

# **Killarney School Course Descriptions**

## **2023-2024**



### **Grade 9**

- **Compulsory (pages 2-3)**
- **Electives (pages 3-5)**

### **Grade 10**

- **Compulsory (pages 6-7)**
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### **Grade 11**

- **Compulsory (pages 10-11)**
- **Electives (pages 11-14)**

### **Grade 12**

- **Compulsory (pages 15-16)**
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### **Other**

- **Physical Education School Initiated Courses (page 19)**
- **Career Preparation (page 20)**
- **Community Service Volunteer**
- **Homework block (must be approved/scheduled by student services)**
- **Spare (grade 11 &/or 12)**

## GRADE 9

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### **COMPULSORY**

#### **English 10F**

ELA 10F is a required course whose purpose is the consolidation of skills to prepare students for the upcoming senior years. Emphasis for the 10F year is the exploration of a variety of literary and transactional forms. Daily instruction will focus on the six strands of English Language Arts: viewing, representing, reading, writing, speaking, and listening. Using these strands, students will explore thoughts and feelings, comprehend and respond to texts, manage ideas and information, enhance artistry of communication, and celebrate community.

#### **Math 10F**

The purpose of this course is to prepare students for Introduction to Applied/PreCalculus 20S or Essential Mathematics 20S. This course focuses on the development of mathematical knowledge, skills and attitudes by utilizing a problem solving approach, the cumulative nature of mathematics, and appropriate application of current technology. The course follows the Common Western Mathematics Curriculum. Core Topics: Square Roots and Surface Area Powers and Exponent Laws Rational Numbers Linear Relations Polynomials Linear Equations and Inequalities Similarity and Transformations Circle Geometry Probability and Statistics

#### **Transactional Math 10F**

This course is for students who need to develop skills for mathematics 10F. The objective of this course is to provide more foundational instruction. Students improve attitudes towards learning, motivation, mathematical skill, communication and work skills. Students will be expected to demonstrate mathematical understanding, communication and behaviours such as responsibility, learning, effort, perseverance, respect for self and others. (Transitional Math cannot be used as the compulsory math. Students taking Transitional Math must also complete a Foundational Math to meet graduation requirements.)

#### **Science 10F**

This course is designed to introduce the student to the different aspects of science, technology and their effects on society. Topics: Reproduction Atoms and Elements Nature of Electricity Exploring the Universe

#### **Social Studies (Canada in the Contemporary World) 10F**

Grade 9 students focus on the opportunities and challenges at the core of Canada's contemporary plurality. They begin with an overview of Canada today, including its demographics, geography, and political organization. They examine the evolving stories of interaction among the people of Canada, and the influence of the land on the development of Canada. They explore the historical and contemporary complexities of citizenship and identity, considering the challenges and opportunities that emerge when groups with differing identities and perspectives interact with one another. Contemporary Canadian questions and issues are examined within the global context. Students are given opportunities to explore how they may become involved in Canadian issues. Through this inquiry, they are enabled to become informed decision makers actively involved in their local, national, and global communities.

## **Physical Education 10F**

The emphasis of this course is to contribute to the health and physical well being of all students and to provide them with the knowledge and physical skills to enjoy positive, healthy lifestyles in the years following their formal education. Activities are chosen from a variety of areas: team games, individual and dual activities, outdoor pursuits and fitness. We will continue to emphasize personal fitness and responsibility. As well, a healthy lifestyle component is taught in the classroom in conjunction with this course.

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## **ELECTIVES**

### **Life Work Exploration:** (compulsory at KCI)

The career development curricula have been designed to connect school learning with workplace and labour market realities. The curriculum provides learning outcomes that are necessary for a successful transition into life/work experiences for the future. The Grade 9 curriculum provides students with an overview of career development outcomes with emphasis on building a positive self-esteem, exploring self-assessment, locating work information, and selecting high school courses. It examines the High School credit system, programs offered within Manitoba High Schools, graduation requirements and how academic, volunteer and extracurricular choices now can affect future occupational possibilities. It introduces the student to the variety of career opportunities available through college and university programs, apprenticeship options or entering the working world after receiving their high school diploma. Students will complete a series of in-class activities, exercises (Xello) and assignments that may lead them to general career options related to their interests. Students will develop and understand what is meant by employability skills and understand what is involved in a job search. Students wishing to participate in and explore a particular career option should consider an internship or apprenticeship offered in grade 11 and 12.

### **Applying Information Technology I 15F (0.5 credit) and Applying Information and Technology II 15F (0.5 credit):**

The purpose of this course is to reinforce and extend the ICT knowledge, attitudes, and skills acquired by students in the Early and Middle Years. The course will further prepare students to use ICT to learn and demonstrate their learning in all Senior Years courses. Students will organize and categorize information using outlines, graphic organizers, spreadsheets, tables, charts, databases and file directories, design electronic plans, and design interactive web pages. They will also analyze information and concepts to solve problems, reach conclusions, make decisions, and/or propose answers to questions. Students will learn to assess textual, numerical, visual and aural information and media sources, as well as the source of the media, to determine bias, motive, cultural context, and/or perspective. They will also analyze whether information collected from ICT sources is sufficient and or suitable for the purpose and audience. Another learning outcome will be discussion of information and ideas. Students will learn to analyze whether information collected from ICT sources is sufficient for the purpose and audience.

