Morris School

Course Selection Guide

2017/2018

324 Toronto Avenue East
Box 548, Morris, MB. R0G 1K0
Phone (204) 746-2612
Fax (204) 746-2126

Table of Contents

Welcome to Morris School

Introduction

Thank you for taking time to consider our school and programs. This booklet has been prepared to help introduce you to the various programs we offer and to help you with the registration process. This is a work in progress and we welcome your comments and suggestions for improvement.

Morris School maintains a strong academic program with a full range of course choices at each grade level. We are a member of the Red River Technical Vocational Area and are therefore able to offer our students a wide variety of vocational programs as well.

We have an active extracurricular program offering opportunities for enrichment in the areas of sports, music, drama, technology, student government and more.

Services for students include:

- Full time Resource Teacher for grades 9 - 12
- Student Services Center with computer lab
- Guidance department with a full time counselor
- Access to divisional clinicians
- Three computer labs
- Library with computer resources
- Two gymnasiums
- Canteens

Choosing a Program

Students, together with their parents, are encouraged to carefully consider program options at the beginning of their high school career. You need to consider:

- personal interests
- aptitudes and abilities
- past achievements
- goals for post-graduation study and employment
- level of commitment

Grade 9 is a foundation year with limited course choices. However, the work habits and skills developed at this level will help further their success in their high school career. Students should take this time to become familiar with Morris School's academic and vocational choices. Each student will need to decide on the program of studies they wish to pursue in the next three years. While Grade 10 - 12 students have the option of adding spare periods to their timetable, they are encouraged to enrich their experience and resume with additional course selections.

The Registration Process

1. Current students will receive pre-registration assistance during sessions in April and May.
   To ensure course selection, all registrations must be handed in to the guidance counselor as soon as possible.
2. A course will be offered only if a sufficient number of students enroll in it.

Guide to the Course Numbering System

First Character

1 - Grade 9

2 - Grade 10

3 - Grade 11

4 - Grade 12

Second Character

0 - developed or approved by Manitoba Education for 1 credit

5 - developed or approved by Manitoba Education for .5 credit

1 - developed by school/division (also student initiated projects)

Third Character

F - Foundation - foundation (groundwork) course experience for all students

G - General - general education experience for all students

S - Specialized - learning experiences leading to further studies at post-secondary

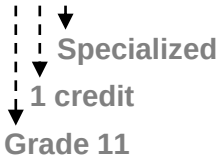
A - Advanced - academically challenging (going beyond general and specialized courses)

E - EAL - designed to assist students for whom English is not a first language, in making a transition in to the English Program

M - Modified - course has been modified for student who has special needs (must meet Provincial Education Guidelines)

Example:

Accounting Principles 30S



Senior Years English Program Checklist

Compulsory Credits

Subject		S1	S2	S3	S4	Credits
English Language Arts	ENG 10F, ENG 20F, ENG 30SC & 40S, ENG 40SL or ENG 40ST					**4**
Mathematics	Math 10F, Ess. Math 20S, 30S & 40S or Introduction to Applied and Pre-Cal Math 20S, 30S & 40S, Consumer Math 40S, Applied Math 40S					**4**
Science	Science 10F & 20F					**2**
Social Studies	Social Studies 10F, Geography 20F, History 30F, Geo 40S					**3**
Phys. Ed/Health	Phys. Ed/Health 10F, 20F, 30F, 40F					**4**
						Compulsory Credit Sub Total: 17

Graduation Requirements

Provincial Graduation Requirement of 30 credits entitles students to a Provincial High School Diploma.

Minimum – 30 Credits

Compulsory – 17 Credits

Senior Optional Credits – 13 Credits

Students are eligible to graduate with a dual diploma (English Program and English Senior Years Technology Program) if they successfully complete 17 Compulsory credits (from an approved Senior Years Technical Education Program cluster) plus 5 Optional credits.

Students should ensure that they meet entrance requirements of the college or university, training, or work situations they intend to pursue.

**University entrance requires at least 5 – 40S subjects in at least four different subject areas. Students must confirm special entrance requirements.*

Optional Credits for 2017-18

Subject	S1	S2	S3	S4	Credits
Art					
Accounting					
Apprenticeship					
Band					
Biology			2018/19	2017/18	
Chemistry			2018/19	2018/19	
Computer					
Digital Pictures/Desktop Publishing					
Drama					
French					
Global Issues					
Graphics					
History					
Hockey Canada SA					
Home Ec./Fam. Studies					
Jazz Band (1/2 Credit)					
Lifeworks					
Languages (Spanish .5, Italian.5, French 1)	2018/19	2018/19			
Media					
Outdoor Education					
Peer/Internship/Leadership					
Physics			2017/18	2017/18	
Psychology				2018/19	
Vocational					
(One credit must be at the S3 level, 2 must be at the S4 level)					

Honor Roll

Grade 9 - Students must be enrolled in the nine credits offered at school and obtain an overall minimum average of 80%.

Grade 10 – Students must have an overall minimum average of 80% in eight subjects which must include all compulsory subjects.

Grade 11 – Students must have an overall minimum average of 80% in six subjects which must include compulsory subjects and a passing grade in Physical Education 30F.

Grade 12 – Students must have seven grade 12 level subjects; these courses must include two credits of English 40S and one credit of Math 40S. The student must also have an average of 80% or greater in the best six subjects including English, Math and a passing grade in Physical Education 40F.

Academic Awards – Grade 9-11

Students who meet the criteria will receive one of the following Masters Awards for Academic Excellence:

Bronze Masters Medal - This award is given to students who have a 90% or higher in 3 or more subjects.

Silver Masters Medal - This award is given to students who have 95% or higher in 2 subjects.

Gold Masters Medal - This award is given to students who have a 95% or higher in 3 or more subjects.

Service Award

This award is presented to a student who participates in school activities that are unpaid and not for credit. Activities may include but are not limited to: coaching, canteen, refereeing, score keeping or volunteer work outside of one's own team or club. Students must have consistently volunteered throughout the year.

Athletic Award

In order for a student to receive an Athletic Participation Award, students will have participated in at least 3 school sports and attended practice on a regular basis. Teamwork, sportsmanship and attitude are an integral part of this award.

Leadership

This award is given to students who are involved in 2 or more school clubs other than school sports. These activities cannot be for credit and may include but are not limited to: Kids Caring for Kids, Student Council, Drama, Pottery, African Drumming, MTC, Yearbook, etc.

Maverick Award

A Maverick Award is given to a grade 9 – 11 student who must be a present recipient of the Honor Roll and the Athletic Award. They must also have either a Leadership/Arts Award and/or a Service Award.

Band Awards

Outstanding Musician – The Outstanding Musician Award is a scholarship to a music camp. This award is based on an audition. Based on funding from band parents there may be 2 – 4 scholarships given.

Most Improved Musician – The Most Improved Musician is given to a student who has improved their grade average by at least 10% from November to May. The award is also based on the amount of improvement they have made with their instrument. This award is open to grade 6 – 12 students.

Course Descriptions

Business

Accounting Principles 30S (ACC30S) (Podcast)

Accounting Principles 30S will introduce students to Canadian accounting principles and practices. It is designed as a complete course in which financial statements for a service business are prepared and analyzed.

On a personal level, knowledge of accounting is essential for banking, investing and saving and for political and consumer decisions. Students considering business pursuits or those who wish to acquire knowledge and skills in entry-level occupations will benefit from this course.

For those students who plan post-secondary studies, Accounting Principles 30S may be part of career exploration in such areas as professional accounting, management and business studies, statistics, and computers.

This year, Accounting Principles 30S is being offered through podcasts. This means that rather than coming into the classroom every day to access the course content, students will log onto our Accounting Principles webpage to download and view a series of podcasts (short videos). This enables the student to complete the course content in a timely manner that best suits the student. Each student will be expected to meet with the teacher on a regular basis to make sure the student is keeping up with the timelines of the course as well as to answer any questions the student may have. This course is recommended for highly self-motivated students.

Career Development

Career Development: Life/Work

Career Development helps students to connect school learning to the workplace and labor market. Students will explore potential careers, acquire skills, experience and develop references. Career Development uses a combination of classroom activities and job placements that allow students to put this knowledge to use in a job setting.

Life/Work Exploration 10S (LWE10S)

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.

Life/Work Planning 20S (LWP20S)

The Grade 10 curriculum places a greater emphasis on student outcomes related to communication skills, work information, work trends, self-assessment, matching personal skills to occupations, stereotyping and discrimination in the workplace, and work-search tools.

