to physics. It includes a study of motion and force, waves, sound, and light. Students will be encouraged to think critically, hone problem solving skills and apply math skills such as algebra and trigonometry. The course is broken into four specific units of study: Waves, Light, Kinematics, and Fields. Recommended Prerequisites: Science 20F and strong mathematics skills are recommended.

#### **Current Topics in Science (1) 30S (CTS30S)**

This course is designed to assist students in understanding how Science connects to their everyday lives. Students will explore problems and issues that demonstrate interdependence among Science, technology, society, and environment. Be prepared to research controversial topics, themes, and points of view. If you have an interest in topics such as Biotechnology, Global Warming, Population Cycles and Crime Scene Investigation, this may be the course for you!

# ***Science Department Course Descriptions***



## ***Current Topics in Science (2) 30S – Environmental Science (ES30S)***

This elective course focuses on Environmental Science skills. Human life and society depend critically on environmental resources we all too often take for granted such as; air, water, soil, forests and wildlife. Students will learn about the various environmental issues and how scientists balance the needs of society, industry and environment. Students will gain a broad understanding of scientific methods, a solid grounding in environmental sciences, and general skills relevant to careers in science and elsewhere. Students will engage in a variety of hands on activities ranging from working with field equipment to setting traps.

## ***Computer Science 30S (CS30S)***

In this course, we will expand on our knowledge from Computer Science 20S. In this course we will learn to solve more complicated problems while working individually and collaboratively. We will be learning to use lists and arrays, object oriented programming, as well as begin to study searching and sorting algorithms. The Python programming language will be primarily used, other languages may be investigated depending on student interest.

## **Grade 12**

### ***Biology 40S (BIO40S)***

In Grade 12 Biology, you will learn about biological inheritance, evolutionary theory and biodiversity. You will uncover the methods by which parents pass on traits to their offspring, focusing on how new lives are created and what forces determine an individual's appearance and traits. You will also explore how scientists classify organisms and how they have revised classification systems in the wake of new discoveries. DNA-RNA and human genomes are investigated. Lab activities and dissections will help you understand the similarities and differences during the investigation of the huge array of species that live on Earth alongside our own species. Grade 11 Biology is NOT a prerequisite. Recommended 65% or above in previous science courses.

### ***Chemistry 40S (CH40S)***

In Grade 12 chemistry, students continue to develop their understanding of chemical relationships through numerical, mathematical, graphical and pictorial representations. This course takes topics learned in previous chemistry courses and dives deep into the forces that cause them and the theories that explain them. The units of study will include chemical equilibrium, atomic structure, chemical kinetics, acids and bases, and electrochemistry. Lab activities are included. Recommended Prerequisites: CHEM 30S and strong mathematics skills are recommended (ex. use of logarithms, quadratic equation).

### ***Physics 40S (PHY40S)***

Physics 40S is a continuation of Physics 30S. The course consists of 4 units of study: Mechanics, Fields, Electricity and Medical Physics. Physics 30S is a recommended prerequisite for this course.

### ***Interdisciplinary Topics in Science (ITS40S)***

This project, research, and assignment-based course involves studying different science-related topics through many lenses, bringing knowledge together from different areas of study. These areas may include math, science, language arts, visual arts, as well as different branches of biology, chemistry, and physics. Some themes of study include freshwater ecosystem conservation, atmosphere and climate, astronomy, and the immune system. Experience in 30S and/or 40S biology, chemistry, and physics is not necessary.





## ***Social Studies Required Courses***

### Grade 9

#### ***Canada and the Contemporary World 10F (SS10F)***

In the course Canada in the Contemporary World, students study various aspects of Canadian society as well as our relationship with the rest of the world. Major themes in the course include diversity and pluralism in Canada, democracy and governance in Canada, Canada in the global context and opportunities and challenges in Canada.

### Grade 10

#### ***Geographic Issues of the 21<sup>st</sup> Century 20F (GEO20F)***

Students study basic geographic literacy skills such as map analysis/interpretation and basic geographic concepts before moving onto a study of Canada, North America, and the world through the following themes: natural resources, food from the land, urban places, industry and trade. Students will develop geographic skills, values, and knowledge to help them be better global citizens, manage ideas and information, as well as communicate and think critically. Prerequisite: must have completed Grade 9 Social Studies.

### Grade 11

#### ***History of Canada 30F (HIS30F)***

This is a compulsory course in grade 11. It is an overview of the History of Canada. There are 5 clusters including: The First People and New France, British North America, Becoming a Nation, Achievements and Challenges, and Defining Contemporary Canada. It follows our history through pre-contact times to the present. Emphasis is placed on the students learning to think historically. Prerequisite: Geography 20F.

## ***Social Studies Elective Courses***

### Grade 10

#### ***Family Studies 20S (FS20S)***

Students will learn about the physical, emotional, intellectual and social development in children and the importance of caring for children. Topics discussed are conception, contraception, prenatal care, fetal development, the birth process, and practical infant care. This course also includes a practicum involving 24-hour infant care.



# ***Social Studies Department Course Descriptions***

## **Grade 11**

### ***Genocide and Crimes against Humanity 31S (GCH31S)***

This course investigates examples of genocide in the 20<sup>th</sup> and 21<sup>st</sup> centuries, including the Holocaust, Armenia, and Rwanda. Students will examine identity formation and how “in groups” and “out groups” are created, including the analysis of how bias, stereotypes, prejudice, and discrimination impact on various groups. Throughout the course, students will gain an understanding of the role of perpetrator, victim, bystander, rescuer, opportunist, and resister. As the course unfolds students will be challenged to draw appropriate connections between the history of genocide and Canadian history. This course will include current events.

## **Grade 12**

### ***Cinema as a Witness to Modern History 40S (CW40S)***

Students will view films of various genres in order to reflect critically on cinematic representation of historical events, figures and developments of the 20<sup>th</sup> and 21<sup>st</sup> Century. In this course cinema is used as a tool to help students go beyond the experience of film as entertainment. Students will engage in guided viewing of films from a variety of genres, write film critiques and essays that show evidence of historical thinking and critical media literacy.

### ***Family Studies 40S (FS40S)***

This course is appropriate for students about to complete school and begin a new stage in their lives. Through a variety of methods, students will examine human and personal development, self-management, preparation for life work, social development, relationships, family and society, family management, building a family and the changing family. Family Studies 40S is recognized as an entrance program for some university programs.

### ***History: Western Civilization 40S (HWS40S)***

Western Civilization is a course of eras, events, people and ideas that have shaped the Western World. You will learn about change in the beliefs and practices from the Ancient to the Modern World. Units of study will include The Legacy of Greece and Rome, The Renaissance, The Middle Ages, The Enlightenment, The Reformation, World Wars I and II, the Cold War, and the collapse of the Soviet Union. This survey course will provide you the opportunity to identify patterns in historical movements and make connections between past events and present situations. Prerequisite: HIS30F.

### ***Global Issues: Citizenship/Sustainability 40S (GI40S)***

This course will introduce you to some of the major issues and conflicts in the modern world. Topics include Globalization, Media, Consumerism, Environment, Resources, Poverty, Wealth and Power, Human Rights, Genocide, Social Justice, World Peace/Conflict and Terrorism. Global Issues focuses on questions of quality of life locally, nationally and globally. This course encourages class discussion of current events and topics. This course is acceptable for admission to University.



## ***Social Studies Department Course Descriptions***

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### ***Law 40S (LAW40S)***

Law encompasses all of the rules that are created and enforced by governments to regulate the behaviour of all members of society, as well as the relationships between them. This course allows students to acquire knowledge and competencies that will help them throughout their lives as responsible citizens. Basic practical knowledge of the Canadian legal system allows students to play a positive, active role in society. In addition to understanding the relevance of law in everyday life, the outcomes of this course are aimed at helping students develop critical thinking skills and form personal opinions on contemporary legal issues through case studies, simulations, field trips to court and the RCMP detachment, guest speakers, and debates. The Grade 12 Canadian Law course presents students with the major components of Canadian law, beginning with the foundations of law, followed by the Canadian Charter of Rights and Freedoms, criminal law, civil law, and family law.

### ***Psychology 40S (PY40S)***

If you think you might have a career that includes working with people, then this course is for you. This course will introduce you to the major topics found in the field of Psychology. You will explore the scientific methods upon which Psychology is based and then apply what you have learned to your daily lives. Topics include Research Methods, Behaviour, Sensation and Perception, Stress, Coping and Health, Motivation and Emotion, Thinking and Memory, States of Consciousness, Personality, Social Behaviour and Psychological Disorders and Treatments. This course is acceptable for admission to university .



## **Physical Education Required Courses**

### Grade 9 - Select one of the following options

#### ***Physical/Health Education 10F (PE10F)***

Students will take part in a wide variety of activities that will help them take greater ownership of their personal physical fitness development. It will also encourage the discovery of new physical activities suited to their personal interests and promote an active, healthy lifestyle practice and personal social management. The students will work towards the learning outcomes through a variety of activities, which may include weight lifting, soccer, volleyball, basketball, badminton, floor hockey, lacrosse, outdoor pursuits, mental health, healthy relationships, body image and self-esteem.

