

COURSE DESCRIPTIONS



“QUALITY EDUCATION WITH A CHRISTIAN PERSPECTIVE”

**50 PTH 12 N
Steinbach, MB R5G 1T4
Phone: 326-3537
Fax: 326-5164
Website: schs.ca
Email: schs@schs.ca**

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COURSE DESCRIPTIONS

ENGLISH LANGUAGE ARTS (ELA)

Description:

The study of English Language Arts is aimed at enabling students to communicate, understand, and appreciate language through reading, writing, listening, speaking, viewing, and representing. Our general objectives will be to:

- Explore thoughts, ideas, feelings, and experiences.
- Comprehend and respond personally and critically to oral, literary, and media texts.
- Manage ideas and information.
- Enhance the clarity and artistry of communication.
- Celebrate and build community.

ELA 7

The objective of this course is to work towards the general objectives of ELA as stated above. Appreciating and communicating language will be stressed as students engage in novel studies, writing assignments, silent reading, short stories and poetry, choral speaking, oral readings, dramas and presentations.

Texts: Underground to Canada. Barbara Smucker
Hoot. Carl Hiaasen
Lost in the Barrens. Farley Mowat
The River. Gary Paulsen
Cue for Treason. Geoffrey Trease
Selected material from Sightlines 7, In Context: Anthology One, Perspectives One.

ELA 8

Students will continue to work toward the objectives of ELA. Students will engage in various forms of writing, reading, listening and speaking activities as they develop their communication skills.

Texts: Let It Go. Marilyn Halvorson
The Diary of a Young Girl. Anne Frank
I Am David. Anne Holm
The Hobbit J.R.R. Tolken

ELA 10F (1)

In this course, students will continue work towards the objectives of E.L.A. through the study of short stories, novels, plays, poetry and media texts. Writing objectives will include paragraph writing, essay writing, and creative writing, as well as other forms and techniques.

Texts: The Twelfth Night. William Shakespeare
In the Heat of the Night. John Ball
Selected works of poetry, songs, and short fiction. Canadian and International writers.

ELA 20F (1)

In this course, students will work towards the general objectives of E.L.A. through the study of short stories, novels, plays, and media texts. Writing objectives will include: paragraph writing, essay writing, short stories, poetry, and other forms of creative writing.

Prerequisites: ELA 10F

ELA 30S – COMPREHENSIVE FOCUS (1)

The Comprehensive Focus addresses both pragmatic (transactional) texts and aesthetic (literary) texts in an approximate balance.

In this course, students will work towards the general objectives of E.L.A. through the study of short stories, novels, plays, and media texts. Writing objectives will include: essays, reviews, articles, letters, etc.

Prerequisites: ELA 20F

ELA 30S – LITERARY FOCUS (1)

The Literary Focus emphasises the engagement with and appreciation of a variety of literary texts. The texts that students study and produce are approximately 70% aesthetic and 30% transactional.

In this course, students will work towards the general objectives of E.L.A. through the study of short stories, poetry, novels, plays. Writing objectives will include: essays, poetry, and creative writing, etc.

Prerequisites: ELA 20F

ELA 40S – COMPREHENSIVE FOCUS (1)

The Comprehensive Focus addresses both pragmatic (transactional) texts and aesthetic (literary) texts in an approximate balance.

In this course, students will work towards the general objectives of E.L.A. through the study of short stories, novels, plays, and media texts. Writing objectives will include essays, poetry, creative writing, and other forms and techniques.

Prerequisites: ELA 30S (Literary or Comprehensive Focus)

ELA 40S – LITERARY FOCUS (1)

The Literary Focus emphasises the engagement with and appreciation of a variety of literary texts. The texts that students study and produce are approximately 70% aesthetic and 30% pragmatic. In this course, students will work towards the general objectives of E.L.A. through the study of short stories, films, poetry, novels, and plays. Writing objectives will include essays, poetry, creative writing, and other forms and techniques.

Prerequisites: ELA 30S (Literary or Comprehensive Focus)

ELA 40S – TRANSACTIONAL FOCUS (1)

The Transactional Focus emphasises the study of a variety of texts. The texts that students study and produce are approximately 70% pragmatic and 30% aesthetic. In this course, students will work towards the general objectives of E.L.A. through the study of newspaper articles, short stories, plays, and other forms of communication. Writing objectives will include texts to persuade, argue, analyze, inform, and entertain.

Prerequisites: ELA 30S (Literary or Comprehensive Focus)

HUMANITIES

SOCIAL STUDIES 7

Social studies is the study of people in relation to each other and to the world in which they live. In Manitoba, social studies comprises the disciplines of history and geography, draws upon the social sciences, and integrates relevant content from the humanities. As a study of human beings in their physical, social, and cultural environments, social studies examines the past and present and looks toward the future. Social studies helps students acquire the skills, knowledge, and values necessary to become active democratic citizens and contributing members of their communities, locally, nationally, and globally. Special attention will be given to help students see the world as God sees it – a great mosaic of His creativity and love.