English Language Arts

English Language Arts 10F (ENG10F)

In this class we concentrate on the basis skills needed to communicate in both written and oral methods. Through the course content the student will give presentations, memorize and recite, work in groups, respond to texts, and write different forms (paragraphs, narratives, descriptions, etc.).

English Language Arts 20F (ENG20F)

In this class we concentrate on developing literacy skills that are vital in all learning. The student will be familiar with different forms and genres (e.g. Short stories, novels, paragraphs, essays, etc.), as well as different literary devices and techniques (e.g. foreshadowing, irony, utopia, etc.). The class focuses on group process, interaction, and discussion to interpret and respond to text.

English Comprehensive Focus 30S (ENG30SC)

In this class we take a comprehensive look at literature: from practical texts that are meant to inform, persuade, direct, argue, and analyze; to aesthetic texts that entertain and create an intellectual and emotional response to the reader. We look at how reader's expectations influence the reader and his or her interpretation of the text. Students will read, write, listen, speak, view, and represent to gain information, determine point of view, compare and express ideas.

English Comprehensive Focus 40S (ENG40SC)

In this class we will concentrate primarily upon the emotional and intellectual experiences of the reader. We look to a variety of texts to explore content, language, form, imagery, and so forth. In the course you will explore aesthetic texts (e.g. Short stories, novels, reader's theatre, films, etc.), and you will also use pragmatic texts (e.g. Brochures, charts, essays, resumes, criticisms, etc.). This class also includes a World of Work component and a provincial exam. Only Grade 12 students may enroll in this course.

English Language Arts Transactional 40S (ENG40ST)

In this class we will concentrate on what the reader will carry away as information from the text. We examine text that informs, directs, persuades, analyzes, argues, and explains. We look carefully at audience, expectations, and the choices they make as they read. We will read and write texts to gain information, to determine point of view, to compare ideas, and to conduct daily type transactions. In the majority of the course you will explore pragmatic texts (e.g. Brochures, charts, memoirs, biographies, essays, resumes, etc.), but you will also use aesthetic texts (e.g. Short stories, novels, reader's theatre, films, etc.). The class also includes a World of Work component and a provincial exam. Only Grade 12 students may enroll in this course.

English Language & Literary Forms (ENG40SL)

In this class we will concentrate primarily upon how form, language and the author's craft work together to affect the emotional and intellectual experiences of the reader. This course is meant to prepare students to study, analyze, and communicate about a range of texts at higher levels; it is considered an appropriate course to prepare one for any post-secondary studies or work. Literary Forms is recommended as a prerequisite, but not required. A provincial exam is only written in this course IF a student missed writing it in first term. Only Grade 12 students may enroll in this course.

Fine Arts/Music

Art 10G (VAR10S)

This is a full credit course which introduces students to the basic principles and elements of art. We then apply these to our work. The students are given many sketchbook assignments and are encouraged to explore different techniques, mediums and subjects on their own to fill their sketchbook with original work. Classroom instruction focuses mainly on sketching, with subjects such as animals, landscapes and people. Through these exercises, the student will hopefully gain skills in using proportion and perspective in their works. Different mediums include pastels, charcoal, pencil crayons, water colors, conte crayons, chalk, etc.

Art 20G (VAR20S)

This full credit course picks up where the Grade 9 course left off. It will assume an understanding of the basic principles and elements of design and require that these be applied to their original works. The student is further encouraged to look at things around them through the "eyes of an artist" and be able to transfer what they see to the medium they are using. The same mediums as Senior 1 will again be used, but some plaster of Paris and clay may be included to begin to experiment with three dimensional pieces. A study of the history of art will be part of the course as well, with some introduction to critiquing of art pieces.

Art (VAR30S/40S)

These full credit courses will continue a more in-depth exploration of different mediums (pen and ink, watercolor, acrylic paints, clay, pastels, conte crayons, charcoal, etc.) and will attempt to further develop the artistic skills introduced in Art 10G and Art 20G. As with these previous levels, a knowledge base of the elements and principles of design will be important to put into practical use in their art projects. Students are expected to keep a sketchbook that will contain some assigned work as well as individual pieces and explorations. Students will participate in researching and presenting on artists of interest to them. Note: previous enrolment in Art 10G or 20G is not mandatory, but is considered helpful when taking Art 30G and 40G. There is a $35.00 course fee for art supplies.

Senior Band (BAN10G/20S/30S/40S)

Students in this performing arts course will be given the opportunity to expand their interest and talent on their chosen instrument. They will also further develop their thinking skill, physical skill and emotional expression. Students will be given the opportunity to perform in public concerts and on yearly trips. Students' playing ability as a band will be expanded through exposure to guest band directors in festivals or clinics. Opportunities are also available to apply for Music Scholarships to the International Peace Gardens.

Jazz Band (JAZZ15G/25G/35S/45S)

Join this dynamic ensemble! We are looking for highly motivated, energetic and talented musicians who enjoy performing different styles of music. Enrolment in the band program is recommended, but not mandatory. Jazz band meets at times outside of the regular timetable.

Hockey Canada Skills Academy

Hockey Canada Skills Academy (HCSA11G/21G/31G)

This course is designed to help students learn the technical aspects of hockey to help them improve both on and off the ice. The emphasis is on the development of fundamental skills and basic concepts of team play, as outlined by Hockey Canada and Skills Academy. A secondary objective is to develop respect for the game and acquire a lifelong passion for Hockey.

Students and parents will have to sign an "Expectations and Code of Conduct Form" acknowledging their responsibility for property and behavior when participating in the course. Course fee is $150.

Information and Communication Technology

Introduction to Graphic Technology 10G (GCT10G)

An Introduction to Graphic Technology is just that, an introduction. In the course of the year students will be introduced to a variety of technologies used in Graphic Arts. Technology, however, does not mean only computers. It means all tools used to assist in completing a task. In this case the task is to communicate visually. You have all heard the saying 'A picture is worth a thousand words'. If that is so, we must construct our visual communication with care and forethought, or we will be communicating what we do not intend. Students will learn the Elements and Principles of Design, and use a variety of computer programs to create visuals.

Graphic Communication and Technology 20G (GCT20G)

Graphic Technology is the follow-up to IGT10G. In the course of this year students will work in depth with a variety of technologies used in Graphic Arts. Proper design principles will be stressed in all work. Students will begin exploring design as it applies to the Web and animation. A portfolio of work will be produced.

Digital Pictures 25S & Desktop Publishing 35S (DGP25S/DTP35S)

These two half credits combine to teach students how to take creative and effective pictures and create a variety of published print documents. Students will learn to use various camera settings and modes, study photo composition, and learn how to communicate messages through original photographs. Students will also learn to critique photographs based on technical and aesthetic criteria. A digital portfolio of student work will be compiled throughout the term based on hands-on field photography. In addition, students will learn to plan and create effective print documents using a variety of software programs, such as Microsoft Office, Photo Story, Adobe Photoshop, etc.

Interactive Media 35S (INTM35S)

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

Broadcast Media 35S (BRCM35S)

The purpose of this course is to provide students with an understanding of all phases of the media production process (pre-production planning, production, and post-production) from a variety of perspectives (news, sports, entertainment…). The Course includes technical aspects of media production for the web, radio and television. Students should have skills creating video and creating web pages prior to taking the course. Students will plan, develop, and broadcast multimedia.

Languages

Romance Languages

Morris School offers an alternating language program. This course is an introductory exposure to French, Italian, and Spanish which are recognized as three of the most popular Romance Languages. Students who take the Romance Languages over two years will earn 1 credit in French, a 1/2 credit in Spanish, and a 1/2 credit in Italian for a total of two language credits. These three course credits will be offered in the following course rotation:

2017/2018 - French 10F

2018/2019 - Italian 15G & Spanish 15G

2019/2020 - French 10F

2020/2021 - Italian 15G & Spanish 15G

Mathematics

Mathematics 10F (MAT10F) / Transitional Math 10F (MAT10FT)

These courses are required for all Grade 9 students. They are general courses which will prepare the students for either of the 2 math courses they choose in Grade 10 (Pre-cal or Essentials). They are built on seven interrelated curriculum processes: reasoning, problem-solving, estimation, mental math, communication, visualization, connections and technology. The units studied in each of the courses are listed below.

Mathematics 10F

- Number Sense and Rational Numbers
- Statistics and Probability
- Powers and Exponents
- Circular Geometry
- Polynomials and Linear Relations
- Geometry and Measurement

Transitional Math 10FT

- Basic Math and BEDMAS
- Integers
- Percents
- Algebra and Simplifying Expressions
- Fractions
- Trigonometry

Introduction to Pre-Calculus & Applied Mathematics 20S (MAT20SI)

Grade 10 Introduction to Applied and Pre-calculus Mathematics (20S) is intended for students considering post-secondary studies that require a math pre-requisite. This pathway provides students with the mathematical understanding and critical-thinking skills that have been identified for specific post-secondary programs of study.