#### ***Physical/Health Education 10F (PEL10F) – Low Impact***

Students will take part in a wide variety of activities that will help them take greater ownership of their personal physical fitness development. It will also encourage the discovery of new physical activities suited to their personal interests and promote an active, healthy lifestyle practice and personal social management. The students will work towards the learning outcomes through a variety of activities which may include introduction to Yoga, Zumba, Pilates, resistance training, power walking, dance, self-defence, team pursuits, mental health, healthy relationships, body image and self esteem.

#### ***Physical/Health Education 10F (PEX10F) – Fitness Focused***

Students will primarily take part in personal fitness activities that will enhance personal fitness development in order to achieve their grade 9 phys. ed. Credit. This course is focused on the development of personal physical fitness and is great for those who enjoy being physically active on their own or with a partner. Students will work toward learning outcomes through a variety of activities that are mainly focused on resistance training and conditioning, calisthenics, endurance training, group workouts, weightlifting, yoga, and outdoor pursuits. Students will also explore healthy lifestyle practices, and personal/social management techniques

### Grade 10 – Select one of the following options

#### ***Physical/Health Education 20F (PE20F)***

Students will take part in a wide variety of activities that will help them take greater ownership of their personal physical fitness development. It will also encourage the discovery of new physical activities suited to their personal interests and promote an active, healthy lifestyle and overall personal wellness. The students will work towards the learning outcomes through a variety of activities, which may include an in-depth look at weight lifting, soccer, volleyball, basketball, badminton, floor hockey, lacrosse, outdoor pursuits, mental health, healthy relationships, body image, and nutrition.

#### ***Physical/Health Education 20F (PEL20F) – Low Intensity***

Students will take part in a wide variety of activities that will help them take greater ownership of their personal physical fitness development. It will also encourage the discovery of new physical activities suited to their personal interests and promote an active, healthy lifestyle and overall personal wellness. The students will work towards the learning outcomes through a variety of activities, which may include an in-depth look at Yoga, Zumba, Pilates, resistance training, power walking, low organized games, self-defence, racquet sports, dance, mental health, healthy relationships, body image, and nutrition.

# ***Physical Education Department Course Descriptions***



## ***Physical/Health Education 20F (PEX20F) – Fitness Focused***

Students will take part in an in-depth personal fitness approach to achieving their phys. Ed. credit. This course is intended to focus on continuing the development of personal physical fitness through developing and participating in a variety of exercise programs. This class is geared towards individuals who enjoy challenging themselves through the use of individual or partner workouts. Students will work toward learning outcomes through a variety of physical fitness activities which will include resistance training and conditioning, calisthenics, endurance training, group workouts, weightlifting, yoga, and outdoor pursuits. Students will also explore healthy lifestyle practices, and personal/social management techniques.

## **Grade 11 – Select one of the following options**

### ***Physical/Health Education 30F 100% (PE30F)***

PE/HE 100% would be considered the more traditional PE/HE class. Students are expected to attend class every day. The students will be expected to complete 55 hours of physical activity time and complete a classroom component. Both 100% in classes and 50/50 classes are either Complete/Incomplete. Students will take part in a wide variety of activities that will help them take greater ownership of their personal physical fitness development, encourage the discovery of new physical activities suited to their personal interests and promote an active, healthy lifestyle and overall personal wellness.

### ***Physical/Health Education 30F 50/50 (PE530F)***

PE/HE 50/50 is designed to accommodate students who are active outside of the school day. Students are also required to complete 55 hours of Physical Activity time. The biggest difference between this model and the 100% in model is students and parents are responsible for the Physical Activity Practicum. Students are required to record their activity and must attend meetings to ensure they are on the track. In recognition of the time students are active outside of school, students only attended class every other day all semester.

## **Grade 12 – Select one of the following options**

### ***Physical/Health Education 40F 100% (PE40F)***

PE/HE 100% would be considered the more traditional PE/HE class. Students are expected to attend class every day. The students will be expected to complete 55 hours of physical activity time and complete a classroom component. Both 100% in classes and 50/50 classes are either complete/incomplete. This course will accommodate and reflect the interests of the class while introducing new exciting topics in the areas of health, wellness and fitness. Students will study topics related to fitness management, nutrition, leadership, and healthy lifestyle practices. This course is designed to promote continued physical activity and healthy lifestyle practices after graduation.

### ***Physical/Health Education 40F 50/50 (PE540F)***

PE/HE 50/50 is designed to accommodate students who are active outside of the school day. Students are also required to complete 55 hours of Physical Activity time. The biggest difference between this model and the 100% in model is students and parents are responsible for the Physical Activity Practicum. Students are required to record their activity and must attend meetings to ensure they are on the track. In recognition of the time students are active outside of school, students only attend class every other day all semester.



## ***Physical Education Elective Courses***

### **Grade 10**

#### ***Hockey 21G (HOC21G)***

Students will learn the history and evolution of hockey. There will be on ice and off ice instruction which, will include fundamental skill development, sportsmanship, rules and basic strategy. This course will also cover subject areas such as proper nutritional and training principles and how it is important to player development. It is recommended students have prior experience and background knowledge in ice hockey to be successful in this course.

### **Grade 11**

#### ***Current Topics in Science (3) 30S – Life Saving Skills (LSS30S)***

This course covers subject areas such as care and prevention of injuries, and the study of cardiovascular disease and risk factors. Students who are at least 16 years old will have the opportunity to achieve the Standard First Aid Level C CPR. Students younger than 16 are welcome to take the course and achieve the credit, but will not be eligible to obtain their First Aid Certification.

#### ***Sustainable Wilderness Education 30S (SWE31G)***

Our future and that of future generations will be impacted by the education, opportunity and experiences of our youth. By providing opportunities for education, guidance and self-reflection, the Sustainable Wilderness Education program is committed to developing passionate and skilled individuals who care about making a difference for sustainable outdoor environments. Through the development of a deep appreciation for the Earth and the importance of sustainability, students will attain the skills and attitudes needed to enrich the lives of both themselves and others.

### **Grade 12**

#### ***Exercise Science (Anatomy) 40S (AAT40S)***

Students will gain an in-depth understanding of human anatomy, explore some basic principles of human physiology, and learn about the body's response to exercise. Students interested in pursuing post-secondary studies in the fields of kinesiology, health care, or athletic therapy might find value in this course. Topics of study will include the structure and function of the skeletal and muscular systems, cellular energy pathways, the various responses of the body's organ systems to exercise; and the causes of, treatment and care for, athletic injuries.



## Two Year Rotation

The French Immersion program offers 15 courses with the language of instruction in French in a two year rotation. Students who successfully complete these 15 French credits, plus an additional 15 credits, in any language, will graduate with a French Immersion high school diploma.

YEAR 1 (2025 -2026)				YEAR 2 (2024-2025)			
Grade 9	Grade 10	Grade 11	Grade 12	Grade 9	Grade 10	Grade 11	Grade 12
FRA10F	FRA20F	FRA30S	FRA40S	FRA10F	FRA20F	FRA30S	FRA40S
SCH10F	SCH10F	EP530F	EP530F	GEI20F	GEI20F	EP540F	EP540F
SCN10F	SCN20F	HII30S	HII30S	SCN10F	SCN20F	CTM40S	CTM40S
CAI10S	MTI20G			CAI10S	MTI20G		

### Grade 9 – French Immersion students MUST select:

#### ***Francais 10F (FRA10F)***

Students will be developing their listening, speaking, reading, and writing skills of the French language through the use of a variety of written forms and genres (novel, poetry, short stories, and critiques).

#### ***Sciences De La Nature 10F (SCN10F)***

This course is organized into four content areas: Reproduction, Atoms and Elements, The Nature of Electricity and Exploring the Universe. It is designed as an extension of the Life Science, Physical Science, and Earth and Space Sciences that have been presented in Elementary grades. The course investigates relationships between science, technology, society and the environment (STSE).

#### ***Les Enjeux Geographiques Du Siecle (GEI20F)***

Students study basic geography literacy skills such as map analysis/interpretation and basic geographic concepts before moving on to the study of Canada, North America and the world through the following themes: natural resources, food from the land, urban places, industry and trade. Students will develop geographic skills, values and knowledge to help them be better global citizens, manage ideas and information as well as communicate and think critically.

#### ***Exploration of Culinary Arts (CAI10N)***

This is an optional course intended for students wishing to explore the culinary arts. The emphasis is on hands-on activities. Students are introduced to sanitation and safety; tools and equipment; knife handling and safety; and general preparation procedures for different types of food and beverages.