**Band 10**

Concert Band 10S will continue to develop skills and musical learnings from Grade 8 band and will develop a student's musicianship in the following four essential learning areas. The learner will develop language and practices for making music, and generate, develop, and communicate ideas for creating music. The learner will develop understanding about the significance of music by making connections to various times, places, social groups, and cultures, and use critical reflection to inform music learning and to develop agency and identity. Students are required to play a concert band instrument.

**Home Economics 10**

Grade 9 Home Economics puts together hands-on learning experiences with real-life situations. It will give you the opportunity to learn more about yourself so you will be able to make more informed decisions throughout your life. The course is divided into three units of study: Nutrition and Food Here you will learn about making positive behavioural changes in your diet and lifestyle. You'll understand guidelines related to making good food choices, as well as to purchasing and preparing food for good health. Family Studies In this module, you will learn about your own development in relation to your family and your environment. You will reflect on decisions that affect your relationships and well-being, and that guide you in making positive, healthy decisions. Clothing and Textiles This module will provide you with the opportunity to learn about clothing and textiles and to complete a practical sewing project. Other topics include: clothing messages, wardrobe planning, and the construction, care, and selection of clothing.

**Wood Shops 10**

This course will provide the student with an "introductory study" into the world of woodworking introducing aspects such as woodworking theory, technical writing, problem solving, measuring systems, basic wood joinery, project fabrication and the safe and proper use of woodworking hand and power tools and machinery while building projects.

**Visual Art 10**

Visual arts education draws from a broad field of visual arts practices that include drawing, illustration, work in paper, canvas, wood, and other materials, painting, sculpture, architecture, ceramics, installation art, digital art, printmaking, photography, filmmaking and video-making, animation, craft, urban art, media arts and emerging technologies, folk art, textile art, calligraphy, stained glass, jewellery, graffiti, mosaic, graphic art, environmental and industrial art, and other forms that are not yet known, envisioned, or articulated. These practices offer multiple ways for learners to engage with, connect with, and respond to their world through various approaches and in diverse visual arts education contexts. Visual arts education is not just about learning the language and practices of the visual arts, it is about addressing who we are as people, embracing difference, encountering numerous cultures, interacting and collaborating with others, and inviting response.

**Drama 10**

Drama 10S is an introductory course in drama, focusing on the personal growth of the student. Learners will develop language and practices for making drama/ theatre, as well as generate, develop, and communicate ideas for creating drama/theatre. Students will develop understandings about the significance of the dramatic arts by making connections to various times, places, social groups, and cultures and use critical reflection to shape their drama/theatre learning and to develop agency and identity.

**Food and Nutrition (Cake Decorating) 10**

In Cake Decorating, students will learn about: baking a variety of cakes, cookies, and pastries; working with buttercream, royal icing, ganache; piping and fondant work; designing cakes; colour theory; food videos; bake sales; and cake wars.

## GRADE 10

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### **COMPULSORY**

#### **English 20F**

ELA 20F is a required course, the purpose of which is to expand students' knowledge base on an increasingly analytical level. Emphasis for the 20F year is on developing an awareness of literary techniques and elements of language and transactional materials and of the conventions of communication to enable students to respond at an increasingly critical level. Daily instruction will focus on the six strands of English Language Arts: viewing, representing, reading, writing, speaking, and listening. Using these strands, students will explore thoughts and feelings, comprehend and respond to texts, manage ideas and information, enhance artistry of communication, and celebrate community.

#### **Physical Education 20F**

This program revolves around improving fitness and health through continuous exercise, low organized games, and team and individual sports. Students are taught that PhysEd is an attitude that creates a healthy lifestyle which is balanced and diversified. We will be using various community facilities to promote lifetime activities and active living. As well, various sport theory and health components are taught in conjunction with this course.

#### **Science 20F**

Science 20F tries to involve students in the process of science, problem solving, and in discussion about the relationship between science, technology and social issues. They are encouraged to identify and gather appropriate data, to draw conclusions and inferences from that data, and to think independently by identifying different viewpoints and evaluating evidence. Topics: Sustaining Ecosystems (Ecology) – the study of ecological systems and the factors that contribute to sustainable development Chemistry in Action – data analysis and basic chemistry concepts In Motion (Physics) – data analysis in relationship to speed and acceleration Weather Dynamics – weather patterns and catastrophic weather events

#### **Geography 20F**

In Geographic Issues of the 21st Century, students focus on a variety of issues and challenges of the contemporary world. They explore the nature of geography and develop skills related to geographical thinking. Students use the methods and tools of geography, including geographic information systems (GIS) to examine issues and problems and to propose solutions. They study concepts related to ownership and development of natural resources, production and distribution of food, development of industry and trade, and increasing urbanization. Students consider these issues in the context of Canada, North America, and the world. Through their study, students become aware of the importance of the environment, stewardship, and sustainable development, as well as the social, political, and economic implications of their personal choices.