Students are required to learn mathematical concepts through practice and regular homework. On tests and exams, students are expected to apply their knowledge to problems that are original or different than those presented in class.

Course content:

- Measurement
- Algebra and Number
- Measurement Systems
- Exponents and Radicals
- Surface Area and Volume
- Polynomials
- Right Angle Trigonometry
- Relations and Functions
- Systems of Equations
- Linear Relations and Functions
- Solving SOE graphically
- Solving SOE algebraically
- Linear Equations and Graphs

Essential Math 20S (MAT20SE)

Grade 10 Essential Mathematics 20S is intended for students whose post-secondary planning does not include a focus on mathematics and science related fields. Essential Math 20S is a one credit course that demonstrates how to use mathematics in everyday life. The skills taught in this course are those that informed citizens need.

Topics include:

- Wages, Salaries, and Expenses
- Consumer Decisions
- Personal Banking
- Geometry
- Spreadsheets
- Sampling and Probability

Pre-Calculus Mathematics 30S (MAT30SP)

Pre-requisite: Pre-Calculus 20S (60% minimum in IPCM 20S strongly suggested)

Grade 11 Pre-Calculus Mathematics is designed for students who intend to study mathematics as part of their post-secondary education. The course is a high-level study of theoretical mathematics with an emphasis on problem solving and graphing.

Students are required to learn mathematical concepts through practice and regular homework. On tests and exams, students are expected to apply their knowledge to problems that are original or different than those presented in class.

Continued…

Course Content:

- Quadratic Functions
- Trigonometry
- Algebra
- Analytic Geometry
- Geometry
- Consumer Mathematics
- Logic/Proof
- Functions/Relations

Essential Mathematics 30S (MAT30SE)

Grade 11 Essential Mathematics 30S is intended for students whose post-secondary planning does not include a focus on mathematics and science related fields. Essential Math 30S is a one credit course that demonstrates how to use mathematics in everyday life. The skills taught in this course are those that informed citizens need.

Units of study:

- Measurement (Perimeter, Area, Volume, Surface Area)
- Right Angle Triangles and Trigonometry
- Drawing and Design (Sketching, Scale, Cost per Unit Analysis)
- Graphing
- Slope and Rate of Change
- Personal Banking and Budgeting

Pre-Calculus Mathematics 40S (MAT40SP)

Pre-requisite: Pre-Calculus 30S (60% minimum in Pre-Cal 30S is strongly suggested.)

Pre-Calculus 40S mathematics is designed for students who intend to study mathematics as part of their post-secondary education. The course is a high-level study of theoretical mathematics with an emphasis on problem solving, mental math, and graphing. This course will have a quick pace and heavy workload.

Students are required to learn mathematical concepts through practice and regular homework. Students will be expected to do homework every day. On tests and exams, students are expected to apply their knowledge to problems that are original or different than those presented in class. There is a provincial exam in this course.

Course Content:

- Transformation of functions
- Polynomial functions
- Trigonometric functions
- Radical functions
- Exponential functions
- Rational functions
- Logarithmic functions
- Binomial theorem

Essential Mathematics 40S (MAT40SE)

Grade 12 Essential Mathematics 40S is intended for students whose post-secondary education planning does not include a focus on mathematics and science related fields. This course emphasizes decision making and number sense, with assignments that are based on real-life situations.

Students will be evaluated based on projects, portfolios, and written tests. Students write a provincial exam in this course.

Units of study:

- Linear Relations
- Properties of Geometric Figures
- Limits to Measurement
- Transformations
- Statistics
- Trigonometry
- Probability and Odds
- Owning a Small Business

Applied Mathematics 40S (MAT40SA)

Pre-requisite for this course is Applied Math 30S or a minimum of 75% in Essentials Math 30S. Grade 12 Applied Mathematics (40S) is intended for students considering post-secondary studies that do not require a study of theoretical calculus. It is context driven and promotes the learning of numerical and geometrical problem solving techniques as they relate to the world around us. Primary goals of Applied Mathematics are to have students develop critical-thinking skills through problem solving and model real-world situations mathematically to make predictions. In addition to the topics listed below the students will complete a Mathematics Research Project.

Course Content:

- Financial Mathematics
- Logical Reasoning
- Probability
- Relations and Functions
- Design and Measurement

Physical Education/Health

Physical/Health Education Course Outline (PEDF10F/PEDF20F)

The following supplies are required for all Physical Education courses – indoor gym runners (not board shoes), shorts or track pants, t-shirt, skates and a helmet.

This compulsory full-credit course is designed to help youth take ownership of their own physical fitness and to engage in active lifestyles.

Students will study topics related to the following learning outcomes:

- Movement – A student will demonstrate competence in selected movement skills and physical activities plus knowledge of movement development.
- Fitness Management – A student will demonstrate the ability to develop and follow a personal fitness plan for lifelong physical activity and well-being.
- Safety – A student will demonstrate safe and responsible behaviors to manage risks and prevent injuries in physical activity participation and daily living.
- Personal Social Management – A student will demonstrate the ability to develop self-understanding to make healthy enhancing decisions, to work cooperatively and fairly with others and to build positive relationships with others.
- Healthy Lifestyle Practices – A student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance abuse and human sexuality.

Time Allotments: 50% Physical Education / 50% Health Education

Physical Education 30F (PED30F)

The following supplies are required for all Physical Education courses – indoor gym runners (not board shoes), shorts or track pants, t-shirt, skates and a helmet.

This compulsory full-credit course is designed to help youth take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage in active lifestyles into their futures. Students will study topics related to fitness management, mental health, substance use and abuse prevention, and the social impact of sport. The focus of this content will be on health and personal planning. These topics will make up the core 25% classroom component of the course content. Students will be required to complete the remaining 50% of the course in a physical activity plan as part of the physical activity program. Students will be introduced to safety and risk management planning to minimize associated risks of the activities they may choose.

As part of earning a credit for this course, students will be required to submit a personal fitness portfolio containing elements such as a fitness plan, physical activity log, or journal entries. Fitness & Fitness Profile accounts for 20% while Leadership, Volunteerism and Citizenship is 5%. Students will be graded for completion of the course with a Complete or Incomplete designation. There will be no percentage grade assigned as per Manitoba Education Policy.

Physical Education 40F (PED40F)

The following supplies are required for all Physical Education courses – indoor gym runners (not board shoes), shorts or track pants, t-shirt, skates and a helmet.

This compulsory full-credit course is designed to help youth take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage in active lifestyles into their futures. Students will study topics related to fitness management, nutrition, sexual health, social/emotional health, and personal development. The focus of this content will be on health and personal planning. These topics will make up the core 25% classroom component of the course content. For the remaining 75% of the course, students will be required to develop and implement a personal physical activity plan as part of a physical activity program. Students will be introduced to risk management planning to minimize the associated risks of activities they have chosen.

As part of earning a credit for this course, students will be required to submit a personal fitness portfolio containing elements such as a fitness plan, physical activity log, or journal entries. Fitness & Fitness Profile accounts for 20% while Leadership, Volunteerism and Citizenship is 5%. Students will be graded for completion of the course with a Complete of Incomplete designation. There will be no percentage grade assigned as per Manitoba Education Policy.

Outdoor Education (OUTED30S)

This course will enable students to learn about the environment in which we live in and give students an opportunity to experience some of the challenges of the outdoors. Safety, survival, and outdoor adventures are all components of this course. The course culminates with an

adventure trip to one of the many natural settings in our province.

Environmental crisis and related issues continue to dominate both our present and our future. By providing opportunities for education, guidance and self-reflection, the Sustainable Wilderness/Outdoor Education program is committed to developing passionate and skilled individuals who care about making a difference for sustainable outdoor environments. This course will enable students to learn about the environment in which we live and give students an opportunity to experience some of the challenges of the outdoors.

Science

Science 10F (SCI10F)

Science Grade 9. Successful completion of this course is a prerequisite for the Grade 10 course. The four clusters in the new curriculum are reproduction, atoms and elements, the nature of electricity, and exploring the universe.

Science 20F (SCI20F)

Science Grade 10. Prerequisite Grade 9 Science. This course is a prerequisite for all of the Grade 11 Science courses. The topics are environmental equilibrium (biology), forces and motion (physics), chemicals in action (chemistry) and weather dynamics (earth science). The course focuses students on developing problem solving skill, laboratory skills, technology/environmental skills, critical thinking and independent thinking skills.