### Grade 10 – French Immersion students MUST select:

#### ***Francais 20F (FRA20F)***

Students learn how to write compositions, essays and short stories, to read and appreciate novels, plays and other works of literature, to understand and analyze films and documents, and to use the spoken language to communicate effectively in a variety of situations. PREREQUISITES: Francais 10F





## ***Metalwork Technology 20G (MTI20G)***

Develop your creativity with the design and construction of projects made of metal. This course is a continuation of the modules offered in MTT10G, with an emphasis on perfecting the skills learned the previous year. Students have the chance to create unique products. Exploration of areas to advanced levels is possible. Among the possibilities are: arc welding, MIG welding, metallurgy, basic machining, sheet metal, manufacturing and art metal.

Développer vos compétence fondamentale avec conception de project fait de métaux. Ce cours est une continuation des module offert dans MTT10g, avec une emphase sur la perfection des compétences appris. Les étudiants ont la chance de créer des projects unique. Zone d'exploration possible d'avancement sont: soudage a l'arc, soudage à l'arc au fil nu(MIG), métallurgie, usinage de base, ferblantier, manufacture, et l'art métallique.

## ***Sciences De La Nature 20F (SCN20F)***

Be prepared to learn about the fascinating world of ecosystems, how chemicals react, the physics of objects in motion, and how weather works, as well as how people can use their knowledge of ecology, chemistry, physics, and meteorology to live responsibly in our world. The grade 10 course is designed to prepare students for more specialized science courses in Grades 11 and 12. Lab activities are included.

## ***Les Enjeux Geographiques Du Siecle (GEI20F)***

Students study basic geography literacy skills such as map analysis/interpretation and basic geographic concepts before moving on to the study of Canada, North America and the world through the following themes: natural resources, food from the land, urban places, industry and trade. Students will develop geographic skills, values and knowledge to help them be better global citizens, manage ideas and information as well as communicate and think critically.

## **Grade 11 – French Immersion students MUST select:**

### ***Lange Et Communication 30S (FRA30S)***

This course is a compulsory French immersion course. Students learn how to write compositions, essays and short stories, to read and appreciate novels, plays, and other works of literature, to understand and analyze films and documents, and to use the spoken language to communicate effectively in a variety of situations.

### ***Cinema-Temoin De l'Histoire Modern 40S (CTM40S)***

Students will view films of various genres in order to reflect critically on cinematic representation of historical events, figures and developments of the 20th and 21st Century. In this course, cinema is used as a tool to help students go beyond the experience of film as entertainment. Students will engage in guided viewing of films from a variety of genres, write film critiques and essays that show evidence of historical thinking and critical media literacy.

# **French Immersion Department Course Descriptions**



## ***Ed. Physique/Ed a la Santé 40F (EP540F)***

PE/HE 50/50 requires students to be active outside of the school day. Students are required to complete 55 hours of physical activity time. The difference between this model and the 100% model is that students and parents are responsible for the physical activity component. Students are required to record their activity and attend meetings with their instructor to ensure they are on track. Parents also sign the student's book log as their contribution. In recognition of the time that students are active outside of school time, students are required to attend class 50% of the time. The course is awarded either a complete or incomplete.

## **Grade 12 – French Immersion students MUST select:**

### ***Langue et Communication 40S (FRA40S)***

Students learn how to write compositions, essays and short stories, to read and appreciate novels, plays and other works of literature, to understand and analyze films and documents, and to use the spoken language to communicate effectively in a variety of situations.

PREREQUITES: Français 30S

### ***Cinema-Temoin De l'Histoire Modern 40S (CTM40S)***

Students will view films of various genres in order to reflect critically on cinematic representation of historical events, figures and developments of the 20th and 21st Century. In this course, cinema is used as a tool to help students go beyond the experience of film as entertainment. Students will engage in guided viewing of films from a variety of genres, write film critiques and essays that show evidence of historical thinking and critical media literacy.

## ***Ed. Physique/Ed a la Santé 40F (EP540F)***

PE/HE 50/50 requires students to be active outside of the school day. Students are required to complete 55 hours of physical activity time. The difference between this model and the 100% model is that students and parents are responsible for the physical activity component. Students are required to record their activity and attend meetings with their instructor to ensure they are on track. Parents also sign the student's book log as their contribution. In recognition of the time that students are active outside of school time, students are required to attend class 50% of the time. The course is awarded either a complete or incomplete.



## ***Music Elective Courses***

### Grade 9

#### ***Music 1A: Concert Band 10S (BAN10S)***

This course is a continuation of the school district's concert band program from grades 6-8. Students will further develop their musicianship both personally and as a member of the Concert Band. Expectations of the course include performance at a number of local concerts throughout the year, private group lessons, music theory assignments and a minimum of two hours per week of private practice at home. Students enrolled in this course are members of RDPC's Junior Concert Band. The band rehearses every second day, and students receive one half-hour small-group lesson that occurs once in each six-day cycle. Recommended Pre-Requisites: Grade 8 band or permission from the instructor.

#### ***Music 6A: Jazz Band 10S (JAZ10S)***

The R.D. Parker Jazz Ensembles are performing groups for students looking to further their music education with study and performance in the Jazz idiom. While the ensemble's focus is on performance, students will also learn about jazz history, styles and improvisation. The jazz ensembles are open by audition to all students currently enrolled in the R.D. Parker Concert Bands or with permission from the director.

#### ***Music 3A: Beginners Band 10S (BAB10S)***

Intro to Band is available to any high school student of any grade, who has little or no experience in instrumental music. It is a fast-paced course designed to prepare students for entry into the RDPC Band Program who have not previously completed the Junior High Band program. Students will learn basic music literacy, theory, and instrumental performance skills. Students will choose one of the following instruments to receive instruction on Flute, Clarinet, Trumpet or Trombone. Upon successful completion of this course, it is intended that students will be prepared to enter the RDPC performing band ensembles. Students are required to acquire an instrument, if unable to acquire an instrument please contact the instructor. Please see our website [www.rdparkermusic.com/introtoband.html](http://www.rdparkermusic.com/introtoband.html) for more information.

#### ***Music 2A: Concert Choir 10S (CHO10S)***

Students enrolled in CHO10S will develop sight-reading and musicianship skills, and will study a wide variety of music representative of different languages, genres and cultures. The choir rehearses every second day and students receive one half-hour small group lesson each six-day cycle. Students in this course may or may not have taken choir in grade 8.

#### ***Music 5A: Vocal Jazz 10S (JZV10S)***

The Vocal Jazz Ensemble is composed of vocal music students in grades 9-12 who are currently enrolled in choir. It is designed for students who are serious about obtaining experience in showmanship, small group responsibilities, jazz methods and swing/jazz vocal stylings.

# The Arts Course Descriptions



## Grade 10

### ***Music 1A: Concert Band 20S (BAN20S)***

In this course, students will further develop their musicianship both personally and as a member of the Concert Band. Expectations of the course include performance at a number of local concerts throughout the year, private group lessons, music theory assignments and a minimum of two hours per week of practice at home. Students enrolled in this course are members of RDPC's Senior Concert Band. The band rehearses every second day, and students receive one half-hour small-group lesson that occurs once in each six-day cycle.

Recommended Pre-Requisites: Band 10S or permission from the instructor.

### ***Music 6A: Jazz Band 20S (JAZ20S)***

The R.D. Parker Jazz Ensembles are performing groups for students looking to further their music education with study and performance in the Jazz idiom. While the ensembles focus is on performance, students will also learn about jazz history, styles and improvisation. The jazz ensembles are open by audition to all students currently enrolled in the R.D. Parker Concert Bands or with permission from the director.

### ***Music 2A: Concert Choir 20S (CHO20S)***

The Senior Concert Choir is open to students in grades 10-12 who have completed one year in the Junior Concert Choir and/or have written permission of the instructor. It is designed for those students who have at least a basic understanding of vocal technique and tone production. The choir rehearses every second day, and students receive one half-hour small group lesson each six-day cycle.

### ***Music 5A: Jazz Choir 20S (JZV20S)***

The Vocal Jazz Ensemble is composed of vocal music students in grades 9-12 who are currently enrolled in choir. It is designed for students who are serious about obtaining experience in showmanship, small group responsibilities, jazz methods and swing/jazz vocal stylings.

## Grade 11

### ***Music 1A: Concert Band 30S (BAN30S)***

In this course, students will further develop their musicianship both personally and as a member of the Concert Band. Expectations of the course include performance at a number of local concerts throughout the year, private group lessons, music theory assignments and a minimum of two hours per week of practice at home. Students enrolled in Concert Band 30S are members of RDPC's Senior Concert Band. The band rehearses every second day, and students receive one half-hour small-group lesson that occurs once in each six-day cycle.

Recommended Pre-Requisites: Band 20S or permission from the instructor.

### ***Music 2A: Concert Choir 30S (CHO30S)***

The Senior Concert Choir is open to students in grades 10-12 who have completed one year in the Junior Concert Choir and/or have written permission of the instructor. It is designed for those students who have at least a basic understanding of vocal technique and tone production. The choir rehearses every second day, and students receive one half-hour small group lesson each six-day cycle.