Text: [The World Today](#). P&M Press. 2006

SOCIAL STUDIES 8

Grade 8 social studies students will make connections between the past and present. They examine the origins of human societies from both the Biblical and evolutionist perspective. The students will cover information from early hunter-gatherer ways of life to societies of the nineteenth century. They study significant people

groups, ideas, inventions and events of historical periods that have shaped the modern world. As students explore selected past societies; they become aware of differing world views and the factors that influence change in societies. They assess the influence of the past on the present and develop an appreciation for the historical significance of past societies and civilizations.

Text: People Through the Ages. Peguis Publishers Ltd. 1992

SOCIAL STUDIES 10G (1)

An overview study of the geography and history of Canada is presented along with regional issues and possible solutions. Government structure and the legal system are discussed in detail. Current issues facing Canada, such as its position in the global community and military efforts are also covered.

Text: Canada in The Contemporary World. Emond Montgomery. 2007

GEOGRAPHY 20F (1)

This course focuses on five core areas: Geographic Literacy (Map Skills), Natural Resources, Food from the Land, Industry & Trade, and Urban Places. The scope of the course is on making global connections, but with a particular emphasis on Canada and the issues we confront in the 21st Century.

Text: Geographic Issues of the Twenty-first Century. Pearson Education Canada. 2005.

GEOGRAPHY 30 G/S (1)

This course looks at the physical geography of our world. We study units that include; The Earth as a System, Earth's Ever Changing Surface, Water, Air and Challenges to Earth's Future.

Text: This Earth: Physical Geography and the Environment. 2010 Paul Vanzant et al.

CANADIAN HISTORY 30S (1)

Citizenship, Aboriginal Peoples & Issues, French-English History, Canadian Identity, Governance and Economics, and our Place in the World are the core understandings this course attempts to explore. The format is a chronological one, covering five time periods:

- To 1763: The First Peoples & New France
- 1763-1867: British North America
- 1867-1931: Becoming a Sovereign Nation
- 1931-1982: Achievements & Challenges
- 1982-Present: Defining Contemporary Canada

Text: Shaping Canada. McGraw-Hill Ryerson. 2011.

WORLD CIVILIZATIONS 40S (1)

The Senior 4 Western Civilization curriculum is designed to help students understand that

Canadian society and other Western societies evolved and were shaped by complex movements and events. This course traces the development of various world civilizations and their significance and impact on modern culture.

Texts: Farah, Mounir A., and Andrea Berens Karls. World History: The Human Experience. New York: McGraw-Hill, 2001.

AMERICAN HISTORY 42S AP (1)

This is a university-level course that explores the history of our large neighbor to the South. An interest in history is vital. Good reading comprehension and writing skills are a prerequisite to this course [OMIT THESE SENTENCES]. American History is an Advanced Placement course, thereby allowing students to obtain a first year university credit if they successfully challenge the AP exam.

An exciting aspect of this course is that we get to view the story of America through a Canadian perspective allowing for a fresh way to tell the American story, and interpreting our own history from an American point of view.

Primary Text: America: A Narrative History, Seventh Edition. George B. Tindall and David E. Shi. W.W. Norton & Company. 2007.

Supplementary Texts:

A History of the American People. Paul Johnson. Phoenix Press. 2000.

Don't Know Much About History. Kenneth C. Davis. Harper Collins. 2003.

Recommended Prerequisites: Good reading comprehension and writing skills and a mark of at least 75% in grade 11 History courses are required. The ability to take lecture notes and independent study skills also are an asset.

MATHEMATICS

MATH 7

This course instills in students the foundational skills in mathematics. Math is a way of knowing and learning about the world. This course will include creative thinking, logical reasoning, problem solving, data analysis, and co-operative interaction. The key topics include: fractions and decimals, integers, percent and probability, algebra, two-dimensional geometry, and data management.

Text: MathLinks 7. McGraw-Hill Ryerson 2008

MATH 8

Math 8 builds on the foundational skills in Mathematics and provides opportunities to apply knowledge to real life experiences. This course will include logical reasoning, problem solving, data analysis, and co-operative interaction. The main topics include: Number Connections and Operations, Percent, Patterns and Relations, Solving Equations, Geometry and Statistics.

Text: MathLinks 8. McGraw-Hill Ryerson 2008.

MATH 10F (1)

Grade 9 Mathematics is a foundation course to prepare students for the various mathematical courses offered in grades 10 to 12. The course builds on the understandings from kindergarten to grade 8 mathematics and includes the following core areas: Circle Geometry, Number Sense, Polynomials, Powers, Linear Relations, Statistics & Probability, Symmetry and Geometry.

Text: MathLinks 9. McGraw-Hill Ryerson 2009.