Biology 30S (BIO30S)

Prerequisite Science 20F. Biology 30S is an introduction to human biology. You will deal with all of the major systems of the human body; their parts, how they work and their illnesses. Topics include: science of life, chemistry of life, nutrition and digestion, gas exchange, circulation, blood and immunity, excretion, controlling mechanisms, support and locomotion, reproduction and development. Course work will include microscope work, basic chemistry and research work, including diagrams about parts of the human body. A series of laboratory experiments will support the topics.

Chemistry 30S (CHE30S)

Prerequisite Science 20F. Chemistry 30S emphasizes theory and problem solving, and is a foundation course and prerequisite for future courses in Chemistry. Core topics include: Chemistry in a changing world, physical properties and changes, chemical reactions, solubility, acids and bases, organic chemistry. Time is split between instructional periods, labs, and individual problem solving and theory development.

Physics 30S (PHY30S)

Prerequisite Science 20F. Physics 30S is a foundation course and prerequisite for future courses in Physics. This introductory course in Physics requires a strong mathematical background. Topics include: an introduction to Physics, Motion, Newton's Laws, Fields, Waves, Introduction to Modern Physics.

Biology 40S (BIO40S)

Biology 40S is a comprehensive introduction to the great diversity of life. Topics include: Human Genetics, Biotechnology, Microbiology, Botany, Zoology and Ecology. A series of laboratory experiments will support the topics.

Chemistry 40S (CHE40S)

Prerequisite Chemistry 30S. Core topics Thermodynamics, Kinetics, Chemical Equilibrium, Solubility Equilibria, Acid-Base Equilibria, Oxidation-Reduction. This course involves development of theoretical ideas, several advanced lab activities and individual problem solving. This is an interesting and demanding course, which covers a lot of material. Chemistry 40S is a requirement for post-secondary chemistry courses.

Physics 40S (PHY40S)

Prerequisite Physics 30S. This second course in Physics requires a strong commitment from the student. Many topics are explored with recognition that many students taking Physics 40S will continue their education at a higher level. Core topics include Mechanics, Electrostatics/Coulomb's Law, Electric Potential, Direct Current Circuits, Magnetism, and Electromagnetic Induction.

Social Sciences

Home Economics (HEC10G/20G)

This course has two components. The first half of the class is Clothing and Textiles and begins with a theory section where students will be exposed to the terminology of clothing and textiles. We will learn how to use and care for a sewing machine. Sewing samples will provide an understanding of

the sewing project we will be doing. How to read a pattern envelope, how to lay out and cut out a pattern, proper pinning, cutting and sewing techniques are other topics covered. The students will complete one or more sewing projects depending on the difficulty of the project. The materials required for these projects must be provided by the student either on an individual basis, or by ordering through the teacher. Popular projects have included aprons, oven mitts, pot holders, hoodies and PJ's.

The second is Foods and Nutrition where we study the basic skills required to operate in a kitchen, including the names of tools, terminology, proper cleaning and ways to handle food to avoid food poisoning. We talk about nutrition and healthy foods and how they impact the function of the body. This is a very hands on learning class. We will have about an equal amount of cooking labs as theory days.

Social Studies 10F (SST10F)

There are four general units to be investigated throughout the course:

- Diversity and Pluralism in Canada – Focus: physical and human geography, demography, human rights, citizenship, conflict resolution, cultural pluralism and diversity, the influence of the media and the contributions of people in the creation of a pluralistic society.

- Democracy and Governance in Canada – Focus: parliamentary process, participation in the electoral process, the justice system, the responsibilities and rights of citizens, the influence of democratic ideals in Canadian society.

- Canada in the Global Context – Focus: media and global issues, Canadian foreign aid and conflict resolution, peacekeeping, consumer issues.

- Canada: Opportunities and Challenges – Focus: Social and technological change, societal change due to the Canadian Charter of Right and Freedoms, citizenship issues (past and present), reactions to social injustice, environmental issues.

Geography 20F (GEO20F)

The main purpose of this course is to help students better understand the basics in geography and encourage critical thinking about how individual decisions impact other people and the environment.

The course is divided into the following topics:

- *Geographic Literacy* - Learn about the discipline of geography and understand why it is important.

- *Natural Resources* - Learn about the variety and locations of the world's natural resources and related issues.

- *Food from the Land* - Learning about the production and acquisition of food around the world and current issues in the discipline.

- *Industry and Trade* - Industry and trade in Canada, North America, and the world.

- *Urban Places* - Urbanization and related issues in Canada and around the world.

Family Studies 30S (FAM30S)

Family Studies 30S concentrates on Human Development, healthy relationships and how these affect child development. The students will explore how communication skills, conflict resolution and the diversity of society impact the physical, social and intellectual development of a child from conception to adulthood. Students will have the opportunity to learn how to apply skills that will encourage child development through study and hands on applications.

Family Studies 40S (FAM40S)

Family Studies 40S will cover human and personal development, relationships and life choices through to parenthood and aging. Studies include formal studies as well as direct contact with people of all ages to encourage the building of relationships and the understanding of children, youth, parenting and the elderly. This a university entrance course.

World Geography 40S (GEO40S)

This course deals with how the world is connected. The main objective is to expose students to a multitude of factors that make the world so interdependent. As citizens of this planet, we need to share the responsibilities for its future care. For thousands of years we have played with a variety of elements that have affected our planet. We will investigate these elements and put them in perspective for present and future use. Students will also study the issues that threaten the future of the world and will be invited to become involved participants in deciding how each of us can make a difference. This course will have a lasting impact on students who are concerned for the Global Village that we all live in.

Global Issues 40S (GLO40S)

This course is intended to help students develop a greater understanding of global issues. They will examine the historical, current, and future implications of world issues and analyze the effects of these issues on quality of life within different political, social, and economic systems. Students will explore various perspectives and will be expected to be informed on major local, regional, national and global issues in the media. Emphasis is placed on active global citizenship within a flexible framework that may include some of the following topics: sustainability, global organization/grouping of countries, geopolitics, conflict, terrorism and human rights.

Canadian History 30F (HIS30F)

This Canadian history course will study the major historical events that helped create the independent nation of Canada. It will review the making of Canada through political reflections of events that significantly impacted the birth of this nation. This course will also study Canada from a social perspective. The investigation of these social issues will provide for a more comprehensive understanding and appreciation of our past history. It begins with the Aboriginal people settling here and continues up to present day challenges in Canada.

Psychology (PSY40S)

Student enrolled in this course will study the history of psychology and the major core concepts and theories of psychology. They will learn basic skills in psychology research and connect psychological concepts to their personal life.

Work Experience Programs

Peer Assistance 31G (PEER31G)

Peer Assistance 31G is a course open to senior high students who are interested in working with other learners. Students are often unaware of the extent of their own talent(s) and how much they actually have to offer to others. The emphasis of this course is in the practicum component. Students are assigned to classrooms where they act as a tutor and aide. It is expected that the students take direction from the classroom teacher. They may be assigned to work directly with an individual student, but generally they work with small groups. The Peer class is required to achieve a specified number of practicum hours: a general number is 70. As well, they are required to fulfill a minimum number of hours in each area: Early, Middle and Senior Years. Once they've completed that requirement, they are free to work in an area of their choosing provided agreements are made among the instructor and classroom teacher(s). There is also a classroom component for the Peer students. Here they are introduced to theoretical aspects of working with other learners in a tutoring capacity. They will do short assignments on elements of child development, child care, special needs, and program planning.

Volunteer/Leadership – Life/Work 30S (VLTR30S)

Volunteering is a fundamental and essential element of society. Volunteer programs provide the opportunity for students to offer their support to their local community. The purpose of this credit is for students to experience a wide variety of volunteer opportunities within the community and greater area. The volunteer credit is open to all students grade 9-12 and students may take multiple years to complete the credit. To earn a volunteer/leadership credit a student must volunteer in at least 8 different experiences within the following four categories; assisting extended family or community members, working for a community-based organization, working for a non-for-profit organization and organizing a volunteer opportunity. The credit is awarded in the year it is completed.

Internship – Life/Work Transition 40S (ITRN40S)

The Internship program is designed for students to intern at a local business in a work placement of current and/or future interest. This credit was designed to give high school students the opportunity to learn about the world of work; to gain experience and insight into careers of interest; and to make connections between school and the outside world. To earn an internship credit a student completes 85 hours of work experience and 25 hours of modular course work. Students must be 16 years of age before beginning their work placement to comply with provincial safety and workers compensation requirements. The credit awarded for internship is 'Life/Work Transitioning 40S'.