**MATH 20F (choose one of the following)****Essential Math 20S**

The Essential Mathematics course is for students who are interested in postsecondary studies that do not require advanced mathematics. It is also for students wanting to learn mathematics for their personal and work-related use after high school, and for some of the trade apprenticeship programs. Topics: Analysis of Games and Numbers Personal Finance Measurement 2D Geometry Trigonometry Consumer Decisions Transformations Angle Construction

**Introduction to Applied and Pre-Calculus Math 20S**

Introduction to Applied/PreCalculus 20S is intended for students considering postsecondary studies that require a math prerequisite. This pathway provides students with the mathematical understanding and critical thinking skills that have been identified for specific post-secondary programs of study. The topics studied form the foundation for topics to be studied in both Grade 11 Applied Mathematics and Grade 11 Pre-Calculus Mathematics.

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**ELECTIVES****Band 20**

Concert Band 20S will continue to develop skills and musical learnings from Band 10S and will develop a student's musicianship in the following four essential learning areas. The learner will develop language and practices for making music, and generate, develop, and communicate ideas for creating music. The learner will develop understanding about the significance of music by making connections to various times, places, social groups, and cultures, and use critical reflection to inform music learning and to develop agency and identity. Students are required to play a concert band instrument.

**Home Economics 20**

Home Economics builds upon the knowledge base of the human and natural sciences. It also integrates the theories and practices of those processes involved in daily living. Home Economics addresses the needs of our changing society and provides for life-long learning in the areas of foods and nutrition, clothing, housing and design and family studies. The philosophy of the senior high school Home Economics curriculum emphasizes the growth and development of individuals and their environment. The program aspires to help increase the resourcefulness of young people and help them to live satisfying lives.

**Wood Shops 20**

This course will provide the student with a further look into the world of woodworking introducing aspects such as woodworking theory, technical writing, problem solving, measuring systems, basic wood joinery, project fabrication, CNC principles and the safe and proper use of woodworking hand and power tools and machinery while building projects.

**Visual Art 20**

Visual arts education draws from a broad field of visual arts practices that include drawing, illustration, work in paper, canvas, wood, and other materials, painting, sculpture, architecture, ceramics, installation art, digital art, printmaking, photography, filmmaking and video-making, animation, craft, urban art, media arts and emerging technologies, folk art, textile art, calligraphy, stained glass, jewellery, graffiti, mosaic, graphic art, environmental and industrial art, and other forms that are not yet known, envisioned, or articulated. These practices offer multiple ways for learners to engage with, connect with, and respond to their world through various approaches and in diverse visual arts education contexts. Visual arts education is not just about learning the language and practices of the visual arts, it is about addressing who we are as people, embracing difference, encountering numerous cultures, interacting and collaborating with others, and inviting response.

**Drama 20**

Drama 20S builds on the learning experiences provided through Drama 10S. Learners will develop language and practices for making drama/ theatre, as well as generate, develop, and communicate ideas for creating drama/theatre. Students will develop understandings about the significance of the dramatic arts by making connections to various times, places, social groups, and cultures and use critical reflection to shape their drama/theatre learning and to develop agency and identity.

**Food and Nutrition (Cake Decorating) 20**

In Cake Decorating, students will learn about: baking a variety of cakes, cookies, and pastries; working with buttercream, royal icing, ganache; piping and fondant work; designing cakes; colour theory; food videos; bake sales; and cake wars.

**Entrepreneurship 20**

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

**Computer Science 20**

This is an introductory course in computer programming. The programming languages Visual C++, Visual Basic, Java and HTML will be introduced through small programming projects. Throughout this course, students will be encouraged to use structured programming methodology. This will refine logical thinking skills, good programming styles, and debugging techniques. In addition to programming, the history of computer hardware, impact of technology on society, ethics, and careers in ICT will be covered.



**Print Communication 25S (0.5)**

The purpose of this course is to allow students to plan and create a variety of documents for business communications. Students will: Plan and produce print documents conforming to recognized standards: Business letters, Email messages, Essays, Labels, Meeting minutes, Outlines, Press releases, Reports, Resumes and cover letters Participate in multi-user document editing and reviewing Use language and tone appropriate to the communication Incorporate elements of good design when designing documents. (Examples: balance, harmony, contrast, color, consistency...) Automate repetitive tasks by using software tools. (Examples: macros, templates...)