APPLIED MATH 30S (1)

The purpose of this course is to prepare students for the use of mathematics and technology in the work place and in colleges. The topics covered include: Quadratic Functions, Proofs, Statistics, Systems of Inequalities, Trigonometry and Scale

Recommended Prerequisite: Pre-Calculus 20S

APPLIED MATH 40S (1)

The purpose of this course is to prepare students for the use of mathematics and technology in the work place and in colleges. Topics covered include: Matrix modeling, Vectors, Personal finance, Probability, Variability and statistical analysis, Design and measurement, Applications of periodic functions, Sequences

Text: Applied Mathematics 12. 2002.

Recommended Prerequisite: Applied Math 30S

ESSENTIAL MATHEMATICS 20S (1)

Practical Applications to real life situations – that sums up this course. Areas of study include: Personal Finances, Measurement, 2-D Geometry, Trigonometry, Consumer Decisions, Transformations, Angle Construction and Analysis of Games and Numbers.

Text: TBA

Recommended: For students who possess an average of less than 70% in Grade 9 Math or wish to take additional credits

ESSENTIAL MATHEMATICS 30S (1)

The purpose of this course is to provide students with the mathematical skills needed in everyday life. The topics covered include: Analysis of games and numbers, Relations and Patterns, Interest and Credit, 3-D Geometry, Statistics, Managing Money, Trigonometry and Design Modeling.

Recommended Prerequisite: Consumer Math 20S

ESSENTIAL MATHEMATICS 40S (1)

This a course designed for those students who may not use advanced mathematics in their careers, but who, nevertheless, will be consumers and active citizens. Topics covered include: Analysis of Games and Numbers, Vehicle Finance, Statistics, Precision Measurement, Career Life Project, Home Finance, Geometry and Trigonometry, Business Finance and Probability.

Recommended Prerequisites: Consumer 30S

INTRO TO APPLIED AND PRE-CALCULUS MATH 20S (1)

This course is intended for students considering post-secondary studies that require a math prerequisite. Student learning will include the use of technology, problem solving, mental mathematics, and theoretical mathematics (logic).

The learning outcomes are centered around three major topics: Measurement; Algebra and Number; Relations and Functions. These topics will be arranged around several teaching units.

Text: Foundations and Pre-calculus Mathematics. Pearson. 2010

Recommended: A mark of 70% or greater in Grade 9 Math

PRE-CALCULUS 30S (1)

The purpose of this course is to prepare students for university math and science. The goals of this course include: learning to value mathematics, becoming mathematical problem solvers, learning to communicate mathematically, learning to reason and think critically. Some of the topics covered are: Quadratic functions, Trigonometry, Algebra, Sequences and Series.

Text: Pre-Calculus 11, McGraw-Hill Ryerson. 2011

Recommended Prerequisites: Pre-Calculus 20S

PRE-CALCULUS 40S (1)

The purpose of this course is to prepare students for university math and science. The goals of this course include: learning to value mathematics, becoming mathematical problem solvers, learning to communicate mathematically, learning to reason and think critically. Some of the topics covered are: Circular functions, Transformations, Trigonometric identities, Probability, and Statistics.

Recommended Prerequisites: Pre-Calculus 30S or a mark of 80% or greater in Applied Math 30S.

CALCULUS 45 (0.5)

Calculus is the study of rates of change. This course is designed to give students who are going to take university calculus a head start. We will cover the introductory topics of calculus, which include: Limits, Derivatives, and Integration.

Text: Finney, Demana, Waits, and Kennedy. Calculus: Graphical, Numerical, Algebraic. Addison Wesley. 1999.

Prerequisites: Pre-Calculus 40S

RELIGION

BIBLE 7

In Bible 7, students will study of the first two books of the Bible – Genesis and Exodus

In Genesis, students will examine the beginning of all things including the universe, mankind, sin, and the beginning of God’s plan to forgive the world. Exodus describes the departure of the Hebrews from Egypt to become God’s holy nation. Students will learn about the Israelites’ bondage, deliverance, and journey: including making connections to daily living and the challenges of their faith.

Text: Bible.

BIBLE 8

In Bible 8, students will study the books of the Old Testament beginning with Leviticus. Students will examine overviews of each book, memorize scripture, and will be given opportunities to experience the Bible through discussion, hands-on activities and drama.

Text: Bible

BIBLE 11G (1)

This course is a study of the four Gospels: Matthew, Mark, Luke, John. It is intended to provide students with an overview of the life and teachings of Jesus Christ. Emphasis will be placed on the gospels of Matthew and John.

Text: Bible

BIBLE 21G (1)

This course is a study of Christianity and Christian lifestyles. New Testament Bible characters provide the foundations for Christianity today. The students are given many opportunities to practise their personal faith through practical assignments, presentations, and prayer classes.

