



**2025-26**  
**Handbook**

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## The Senior Years

The senior years provides a varied curriculum to meet the needs, interests, and abilities of students. The program provides a sound basis for further education or immediate employment.

This booklet has been designed to answer some of the questions that arise as students make the transition to the senior years of secondary education.

## Structure

The Manitoba Education high school structure includes Grades 9, 10, 11 and 12.

## Semester system

Most senior year's courses are taught on a semester system. The course runs from September to the end of January or from February to the end of June. Each student is timetabled individually depending on the courses selected.

## Credit system

The credit system provides a framework enabling students to pursue programs best suited to their individual needs and aspirations. A student may earn one credit by successfully completing a course of study. Half credits may be earned in a similar manner.

## Attendance policy

Students are expected to log into their courses daily. Most course require one to two hours of work per day. The granting of course credits on a per subject basis is conditional on meeting school attendance requirements.

## Graduation Requirements

Students are required to accumulate a minimum of 30 credits to graduate with a Manitoba Provincial Diploma.

## Registration

Registration forms are online at [www.informnet.mb.ca](http://www.informnet.mb.ca)

## General Information

Consider your selected courses carefully. In many instances it will be impossible to make alternate choices later. Selections made during the spring registration period will determine the courses offered for the next school year. Timetable changes will be considered based on individual needs.

## Course Selection

The Senior Level course numbering system is made up of a minimum five-character, alphanumeric code. The first and second characters are letters, the third and fourth are numbers and the remaining characters are letters.

*Please note:*

- **10F/S** courses are **grade 9** level
- **20F/S** courses are **grade 10** level
- **30F/S** courses are **grade 11** level
- **40F/S** courses are **grade 12** level

### First Two Characters

These first two characters are each letter, which are used as a course description. For instance:

Math:	MA	History:	HI	Physical education:	PE
English:	EN	Social studies:	SS		
Science:	SC	Geography:	GE		

### Third Character

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

### Fourth Character

- 0 - courses developed or approved by the province for 1 credit.
- 5 - courses developed or approved by the province for 1/2 credit.
- 1 - courses developed by a school or division and approved or registered by the province
- 2 - courses developed elsewhere and approved or registered by the province (e. g.: university, out of province, and out-of-country).

### Fifth Character

Courses in each subject are identified as foundation, general, specialized, advanced, modified, individualized, English as an Additional Language or French immersion.

- F - Foundation: educational experiences, which are broadly based and compulsory for all students. The following courses have been designated as Foundation Courses: EN10F, SC10F, MA10F, PE10F, SS10F, EN20F, GE20F, PE20F, SC20F and HI30F.
- G - General: general education experiences for all students.
- S - Specialized: educational experiences in specialized areas leading to further studies beyond high school.

## InformNet - online learning

**Asynchronous learning** at InformNet is designed to provide students with the flexibility to learn at their own pace while ensuring they stay on track to complete their courses within the semester. Here's a detailed explanation for students and parents:

### What is Asynchronous Learning?

Asynchronous learning allows students to access course materials, complete assignments, and take tests on their own schedule, rather than following a fixed timetable. This model is ideal for students who need flexibility due to other commitments or who prefer to learn at their own pace.

### Self-Paced Learning

- **Flexibility:** Students can work through the Brightspace learning modules at their own pace, allowing them to spend more time on challenging topics and move quickly through areas they find easier.
- **Independence:** This approach encourages students to take responsibility for their learning, developing time management and self-discipline skills.

### Use of Due Dates

To ensure students complete their courses within the semester, InformNet sets due dates for assignments and tests:

- **Assignment Deadlines:** Each course has specific due dates for assignments to help students stay on track. These deadlines are clearly communicated at the beginning of the course.
- **Test Schedules:** Tests also have set dates to ensure students are progressing through the material in a timely manner.

### Zero Placeholders in Gradebooks

- **Accountability:** If a student misses an assignment deadline, a zero placeholder is entered in the teacher's gradebook. This serves as a reminder for the student to submit the work as soon as possible.
- **Grade Impact:** The zero placeholder affects the student's grade until the assignment is submitted and graded. This system helps motivate students to keep up with their coursework and avoid falling behind.

### Monthly Progress Reports

- **Regular Updates:** InformNet provides monthly progress reports to keep students and parents informed about the student's performance and progress.
- **Detailed Feedback:** These reports include information on completed assignments, grades, and any missing work. They also highlight areas where the student may need additional support or improvement.
- **Parental Involvement:** Parents are encouraged to review these reports and discuss them with their child to ensure they are on track and addressing any challenges promptly.