High School Apprenticeship Program (HSAP)

Students in the RRTVA area are surrounded by a multitude of options regarding employment in apprenticeship approved trades. The HSAP provides students with opportunities in which they can explore trades in a real and relevant setting. A student starts the apprenticeship training while attending high school. It combines regular high school instruction with paid, part-time, on-the-job training. It does not take the place of academic studies. The HSAP is available to all students in their home schools, coordinated by a regional coordinator.

To participate in the HSAP, the following is required:

- Taking core subjects grades 9-12
- 16 years of age
- Enrolled in High School

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

- get hands-on experience using highly specialized, technological equipment
- earn up to 8 supplemental academic credits for graduation based on 110 working hours per credit (*up to 6 credits for Mature Diploma students)
- receive a wage that's more than minimum average
- apply your on-the-job training hours to continued, full-time apprenticeship training after graduation
- use the skills you learn for a career in management or to start your own business.

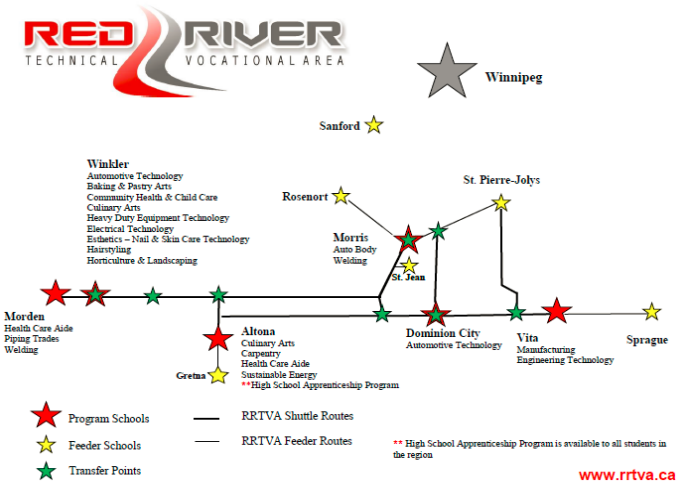
For more information about HSAP, refer to the Manitoba Apprenticeship website found at: http://www.gov.mb.ca/tce/apprent/apprentice/apprenticeship_hs.html.

Other

Self-directed Learning/Credit Recovery (SDLC)

Registration in this class is based on administrative approval.

Red River Technical Vocational Area (RRTVA)



Full-Day Programs Offered Through Red River Technical Vocational Area (RRTVA)

The RRTVA is a consortium of regional high schools which have joined together to offer a wider variety of technology education programs than any one of them could offer on their own. It has become part of a strong tradition of working together to provide high quality technical education options to high school students of southern Manitoba.

Students typically take one semester of regular academic courses at their home school and one semester of technical training at the school that offers the program. Programs may take from one to three full semesters to complete.

Almost all trades related programs are accredited with Manitoba Apprenticeship. If a student achieves an accumulated average of 70% or higher in any accredited program, they may be granted the first level of technical training in the trade for which that program is accredited. They will still need to complete the Practical Training Time Credit for the first level which can be started through the High School Apprenticeship Program for high school credit as well.

Transportation to partner schools is provided and the classes are contained within the regular school day, students can be involved with extra-curricular activities in their home schools.

Each of the programs are outlined on the following pages. Any students interested in registering for any of the RRTVA programs must pick up a registration form from Morris School Guidance Counselor, Mrs. Edel, and complete and hand in a RRTVA application form to her directly.

Auto Body Repair (Morris School, Morris)

The Auto Body program prepares students to work in auto body repair shops and to prepare and apply finishes to a wide variety of surfaces. With the increasing complexity in automotive design, construction and finishes, this has become a technically advanced area of study. Students learn to work with a variety of automotive components, materials and finishes. Skills learned in this program are also valuable in other areas of study such as engineering and manufacturing.

Students learn the basics of auto body repair and painting techniques through a variety of assignments and special projects. Classroom theory is combined with a great deal of hands-on practice and learning in the shop. After learning to use hand and power tools related to the trade, students practice the skills on sample vehicle panels. As their skills develop, students have the opportunity to work on live projects including collision repair and customization of personal or customer vehicles.

The Exploration of Welding Technology 10S credit will be delivered in one six week block at the Morris School Welding facility. The Introduction to Automotive Technology 10S credit will be delivered in one six week block at the Automotive Technology facility at Roseau Valley School in Dominion City.

Many students have found jobs with auto body repair shops and automobile dealerships. As well, on completion of the program employment opportunities may include:

Automotive Detailer
Auto Body Supplies person
Radiator Repair Technician
Insurance Estimator
Insurance Adjuster
Industrial Spray Painter
Glass and Trim Sales and Installer

Courses
Introduction to Technology
9028 - Exploration of Collision Repair & Refinishing Technology 10S
8695 - Introduction to Automotive Technology 10S
8377 - Exploration of Welding Technology 10S
9174 - Exploration of Technical Vocational Education 10S
Level 2
9029 - Intro to Collision Repair & Refinishing Technology 20S
9030 - Fundamentals for Collision Repair & Refinishing Technology 30S
9035 - Surface Preparation & Refinishing 40S
9036 - Colour Theory & Career Preparation 40S
Level 3
9031 - Automotive Metals & Welding 30S
9032 - Corrosion Protection 30S
9033 - Damage Analysis & Structural Repairs 40S
9034 - Weld-on & Bolt-on Panel Replacement 40S

The Auto Body program is accredited with Manitoba Apprenticeship. If a student achieves an accumulated average of 70% or higher, they may be eligible for their first level of technical training in Automotive Painter or Motor Vehicle Body Repairer trade.

Automotive Technology (Roseau Valley School, Dominion City)

This program involves the maintenance and service of automobiles, heavy duty and agricultural equipment. Students learn about the service, maintenance and repair of mechanical systems through classroom instruction, along with practical experience in the shop. Students diagnose problems with motor vehicles and other equipment, and then perform the required service and repairs.

The student learns the proper use of trade related tools and equipment. Other related topics such as safety, mathematics, and science and trade technology are also covered. Students in Section 3 participate in an integral work placement component which allows them the opportunity to work with skilled technicians in a workplace setting, often results in local employment opportunities and improved future employment opportunities after graduation.

Many students have found employment with automobile and truck dealerships as well as companies servicing agricultural and construction equipment. This also includes a variety of mechanical, manufacturing and engineering occupations.

Employment opportunities may include:

Automotive Technician
Diesel Technician
Air Craft Technician
Transmission Technician
Fleet Services Technician
Hwy Tractor Operator
Service Writer/Advisor
Machinery Set-Up
Person Parts Clerk/Sales
Automotive Instructor
Farm Implement/Agriculture
Industrial Mill Wright

The Automotive Technology program is accredited with Manitoba Apprenticeship. If a student achieves an accumulated average of 70% or higher, they may be eligible for their first level of technical training in the Automotive Service Technician Trade. Practical training hours can be acquired through the High School Apprenticeship Program (HSAP) – a high school, evening/weekend/summer work practicum recognized Apprenticeship MB.

The Exploration of Welding Technology 10S and the Intro to Auto Body Repair 10S credit will be delivered in six week blocks at Morris School in Morris.

Automotive Technology courses include:

Courses
Introduction to Technology
9028 - Exploration of Collision Repair & Refinishing Technology 10S
8695 - Introduction to Automotive Technology 10S
8377 - Exploration of Welding Technology 10S
9174 - Exploration of Technical Vocational Education 10S
Level 2
8696 - Automotive Systems and Service 20S
8697 - Engine Fundamentals and Service 30S
8701 - Vehicle Systems Part 1 40S
8702 - Vehicle Systems Part 2 40S
Level 3
8698 - Chassis Fundamentals & Service 30S
8699 - Drivetrain Fundamentals & Service 30S
8700 - Automotive Electrical Systems 40S
8703 - Applied Diagnostic Strategies

Carpentry (W.C. Miller Collegiate, Altona)

The Carpentry program is replacing the Building Construction program.

The Carpentry program provides students with the opportunity to experience many aspects of the trade of carpentry. The first section is an opportunity to explore the trade. Students learn how to use the tools and equipment, learn about measurement and how to transfer information from a drawing to a project. As students progress through the program, they develop their skills and knowledge on more complex and challenging projects as they prepare to transition to the work place. Precision, craftsmanship, and safe work procedures are emphasized throughout the program.