Text: Bible Acts-Revelation

CHURCH HISTORY 31G (1/2)

This course has six focus areas: Church Beginnings (4 BC - 313 AD); Formation of the Institutional Church (313-500); Christendom (500-1300); Reformation (1300-1600); Church Expansion (1600 - 1789); Modern Era (1789-Present). Church History is a survey course designed to provide the student with a broad perspective on the history of the church. Students will have the opportunity to experience a topic not previously covered in their academic career.

Text: Church History in Plain Language. Bruce L. Shelley. Word Publishing. 1995.

WORLD RELIGIONS 31G (1/2)

This course begins with a look at Apologetics (a defense of the Christian faith). From there, we proceed with a respectful survey of other religious beliefs such as Islam, Hinduism, and Buddhism. This course also explores two sects: Mormonism and Jehovah's Witnesses.

CHRISTIAN ETHICS 41G (1/2)

Christian Ethics is a discussion-oriented course designed to provide graduating students with the tools and models which will guide them in making ethical decisions with a Christian perspective. The course will also provide these students a safe place to question and wrestle with their own ethical issues.

Texts: McDowell, Josh. Out of the Moral Maze. 1998.
Lewis, C.S. Mere Christianity. Harper Collins. 1952.
Bible.

ANABAPTIST THEOLOGY AND MENNONITE HISTORY 41G (1/2)

Being based in a predominately Mennonite area, it is important for students to understand the history of the peoples that live here. The course examines the unique characteristics of the Anabaptist faith and how that faith has been, and continues to be lived. The course focuses primarily on the Mennonites and their various migrations and touches on other Anabaptist based groups.

Text: Loewen, Harry and Steven Nolt. Through Fire and Water: An Overview of Mennonite History. Herald Press 1996.

SCIENCE

SCIENCE 7

This course is designed to help students gain scientific literacy that will assist them in becoming informed and productive members of society. Emphasis will be placed on developing initiative, logical thinking, and problem solving through hands-on experimentation. The four main topics of study include Interactions within Ecosystems, Particle Theory of Matter, Forces and Structures, and the Earth's Crust.

Text: Science Power 7. McGraw-Hill Ryerson 1999.

SCIENCE 8

This course is designed to help students gain scientific literacy so they can more effectively interpret information, solve problems, make informed decisions and be more effective members of society. The four main components of this course include: Cells and Body Systems, Fluids, Light and Optical Instruments, Mechanical Systems and Water Systems.

Text: Science Power 8. McGraw-Hill Ryerson 1999.

SCIENCE 10F (1)

This course includes an introduction to the three main streams of science education: Biology, Chemistry and Physics. The major topics covered by this course are: The power of reproduction, atoms and elements, characteristics of electricity, and exploration of the universe.

Text: Science Power 9. McGraw-Hill Ryerson 2001.

SCIENCE 20S (1)

The focus of this course is to prepare students for grade 11 Physics, Chemistry, and Biology and to help them choose which of these courses they should take. This is done by studying the following four areas: Sustainability of ecosystem, Chemistry in action, The physics of motion and Weather Dynamics

Text: Science Power 10. 2001.

Prerequisite: Science 10G

BIOLOGY 30S (1)

Grade 11 and 12 Biology focusses on the growth and interactions of life forms within their environment in ways that reflect their uniqueness, diversity, genetic continuity, and changing nature. Life sciences include the study of organisms (including humans and cells), ecosystems, biodiversity, biochemistry, and biotechnology. Grade 11 Biology explores Wellness & Homeostasis, Digestion & Nutrition, Transpiration & Respiration, Excretion & Waste Management, Protection & Control.

Text: Biology. Biggs, Alton, et. al. McGraw-Hill – Glencoe. 2009.

Recommended: For those who have a keen interest in life sciences and who had at least 65% in Science 20F

BIOLOGY 40S (1)

Grade 12 Biology focusses on the growth and interactions of life forms within their environment in ways that reflect their uniqueness, diversity, genetic continuity, and changing nature. Life sciences include the study of organisms (including humans and cells), ecosystems, biodiversity, biochemistry, and biotechnology. The course is divided into two main foci: Genetics & Biodiversity.

Text: Biology. Biggs, Alton, et. al. McGraw-Hill – Glencoe. 2009.

Recommended: For those who have a keen interest in life sciences and who had at least 65% in Science 20F and/or [passed] *omit* Biology 30S

CHEMISTRY 30S (1)

This course is to provide a foundation for further chemistry courses. Topics covered include: Physical properties of matter, Gases and the atmosphere, Chemical reactions, Solutions, Organic chemistry.

Text: Smoot, Price and Smith. *Chemistry a Modern Course*. Merrill Publishing Co. 1987.

Prerequisite: Science 20S

CHEMISTRY 40S (1)

The purpose of this course is to prepare students for entering university chemistry. The topics covered are: The nature of chemistry, Kinetics, Chemical equilibrium, Acid-base equilibria, Solubility equilibria, Oxidation-reduction reactions.