By combining the flexibility of asynchronous learning with structured due dates and regular progress reports, InformNet ensures that students can learn at their own pace while staying accountable and on track to complete their courses successfully.

Please visit the InformNet website ([www.informnet.mb.ca](http://www.informnet.mb.ca)) for updated information.

**InformNet Course Listing for 2025-26:**  
**<https://www.informnet.mb.ca/courses.html>**

## How much does it cost?

Seat fees have been partially subsidized by MB Education and Early Childhood Learning.

- **STUDENT** per seat fee: **\$350**
- **ADULT LEARNERS** per seat fee: **\$500**

*Adult/Graduated learners include individuals who have graduated high school **or** are between the ages of 18 and 20 not registered at an in-person school **or** are 21 years old and above.*

A \$10 registration processing fee is vital for sustaining the InformNet infrastructure, services, and educational quality. Upon enrollment, our administrative team promptly activates student accounts, finalizes enrollment, creates electronic and physical files, and tracks enrollment for MBED purposes. Even if the student doesn't begin the course, our office efficiently completes necessary preliminary tasks. Therefore, the \$10 administrative processing fee is non-refundable.

## Exams

Grade 12 students are required to write their provincial exams at their day school. These exams contribute 20% to their overall course grade. At the beginning of the semester, the day school administrators receive a list of students enrolled in the following English and French Immersion grade 12 courses: Math 40S Applied, Math 40S PreCal, Math 40S Essential, English 40S Comprehensive Focus, English 40S Literary Focus, and English 40S Transactional Focus, Mathématiques au quotidien 40SX, Mathématiques pré-calcul 40SX. This helps ensure that students are signed up for the right exams. The day school administrator registers students for the provincial exams. After a student completes a provincial exam, the day school adjusts their final grade based on their performance. Students will receive information about when and where these exams will take place.

The final grades given by InformNet are out of 100 marks. Day school administrators receive both the current percentage a student has in the course and the corresponding score out of 80. Full-time grade 12 InformNet students are registered to take provincial exams through our school.

***"Final responsibility for the administration and marking of the test remains with the school and/or school division in which the student is enrolled."*** - Pg. 13, Grade 12 Provincial Tests: Policies and Procedures.

## Academic Honesty Policy

Academic integrity is a concept used to address the many aspects of validity within a student's work. A student who maintains a high standard of academic integrity maintains that the work he or she turns in is authentic to the knowledge he or she has acquired.

### Academic Integrity means a student...

- Will not allow others to copy work.
- Will complete each assignment independently.
- Will not misuse content from the Internet.
- Will not practice *plagiarism* in any form.

### Plagiarism

Plagiarism occurs when a student presents another person's work as the student's own and is not acceptable at InformNet. Commercial search engines are often very good at detecting work copied from material available online. Teachers have access to software which detects plagiarism and can often spot when writing does not come from the student.



## Student Responsibility

- InformNet is committed to ensuring the integrity and validity of student achievement within its courses by promoting academic honesty. Students are responsible for upholding integrity and will be held accountable for the quality of their work and actions. To this end, and in accordance with the Provincial Assessment Policy Kindergarten to Grade 12: Academic Responsibility, Honesty, and Promotion/Retention (Manitoba Education, 2010), InformNet expects that all students will demonstrate integrity, ethical conduct and academic honesty in all assessments, research, class work and homework assignments.
- InformNet takes preventative measures to reduce the incidence of academic dishonesty among its students. InformNet may review any work or email submitted by a student to determine its authenticity and legitimacy.

## Academic Dishonesty

Academic dishonesty will not be tolerated. Students who violate the academic integrity of InformNet will be subject to discipline in accordance with this policy. Academic dishonesty consists of any deliberate attempt to falsify, fabricate or otherwise tamper with data information, records, or any other material that is relevant to the student's participation within any course.

Academic offenses include, but are not limited to:

- Distributing or receiving answers other than those permitted by the teacher as part of any assignment, test or the final examination;
- Cheating or other forms of academic dishonesty intended to gain unfair academic advantage;
- Submitting academic work for assessment that was acquired from another source;
- Assuming another individual's identity or allowing another person to do so for the purpose of fulfilling any academic requirement;
- Copying answers, or other information (or allowing others to do so) during any assignment, quiz or the final examination;
- Allowing another individual to access course content, a quiz, unit test or final exam at any time while the student is completing an assessment;
- Using any device during the final examination without permission.