Career and Employment Opportunities

A student graduating from the Carpentry program can seek entry level employment in the construction industry. There are employment opportunities in the residential, commercial, and industrial construction sectors. Students can continue with their apprenticeship training or obtain post-secondary education in a variety of areas related to construction.

The opportunities range from work as a labourer to professional occupations. The career paths are as follows:

- Labour – machine operator, general labourer, concrete finisher, etc.
- Trades – carpenters, electricians, plumbers, etc.
- Technical – surveyors, building inspectors, draftsperson, etc.
- Professional – architect, engineer, etc.

If a student achieves an accumulated average of 70% or higher in the Carpentry program they may be eligible for an exemption of the "in-school" portion of the Level 1 Apprenticeship training at Red River College. Additional Practical training hours can be acquired through the High School Apprenticeship Program (HSAP) - a high school, evening/weekend/summer work practicum recognized Apprenticeship MB.

Courses
Level 1
8585 - Carpentry Fundamentals 20S 9188 - Carpentry Tools and Equipment 30S 9188 - Framing 30S 9190 - Exterior Finishing 30S
Level 2
9191 - Surveying and Concrete 9192 - Advanced Framing 40S 9193 - Carpentry Millwork 40S 9194 - Applied Carpentry 40S

Community Health and Child Care (Northlands Parkway Collegiate, Winkler)

This program is designed to provide students with the necessary entry level care giving skills required to be a service provider or assistant in a daycare or school. Areas of study will focus on communication, personal presentation, observation and reporting human development and basic technical information specific to each area of study. These skills will be gained through academic activities and practicum experience. Students will have an opportunity to acquire certification in Red Cross Emergency First Aid. Students who have an interest in careers and future studies in Child Care, Nursing, Teaching, Social Work and other care-related careers will find this program very beneficial.

This is a cooperative technology program. Approximately one half of the student's time will be spent in the classroom setting and the other half in a work placement (daycare, early years classroom).

Courses
Child Care Emphasis
8661 - Communication Skills 30S 8658 - Intro to School Age 30S 8743 - Health & Safety 30S 8739 - Pre-School Children 30S

Educational Assistant (Red River Community College, Winkler)

This program is suitable for students wanting employment as Educational Assistants in the public or private school systems. The Educational Assistant course is a dual credit program offered jointly by the schools in the RRTVA and Red River College.

As a pre-requisite, students should be in Grade 12. It would be preferred if students have completed the Community Health & Child Care Program, Child Care Focus. Students who have already graduated may apply directly for admission with no pre-requisite. All admissions will be done in consultation with Red River College. Students must meet Red River College admission requirements.

While this program is open to senior years students it should be noted that these courses are delivered at the college level by Red River College. At the time of printing, funding & transportation for this program is under review.

Continued..

Courses
Program Includes
8666 - Applied Child Care 40S 8663 - Curriculum Planning 40S 8668 - H.S. Tech Initiative 40S 8667 - Advanced Applied Child Care 40S

Educational Assistant students must be registered at Morris School, and must ALSO complete a Red River College registration form and submit the RRC college registration fee to the Winkler college office. This should be done at the same time course registrations take place at Morris School.

Forms and more information for registration are available at: www. RRTVA.ca

Culinary Arts (W.C. Miller Collegiate, Altona)

Where can you learn how to cook your way to success? The W.C. Miller Collegiate Culinary Arts program in Altona. Learn in what is arguably the best equipped teaching kitchen in all of Manitoba. Large food preparation areas, industrial grade equipment and experienced professional staff allow you to learn the basics of the commercial food industry while completing a high school diploma. When you're done you'll be confident and prepared to join the hospitality industry; one of the fastest growing industries in Canada today.

The Culinary Arts program is a two level, eight credit program that teaches the basics of commercial cooking. Students will have the opportunity to learn the skills and attitudes necessary to find employment in entry-level positions in a variety of food service areas such as cafeterias, dining rooms, institutions, and restaurants.

You can also take our third level in Commercial Baking to learn more about a fascinating and delicious sub-trade in the culinary arts industry. No good meal is complete without dessert and neither is our program!

The Culinary Arts program is accredited by Manitoba Apprenticeship and lets you get your start on a Red Seal (your professional certificate) in the cook trade. If a student completes the first two parts of the Culinary Arts program and achieve an accumulated average of 70% or higher, they may be eligible for their first level of technical training in the Cook Trade. Additional Practical training hours can be acquired through the High School Apprenticeship Program (HSAP) -a high school, evening/weekend/summer work practicum recognized Apprenticeship MB.

Some time is spent each day studying theory through assignments, tests, and instructional packages. The majority of the day is spent in the kitchen applying this theory and preparing food for service. This is the only program where you have an exam every day - Lunch! The Culinary Arts program serves a spacious 300 seat cafeteria at Miller Collegiate and you get to see the success of your efforts each day.

Culinary Arts courses include:

Courses
Level 1
8791 - Cooking Principles 20S 8792 - Garde Manger 30S 8793 - Patisserie and Baking 30S 8795 - Stocks, Soups & Sauces 40S
Level 2
8794 - Veg, Fungi, Starches & Farinaceous Products 30S 8796 - Breakfast and Dairy 40S 8797 - Menu Planning and Food Costing 40S 8798 - Meats, Poultry, Fish & Seafood 40S
Level 3
8324 - Intro Baking & Pastry Arts 20S 8338 - Quick Breads, Cookies, Doughnuts, Pies 30S 8339 - Yeast Dough Products 30S 8998 - Advanced Baking & Pastries 40S

Electrical Technology (Northlands Parkway Collegiate, Winkler)

The Electrical Technology program provides students with the knowledge and skills necessary to install, operate, trouble shoot, service and repair electrical equipment in residential, commercial and industrial settings.

In the Electrical Technology program the students:

- Preform actual wiring in a series of projects, from simple circuits to more complex circuits.
- Cover current, voltage, resistance, switch currents, Ohm's Law, series and parallel circuits and electronic measurement.
- Research and become familiar on how to locate and interpret the Canadian Electrical Code book.
- Understand different types of AC Circuits including AC test equipment, inductive, capacitive and transformers.
- Be introduced to basic industrial wiring including fire alarm systems, conduit bending, armoured cable applications, motor controllers, blueprint reading and the Canadian Electrical Code.

- Read and interpret blueprints, drawings and code specifications for layout and installation of electrical equipment.
- Learn safe working procedures, conditions & injury prevention.
- Will receive WHMIS training.
- Receive training in human relations, customer service, organization skills running a small business and apprenticeship applications.
- Install, repair and replace electrical wiring, receptacles, switch boxes, conduits, feeders, cable assemblies, lighting fixtures and other electrical components.
- Test electrical and electronic equipment for continuity, current voltage and resistance
- Troubleshoot, maintain and repair electrical and electronic control systems and devices as well as micro processor-based systems.
- Calibrate instrumentation devices.

Courses
Level 1
9055 - Introduction to Electrical Trades Technology 9056 - Electrical Trades DC Fundamentals 9057 - Residential Wiring 30S 9059 - Advanced Residential Wiring 40S
Level 2
9058 - Electrical Wiring Methods 30S 9060 - Electrical Trades AC Fundamentals 40S 9061 - Advanced Electrical Wiring Methods 40S 9062 - Applied Electrical Trades Technology

The Electrical Technology program is aligned with Manitoba Apprenticeship level 1 training, which offers a student who has completed this program with an accumulated average of 70% or higher eligibility for their Level 1 Apprenticeship training in the 3 Electrical Trades: (1) Construction Electrician, (2) Industrial Electrician, (3) Power Electrician.

Esthetics- Nail Technology & Skin Care Technology (Northlands Parkway Collegiate, Winkler)

The Esthetics program will provide the students with the knowledge and skills necessary for all aspects of nail and skin care including manicures, pedicures, nail extensions, nail art and treatments, skin care and treatments, make-up artistry and hair removal. The program will provide the students with theory and practical training on mannequins and real clients in a new well-equipped salon facility.

PERSONAL PROTECTIVE EQUIPMENT REQUIREMENTS:

All students entered in this program are required to wear the following Personal Protective Equipment while working in both the classroom and the salon: Black dress pants, closed-toe shoes with rubber sole (no slipper/moccasin, or UGG type shoes), other required equipment will be provided by the department. Please refer to the instructor of the course for further details.

ENTRANCE REQUIREMENTS:

A student interested in enrolling in the esthetics major should be in good health and have good physical stamina. This industry is not only mentally, but physically challenging. Long hours will be spent sitting, standing, bending, reaching and repeating the same motions. If a student has a bad back or weak knees this course is not recommended. Students must have good vision and hearing (normal or corrected); be non-allergic to chemical solutions; be able to read directions; be friendly and congenial with customers and fellow students.