Text: Smoot, Price and Smith. *Chemistry a Modern Course*. Merrill Publishing Co. 1987.

Prerequisite: Chemistry 30S

PHYSICS 30S (1)

This is a course for students who have an interest in the way things work. "Physics is the study of relationships in the world around us". Topics include: An Introduction to Physics, Vectors, Velocity, Acceleration, Force, Momentum, Electric and Gravitational Fields, and Waves.

Text: *Physics: Principles and Problems*, Glencoe Science. 2009.

Recommended Prerequisites: Science 20S, Pre-Calculus 20S or a mark of 80% or higher in Applied Math 20S

PHYSICS 40S (1)

This course is a continuation and expansion of the Grade 11 physics course. This is a University entrance course. Topics include: Work and Energy, Circular Motion, Electric Fields, Electric Circuits, Electromagnetic Induction, and time permitting, the Special Theory of Relativity.

Text: *Physics: Principles and Problems*, Glencoe Science. 2009.

Prerequisites: Physics 30S

COMPUTER SCIENCE 20S (1)

This course is an introduction to Computer Programming. The language that will be taught is C#. Topics covered include: variables and constants, data types, program flow control, functions, using classes and objects, graphics and event driven programming. Good program design will be strongly stressed. Students will also study the history of computers and computer programming.

Recommended Co-requisites: Pre-Calculus math is strongly suggested.

COMPUTER SCIENCE 30S (1)

Computer Science 30 continues where Computer Science 20 left off. More advanced topics will be covered such as data structures, streams and files, building classes, mathematical functions and recursion. A major programming project will be a key component of the course. Students will also study ethical issues related to computing and computer programming.

Prerequisites: Computer Science 20S and Pre-Calc math is strongly suggested.

COMPUTER SCIENCE 40S (1)

Computer Science 40 builds on the foundation of Computer Science 20S and 30S. Using the Microsoft Visual Studio development tools, students will learn to use collaboration and teamwork to build larger software projects. Industry standard software engineering and project management techniques will be strongly stressed. The course will also give the student opportunity to learn a second programming language. Group projects will be an important part of the course.

Prerequisites: Computer Science 30S and Pre-Calc math is strongly suggested.

PHYSICAL EDUCATION

PHYSICAL EDUCATION AND HEALTH 7

This course teaches students about Movement, Fitness Management, Safety, Personal and Social Management and Healthy Lifestyle Practices. This combined physical education and health education course teaches the concepts and skills for active healthy lifestyles and includes a variety of sports and physical activities. This course gives students the opportunity to learn more about themselves and enables them to make more informed decisions about a healthy active living throughout their lives. In Grade 7, the Health components that will be studied are Social Development, Safety, Personal Development, Conflict Resolution, Stress Management, Spiritual Development and Goal Setting.

PHYSICAL EDUCATION AND HEALTH 8

This course teaches students about Movement, Fitness Management, Safety, Personal and Social Management and Healthy Lifestyle Practices. This combined physical education and health education course teaches the concepts and skills for active healthy lifestyles and includes a variety of sports and physical activities. This course gives students the opportunity to learn more about themselves and enables them to make more informed decisions about a healthy active living throughout their lives. In Grade 8, the Health components that will be studied are Social Development, Safety, Personal Development, Mental-Emotional Development, Spiritual Development, Nutrition, Active Living and Goal Setting.

PHYSICAL EDUCATION 9 G (1)

This course teaches students about Movement, Fitness Management, Safety, Personal and Social Management and Healthy Lifestyle Practices. This combined physical education and health education course teaches the concepts and skills for active healthy lifestyles and includes a variety of sports and physical activities. This course gives students the opportunity to learn more about themselves and enables them to make more informed decisions about a healthy active living throughout their lives. In Grade 9, the Health components that will be studied are Safety, Personal Development, Interpersonal Skills, Bicycle Safety, Conflict Resolution and Goal Setting.

PHYSICAL EDUCATION 20 G (1)

This course is designed to fulfill the growth, developmental, and behavioral needs of each student through the medium of physical activity and movement. Emphasis is placed on the involvement and the opportunity for each to build, cultivate, and maintain a strong and active mind and body through participation in the various activities.

The five general learning outcomes for grade 10 Physical Education are: 1) Movement; 2) Fitness Management; 3) Safety; 4) Personal and Social Management; 5) Healthy Lifestyle Practices.

PHYSICAL EDUCATION 30 F (1)

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 in their futures. Students will study topics related to fitness management, mental health, substance use and abuse prevention, and the social impact of sport. Students will be required to develop a personal physical activity plan and implement it, as a part of class or out of class, depending on what they choose. Students will be introduced to safety and risk management planning to minimize the associated risks of the activities they have chosen.

As part of earning a credit for this course, students will be required to submit a personal fitness portfolio containing elements such as a fitness plan, physical activity log with 55 hours of moderate to vigorous activity, or journal entries. Students will be graded for completion of the course with a Complete or Incomplete designation.