## GRADE 11

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### **COMPULSORY**

#### **History 30**

The Grade 11 History of Canada (30F) curriculum supports citizenship as a core concept and engages students in historical inquiry. Guided by Essential Questions, students focus on the history of Canada from pre-contact times to the present. Through this process students think historically and acquire Enduring Understandings related to the following five themes in Canadian history: First Nations, Métis, and Inuit Peoples French-English Duality Identity, Diversity, and Citizenship Governance and Economics Canada and the World

#### **Physical Education 30**

This course is designed with dual purpose in mind: (A) to provide students with an opportunity to experience leadership roles in an athletic setting; (B) to help students develop life-long fitness, recreation, and leisure routines that will keep them active and fit throughout their lives. Students are required to complete 10 leadership/extracurricular hours in order to complete the course.

#### **ELA: Choose one of the following**

##### **Literary**

ELA 30S is a course which focuses more on the aesthetic evaluation of ideas and style in the student's own work and in a wide variety of literary (approximately 70%) and transactional (approximately 30%) materials. Students will be expected to deal objectively with increasingly abstract material. The course is intended to promote the student's analytic skills to prepare them for the depth of analysis required at the next level. Daily instruction will focus on the six strands of English Language Arts: viewing, representing, reading, writing, speaking, and listening. Using these strands, students will explore thoughts and feelings, comprehend and respond to texts, manage ideas and information, enhance artistry of communication, and celebrate community.

##### **Comprehensive**

In Senior 3 English Language Arts: Comprehensive Focus (hereafter referred to as the Comprehensive Focus), students develop a range of literacy skills that deepen their engagement with and appreciation of a variety of texts and help them function more effectively in their private sphere and in the global community. The language uses explored in the Comprehensive Focus fall along a continuum that includes both pragmatic and aesthetic uses. Students engage with and compose texts that inform, persuade, analyze, foster understanding and empathy, reflect culture, express feelings and experience, and bring enjoyment. They explore the aesthetic properties of language used in conveying experience, and the denotative properties used in communicating information and points of view.

**MATH: Choose one of the following****Essential 30**

The Essential Mathematics course is for students who are interested in postsecondary studies that do not require advanced mathematics. It is also for students wanting to learn mathematics for their personal and work-related use after high school, and for some of the trade apprenticeship programs. Topics: Problem Analysis Analysis of Games Relations and Formulas Income and Debt Data Analysis and Interpretation Owning and Operating a Vehicle Measurement Technology Personal Income Tax Applications of Probability

**Applied 30**

This is a course for students interested in postsecondary programs that do not require a study of theoretical mathematics such as Calculus or Linear Algebra, but may involve further study in applied mathematics courses such as Statistics. Students learn to use mathematics to solve problems related to real life situations, often using technology such as graphing calculators. The Grade 11 Applied Mathematics course includes the following topics: measurement, geometry, logical reasoning, statistics, and relations and functions.

**Pre-Calculus 30**

This is a course for students who are interested in postsecondary programs that may require further study in theoretical mathematics such as Calculus or Linear Algebra. Students learn to use algebra to solve problems that may or may not be related to real life situations. Topics: Quadratic Functions Trigonometry Algebra Analytic Geometry Logic/Proofs Functions

**ELECTIVES****Band 30**

Concert Band 30S will continue to develop skills and musical learnings from Band 20S and will develop a student's musicianship in the following four essential learning areas. The learner will develop language and practices for making music, and generate, develop, and communicate ideas for creating music. The learner will develop understanding about the significance of music by making connections to various times, places, social groups, and cultures, and use critical reflection to inform music learning and to develop agency and identity. Students are required to play a concert band instrument.

**Home Economics 30**

Home Economics builds upon the knowledge base of the human and natural sciences. It also integrates the theories and practices of those processes involved in daily living. Home Economics addresses the needs of our changing society and provides for life-long learning in the areas of foods and nutrition, clothing, housing and design and family studies. The philosophy of the senior high school Home Economics curriculum emphasizes the growth and development of individuals and their environment. The program aspires to help increase the resourcefulness of young people and help them to live satisfying lives.

### **Wood Shops 30**

The aim of this Woodworking course is to provide the student with an “advanced study” in woodworking aspects such as theory, technical writing, problem solving, project fabrication and the safe and proper use of woodworking hand and power tools and machinery. The student will be expected to build on the principles used in the previous course. The student will be expected to: -Plan, build and complete 3 at grade level projects. -For the first project, design and build a project that has a door and a drawer in it. -For the second project, build a project with a Community Service aspect, something for someone other than in your house. -For the third project, build a project and use the CNC (Computer Numeric Control) machine to put an image on the project. -Investigate advanced joinery methods and create a technical report demonstrating that learning. -Complete machine safety tests with high accuracy and demonstrate use on those machines with high proficiency. -Create technical reports for projects: (Project planning, Project Cost, Project steps, freehand sketches etc.) -Investigate advanced joinery methods and create a technical report demonstrating that learning. -Understand and work with solid wood and plywood and identify certain characteristics, species and types. -Practice effective shop housekeeping methods. -Apply a finish properly and safely to each project. Investigate and apply many measuring systems (Imperial, metric etc.) Read and integrate project plans. Understand and use many fastening processes to build a project. Practice effective shop housekeeping methods. Assessment -The student will be assessed in the following manner: project planning, project work, daily work ethic and safety and course assignments.