The Administrator and teachers of InformNet are responsible for ensuring that expectations for academic honesty are communicated and reinforced frequently and consistently with all students. Teachers, in consultation with the InformNet Administrator, will determine whether a breach of academic honesty has occurred.

## Procedure when dealing with Academic Dishonesty

In situations where it has been determined that the student has engaged in dishonest behaviour the InformNet Administrator and/or subject teacher will:

- Ensure the student's home school administration is aware of the infraction. The home-school will notify the student's parent/guardian that an infraction has taken place.
- Document the incident.

## Possible Consequences for Academic Dishonesty

The InformNet Administrator and/or day school administrator may determine an additional consequence be implemented. These consequences will reflect a continuum of behavioural and academic responses based on at least the following four factors: (1) the grade level of the student, (2) the maturity of the student, (3) the number and frequency of incidents, and (4) the individual circumstances of the student.

It should be clear from the above policy that ***any submission for grading needs to be your work*** and not copied from someone or somewhere else.

Copying/plagiarizing work prevents learning and reduces the integrity of our courses and credits.

**It is important to understand that all InformNet teachers are aware of and have access to sites like Chegg,**

### **Brainly, Quora, ChatGPT, etc.**

Students found copying/plagiarizing work from such sources will be dealt with as follows:

- **First issue:** Learning Check-In with teacher, Zero given on the assignment or test
- **Second issue:** Learning Check-In with teacher, Zero given on the assignment or test
- **Third issue:** Removal from the course

Please keep in mind that removal from course(s) may negatively impact your graduation plans or progress.

Unfortunately, these consequences have been imposed in previous semesters, but it is our hope they will not be in the future.

## Learning Check-In

InformNet students may be required to participate in Learning Check-Ins.

Learning Check-Ins are:

- Teacher-initiated Teams meetings. Students are required to meet within 2 school days of the teacher's request.
- Approximately 15 minutes in length.
- Meant to check your understanding of the material covered based on the work that you have handed in.  
During a Learning Check-In, cameras and microphones are required to be on and you must be prepared to share your screen.

We look forward to connecting with you and supporting your individual progress throughout your course work this year.

## Planning for Success

InformNet courses are designed with "structured flexibility". We use due dates to help students complete their courses on time each semester. While students are encouraged to follow these timelines, they also have the flexibility to work ahead. However, students who fall behind and miss due dates will receive placeholder zeros for incomplete work. For students who are significantly behind schedule, we have an intervention plan in place that includes key milestones and dates. InformNet follows two main semester timelines:

### **Semester 1**

- **Late November:** Students who have completed less than 30% of the course will be contacted by their course teacher and asked to schedule a Microsoft Teams meeting. During this meeting, students must share a plan to complete the course by the end of the semester and commit to following it. Students who do not schedule a meeting within two days of receiving the notification will have their accounts temporarily deactivated. Access will be restored once they meet with their course teacher.
- **Early January:** Students who have not followed their plan and still have less than 30% of the course completed may be removed from the course.

### **Semester 2**

- **Late April:** Students who have completed less than 30% of the course will be contacted by their course teacher and asked to schedule a Microsoft Teams meeting. During this meeting, students must share a plan to complete the course by the end of the semester and commit to following it. Students who do not schedule a meeting within two days of receiving the notification will have their accounts temporarily deactivated. Access will be restored once they meet with their course teacher.
- **Late May:** Students who have not followed their plan and still have less than 30% of the course completed may be removed from the course.

## Information about Academic Honesty for Students and Parents



Visit our website for more information:

<https://www.informnet.mb.ca/PDF/InformNet%20Academic%20Integrity.pdf>

**Course summary information is found on our website:**

**[https://www.informnet.mb.ca/courses\\_des.html](https://www.informnet.mb.ca/courses_des.html)**

### **ENGLISH LANGUAGE ARTS**

#### **FOUNDATION COURSES - Grade 9 AND 10**

This is an integrated, theme-based course designed to provide students with a solid foundation of literacy skills, knowledge, and learning strategies. The course emphasizes reading comprehension, personal and critical response, and interpretation of a variety of text forms. Students also learn to collect, organize, and synthesize information through research and inquiry processes.