# The Arts Course Descriptions



## ***Music 5A: Vocal Jazz 30S (JZV30S)***

The Vocal Jazz Ensemble is composed of vocal music students in grades 10-12 who are currently enrolled in the Senior Concert Choir. It is designed for students who are serious about obtaining experience in showmanship, small group responsibilities, jazz methods and swing/jazz vocal stylings. An audition will be required for admission to the Vocal Jazz Ensemble.

## ***Music 6A: Jazz Band 30S (JAZ30S)***

The R.D. Parker Jazz Ensembles are performing groups for students looking to further their music education with study and performance in the Jazz idiom. While the ensembles focus is on performance, students will also learn about jazz history, styles and improvisation. There are three jazz large ensembles at R.D. Parker (Junior, Intermediate and Senior levels). The jazz ensembles are open by audition to all students currently enrolled in the R.D. Parker Concert Bands or with permission from the director.

## **Grade 12**

### ***Music 1A: Concert Band 40S (BAN40S)***

In this course, students will further develop their musicianship both personally and as a member of the Concert Band. Expectations of the course include performance at a number of local concerts throughout the year, private group lessons, music theory assignments and a minimum of two hours per week of practice at home. Students enrolled in Concert Band 40S are members of RDPC's Senior Concert Band. The band rehearses every second day, and students receive one half-hour small-group lesson that occurs once in each six-day cycle. Recommended Pre-Requisites: Band 30S or permission from the instructor.

### ***Music 2A: Concert Choir 40S (CHO40S)***

The Senior Concert Choir is open to students in grades 10-12 who have completed one year in the Junior Concert Choir and/or have written permission of the instructor. It is designed for those students who have at least a basic understanding of vocal technique and tone production. The choir rehearses every second day, and students receive one half-hour small group lesson each six-day cycle.

### ***Music 5A: Vocal Jazz 40S (JZV40S)***

The Vocal Jazz Ensemble is composed of vocal music students in grades 10-12 who are currently enrolled in the Senior Concert Choir. It is designed for students who are serious about obtaining experience in showmanship, small group responsibilities, jazz methods and swing/jazz vocal stylings. An audition will be required for admission to the Vocal Jazz Ensemble.

### ***Music 6A: Jazz Band 40S (JAZ40S)***

The R.D. Parker Jazz Ensembles are performing groups for students looking to further their music education with study and performance in the Jazz idiom. While the ensembles focus is on performance, students will also learn about jazz history, styles and improvisation. There are three jazz large ensembles at R.D. Parker (Junior, Intermediate and Senior levels). The jazz ensembles are open by audition to all students currently enrolled in the R.D. Parker Concert Bands or with permission from the director.



## **Visual Arts Elective Courses**

### Grade 9

#### **Visual Arts 1A: Art 10S (VIS10S)**

In this art course, you will explore a variety of art forms including drawing, painting and sculpting, as well as perspective and colour. Historical and cultural values will be explored in artistic styles. You will be able to build skills starting at a basic level and working towards a more advanced while allowing you to try as many different art forms as possible.

### Grade 10

#### **Visual Arts 1A: Art 20S (VIS20S)**

In this art course, you will draw using a variety of mediums in both color and black and white. A variety of art styles will be explored as well as the cultural and historical impact on artistic expression. You will be able to develop your awareness of the space around you and the scale of objects, as well as participate in exercises, which will help you to develop your observational skills and to produce drawings exploring measurement and proportion.

### Grade 11

#### **Visual Arts 1A: Arts 30S (VIS30S)**

In this art course, you will explore the various aspects of illustrating in art including cartooning, perspective, landscape, still life and portraiture. You will work with a wide variety of mediums to help you explore technique, style and meaning in your artwork. A reflection on cultural and history trends with some research into art movements will be explored to enhance possible approaches into the projects you are working on.

Recommended Pre-Requisite VIS10S or VIS20S

### Grade 12

#### **Visual Arts 1A: Arts 40S (VIS40S)**

In this course, you will be able to explore the purpose of an artist's portfolio and create a portfolio of your own. You will continue to explore meaning, symbolism and cultural values in your artwork and have the opportunity to continue to examine a variety of art forms and make decisions about the art that you wish to create. You will make choices about which skills you wish to concentrate on improving and exploring. Recommended Pre-Requisite: VIS10S, VIS20S, VIS30S or consultation with instructor.



## ***Performing Arts Elective Courses***

### Grade 9

#### ***Drama 1A: Drama 10S (DRA10S)***

This course provides a solid foundation from which to develop your practice as a dramatic artist. The Dramatic Arts will be engaged through various exercises, stage theory, and group activities. Foundational skills to be developed include mime, tableaux, role-playing, improvisation, and acting out scripted scenes. This is a participation-based course that requires you to take risks, be creative, and, above all, encourage and support your classmates to do the same.

### Grade 10

#### ***Drama 1A: Drama 20S (DRA20S)***

This course builds on foundational dramatic activities such as mime, tableaux, role-playing, and improvisation. It takes a particularly close look at crafting scripted scenes. Beyond these initial activities, students develop their artistic practice through movement, voice, dramatic storytelling, and creative writing. This is a participation-based course that requires you to take risks, be creative, and, above all, encourage and support your classmates to do the same.

#### ***Drama 2A: Improvisation 20S (IMP20S)***

Do you love acting but hate memorizing lines? Then Improvisational Theatre is the perfect course for you! We will study improv games, theatre sports, long and short form improvisations and sketch comedy. This course will develop the skills and techniques for character, plot and situational based approaches to improvising theatre. At the conclusion of the course, students will showcase their work in a public performance. Recommended for students in Grades 9-12.

#### ***Drama 3A: Filmmaking 20S (DFM20S)***

This course provides an introduction to the art and technology of filmmaking. Students learn the basics of film grammar, sound recording, and camera work. Scriptwriting, lighting, and digital video editing techniques are also addressed. Learning how to “read” a film is the main emphasis of our journey.

### Grade 11

#### ***Drama 1A: Drama 30S (DRA30S)***

This course delves deeper into the world of the Dramatic Arts, exploring the historical impact of classic plays/films, looking at competitive team improvisation, developing production worthy scenes, dabbling in the craftsmanship of puppetry, independent journaling and formal script writing. This course will enhance your Dramatic Art skills and allow you to take ownership with your stage work. This is a participation-based course that will require you to take risks, encourage and support your classmates as they do the same. Please note that the end of this course may highlight work as a public performance, requiring rehearsals outside of school hours. Prerequisite: Drama 10S or 20S



# The Arts Course Descriptions



## ***Drama 3A: Filmmaking 30S (DFM30S)***

This course provides an introduction to the art and technology of filmmaking. Students gain practical skills in the use of sound, lighting, and camera equipment. Students extend their knowledge of filmmaking techniques through practical activities such as scriptwriting, storyboarding, and digital video editing.

## ***Drama 5A: Creative Communication 30S (DAS30S)***

This course is an introduction to the dynamics of creative communication. Students explore creative communication through work in and analysis of storytelling in three creative forms: creative writing, drama, and digital media production. Students gain an awareness of how the study of audio and visual media can provide insight into the human experience. The final project in this course will include the production of a “radio ready” podcast.

## ***Broadcast Media 35S (BM35S)***

This course is a look at the media of radio, film & television. Students will learn the basics of pre-production, sound recording, and color video camera operating techniques. The basics of continuity, studio lighting, basic editing & titling will all be discussed with practical assignments being given. Students will use the audio and video post-production program, Adobe Creativity. Attention will be given to practicality, writing for the eye and ear, and understanding the specialized fields of video production crews. Assignments are practical projects; therefore, self-direction and a mature attitude are key to success. This course is taken in the same semester as Interactive Media 35S.

## ***Interactive Media 35S (IM35S)***

Using skills and knowledge to create interactive media products, students will combine video, audio and interactive components. Students need to have a mature attitude and an understanding of the media production process. Students will plan, develop, and publish interactive media for assignments. This course is taken in the same semester as Broadcast Media 35S.

## **Grade 12**

### ***Drama 1A: Drama 40S (DRA40S)***

The focus of the course includes exploring the historical Theatre of the Absurd, multidimensional improvisation, proper delivery of monologues, production quality dramatic scenes, portfolio building, independent study, and a class production. This course is geared to assist students to display their skills as young professionals in the fields of Theatre and Film. This is a participation-based course that will require you to take risks, encourage and support your classmates as they do the same. Please note that there will be a public performance exam for this course that may require rehearsals outside of school hours. (Prerequisite: Drama 10S or 20S)

### ***Drama 5A: Creative Communication 40S (DAS40S)***

The focus of this course is on the importance of communication in everyday life. Through critical and creative practices, students explore communication as a social activity, and investigate how communication works. The roles of verbal, nonverbal, and mediated communication are studied through practical application with an emphasis on project based learning. This is an excellent elective to complement English 40S.