### **Visual Art 30**

Visual arts education draws from a broad field of visual arts practices that include drawing, illustration, work in paper, canvas, wood, and other materials, painting, sculpture, architecture, ceramics, installation art, digital art, printmaking, photography, filmmaking and video-making, animation, craft, urban art, media arts and emerging technologies, folk art, textile art, calligraphy, stained glass, jewellery, graffiti, mosaic, graphic art, environmental and industrial art, and other forms that are not yet known, envisioned, or articulated. These practices offer multiple ways for learners to engage with, connect with, and respond to their world through various approaches and in diverse visual arts education contexts. Visual arts education is not just about learning the language and practices of the visual arts, it is about addressing who we are as people, embracing difference, encountering numerous cultures, interacting and collaborating with others, and inviting response.

### **Drama 30**

Drama 30S builds on the learning experiences provided through Drama 20S. Learners will develop language and practices for making drama/ theatre, as well as generate, develop, and communicate ideas for creating drama/theatre. Students will develop understandings about the significance of the dramatic arts by making connections to various times, places, social groups, and cultures and use critical reflection to shape their drama/theatre learning and to develop agency and identity.

### **Food and Nutrition (Cake Decorating) 30**

In Cake Decorating, students will learn about: baking a variety of cakes, cookies, and pastries; working with buttercream, royal icing, ganache; piping and fondant work; designing cakes; colour theory; food videos; bake sales; and cake wars. Students will analyze the nutritional composition of food and reflect on their own nutritional choices. This course provides opportunities for students to apply food preparation skills in a practical setting.

### **Computer Science 30**

This is an introductory course in computer programming. The programming languages Visual C++, Visual Basic, Java and HTML will be introduced through small programming projects. Throughout this course, students will be encouraged to use structured programming methodology. This will refine logical thinking skills, good programming styles, and debugging techniques. In addition to programming, the history of computer hardware, impact of technology on society, ethics, and careers in ICT will be covered.

### **Agriculture 30**

Senior 3 Agriculture provides a comprehensive introduction to agriculture in Manitoba, including historical perspectives, as well as present concerns and trends. The course examines physical and climatic features of Manitoba, the agricultural resource base, soil management practices, crop varieties, and plant and animal science. It is structured into modules as follows: -Manitoba: An Overall Look -Soil Science -Plant Science -Animal Agriculture in Manitoba

### **Topics in Science 30**

This hands-on course is designed to help students to understand the relationship between science, technology, and the environment through the study of topics and experiments/labs. Topics include: Nature of Science and Technology; Science, Technology, Society, and the Environment; Scientific and Technological Skills and Attitudes; Essential Concepts

### **Biology 30**

The biology program aims to provide many opportunities for students to apply the knowledge and skills they have gained through concrete real world experiences related to a particular context or situation. This course will prepare students for post-secondary education as well as the ability to understand the world in which they live, as it particularly pertains to human wellness. Biology, promotes rational scientific literacy of curricular outcomes with emphasis on Inquiry. A balance between classroom theory and hands-on investigation is the focus for this course. Topics include: -Wellness & Homeostasis -Digestion & Nutrition -Transportation & Respiration -Protection & Control -Waste Management

### **Chemistry 30**

The goal of 30S Chemistry is to develop an understanding of the basic principles and concepts of physical science. Students should be self motivated and be able demonstrate critical thinking and problem solving skills. Topics: -Physical Properties of Matter -Gases and the Atmosphere -Chemical Reactions -Solutions -Organic Chemistry

### **Graphic Communication Technology 30**

The aim of this course is to provide the student with knowledge and hands-on experiences in the area of Graphic Arts/Communication Industry. This course will look at several facets in the industry: its careers, color and design theory, vinyl cutting, screen printing, desktop publishing, electronic comic making and movie making.

### **Wilderness 31**

Sustainable Wilderness Education is a unique course that combines elements of Leadership, Physical Education, Wilderness Survival and Sustainability. The goals of this course are to: Develop leadership and intrapersonal skills Learn how to properly care for and treat the environment Expose students to a variety of outdoor activities such as camping, fishing, backpacking, canoeing and hiking Develop outdoor skills such as green camping, cooking, survival, navigational skills, fitness and problem solving in outdoor situations GAIN AN INTEREST IN LIFELONG OUTDOOR ACTIVITIES

### **Desktop Publishing 35S (0.5)**

The purpose of the course is to provide students with the skills and knowledge to plan and create a variety of published print documents. Students will: Define the purpose and audience for a print document; Incorporate elements of good design when designing documents. (Examples: balance, harmony, contrast, colour, consistency...); Plan and produce print documents conforming to recognized standards: Brochures, Flyers, Media inserts, Newsletters, Posters, Programs, Yearbooks/Photo Books, Participate in multi-user document editing and reviewing; Use language and tone appropriate to the communication; Critique and suggest improvements for published documents using given criteria; Accept a critique of a print document and make changes based on the feedback.