#### **ENGLISH - EN10F (Compulsory Course)**

In the 10F course, students express their ideas using the six English language arts of reading, writing, listening, speaking, viewing, and representing. Emphasis is placed on written communication, including exploration, examination, and analysis of the structure of sentences, paragraphs, essays, and longer fiction and non-fiction text.

#### **ENGLISH - EN20F (Compulsory Course)**

This is the second of the two foundation courses and completes the literacy skills, knowledge, and learning strategies begun in English 10F. The course continues to emphasize reading comprehension, personal and critical response, and interpretation of various text forms; text forms include short prose, poetry, novels, and Shakespearean plays. Students continue learning to collect, organize, and synthesize information through research and inquiry processes. Written communication skills continue to be a focus in EN20F. Students create various texts to demonstrate their ability to address a specific audience, for a specific context and purpose.

#### **FOCUS COURSES - Grade 11 AND 12 (Compulsory Course)**

In grade 11 and 12, students choose one of three English curricula focus courses to meet graduation requirements. These courses include Literary Focus, Transactional Focus, and Comprehensive Focus. Unlike English language arts courses in the grades before Grade 11, Grades 11 and 12 courses offer different specializations based on the purposes for reading, writing, listening to, speaking, viewing, and representing texts. The Comprehensive Focus course covers a variety of purposes and provides an equal amount of time on working with texts for pragmatic (50%) and aesthetic (50%) purposes. The Transactional Focus course gives more weight to experiencing texts for pragmatic (70%) rather than aesthetic (30%) purposes. The Literary Focus course places more emphasis on working with texts for aesthetic (70%) rather than pragmatic (30%) purposes. Each of these courses is different but equivalent to the others, and you can complete any or all three for credit.

## **What are aesthetic and pragmatic purposes?**

Aesthetic is defined as a principle of taste (beauty) or style adopted by a particular person, group, or culture. Aesthetic works include poetry, plays, novels and short stories. For example, a student will read and analyze works of literature in terms of literary elements such as symbols, metaphors, similes, or irony and explain how these are important in a literary piece. Pragmatic is defined as of or relating to a practical point of view or practical considerations. Pragmatic writing includes resumes, letters, speeches, and research essays. For example, students will learn how to write a cover letter and a proper resume. **Note:** Each course will require the study of aesthetic and pragmatic pieces and purposes, but the focus of each is different. **All three focuses satisfy university entrance requirements.**

## **ENGLISH COMPREHENSIVE FOCUS - EN30SC**

This course addresses the learning outcomes identified by the provincial curriculum for the grade 11 Comprehensive Focus. Students read and respond to a balance of pragmatic and aesthetic texts. For example, transactional or non-fiction texts are used for practical, every-day purposes, while literary texts are used for aesthetic, expressive, and creative purposes.

## **ENGLISH LITERARY FOCUS - EN30SL**

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

## **ENGLISH TRANSACTIONAL FOCUS - EN30ST**

The grade 11 transactional provides students with the opportunity to create and reflect upon personal goals and begin examining career choices. They also can create connections and explore the inquiry process through research. All these skills are explored using a variety of materials that include novels, poetry and non-fiction texts.

## **ENGLISH COMPREHENSIVE FOCUS - EN40SC**

This course addresses the learning outcomes identified by the provincial curriculum for the grade 12 Comprehensive Focus. Students read and respond to a balance of pragmatic and aesthetic texts at a more advanced level than the grade 11 course.

## **ENGLISH LITERARY FOCUS - EN40SL**

This course addresses the learning outcomes identified by the provincial curriculum for the grade 12 Literary Focus. Students read and respond primarily to literary or aesthetic text forms - including poetry, short prose, Shakespearean plays, and novels - at a more complex and deeper level than at the grade 11 level.

## **ENGLISH TRANSACTIONAL FOCUS - EN40ST**

This course addresses the learning outcomes identified by the provincial curriculum for the grade 12 Trans- actional Focus. Students read and respond primarily to transactional, pragmatic, or functional texts at a more advanced level than at the grade 11 level.

## **ENGLISH LANGUAGE AND LITERARY FORMS - EN40SLF**

This course provides for an in-depth examination and study of language forms, various genres in literature with a specific emphasis on the cultural mosaic contained in literature. Critical analysis of such literary forms as the short story, novel, poetry, and drama are undertaken with the express purpose of determining what makes each literature type unique. For instance, what makes a novel what it is and/or what devices of language might an author use in the composition of the novel?