## ***Human Ecology Elective Courses***

### Grade 9

#### ***Foods and Nutrition 10S (FN10S)***

Have you ever sat around daydreaming of being on MasterChef or a Baking Championship show? Have you ever burnt water while trying to make a meal for your family, friends or significant other? If so, you need to begin with a foundational knowledge of safety in a kitchen, basic cooking and baking utensils and tools, and the groundwork of ingredients and their functions. Plus, you never know, we (as your teachers) could one day say that we knew you before you were famous. It's also valuable to understand the fundamentals of nutrients and their function in the body.

#### ***Textile Art and Design 10S (TAD10S)***

Explores the basic knowledge and skills required to design and create textile products. Students will explore the impact that fashion has on consumer choices and its influence on relationships. The course will introduce the student to citizenship and sustainability through knowledge, action, and projects. Students will also become aware of issues in the textile industry and their impact on the environment and people through social justice and clothing security challenges. This course also provides a brief introduction to the study of environmental design. The course is a balance of theory and practical components. Practical projects include: pillow, quilt, and beaded keychain. Supplies for projects are provided.

### Grade 10

#### ***Foods and Nutrition 20S (FN20S)***

With a foundational knowledge of safety in a kitchen, basic cooking and baking utensils and tools, and the groundwork of ingredients and their functions, we will be expanding on what you've learned in Foods and Nutrition 10S. We create an understanding about the foundations of nutrients and their function in the body. Also we cover food borne illnesses, the ability to adjust or substitute an ingredient in a recipe and adapting recipes to fit specific nutritional deficiencies among other topics. This course is a balance of theoretical and practical components, learning the essentials of food and nutrition and applying acquired skills in the kitchen setting.

#### ***Textile Art and Design 20S (TAD20S)***

Examines the broader knowledge and skills required to design and create textile products. Students will examine the basics of costuming, cultural fashion design, and consumer practices that have an impact on individuals within their community. The impact of fashion on consumer choices and its influence on relationships are explored in more depth. Students will be challenged to address issues within the textile industry and their impact on the environment, in addition to social justice and clothing security challenges. This course also provides a brief introduction to the study of environmental design. The course is a balance of theory and practical components. Practical projects include: pillow, quilt, and beaded pouch. Supplies for projects are provided.

# ***Practical Arts Course Descriptions***

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## **Grade 11**

### ***Textile Arts and Design 30S***

Focuses on enhanced knowledge and skill development in textile design and construction. Students will examine the areas of costuming, cultural fashion design, and consumer practices that have an impact on individuals and communities. This course will follow the fashion industry through design and illustration, marketing, and merchandising while acknowledging the environmental and social justice influences on local communities. The course is a balance of theory and practical components. Previous sewing experience is strongly recommended for success. Practical projects include: quilt, beaded mural. Supplies for projects are provided.

## **Grade 12**

### ***Environmental Design 40S (EVD40S)***

Focuses on the development of skills, terms, and knowledge in the field of housing and interior design. The principles and elements of design form the foundation of the course through the application of drafting and designing living spaces. Students will identify social justice, sustainability, consumer decisions, and housing security within the built environment, and demonstrate the ability to meet the needs of individuals, families, and communities. Career paths in the environmental design field include: architecture, interior design, and regional/urban planning.

### ***Foods and Nutrition 40S (FN40S)***

Let's look towards the future. Are you moving out soon? Will there be sustainable food in the future? This course will take a critical look at where food comes from, how food costs affect what we eat, and what can you afford. You will understand how to budget for the cost of food and you will create amazing meals out of what can be bought. This course will also take a look at how personal, community and global choices of food and how food production can help make important nutritional decisions. The application of your practical skills in this program will allow you to create and eat amazing food.

### ***Textile Arts and Design 40S (TAD40S)***

Focuses on advanced knowledge and skill development in textile design and construction. Students will examine in depth the areas of creative costuming, cultural fashion design, and consumer practices that have an impact on individuals and communities. This course will follow the fashion industry through design and illustration, marketing, and merchandising while acknowledging the environmental and social justice influences on global communities. The course is a balance of theory and practical components. Previous sewing experience is strongly recommended for success. Practical projects include: quilt, beaded mitts. Supplies for projects are provided.



## ***Drafting Elective Courses***

### Grade 9

#### ***Design Drafting Technology 10G (DFT10G)***

CAD (Computer Aided Drafting) helps students get a better understanding how two-dimensional drawings can be changed into three-dimensional objects. CAD drafting is a hands on course where students will produce and manufacture a model F1 racecar. Students will race the F1 cars at the end of the year for bragging rights! Students are also introduced to various engineering fields of study and are trained on one of the world's leading CAD software, Catia.

## ***Metals Elective Courses***

### Grade 9

#### ***Metalwork Technology 10G (MTT10G)***

This course is an introductory course into safe metal production. Students will create introductory, unique projects. Different methods of metalworking will be explored: multiple welding processes, sheet metalworking, fastening, metallurgy, basic machining, forging, wrought iron and art metal.

### Grade 10

#### ***Metalwork Technology 20G (MTT20G)***

Develop your creativity with the design and construction of projects made of metal. This course is a continuation of the modules offered in MTT10G, with an emphasis on perfecting the skills learned the previous year. Students have the chance to create unique products. Exploration of areas to advanced levels is possible. Among the possibilities are: arc welding, MIG welding, metallurgy, basic machining, sheet metal, manufacturing and art metal.

### Grade 11

#### ***Metalwork Technology 30S (MTT30G)***

Students will extend further their metalworking techniques and skills acquired in previous courses, with the emphasis on designing and producing their own products. Career opportunities in metalwork will also be discussed. Recommended Pre-Requisites MTT10G OR/AND MTT20G.



## ***Woods Elective Courses***

### Grade 9

#### ***Woodworking Technology 10G (WD10G)***

This course explores entry level woodworking processes and techniques. It builds upon the skills learned in the grade 7 and 8 practical arts program. Students will use a variety of hand tools and power tools to create various interesting and useful projects.

### Grade 10

#### ***Woodworking Technology 20G (WD20G)***

This course is best taken after WD10G, but can be taken independently. Students will explore various woodworking processes using both hand and power tools to construct unique, useful projects with an emphasis on creativity and craftsmanship.

### Grade 11

#### ***Woodworking Technology 30S (WD30S)***

A full credit course that further develops the student's woodworking skills through new processes like the jointer, the router, and the wood lathe. Students will develop enhanced skills in cabinetry and joinery and apply their own creative problem solving skills to their ideas into furniture projects .

### Grade 12

#### ***Woodworking Technology 40S (WD40S)***

A full credit course that further develops the student's woodworking skills through new processes. Students will develop enhanced skills in cabinetry and joinery and apply their own creative problem solving skills to refine their ideas into a well-designed furniture projects.



## ***Cultural Studies and Language Elective Courses***

### Grade 9

#### ***Cree 11G (CR11G)***

This course will provide students with an opportunity to explore Cree perspective, practical use, and acquire knowledge in the language of 'nehinawewin'. Nehinawewin is primarily an oral language; however, students will also learn Cree syllabics and roman orthography writing systems. Students will engage in a variety of listening and speaking activities but will also be expected to complete written assignments. Oral participation is an essential component of this course.

#### ***Basic French 10F (FRE10F)***

This course aims to develop students' abilities in French with a focus on oral communication, reading, writing and culture. Students will learn to communicate orally and interact spontaneously, read a variety of texts, plan and write coherent texts and demonstrate a general knowledge of the francophone culture and appreciate the advantages of learning the French language.

#### ***Indigenous Studies 11G (IDS11G)***

##### **JOURNEY TO RECONCILIATION THROUGH STORIES & ART**

This course will explore the histories, stories, and realities of local Indigenous experiences from a Manitoba context. The main platform for student expression is art. Students will delve into the discourse of the past and current realities of Indigenous experiences, stories, and contributions within our collective history in Canada. Students will increase their awareness and perception of the history, cultures, worldviews, contributions and current issues of Indigenous people in Canada. Students will learn through Indigenous stories, and become actively engaged and empowered to be catalysts for change in their own lives.

### Grade 10

#### ***Cree 21G (CR21G)***

The aim of this course is to provide students with opportunities to engage in the everyday use of the nehinawewin language. Students will be challenged to use, adapt, and improve previous language skills by speaking, reading, and writing in various situations. Students will also be expected to do a variety of reading and writing assignments in Cree syllabics and roman orthography. Oral participation is an essential component of this course.

#### ***Indigenous Studies 21G (IDS21G)***

This course examines the history, contributions, and treaty relationships between both Indigenous and non-Indigenous people that continue to shape modern day Canada. Students will learn about the local history of Indigenous peoples through reading graphic novels that depict the experiences of Indigenous peoples and will also listen and engage in local stories of struggle, resistance, and resilience as experienced by Indigenous people. Topics and activities may include stories of Turtle Island; KAIROS blanket activity, treaties, the arrival of Europeans and stories of Indigenous and Metis resilience, resistance, and continued persistence.