There are two combined trades in this program:

In the Section 1 Nail Technology (4 credits) courses the students will:

- Basic of Chemistry, Anatomy, Physiology and Infection Control
- Perform manicures and pedicures on fellow students and clients
- File and shape nails, remove cuticle and callus, massage
- Removes and applies nail enamel/semi-permanent polish to nails
- Perform manicure and pedicure treatments-paraffin, hot stone and spa
- Applies artificial nail enhancements-gel, acrylic and fiberglass temporary nail tips
- Decorate clients' nails with designs and attach ornaments to nails
- Prepare for provincial practical exam

Students who take this program and earn an average of 70% or higher with the required hours are recognized by Manitoba Apprenticeship as having completed their Technical Training for the Nail Technician Trade. Practical training hours can be acquired through the High School Apprenticeship Program (HSAP) - a high school, evening/weekend/summer work practicum recognized Apprenticeship MB.

Students completing the required Section 1 are eligible to enroll in the Skin Care Technology program for an additional 2 Sections.

In the **Section 2 & 3 Skin Care Technology (8 credits)** courses the students will:

-Basics of Anatomy, Physiology, Dermatology, Histology, and Infection control

-Assess each client's skin condition and appearance to recognize diseases and disorders

-Demonstrate proper cleansing, exfoliation, and perform extractions for facial treatments and product knowledge

-Provide cosmetic massages and body treatments

-Correct skin problems using facial machines-high frequency, steamer, galvanic and more

-Perform day-time, evening, bridal and dramatic make-up and advise client

-Remove unwanted hair using depilatory methods

Students who successfully complete all three levels of this program and earn an average of 70% or higher with the required hours are recognized by Manitoba Apprenticeship as having completed their Technical Training for the Esthetics Trade. Practical training hours can be acquired through the High School Apprenticeship Program (HSAP) - a high school, evening/weekend/summer work practicum recognized Apprenticeship MB.

Hairstyling
(Northlands Parkway Collegiate, Winkler)

Students in this program receive theoretical knowledge and practical experience in all phases of hair, face and nail care. A student should have creative ability, good finger dexterity, a pleasing personality, and must enjoy working with people. Good health is essential and a student should not have any chemical allergies. Students interested in this program should have the physical stamina required to stand for long periods.

Students learn the many customer service aspects of hairstyling, scalp, nail, and skin care. They are trained in treatments for hygienic or remedial purposes as well as beauty services such as manicures, hair removal and make-up applications.

Students learn through classroom theory instruction, work on mannequins as well as working with models. Evaluation for each unit will consist of assessing written assignments, theoretical knowledge, and practical performance and life skills.

Upon completion of the 1400 hour accredited hairstylist program and a 70% course average, the student will qualify for the Hairstylist apprenticeship program. This will allow them to be employed in a salon and work towards their interprovincial "Red Seal" certification.

Courses
Level 1
8312 Intro to Hairstyling 20S 8313 Basic Hairstyling 20S 8314 Basic Hair Cut and Thermal Styling 20S 8315 Related Salon Services 20S
Level 2
8316 Intermediate Haircutting & Barbering Techniques 8317 Hair Colouring 8318 Intermediate Hairstyling & Artificial Hair 8319 Chemical Texture Services
Level 3
8320 Advanced Hairstyling & Colouring 40S 8321 Advanced Haircutting & Chemical Texturizing 40S 8322 Salon Operation 40S 8323 Certificate Preparation 40S

Health Care Aide (Altona)

Health Care Aide is a dual credit program offered jointly by schools in the RRTVA and Red River College, Winkler Campus. This college accredited program is offered at no cost for tuition or books to eligible high school students. High School Graduates may receive a subsidy for a portion of the Health Care Aide program tuition costs. This program will prepare students for entry level jobs in the health care field as nursing aides in hospitals and care homes as well as, home care workers.

Health Care Aide students are enrolled in a sponsoring RRTVA school as well as at Red River College (RRC). The credits earned in this program are registered at both their home high school as well as at RRC. Upon successful completion of the program, students will receive five Grade 12 credits as well as the RRC Health Care Aide certificate which is recognized in the health care field across Manitoba.

While this program is open to Grade 12 students, it should be noted that the courses are delivered at a college level by RRC and the requirements are those of a college classroom. While a high school credit may be granted if the student achieves a grade of 50% or better, the college requires a minimum of 70% to be eligible for their certificate. The college reserves the right to change its requirements as they see fit.

As a pre-requisite, under-graduate students must be in Grade 12. It would be preferred if students have completed the Community Health and Child Care program, Child Care Focus. Students who have already graduated may apply directly for admission with no pre-requisite.

All admissions will be done in consultation with Red River College and all applicants will be required to successfully complete a Degrees of Reading Proficiency Test (DRP) through the college.

Students may use these credits towards a Manitoba Senior Years Technology diploma. Check with your home school counsellor for details.

Health Care Aide course include:

Courses
Program Includes
8804 - Safety in Health Care 40S 8803 - Human Relations 40S 8808 - Aging and Related Disorders 40S 8811 - Concepts for Practice 40S 8812 - Personal Care Skills and Needs 40S

Health Care Aide students must be registered at Morris School, and must ALSO complete a Red River College registration form and submit the RRC college registration fee to the Winkler college office. This should be done at the same time course registrations take place at Morris School.

Forms and more information for registration are available at: RRTVA.CA

Heavy Duty Equipment Technology (GVC TEC, Winkler)

The Heavy Duty Equipment Technology program is replacing the Diesel Technology program.

This program involves the development of many technical hands-on skills that are needed for a technician to be successful in the ever changing field of Heavy Duty Equipment Technology. This training will create vital job opportunities for each student's future.

Training will include items such as: forklift licensing, safety training, welding, operation of heavy equipment, rebuilding engines, transmissions, hydraulic pumps, fuel injectors, fuel pumps, and computer diagnostics.

Students will explore the important role that the diesel industry plays in our economy, and will begin to develop knowledge and skills specific to Heavy Duty Equipment Technology. The Heavy Duty Equipment Technology program will offer career education in a field that is growing rapidly and deemed vital in both the agricultural, transportation, and construction sectors.

This program is aligned with Manitoba Apprenticeship training, offering students with an accumulated average of 70% or higher, their first level of technical training in 3 Heavy Duty Equipment Technician trades: (1) Farm Equipment Technician, (2) Heavy Duty Technician, (3) Truck Transport Technician.

Heavy Duty Equipment Technology Courses include:

Courses
Level 1
8673 - Introduction to Heavy Duty Equipment Technology 20S 8674 - Diesel Engines Fundamentals and Service 30S 8675 - Chassis, Frame and Undercarriage System 30S 8676 - Welding Processes and Fuels 30S
Level 2
8677 - Standard Transmissions, Drivelines, Transfer Cases and Power Take Offs 40S 8678 - Tires, Wheels and Brake Assemblies 40S 8679 - Electrical Fundamentals, Computers, and Diagnostic Equipment 40S 8704 - Applied Heavy Duty Equipment Technology 40S

High School Apprenticeship Program

Pre-requisite: Students must be 16 years old, and have completed Grade 9

This program allows students to start an apprenticeship program while still in high school. It links high school instruction with paid, part-time, on-the-job apprenticeship training. Students need a qualified and insured employer who will hire them and train them as an apprentice. The HSAP Coordinator at the Apprenticeship Branch will work with the school, student, employer and the program coordinator to facilitate the apprenticeship. Students will earn one credit for every 110 hours of apprenticeship training, to a maximum of eight credits. Students will be paid a trade-specific rate and may apply their on-the-job hours to full-time apprenticeship training after graduation. Working hours can be scheduled to include evenings, weekends and summer break. The HSAP is an excellent way for student to increase their 1) personal employability skills, 2) work-world essential skills, 3) technical trade knowledge, and 4) technical trade skills. For more information, talk to your school guidance counsellor or contact the High School Apprenticeship Instructor at 204-304-0985 or 204-319-0711

Benefits of the HSAP

- Earn up to eight supplemental academic credits for graduation
- Be paid more than minimum wage
- Credits received may pay for postsecondary training
- Use this work experience to get a full-time job
- Apply your on-the-job hours to full-time apprenticeship training after graduation

Eligible Trades

You have access to career opportunities in almost 60 trades. For a more complete listing of eligible trades refer to Manitoba Trades: http://www.gov.mb.ca/wdis/apprenticeship/pdfpubs/pubs/discover/hsap_brochure.pdf

Horticulture and Landscaping (GVC TEC Greenhouse, Winkler)

The Horticulture and Landscaping Program provides students with the basic foundation in the growing and popular field of Horticulture. The theory and practical components of the program concentrate on greenhouse maintenance, plant propagation and production, landscape construction and design, integrated pest management, floristry, arboriculture, and environmental and sustainability issues.