PHYSICAL EDUCATION 40 F (1)

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 in their futures. Students will study topics related to fitness management, nutrition, personal and social development, and healthy relationships. Students will be required to develop a personal physical activity plan and implement it, as a part of class or out of class, depending on what they choose. Students will be introduced to safety and risk management planning to minimize the associated risks of the activities they have chosen.

As part of earning a credit for this course, students will be required to submit a personal fitness portfolio containing elements such as a fitness plan, physical activity log with 55 hours of moderate to vigorous activity, or journal entries. Students will be graded for completion of the course with a Complete or Incomplete designation.

BUSINESS EDUCATION

COMPUTERS 7

This computer course will focus on computer hardware and software. Students will learn the appearance and the function of computer components, and gain a basic understanding of what the various parts of the computer do and how they are connected together. Students will gain experience with a variety of computer applications including word processing, spreadsheets, presentations, keyboarding, and 3d modeling. Students will also learn how to remain safe when using the Internet.

COMPUTERS 8

Computers 8 continues where Computers 7 left off. Students will deepen their knowledge of computer hardware, computer networking, the Internet, and software applications. Students will develop their skills at creating complex documents and creative works in Google Sketchup, Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. Internet Safety and etiquette will continue to be emphasized.

APPLYING INFORMATION AND COMMUNICATION TECHNOLOGY I & II (1/2 EACH)

Applying ICT is an introductory course on Information & Computer Technology. Students will deepen their knowledge of computer hardware, computer networking, the Internet, and software applications. Students will develop their skills at creating complex documents and creative works in Google Sketchup, Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. To develop a better understanding of computer hardware and software, an introduction to computer programming will be included. Internet Safety and etiquette will continue to be emphasized.

BUSINESS 15 G (1/2)

This course is an introduction to the business atmosphere today. Some topics covered are Entrepreneurship, Business Ownership, Economic systems, Financial Systems and Marketing.

Text: Business, A global perspective by Liepner and Magnan

INTRODUCTORY KEYBOARDING 15G (1/2)

Introductory Keyboarding is designed to teach proper keyboarding techniques and to enable students to keyboard with accuracy and speed. Once the keyboard has been mastered, students then compose, develop, and keyboard documents. Students will keyboard at a rate of 25-30 words per minute.

Texts: All the Right Type, Didatech Software Ltd.

Mastering Keyboarding Skills, 2nd Ed. Copp Clark Pitman Ltd

ADVANCED KEYBOARDING (1/2)

Advanced Keyboarding is a course that develops keyboarding and word processing skills. Students will work on becoming proficient with speed and accuracy at the keyboard while learning about proper technique and posture for typing. Other topics covered include understanding proofreading notation, bullets and numbering, tabs and indents, tables and columns, typing letters and creating memos.

PRINT COMMUNICATIONS 25S (1/2)

Students will develop their understanding of Microsoft Word, learning it's more advanced features and developing their keyboarding skills while honing their writing skills through a variety of professional and creative genres. Topics will include elements of design, press releases, resumes, business letters, e-mails, inter-office communication documents, essays and a final media kit.

SPREADSHEETS 25S (1/2)

Students will learn to use Microsoft Excel to solve a wide variety of problems related to content areas and life activities. Students will learn what a spreadsheet is and why someone would want to use one. Topics will include charts, macros, formulas, simple games, and a variety of bookkeeping and logging applications.

DIGITAL PICTURES 25S (1/2)

The purpose of this course is to provide students with the skills and knowledge to convey a message through an original digital image. Students will explore the history of photography, its cultural impact, and the inner workings of a camera. Students will experiment with their digital cameras in order to take good photos rather than relying on a computer's photo editing software. Digital software will also be used to enhance or manipulate the visual message.

DIGITAL FILM MAKING 25 (1/2)

The purpose of the course is to provide students with the skills and knowledge to tell stories by combining sound, still images, moving images, text, graphics, and animation into a video product. Students will plan, develop, and produce a video project. Students will gain experience in writing, planning, and filming various short productions. Students will gain experience with editing and basic special effects using Adobe Premiere Elements.

3D MODELING 35 (1/2)

The purpose of the course is to provide students with the skills and knowledge to use software to create three-dimensional models that represent real objects or illustrate ideas. Students will create a series of projects of increasing complexity as they learn the techniques and principles of virtual sculpture.

DESKTOP PUBLISHING 35S (1/2)

The purpose of this course is to provide students with the skills and knowledge to plan and create a variety of published print documents. Students will create brochures, business cards, posters and other documents to explore the uses of various desktop publishing software programs.

NEW MEDIA 45S (1/2)

The purpose of this course is to use existing skills in creating audio and video media to create new media products. Students will extend their prior experience in media production, designing proposals, product designs, and media projects using a wide variety of software packages. The emphasis will be on the planning and implementation of the production process. Students will have the opportunity to apply their media skills to areas of personal interest.