### **Career Life Work**

The career development curricula have been designed to connect school learning with workplace and labor market realities. The curriculum provides learning outcomes that are necessary for a successful transition into life/work experiences for the future. The Grade 11 curriculum focuses student learning on personal management skills, life/work balance, and transition from high school. Students will have an opportunity to explore their own personal qualities and reflect on their interests to assist them when making future decisions. Through the use of Career Cruising, students will research different careers so they can compare various options. Time will be spent focusing on how to search for a job as well as the necessary interview skills. Money management, vehicle shopping, renting and mortgages will be additional areas of focus.

### **Physics**

This course deals with linear relations and qualitative analysis of concepts. Topics:  
-Introduction to Physics -Mechanics -Fields -Waves -Introduction to Modern Physics

**GRADE 12**

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**COMPULSORY****ELA: (choose one of the following)****Literary**

ELA 40S course focuses on the aesthetic study of literary forms (novels, dramas, poetry and their related genres) and promotes the development of students' abilities to independently apply their language skills in this area. Students will be expected to exercise an increasingly objective viewpoint and to demonstrate more critical and analytical thinking skills both in group process and on an individual level. Daily instruction will focus on the English Language Arts goals and objectives related to reading, writing, speaking, listening, viewing, and representing. Using these strands, students will explore thoughts and feelings, comprehend and respond to texts, manage ideas and information, enhance artistry of communication, and celebrate community to gain a greater appreciation of English as a reflection of human experience.

**Comprehensive**

The specific student learning outcomes for Senior 4 English Language Arts: Comprehensive Focus are identified in this section of the ELA Framework. Senior 4 students reinforce and build on the knowledge, skills and strategies, and attitudes developed in previous grades. The Comprehensive Focus assists students in becoming increasingly independent in making meaningful and effective language choices. In the Comprehensive Focus, students develop and refine a range of literacy skills that deepen their engagement with and appreciation of a variety of texts and that help them function more effectively in their private spheres and in the global community. Students engage with and compose texts that inform, persuade, analyze, foster understanding and empathy, reflect culture, express feelings and experience, and bring enjoyment. They explore the denotative and connotative properties of language in communicating information and points of view and in conveying experience. The course is intended to be helpful for students who have previously experienced difficulty in ELA, as it is more concrete than the Literary Specialization 40S course; it is not, however, an easy credit to obtain. The focus of Grade 12 English is application of all previously and currently acquired skills in the language arts and concentrates primarily on the form which communication takes. Students are expected to make connections between elements such as content, audience, purpose, and style and their relationship to the form of the communication in question. Students will also be asked to use skills acquired in the analysis of other writers' works to produce their own writing pieces. Much of this program is student centered, with the teacher as facilitator; each student must be responsible for his or her own learning.

**MATH: (choose one of the following)****Essential 40**

The Essential Mathematics course is for students who are interested in post-secondary studies that do not require advanced mathematics. It is also for students wanting to learn mathematics for their personal and work-related use after high school, and for some of the trade apprenticeship programs. Topics: -Problem Analysis -Analysis of Games and Numbers -Personal Finance -Government Finances -Relations and Formulas -Statistics -Investments -Taxation -Design and Measurement -Variation/Formulae -Career/Life Project -Maintain a Math Portfolio

**Applied 40**

This is a course for students interested in postsecondary programs that do not require a study of theoretical mathematics such as Calculus or Linear Algebra, but may involve further study in applied mathematics courses such as Statistics. Students learn to use mathematics to solve problems related to real life situations, often using technology such as graphing calculators. The Grade 11 Applied Mathematics course includes the following topics: investments, probability, polynomial functions, design and measurement.

**Pre-Calculus 40**

This is a course for students who are interested in postsecondary programs that may require further study in theoretical mathematics such as Calculus or Linear Algebra. Students learn to use algebra to solve problems that may or may not be related to real life situations. Topics: Circular Functions Transformations Exponents and Logarithms Permutations, Combinations, Binomial Theorem Probability Conics Statistics Geometric Sequences

**Phys Ed**

This course is designed with dual purpose in mind: (A) to provide students with an opportunity to experience leadership roles in an athletic setting; (B) to help students develop lifelong fitness, recreation, and leisure routines that will keep them active and fit throughout their lives. Students are required to complete 10 leadership/extracurricular hours in order to complete the course.