Students will have the opportunity to develop a working knowledge of the industry and to practice their skills in our greenhouse, on the school grounds, in various work sites and school mentorships in the community.

Upon successful completion of the program, students will have the necessary skills for entry level positions in the Horticulture field as well as, equip them with the skills and knowledge to be environmentally conscious individuals making choices for a more sustainable future.

Related Career Opportunities:

- Greenhouse Technician
- Landscape Technician
- Florist
- Arborist (Tree Specialist)
- Interior Plantscaping
- Garden Centre and Retail Nursery
- Forestry and Parks Technician
- Environmentalist
- Golf Course Workers
- Horticultural Therapist

Horticulture & Landscaping courses include:

Courses
Level 1
8718 - Introduction to Horticulture 20S 8719 - Applied Horticulture 30S 8733 - Intro Landscape Maintenance & Construction 30S 8734 - Into Greenhouse Maintenance & Production 30S
Level 2
8764 - Advanced Horticulture 40S 8765 - Appl Landscape Maintenance & Construction 40S 8766 - Appl Greenhouse Maintenance & Production 40S 8767 - Arboriculture 40S

ITT- Introduction to Trades and Technology (Morris & Roseau Valley School)

Introduction to Trades Technology (ITT) is a single semester which introduces students to basic mechanical skills used in many industries today. The Automotive Technology, Welding and Auto Body Repair shops are used to familiarize students with the tools and processes of three interrelated trades. Students can also use this semester to help them decide on which of the three programs they would like to specialize.

In the ITT semester, the student spends one-third of the time in each of the three shops mentioned above. The student spends approximately six weeks studying the introductory skills of each of the three trades. The skill learned in any one of the shops may then be applied in the other two shops to increase the students level of proficiency in the trade.

Students planning on entering any one of the trades full time will have exposure to related trades and processes as well as some of the vocabulary and tools they use.

The three credits listed below form an integral part of the program. A fourth credit, Introduction to Heavy Industrial Technology will be granted upon successful completion of the three credits. Students taking the ITT program will receive preferred entry into the second and third levels of the related program in which they choose to specialize.

The ITT courses include:

Courses
Program Includes
8377 - Exploration of Welding Technology 10S 8695 - Introduction to Automotive Technology 10S 9028 - Exploration of Collision Repair & Refinishing Technology 10S 9174 - Exploration of Technical Vocational Education 10S

Sustainable Energy (W.C. Miller Collegiate, Altona)

The Sustainable Energy Technology Program is an 8 credit program offered in two levels over two semesters based at W.C. Miller Collegiate, Altona. The program offers a practical and exciting way to contribute to a healthier environment through the use of renewable, sustainable alternative energy systems. This program explores Manitoba's historical and current energy use and teaches skills related to the development, installation, and maintenance of sustainable energy technologies.

The Sustainable Energy Technician Program begins by grounding students in some historical aspects of energy use in Manitoba. Activities include:

- Building fires from scratch (i.e. no matches or lighters);
- Working with animal energy (for transportation and plowing);
- Using traditional fuels.

The focus of the program then switches from historical to current energy use including:

- Learning trips to Manitoba Hydro facilities (e.g. museum and generating stations).
- An exploration of the sustainable energy scene in Manitoba with visits to a variety of places in Manitoba that are either using or developing sustainable energy technologies (e.g. The Forks, The Alternative Village at the University of Manitoba, Husky Ethanol Plant, the St. Leon Wind Farm).

Students will learn how sustainable energy can be used to generate electricity, heat buildings, and power vehicles. This learning will be based on hands-on activities. Students will:

- Compete in competitions such as the Skills Canada wind turbine competition;
- Test various heating fuels;
- Design and construct a solar greenhouse;
- Build model hydrogen vehicles.

In addition to the hands-on learning activities there are opportunities to:

- Earn first aid and fall arrest certifications.

The Sustainable Energy Technician program helps prepare students for:

- Entry-level positions with heating and plumbing companies that install sustainable energy technologies like geothermal and solar thermal units;
- Careers with utility companies like Manitoba Hydro;
- Post-secondary diploma programs (e.g. wind technician diploma);
- Post-secondary degree programs related to sustainable energy (e.g. engineering).

The current generation will be instrumental in guiding the further development and acceptance of sustainable energy technologies. The Sustainable Energy Technician program will give students the skills and knowledge to start careers that impact important future decisions regarding our energy use.

Sustainable Energy courses include:

Courses
Level 1
8233 - Introduction to Sustainable Energy 20S 8234 - Sustainable Energy: Electrical Systems 30S 8245 - Sustainable Energy: Heating/Cooling Systems 30S 8246 - Sustainable Energy: Transportation Systems 30S
Level 2
8279 - Sustainable Energy: Solar Systems 40S 8292 - Sustainable Energy: Wind Systems 40S 8293 - Sustainable Energy: Biomass Systems 40S 9175 - Current Topics in Sustainable Energy 40S

Welding (Morris School, Morris)

The Welding program provides students with the background, skills and knowledge required for careers in the welding workforce. Students completing this course may be ready to enter the workforce as production welders or enter into an apprenticeship agreement with an employer.

This program involves the joining and cutting of various metals using equipment of the trade. There are numerous welding processes, depending on the type of equipment and techniques used. Students are exposed to MIG, TIG and Arc welding as well as gas welding. In addition they are exposed to other types of metal working equipment such as presses, ironworkers, pipe bending equipment and plasma cutters using portable manual and fixed CNC equipment.

Students learn by doing. By studying the theory and then doing the related practical projects, students can achieve a high skill level. Once students have mastered the skills of a particular process they will reinforce this learning by designing and building projects which might include utility or custom-made trailers, ornamental railings and ironwork, gym equipment, and projects brought in from the community. Students are required to study related subjects such as safety, math, blueprint reading, and metallurgy to complement their practical work.

Completion of training in this program will improve student's chances of locating employment as an apprentice in the welding field. Students who have completed this program with an accumulated average of 70% or higher may be eligible for their first level of Apprenticeship training in the Welding trade. Additional practical training hours can be acquired through the High School Apprenticeship Program (HSAP) - a high school, evening/weekend/summer work practicum recognized Apprenticeship MB.

The program will also assist in developing entry level skills for workers in a wide range of employment opportunities such as:

Construction Welders	Maintenance Welders
Specialty TIG Welders	Production Line Welders
Welding Inspectors	Welding Supplies Salesperson

Related professions such as: Drafting, Engineering and Architecture

Welding Technology courses include:

Courses
Level 1
9028 - Exploration of Collision Repair & Refinishing Technology 10S 9174 - Intro. to Heavy Industrial Technology 10S 8377 - Exploration of Welding Technology 10S 8695 - Introduction to Automotive Technology 10S
Level 2
8378 - Introduction to Welding Technology 20S 8414 - Metal Design/ Fabrication and Oxy-Acetylene Procedures 30S 8474 - Basic GMAW (MIG) Procedures 30S 8487 - Advanced GMAW (MIG) Procedures 40S
Level 3
8486 - Basic SMAW (ARC) Procedures 30S 8488 - Advanced SMAW (ARC) Procedures 40S 8489 - Advanced Metal Design/Fabrication 40S 8503 - Applied Specialties & Qualifications 40S

Course Voluntary Withdrawal Form
Senior Years 2017/18

Change or withdrawal from a course is a three step process which must be followed in order. This form must be completed and presented to Student Records at the Office before the dates listed below.

Deadlines to submit

Semester 1

Course change :

Voluntary withdrawal:

Semester 2

Course change :

Voluntary withdrawal:

Student name: _____ **Date:** _____

Course: _____ **Current mark:** _____

Step1

Classroom teacher – please sign below acknowledging the student's notice of intent to change/withdraw from your course. Please provide any comments which may be helpful to administration and parents.

Classroom teacher comments:

_____

_____

_____

Signature:

Step2

Administration – please sign below authorizing the student's request to change/withdraw from the course. Please provide any comments which may be helpful to parents.

Administration comments:

_____

_____

_____

Signature:

Step3

Parents – if you wish to change or withdraw your student from the course, please sign below.

_____ _____

Parent's signature Date