## ***Visual Arts 3A: Art with an Indigenous Focus 20S (IDA20S)***

Students will do hands-on art projects using materials native to northern Manitoba. Students will also learn the customs, stories, and origins that are unique to Indigenous traditions and culture. Students will be exposed to the local contemporary Indigenous artists, and also actors, singers, dancers, writers, etc., on a provincial, federal and continental level. The course also teaches students through media/videos/interviews to recognize the effects of stereotyping and racism, to respond with positive alternatives, and to develop a more accurate and positive image of Indigenous people. Finally, students will be made aware of the roles, contributions, and rights of Indigenous women in society.

## ***Basic French 20F (FRE20F)***

This course aims to improve students' abilities in French with a focus on oral communication, reading, writing and culture. Willingness to interact and speak in French is essential. Students will read a variety of texts, plan and write coherent texts and demonstrate a more in-depth knowledge of the francophone culture. Emphasis is on speaking and the ability to create brief texts that are concise and coherent. The expectation continues with the demonstration of a general knowledge of the francophone culture and the appreciation of learning the French language.

## ***Grade 11***

### ***Cree 31G (CR31G)***

This course is designed for students who have an intermediate to fluent use of the Cree language. Students will engage in authentic experiences that will challenge them as a way to encourage functional use of the language. Students will be expected to complete various reading and writing assignments in Cree syllabics as well as participate orally.

### ***French 30S (FRE30S)***

This course aims to continue to improve students' abilities in French with a focus on oral communication, reading, writing and culture. Students will use their language skills for a broader range of purpose. Students will continue to demonstrate their abilities in speaking, communicating, planning and writing as well as demonstrating their knowledge and appreciation of both the French language and culture.





## Grade 12

### ***Current Topics in First Nations Studies 40S (IDS40S)***

A Foundation for Implementation supports the empowerment of students through the exploration of the histories, traditions, cultures, worldviews, and contemporary issues of Indigenous peoples in Canada and worldwide. Students gain knowledge and develop the values, as well as the critical thinking, communication, analytical, and inquiry skills, that will enable them to better understand past and present realities of Indigenous peoples. Additionally, exploration of topics such as self-determination, self-government, and language and cultural reclamation allows students to understand and work towards the post-colonial future envisioned by Indigenous peoples.

### ***Treaties and the Treaty Relationship (TTR41S)***

As citizens living in 21<sup>st</sup> century Canada, it is imperative that we explore the local Treaty experience. This course is intended to ‘fill in the gap’ by strengthening student identities by focusing on the local Treaty 5 experience; generating an awareness and understanding about First Nations people in Manitoba and the contemporary relevance of the Treaty relationship; and broadening the concepts of identity and citizenship to students and communities as Treaty partners in a modern Canada.

### ***French 40S (FRE40S)***

This course is open to all students who have successfully completed French 30S. The emphasis is on broadening the range of both oral and written communication skills. The course encourages interacting spontaneously during class discussions, providing input and demonstrating proficiency in communication. Students are expected to write coherent text and demonstrate a knowledge of the francophone culture and appreciate the advantages of learning the French language.



# ***Career Development Course Descriptions***

## ***Career Development Elective Courses***

### Grade 9

#### ***Applying Information and Communication Technology 1 15F (ICT15A)***

**This is 0.5 credit course and must be taken with ICT15B.**

The purpose of this course is to reinforce and extend the ICT knowledge, attitudes, and skills acquired previously and to explore new topics that will support learning across the curriculum. Problem solving, accomplishing tasks, expressing creativity, and using today's technology is emphasized. More importantly, students will learn to adapt to change and be able to independently learn and use new technology as it evolves throughout their lives. This course focuses on analyzing information, communicating messages, and using technology to create products such as print documents, web pages, and video recordings.

#### ***Applying Information and Communication Technology 2 15F (ICT15B)***

**This is 0.5 credit course and must be taken with ICT15A.**

The purpose of this course is to continue to reinforce and extend the ICT knowledge, attitudes, and skills acquired by students in ICT 1. Upon completion of this course, each student should be knowledgeable about technology, be able to use tech readily and effortlessly & be able to make decisions about use. This course focuses on analyzing information, communicating messages, and using technology to create products such as print documents, web pages, and video recordings. Students will work individually and collaboratively in this course.

#### ***Life/Work Explorations 10S (LWE10S)***

Students begin exploring the world of work as they begin their career development through guest speakers and career sights. Students increase their self-awareness and develop skills in personal management and career exploration while learning about their interests, skills, personality traits and values that all play a role in career awareness. After successful completion of LWE10S, students have the opportunity to earn up to 2 additional credits with the Credit for Employment option.

#### ***Business Innovations 10S (BIN10S)***

Business Innovations is an introductory course that allows students to sample the various strands within the applied commerce education program. The course offers students the opportunity to explore commerce-related topics, such as economics, entrepreneurship, business, marketing, technology, and finance. Throughout the course, students will apply the concepts and strategies they learn to a variety of creative business projects or simulations. The course is designed to provide foundational learning for students interested in pursuing post-secondary business studies.



# ***Career Development Course Descriptions***

## Grade 10

***Print Communications 25S (PC25S)*** This is 0.5 credit course.

PC25S is a 0.5 credit. **This course must be taken with KB25S to earn a full credit.** This course will provide students with the skills and knowledge to plan and create documents such as resumes with cover letters, MLA formatted essays, memorandums and business letters. Students will continue learning how to use Microsoft Word, Publisher, Excel and PowerPoint.

***Keyboarding 25S (KB25S)*** This is 0.5 credit course.

KB25S is a 0.5 credit. **This course must be taken with PC25S to earn a full credit.** The purpose of this course is to improve students' accuracy and speed with a keyboard, using touch-keying techniques. Students will practice keyboarding using various online programs and textbook. Students will learn how to use Microsoft Word, Publisher, Excel and PowerPoint.

## Grade 11

***Accounting Essentials 30S (ACC30S)***

Accounting Essentials helps students gain an understanding of basic accounting. With an emphasis on accounting for a service business, students will apply their knowledge and skills to complete the stages of the accounting cycle. Accounting Essentials provides the fundamentals of accounting and is a good choice for students who plan to further their finance studies in Grade 12 Accounting Systems. Students interested in pursuing post-secondary studies in any business discipline will benefit considerably by completing this course.

***Life/Work Building 30S (LWB30S)***

Students will create a career/education plan that will be ever evolving. Job skills such as the ability to work with others, communicating in the workplace, exploring traditional and non-traditional work opportunities, and transitioning from school to work. Examining knowledge and skills learned at school that can be transferred to the workplace will be studied. The course explores personal management, career exploration, learning and planning, job seeking and job maintenance, and career and community experiences; this will include grant and loan applications, exploring all possible sources of financial aid for post-secondary education and training.

***Private Pilot Ground School 31G (AV31G)***

This course is designed to investigate the foundation of aviation, mapping, meteorology and general knowledge of the aviation industry. This course provides students with the opportunity to learn about the world of aviation with the possibility to enter into the industry.

## Grade 12

***Accounting Systems 40S (ACC40S)***

Accounting Systems is an extension of Grade 11 Accounting Essentials. It includes an introduction to financial analysis and corporate accounting. With an emphasis on accounting for a merchandising business, students will apply their knowledge and skills to complete the stages of the accounting cycle. The skills acquired in this course are not only useful when pursuing a career in business or accounting, but essential for everyday life.



# Vocational Course Descriptions

## ***Automotive Major Courses***

*Automotive and Heavy Duty Class Equipment – Coveralls and work boots that meet the Provincial Health and Safety Standards are a requirement for the student to participate in the course practical component. Limited numbers of work boots and coveralls are available through the program. One pair of non-prescription safety eyewear will be provided to each student at the start of the course.*

### Grade 9

#### ***Introduction to Automotive Technology 10S (AT10S)*** (NOT REQUIRED FOR THE MAJOR)

This course is the widely acclaimed small engines course in the industry. The course covers small engine care and repair, theory of operation, basic engine services, fuel delivery systems, and common engine failures. Students will learn to identify and use common hand tools and specialty tools required for the teardown and assembly of a single cylinder OHV engine. Basic shop safety and materials handling necessary to complete lab work will be included. Students are required to purchase or provide safety glasses for this course.

### Grade 10

#### ***Automotive Systems and Service 20S (AT20N)*** (NOT ENTERING THE MAJOR)

This course is not part of the automotive service technician major. This course covers similar units as the AT20S course but not as in depth. Students will develop skills and knowledge in automotive services basic principle. Students learn safety, basic tools and equipment, basic automotive systems and service procedures, and are introduced to basic diagnostic strategies. Students who wish to enter the major after completing AT20N **MAY** be considered based on their academic success (75% or higher), attitude and attendance. This will be looked at on a case by case basis.