**ELECTIVES****Band 40**

Concert Band 40S will continue to develop skills and musical learnings from Band 30S and will develop a student's musicianship in the following four essential learning areas. The learner will develop language and practices for making music, and generate, develop, and communicate ideas for creating music. The learner will develop understanding about the significance of music by making connections to various times, places, social groups, and cultures, and use critical reflection to inform music learning and to develop agency and identity. Students are required to play a concert band instrument.



### **Home Economics 40**

Home Economics builds upon the knowledge base of the human and natural sciences. It also integrates the theories and practices of those processes involved in daily living. Home Economics addresses the needs of our changing society and provides for life-long learning in the areas of foods and nutrition, clothing, housing and design and family studies. The philosophy of the senior high school Home Economics curriculum emphasizes the growth and development of individuals and their environment. The program aspires to help increase the resourcefulness of young people and help them to live satisfying lives.

### **Wood Shops 40**

The aim of this Woodworking course is to provide the student with an “advanced study” in woodworking aspects such as theory, technical writing, problem solving, project fabrication and the safe and proper use of woodworking hand and power tools and machinery. The student will be expected to build on the principles used in the previous course. The student will be expected to: Plan, build and complete 3 at grade level projects. -Build a project of choice and use the CNC (Computer Numeric Control) machine to put an image on the project; Complete machine safety tests with high accuracy and demonstrate use on those machines with high proficiency; Create technical reports for projects: (Project planning, Project Cost, Project steps, freehand sketches etc.); Understand and work with solid wood and plywood and identify certain characteristics, species and types; Apply a finish properly and safely to each project; Investigate and apply measuring systems (Imperial, metric etc.); Read and integrate project plans; Understand and use many fastening processes to build a project; Practice effective shop housekeeping methods. Assessment: The student will be assessed in the following manner: project planning, project work, daily work ethic and safety and course assignments.

### **Visual Art 40**

Visual arts education draws from a broad field of visual arts practices that include drawing, illustration, work in paper, canvas, wood, and other materials, painting, sculpture, architecture, ceramics, installation art, digital art, printmaking, photography, filmmaking and video-making, animation, craft, urban art, media arts and emerging technologies, folk art, textile art, calligraphy, stained glass, jewellery, graffiti, mosaic, graphic art, environmental and industrial art, and other forms that are not yet known, envisioned, or articulated. These practices offer multiple ways for learners to engage with, connect with, and respond to their world through various approaches and in diverse visual arts education contexts. Visual arts education is not just about learning the language and practices of the visual arts, it is about addressing who we are as people, embracing difference, encountering numerous cultures, interacting and collaborating with others, and inviting response.

### **Drama 40**

Drama 40S takes the steps learned in Drama 20S and 30S to the next step. Learners will develop language and practices for making drama/ theatre, as well as generate, develop, and communicate ideas for creating drama/theatre. Students will develop understandings about the significance of the dramatic arts by making connections to various times, places, social groups, and cultures and use critical reflection to shape their drama/theatre learning and to develop agency and identity.

### **Food and Nutrition (Cake Decorating) 40**

In Cake Decorating, students will learn about: baking a variety of cakes, cookies, and pastries; working with buttercream, royal icing, ganache; piping and fondant work; designing cakes; colour theory; food videos; bake sales; and cake wars. Students will analyze the nutritional composition of food and reflect on their own nutritional choices. This course provides opportunities for students to apply food preparation skills in a practical setting.

### **Biology 40**

A continuation of biology 30S, this course aims to widen students' perspective of the living world. In the final year of biology there are two large underlying themes of life: genetics and biodiversity. These topics have been selected for their intrinsic interest, as well as to assure that students are adequately prepared for further training in any related biological fields. Inquiry is once again emphasized in the second year of biology. Topics include: -Inheritance -Mechanisms of inheritance -Biodiversity -Organization and Conservation The biology program aims to provide many opportunities for students to apply the knowledge and skills they have gained through concrete real world experiences related to a particular context or situation. This course will prepare students for post-secondary education as well as the ability to understand the world in which they live, as it particularly pertains to human wellness. Biology, promotes rational scientific literacy of curricular outcomes with emphasis on Inquiry. A balance between classroom theory and hands-on investigation is the focus for this course.

### **Chemistry 40**

Students taking 40S Chemistry will be thinking of entering university level or technical level programs that require a strong science background. Many of these programs require a 40S chemistry course often with a minimum mark of 60-80%. Students with an interest in the science field should strongly consider chemistry as an important part of their post secondary preparation. Topics: -Chemical Periodicity -Chemical Equilibria -Acid-Base Equilibria -Oxidation – Reduction Reactions -Electrochemistry

### **Psychology 40**

Psychology is the scientific study of behavior and mental processes. It uses the scientific method to discover ways of understanding the complexities of human thought and behavior, as well as differences among people. Studying psychology gives students lifelong skills such as dealing with issues proactively, solving problems, learning and nurturing healthy relationships. It helps students understand themselves and deal with issues in their own lives such as inner conflicts, relationships with parents and peers, and intimacy. It also helps students understand societal problems like addiction, violence, and prejudice. This course exposes students to the major topics found in the field of psychology. It also emphasizes the issues that are of particular direct interest and relevance to students completing high school. Students explore the scientific methods upon which psychology is based. They can then apply what they learned to their daily lives.