PERFORMING ARTS

BAND 10G/20G/30S/40S (1)

This course allows for extensive practical involvement with emphasis on repertoire styles. Elements of music history and music theory are also introduced as time and opportunity permit.

BAND/CHOIR 7/8

This course instills in students the foundational skills in music. This course will include proper vocal production, introduction to band instruments, co-operative teamwork, and performances throughout the year. Students will also be exposed to elements of music history and theory. One of the primary goals is to build an interest and appreciation for musical expression, which will lead to effective musical participation in the later school years.

Text/Materials: Student must provide band instrument (rental or owned) according to testing done by professional brought in by teacher. Student must also wear a uniform for all performances. Shirts will be provided by the school. The student must provide black pants, black socks and black shoes. A blue 1 inch binder, music and materials will be provided.

CHOIR 10G/20G/30S/40S (1)

This more advanced musical elements of this course flow from the musical skills and concepts learned in the earlier grades. This course allows for extensive practical involvement with much emphasis on more challenging repertoire styles. Elements of music history, and music theory are also introduced as time and opportunity permit.

Text/Materials: Students must wear uniforms for all performances. The shirts will be provided by the school. The student must provide black pants, black socks and black shoes. A blue 1 inch binder, music and materials will be provided.

CHAMBER CHOIR 11G/21G/31G/41G (1)

The Chamber Choir is an auditioned group which works specifically towards performances. Rehearsals are twice a week after school.

Text/Materials: Students must wear uniforms for all performances. The choir tie will be provided (if not returned or damaged a fee of \$20 will be charged). The student must provide their own

black shirt (long sleeved, button up with a collar), black pants, black socks and black shoes.
A blue 1 inch binder, music and materials will be provided.

Prerequisites: Must be in Choir

PRIVATE MUSIC CREDIT

Credits are available to students who take private music instruction. To receive credits the student must fill the requirements of the Royal Conservatory of Toronto, or Conservatory Canada. They must complete the criteria given for the individual instrument (voice, piano, guitar, etc.) and also the corresponding theory exam. To receive your credit a photocopy of both the theory and instrument exams are needed along with the mark received for both exams. Please see the SCHS music teacher or the SCHS secretary for more specific instructions.

PRACTICAL/APPLIED ARTS

ART 7

This course offers the opportunity for students to demonstrate original ideas and experiment with a variety of mediums. Through the study of art history students will appreciate that art does not have to be “pretty” or “perfect” to be valued. Students will begin to study differences in shapes and forms, balance, symmetry, variety, lines, and colour. Art projects will include the elements of design, drawing with pencil, pencil crayon, experiments with colour, three-dimensional design, clay and recycled material.

ART 8

Art class will provide students with opportunities that will foster creativity and self-expression. Students will become familiar with art concepts, including the Elements and Principles of Art. Students will be given opportunities to respond to art, analyzing and evaluating their own art as well as that of famous artists. Projects will include art using pencils, crayons, pastels, clay and wire.

ART 9

Art class will allow students to explore the Elements and Principles of Design further with in-depth analysis and experimentation using various mediums. Two-dimensional, as well as three-dimensional projects enhance and challenge the students as they build upon skills and knowledge from previous years and experience. Art history and appreciation is also explored as the students make relevant connections from past and present artists and cultures around the world.

ART 10

Art class will allow students to further explore the Elements and Principles of Design with in-depth analysis, class discussions, and experimentation using various mediums. Two-dimensional, as well as three-dimensional projects enhance and challenge the students as they build upon skills and knowledge from previous years and experience. Art history and appreciation is also explored as the students make relevant connections from past and present artists and cultures around the world. Contemporary commercial artists will be analyzed to study the place art has in our modern society today, aesthetically, and in the career field.

ART 11/12

Art class will allow students to enhance their understanding of the Elements and Principles of Design with continued in-depth analysis and experimentation using various mediums. Two-dimensional, as well as three-dimensional projects enhance and challenge the students as they build upon skills and knowledge from previous years and experience. Art history and appreciation is also explored as the students make relevant connections from past and present artists and cultures from around the world. Self-assessment and peer-assessment is also engaged as students conduct critiques for their classmates as an opportunity for public speaking and constructive criticism. The social impact of art will be studied as contemporary artists and art applications in the career field will be discussed.

STUDY SKILLS 11G (1)

This course teaches skills that help students learn more effectively. Vocabulary and grammar are a vital part of this course. Communication and essay-writing skills are also stressed.

Text: Learning and Study Skills Program Level II

OTHER CREDITS

VOLUNTARY COMMUNITY SERVICE (1)

Students can make a contribution by volunteering for worthwhile causes or organizations. The civic skills, knowledge and attitudes obtained from such community service activity can increase a student's self esteem and maturity, and provide more awareness of the needs of others in the community. Students are required to volunteer for 110 hours in order to meet the graduation requirements for SCHS.