#### ***Automotive Systems and Service 20S (AT20S)*** (ENTERING THE MAJOR)

This course is the beginning of the Automotive Service Technician major. Students will be introduced to the basic skills and principles required in the automotive service and repair industry. Students learn safety, basic tools and equipment, basic automotive systems and service procedures, and are introduced to basic diagnostic strategies.



# Vocational Course Descriptions

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*Only students who plan on completing the high school major will be permitted to select the grade 11 and 12 courses. **Students MUST TAKE ALL grade 11 and 12 course specific to their major** Students' attitude, attendance and academic average will be considered for acceptance into the major.*

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## Grade 11

### ***Engine Fundamentals and Service 30S (AT30SA)***

Part of the Automotive Service Technician major, Students will develop skills required in the automotive service and repair industry while gaining knowledge of basic principles and the inner workings of internal combustion engines, and how those relate to vehicle operation. Students will learn procedures to remove, service and repair engines. Students must have completed the previous courses in the major before taking this course.

### ***Chassis Fundamentals and Service 30S (AT30SB)***

Part of the Automotive Service Technician major, Students will develop skills required in the automotive service and repair industry and gain knowledge of basic principles relating to vehicle chassis system. Students will be able to describe, diagnose, and repair braking, steering, and suspension systems. Students will develop an understanding and apply the principles to diagnose and align steering systems. Students must have completed the previous courses in the major before taking this course.

### ***Drive Train Fundamentals and Service 30S (AT30SC)***

As part of the Automotive Service Technician major. Students will develop skills required in the automotive service and repair industry while gaining knowledge and an understanding of drive train configurations, their components and the basic principles. Students will be able to diagnose and repair a variety of drivetrain components. Students must have completed the previous courses in the major before taking this course.

## Grade 12

### ***Automotive Electrical Systems 40S (AT40SA)***

As part of the Automotive Service Technician major, Students will develop skills in the automotive industry and gain knowledge of the basic principles of automotive electrical systems. The student will understand the principles of electricity and electronics as it relates to automotive systems. The student will be able to diagnose, service and repair automotive electrical circuits and components. Students must have completed the previous courses in the major before taking this course.

### ***Vehicle Systems Parts 1 40S (AT40SB)***

As part of the Automotive Service Technician major, Students will develop skills in the automotive industry and gain knowledge of the operation of the automotive electronic and control systems. Knowledge in electrical systems will be further enhanced by learning about the principles of ignition, control, and communications systems. Students will be able to diagnose, service, and repair ignition, control, and communications systems. Students must have completed the previous courses in the major before taking this course.



# ***Vocational Course Descriptions***

## ***Vehicle Systems Parts 2 40S (AT40SC)***

As part of the Automotive Service Technician major, Students will further develop skills in automotive technology and gain knowledge of engine management and emission systems. Students will understand the principles of fuel supply, metering, and vehicle electronic diagnostics. Students will be able to use electronic diagnostic interfaces to diagnose, service, and repair engine management systems. Students must have completed the previous courses in the major before taking this course.

## ***Applied Diagnostic Strategies 40S (AT40SD)***

As the final part of the Automotive Service Technician major, Students will expand their skills in automotive technology and will apply diagnostic strategies to a variety of vehicle systems and components. Students will demonstrate the ability to diagnose and correct customer concerns and to complete vehicle repairs to industry standards. Students must have completed the previous courses in the major before taking this course.

## ***Carpentry Major Courses***

### ***Grade 9***

#### ***Introduction to Carpentry 10S (CAR10S)*** (NOT REQUIRED FOR THE MAJOR)

Students will learn to perform the basic skills and procedures relative to project construction. Topics include hand and lay out tools, measurement, and planning development. Students will identify and use portable and stationary machines used in the carpentry trade to complete project tasks. Health and safety regulations are practiced and recognized to create a hands on learning environment to maintain a safe work place. Students will gain knowledge, to apply their skills and abilities by completing a project they will take home. This program is designed to develop the necessary skills required to advance into the carpentry major in grade 10.

### ***Grade 10***

#### ***Carpentry Fundamentals 20S (CAR20S)*** (ENTERING THE MAJOR)

This course is part of the carpentry major. This course gives students a broad, introductory overview to the carpentry cluster. Students will develop the basic knowledge, skills and attitudes related to carpentry.



# ***Vocational Course Descriptions***

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*Only students who plan on completing the high school major will be permitted to select the grade 11 and 12 courses. **Students MUST TAKE ALL grade 11 and 12 course specific to their major.** Students' attitude, attendance and academic average will be considered for acceptance into the major.*

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## **Grade 11**

### ***Carpentry Tools and Equipment 30S (CAR30C)***

This course is part of the carpentry major. In this course, students will learn about hand, power, pneumatic, stationary, and measuring and layout tools and equipment, and their applications, maintenance and procedures for uses.

### ***Framing 30S (CAR30D)***

This course is part of the Carpentry major program. Students will learn and apply wood frame structure construction techniques including floor, wall and roof frame construction. Pre-requisite Carpentry Fundamentals 20S.

### ***Interior/Exterior Finishing 30S (CAR30E)***

This course is part of the carpentry major. In this course, students will learn basic installation techniques for interior and or exterior finishes.

## **Grade 12**

### ***Surveying and Concrete 40S (CAR40B)***

This course is part of the carpentry major. In this course, students will demonstrate knowledge of site layout tools, equipment and processes. They will also demonstrate knowledge of concrete and concrete products, footings, slab-on-grade, grade beam forms and wall forms.

### ***Advanced Framing 40S (CAR40C)***

This course is part of the Carpentry major program. Students will learn advanced framing techniques used in wood frame construction such as advanced roof frame construction and stair building.  
Pre-requisite Framing 30S.

### ***Carpentry Millwork 40S (CAR40D)***

This course is part of the carpentry major. Students will be introduced to the design and production of millwork and furniture.

### ***Applied Carpentry 40S (CAR40E)***

This course is part of the carpentry major. In this course, students will synthesize knowledge, skills and attitudes learned in previous courses to complete projects.



# Vocational Course Descriptions

## **Culinary Arts Major Courses**

### Grade 10

#### ***Cooking Principles 20S (CA20SA)***

(ENTERING THE MAJOR)

This course is part of the Culinary Arts major. The emphasis is on hands-on activity. Students are introduced to sanitation and safety; tools and equipment; knife handling and safety; and general preparation procedures for different types of food in a commercial kitchen. This course runs as a double period (C block and lunch) every other day.

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*Only students who plan on completing the high school major will be permitted to select the grade 11 and 12 courses. **Students MUST TAKE ALL grade 11 and 12 course specific to their major.** Students' attitude, attendance and academic average will be considered for acceptance into the major.*

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### Grade 11

#### ***Patisserie and Baking 30S (CA30NC)***

(NOT ENTERING THE MAJOR)

This course is not part of the Culinary Arts major. Curriculum content focuses on the theory behind and preparation of patisserie and baking products such as yeast and non-yeast doughs, pies, cakes, tortes, icings, pastries, shortbreads, cookies, custards, fillings, and so on.

#### ***Garde-Manger 30S (CA30SA)***

This course is part of the Culinary Arts major. Curriculum content focuses on the cold kitchen. Students will learn to prepare salads and dressings, sandwiches, canapés, and hors d'oeuvres. Garnishing techniques will be emphasized with the presentation of completed products on platters and plates. Students should have completed Cooking Principles 20S or permission from the instructor to take this course. Pre-Requisites CA20SA

#### ***Vegetables, Fungi, Starches 30S (CA30SB)***

This course is part of the Culinary Arts major. Curriculum content focuses on the theory behind and preparation of vegetables, fruit, potatoes, pasta, rice, and other grains and farinaceous products. Students should have completed Cooking Principles 20S or permission from the instructor to take this course.

#### ***Patisserie and Baking 30S (CA30SC)***

This course is part of the Culinary Arts major. Curriculum content focuses on the theory behind and preparation of patisserie and baking products such as yeast and non-yeast doughs, pies, cakes, tortes, icings, pastries, shortbreads, cookies, custards, fillings, and so on. Students should have completed Cooking Principles 20S or permission from the instructor to take this course.

Pre-Requisites CA20SA.





# ***Vocational Course Descriptions***

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## **Grade 12**

### ***Meats, Poultry, Fish and Seafood 40S (CA40SA)***

This course is part of the Culinary Arts major. Curriculum content focuses on the theory behind and preparation of a variety of meats, poultry, fish, and seafood. Students will also learn about the composition, structure, quality, grading, and basic cuts of meats, poultry, fish and seafood. Pre-Requisites CA30SA CA30SB

### ***Breakfast and Dairy 40S (CA40SB)***

This course is part of the Culinary Arts major. Curriculum content focuses on the theory behind and preparation of a variety of a wide range of breakfast items such as egg-based dishes, pancakes, crepes, waffles, French toast, breakfast pastries, and breakfast meats. Students will also learn about the theory behind and preparation of dairy products. Culinary arts 30S course or permission from the instructor to take this course. Pre-Requisites CA30SA CA30SB.