### **Physics 40**

This course further develops the Topics through quantitative analysis and the introduction of inverse square law. Topics: Introduction to Physics Mechanics Fields Introduction to Modern Physics

## **OTHER**

### **PE SICS**

#### **Weight Training 31G**

This course is designed to instruct students on the best ways to have a productive and beneficial training program using weight resistance as a means. This course will help students to design and follow their own weight training program for present and future enjoyment and benefits. Some topics include: Body mass index Anatomy and structure of muscle Breathing methods Proper use of equipment Injury prevention/rehabilitation Nutrition Measuring growth and gains Common myths about weight training

#### **Recreational Leadership 31G**

This course is designed to help students develop their individual and group management skills through a wide range of real-life situations and experiences.

The goal is to become more confident in planning, organizing and administering recreational activities in their school and community.

The students will take ownership and assume the responsibilities of their own learning and organization, they develop the necessary leadership skills that will make them successful in future pursuits.

With a lack of quality leaders, qualified coaches and officials in all communities the hope is to provide more students with an opportunity to develop the confidence and interest as future leaders to stay involved in coaching, teaching, officiating and sports administration after leaving school.

#### **Grade 11 Out of School Phys Ed 30 or 40 (only available to grade 11 and 12)**

The Grade 11/12 out of school model is a PE format that requires students to fill out an application and apply for entry into a self directed PE program. They will use their extracurricular activities as a means to get 75 hours of moderate to vigorous activity in the course of a semester. They will also be required to complete goal setting activities, reflections and health modules to complete this pass fail course. The goal of this program is for students to take majority responsibility for their physical activity to earn this credit. Monthly meetings will be required and consistent participation in google classroom assignments will be a requirement of the course.

#### **Grade 12 Out of School Phys Ed 30 or 40 (only available to grade 11 and 12)**

The Grade 11/12 out of school model is a PE format that requires students to fill out an application and apply for entry into a self directed PE program. They will use their extracurricular activities as a means to get 75 hours of moderate to vigorous activity in the course of a semester. They will also be required to complete goal setting activities, reflections and health modules to complete this pass fail course. The goal of this program is for students to take majority responsibility for their physical activity to earn this credit. Monthly meetings will be required and consistent participation in google classroom assignments will be a requirement of the course.

## **CAREER PREPARATION**

### **Internship**

Career Internship is a structured, educational experience that incorporates work opportunities within a student's regular academic program. It is an opportunity to experience a career in almost any area of interest a student may have before they graduate from high school. It can also help develop professional competence and let you witness classroom theories and principles being applied in the working world. Internships are available to grade 11 or 12 students in good academic standing. They must also be at least 16 years of age and have successfully completed all grade 10 required courses. Students participating in an Internship for the first time must first complete at least 0.5 credits of Life Works as a prerequisite before they begin their internship. Internships can vary in duration and time of day depending on the schedules of the student and the host business. Anyone wanting to explore one specific career option or those wishing to see and experience a variety of career choices should consider this elective.

### **Apprenticeship**

Apprenticeship Manitoba and Manitoba Education & Training let students start an apprenticeship while still in high school or completing a high school program at an adult learning center. To participate in Apprenticeship Manitoba's High School Apprenticeship Program (HSAP) you must be enrolled in an approved Manitoba grade 10, 11 or 12 program and be sixteen years of age. The program allows students to begin training as a journey person in trades (over 50) recognized in Manitoba and across Canada. Take the opportunity to explore various careers, earn credits for graduation as a paid employee. To transition into postsecondary apprenticeship training through Apprenticeship Manitoba after high school, a high school diploma or equivalent is required. Positions in the trades today are often technology based and require math, science and computer skills. However, excellent reading, writing and communication skills are also very valuable. For every 110 hours of work in the trades, one elective credit is earned towards graduation (maximum 880 hrs or 8 credits). If interested contact the Turtle Mountain School Division Apprenticeship Coordinator. This credit is awarded after the first 110 hours.

### **Community Service Volunteer Credit**

Students are eligible to complete one volunteer credit throughout their high school years. Students may volunteer at more than one location and students may take multiple years to complete the credit - it does not have to be completed in one school year. See Mrs. Hilhorst for an information package if you are interested in a volunteer credit. Paperwork needs to be completed prior to starting the volunteer hours.

### **Homework Block**

A homework block may be scheduled by student services for students in grades 9-12.

### **Spare**

Students in grade 11 or 12 are eligible for a spare if they have room in their schedule.