NON-CREDIT OPTIONS

PRAISE AND WORSHIP TEAM (AUDITIONED)

This is an auditioned group that leads the school in Praise and Worship times during chapel and other special occasions. Emphasis is placed on learning to lead others in worship and focuses on personal spiritual growth. Rehearsals are twice a week before school.

APPENDIX 1 UNIVERSITY ENTRANCE REQUIREMENTS

UNIVERSITY OF MANITOBA

REQUIREMENTS FOR ADMISSION:

If you are (or will be) a Manitoba high school graduate, you must meet the following:

Manitoba high school applicants must have high school graduation with five full credits at the Grade 12 level, in courses designated S (Specialized), G (General), or U (Dual Credit – University), with a minimum of three of these credits in S or U courses.

Completion of one of the following sets (A, B or C) of requirements:

Set A:

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

Set B (Limited Admission):

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

Set C (Limited Admission):

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

NOTE: Admission under Set B or C will include some registration restrictions and additional performance standards with academic supports and services also provided.

If you do not meet our admission requirements, please check out your options for [upgrading your courses](#) on the next page.

**Academic Subjects Approved for Selection
(the equivalent course in French is also acceptable)**

Applied Math 40S	German 40S
Art 40S	Hebrew 40S
Biology 40S	History 40S
Canadian Aboriginal Language 41G	Icelandic 40S
Chemistry 40S	Italian 40S
Chinese (Mandarin) 40S	Japanese 40S
Clothing, Textile, Housing & Design 40S*	Latin 40S
Computer Science 40S	Music: Band, Choral, Guitar, or Strings/ Orchestra 40S or Private Music Option 42S
Consumer Math V and VI 45S <i>or</i> Consumer Math 40S	Physics 40S
Deutsch 40S	Polish 40S
English/Anglais 40S	Portuguese 40S
Family Studies 40S*	Pre-Calculus Math 40S
Filipino 40S	Social Studies/World Issues 40S
Foods & Nutrition 40S*	Spanish 40S
French/Francais 40S	Ukrainian 40S
Geography 40S	

* (one subject area)

42S credits granted for International Baccalaureate or Advanced Placement courses, and, with Senate approval, 42U credits, are considered acceptable within this list and may also qualify for advanced credit.

Specific Subject & Performance Requirements:

Each faculty or school also has specific subject and performance requirements. Contact the University of Manitoba for information about these requirements.

APPROVED SENIOR 4 COURSES

These courses are used to calculate admission and Entrance Scholarship averages. Advanced Placement and International Baccalaureate courses may also be used.

Accounting Systems 40S
 Anglais 40S
 Art 40S
 Biology 40S
 Chemistry 40S
 Chinese (Cantonese) 41G
 Chinese (Mandarin) 40S
 Computer Science 40S
 Cree/Ojibway/Saulteaux 41G
 Drama 40S
 Economics 40S
 English 40 (two credits) *
 Family Studies 40S
 Filipino 40S
 Français 40S
 French 40S
 Geography 40S
 German 40S
 Hebrew 40S
 History of Western Civilization 40S
 Italian 40S
 Japanese 40S
 Latin 40S
 Law 40S
 Mathematics:
 Applied Mathematics 40S or
 Pre-Calculus Mathematics 40S
 (Consumer Mathematics 40S is *not* an approved course)
 Music 40S (one of: Band, Choral, Guitar, Strings, or Private Music Option)
 Physics 40S
 Polish 40S
 Portuguese 40S
 Spanish 40S
 Ukrainian 40S
 World Issues 40S

ADMISSIONS

The University of Winnipeg is committed to excellence and access, and welcomes students from a variety of educational backgrounds

REGULAR STATUS ADMISSION

General Entrance Requirements (Manitoba Students):

- You are a high school graduate with standing in at least 28 Manitoba high school credits, or you will be by June of this year.
- You have five credits at the Senior 4 (Grade 12) level, designated A, S, or G, which include Mathematics and English in one of the following combinations:

English 40 (A or S Level) – two credits*	English 40 (A or S Level) – one credit
PLUS ONE OF: <ul style="list-style-type: none"> Pre-Calculus Mathematics 40S Applied Mathematics 40S Consumer Mathematics 40S** 	PLUS: <ul style="list-style-type: none"> Pre-Calculus Mathematics 40S

- You have an average of at least 60% in your best three courses from the list of **Approved Senior 4 Courses**. These three courses must cover three different subject areas and include at least one of English 40 (two credits), Pre-Calculus Mathematics 40S, or Applied Mathematics 40S. (*Consumer Mathematics 40S cannot be used in the calculation of this average.*)

* In place of English 40S (two credits), Français and French Immersion students may present Anglais 40S or English 40S (one credit) plus Français 40S or French 40S.

** Consumer Mathematics 40S cannot be used to calculate admission or Entrance Scholarship averages.