### ***Stocks, Soups and Sauces 40S (CA40SC)***

This course is part of the Culinary Arts major. Curriculum content focuses on the theory behind and preparation of stocks, soups and the mother sauces and secondary sauces. Pre-Requisites CA30SA CA30SB.

### ***Menu Planning and Food Costing 40S (CA40SD)***

This course is part of the Culinary Arts major. Curriculum content focuses on the planning of classical and modern menus; food costing; controlling costs; price changes; receiving, storing, and ordering food; recording inventory; par levels; developing menu prices; determining yield; and setting food cost percentages. Students learn the basic principles of nutrition, the Canadian Food Rainbow, and their use in planning healthy menus. Pre-Requisites CA30SA CA30SB CA40SA CA40SB CA40SC



# Vocational Course Descriptions

## ***Hairstyling Major Courses***

*Provincial guidelines for attaining the Hairstyling accreditation stipulates that a student completes 1400hrs of coursework and maintains a 70% minimum average, including the final Provincial exam.*

Hairstyling requires 12 course to complete the major.

**ALL COURSES MUST BE COMPLETED IN ORDER FROM A → D THROUGH 9→12**

### Grade 9

***Introduction to Hairstyling (HS20SA)*** (Course needs to be taken in the grade 9 year)

This course is part of the hairstyling major. Curriculum content focuses on an introduction to hairstyling. Students are introduced to safety and sanitation, basic tools and equipment, the operation of a hairstyling salon and the workings of the hairstyling industry, and introductory hairstyling skills.

*Only students who plan on completing the high school major will be permitted to select the grade 11 and 12 courses. **Students MUST TAKE ALL grade 11 and 12 course specific to their major.** Students' attitude, attendance and academic average will be considered for acceptance into the major.*

### Grade 10

***Basic Hairstyling 20S (HS20SB)***

This course is part of the hairstyling major. Curriculum content focuses on the properties of the hair and scalp, wet hair styling techniques, formal up-dos, shampoos, conditioners, rinses, and treatments. Students will learn to conduct hair and scalp analyses. They will also be introduced to Afro texture hair and other natural hair types.

***Basic Hair Cutting and Thermal Styling 20S (HS20SC)***

This course is part of the hairstyling major. Curriculum content focuses on the tools and equipment, as well as the anatomy and practical skills required for students to perform basic haircutting and thermal styling.

***Basic Salon Services 20S (HS20SD)***

This course is part of the hairstyling major. Curriculum content introduces students to salon services such as manicures, facials, make-up, superfluous hair removal and an introduction to the practical application of perm wrapping and hair color techniques. Students will start to interact with clients, in preparation for subsequent courses.



# ***Vocational Course Descriptions***

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## **Grade 11**

### ***Intermediate Haircutting and Barber Techniques 30S (HS30SA)***

This course is part of the hairstyling major. Curriculum content focuses on barbering techniques, including razor and clippers, with continued development of haircutting techniques and finishing skills.

### ***Hair Coloring 30S (HS30SB)***

This course is part of the hairstyling major. Curriculum content focuses on an introduction to colour theory and the continued development of hair coloring techniques. Students are introduced to basic hair formulations and explore the different classifications of hair colour and their applications.

### ***Intermediate Hairstyling and Artificial Hair 30S (HS30SC)***

This course is part of the hairstyling major. Curriculum content focuses on wigs and hair enhancements, with continued development of wet and thermal hairstyling techniques, including afro texture hair and other natural hair types, as well as advanced braiding techniques.

### ***Chemical Texture Services 30S (HS30SD)***

This course is a part of the hairstyling major. Curriculum content focuses on the theoretical and practical applications of permanent waving and wrapping design.

## **Grade 12**

### ***Advanced Hairstyling and Coloring 40S (HS40SA)***

This course is part of the hairstyling major. Curriculum content focuses on advanced colouring techniques including special effects, lightening, colour removal, toning and corrective colour.

### ***Advanced Hair Cutting and Chemical Texture 40S (HS40SB)***

This course is part of the hairstyling major. Curriculum content focuses on advanced haircutting and theoretical and practical application of chemical smoothing and relaxing of hair. Students will also demonstrate two services on Afro texture and other natural hair types.

### ***Salon Operations and Client Services 40S (HS40SC)***

This course is part of the hairstyling major. Curriculum content focuses on the business operations of a hair salon, retail management, along with learning skills to gain employment as an apprentice hairstylist.

### ***Certification and Preparation 40S (HS40SD)***

This course is part of the hairstyling major. This course focuses on honing their skills and timing in barbering, haircutting, thermal styling, roller setting, colour and foil application and perm winding to prepare students for their Manitoba Hair Practical Examination.



# Vocational Course Descriptions

## **Heavy Duty Courses**

*Automotive and Heavy Duty Class Equipment – Coveralls and work boots that meet the Provincial Health and Safety Standards are a requirement for the student to participate in the course practical component. Limited numbers of work boots and coveralls are available through the program. One pair of non-prescription safety eyewear will be provided to each student at the start of the course.*

### Grade 10

#### **Introduction to Heavy Duty Equipment 20S (HD20S)**

This course is part of the heavy duty major. A student wanting to develop skills in the heavy duty equipment service and repair industry must have knowledge of the basic principles related to heavy duty equipment systems and service. Students learn safety practices, tools and equipment, and heavy duty equipment systems and service procedures, and are introduced to diagnostic strategies.

*Only students who plan on completing the high school major will be permitted to select the grade 11 and 12 courses. **Students MUST TAKE ALL grade 11 and 12 course specific to their major.** Students' attitude, attendance and academic average will be considered for acceptance into the major.*

### Grade 11

#### **Diesel Engine Fundamentals Service 30S (HD30SA)**

This course is part of the heavy duty major. A student wanting to develop skills in the heavy duty equipment service and repair industry must have knowledge of the basic principles of diesel engines, the inner workings and relations of the engine components, and how those relate to vehicle operation. The student will learn the procedures to service, repair, and replace engines and their components. Students must have completed the previous courses in the major before taking this course.

#### **Chassis, Frame and Undercarriage SYS 30S (HD30SB)**

This course is part of the heavy duty major. A student wanting to develop skills in the heavy-duty equipment industry must have knowledge of the basic principles of the vehicle chassis, frame, and undercarriage systems. The student will be able to describe, diagnose, and repair problems with vehicle chassis, frame, and undercarriage systems, and with steering alignment. Students must have completed previous courses to enter this class.



# ***Vocational Course Descriptions***

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## ***Welding Processes and Fuels 30S (HD30SC)***

This course is part of the heavy duty major. A student wanting to develop skills in the heavy duty equipment industry must have knowledge of welding processes and fuels. The student will develop skills in oxyacetylene welding and cutting and metallurgy. The student will also be able to diagnose and repair a variety of fuel-related problems, and demonstrate familiarity with alternate fuels. Students must have completed the previous courses in the major before taking this course.

## Grade 12

## ***Applied Heavy Duty Equipment Tech 40S (HD40SA)***

This course is part of the heavy duty major. A student wanting to expand skills in the heavy duty equipment industry must be able to apply diagnostic strategies to a variety of vehicle systems and components. The students will demonstrate the ability to diagnose and correct customer concerns and to complete vehicle repairs to accepted industry standards with a minimum of supervision or direction. Students must have completed the previous courses in the major before taking this course.

## ***Transmissions, Drivelines, Transfer Cases and Power 40S (HD40SB)***

This course is part of the heavy duty major. A student wanting to develop skills in the heavy duty equipment industry must have knowledge of the basic principles of standard transmissions, drivelines, transfer cases, and power takeoffs. The student will be able to service standard transmissions, drivelines, transfer cases, and power takeoffs, and diagnose and repair problems with them. Students must have completed the previous courses in the major before taking this course.

## ***Tires, Wheels and Brakes 40S (HD40SC)***

This course is part of the heavy duty major. A student wanting to develop skills in the heavy duty equipment industry must have knowledge of tires, wheels, and brake assemblies. The student will be able to service tires, wheels, and brake assemblies, and diagnose and repair problems with them. Students must have completed the previous courses in the major before taking this course.

## ***Electrical Fundamentals, Computer and Diagnostic Equipment 40S (HD40SD)***

This course is part of the heavy duty major. A student wanting to develop skills in the heavy duty equipment industry must have knowledge of electrical fundamentals, computers, and diagnostic equipment. The student will learn electrical theory, including circuits. The student will be able to use electronic diagnostic interfaces to service heavy duty equipment systems and to diagnose and repair problems with them. Students must have completed the previous courses in the major before taking this course.