## ENGLISH LANGUAGE AND TRANSACTIONAL FORMS - EN40STF

In some respects, this course builds on the compulsory, transactional course (EN40ST) by focusing on several distinct transactional forms, namely those most frequently associated with the world of business (e.g. business letter, report, interview), education (e.g. essay forms, analysis and synthesis), research (e.g. data collection and interpretation), journalism (e.g. the five W's), consumerism and the media (e.g. advertising, propaganda) and social interaction (e.g. legalese, cultural diversity).

## MATHEMATICS

### Grade 9

#### **MATHEMATICS FOUNDATIONS - MA10F (Compulsory Course)**

This course provides the foundation for the various mathematics courses at the grade 10 level. The course includes, but is not limited to, statistics, probability, measurement, algebra, geometry, and problem solving.

### Grade 10 (Compulsory Course)

#### **MATHEMATICS ESSENTIAL - MA20SS**

Grade 10 Mathematics Essential is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Mathematics Essential topics emphasize consumer applications, problem solving, decision-making, and spatial sense. Students are expected to work both individually and in small groups on mathematical concepts and skills encountered in everyday life in a technological society.

#### **MATHEMATICS INTRODUCTION TO APPLIED AND PRE-CALCULUS - MA20SPA**

The grade 10 introduction to Applied and Pre-Calculus is intended for students considering post-secondary studies that require a math pre-requisite. The topics studied form the foundation for topics to be studied in both grade 11 Applied and Pre-Calculus Mathematics. Students will engage in experiments and activities that include the use of technology, problem solving, mental mathematics and theoretical mathematics to promote the development of mathematical skills.

### Grade 11 (Compulsory Course)

#### **MATHEMATICS APPLIED - MA30SA**

This is one of two math programs available for students planning to pursue post-secondary studies in mathematics and science. It is intended for students whose post-secondary studies do not require the study of theoretical calculus. The math studied promotes the learning of problem-solving skills, number skills and geometry skills as they relate to the world around us. Topics include:

Quadratic functions	Systems of inequalities
Proofs	Trigonometry
Statistics	

#### **MATHEMATICS ESSENTIAL - MA30SS**

This course is intended for students whose post-secondary planning does not include a focus on mathematics and science related fields. This is a one credit course comprising two half credits, each emphasizing consumer applications, problem-solving and decision making, as well as number sense and spatial sense.

Students are expected to work both individually and in small groups on mathematical concepts and skills encountered and used in a technological society.

Topics include:

Interest and credit	Managing money
3D geometry	Relations and patterns
Statistics	Trigonometry
Design modeling	

### **MATHEMATICS PRE-CALCULUS - MA30SP**

This course is designed for students who intend to study calculus and related mathematics as part of a post-secondary education. The course comprises, primarily, a high-level of theoretical mathematics with an emphasis on problem solving and mental mathematics, supported by cumulative exercises and testing.

Students are required to learn mathematical concepts through practice and regular homework. Many of the questions and problems on exercises, tests and examinations can be expected to be different from those presented in class.

Topics include:

Quadratic equations and functions	Radicals and rational equations and expressions
Algebra	Sequences and series
Inequalities	Trigonometry
Relations and functions	

### Grade 12 (Compulsory Course)

#### **MATHEMATICS APPLIED - MA40SA**

This course 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.

#### **MATHEMATICS ESSENTIAL - MA40SS**

This course is intended for student whose post-secondary planning does not include a focus on mathematics and science-related fields. Grade 12 essential Mathematics (40S) is a one-credit course consisting of two half-credits each emphasizing consumer applications, problem solving, decision-making, and spatial sense.

#### **MATHEMATICS PRE-CALCULUS - MA40SP**

This course is designed for students who intend to study calculus and related mathematics as part of post-secondary education. It builds on the topics studied in Grade 11 Pre-calculus Mathematics and provides background knowledge and skills for the study of calculus in post-secondary institutions.

**Note:**

More than one mathematics course may be taken at each grade level for more than 1 credit.  
(For example, a student may take both MA20SS and MA20SPA (for a total of 2 credits). Calculus 45S may be taken provided students have registered for/or completed MA40SP.

#### **COMPUTER SCIENCE 20S - CS20S**

Students learn the fundamentals of programming through the Python programming language in CODEHS and gain essential tools and knowledge for computer science 30S and 40S. Areas studied include selection, looping and may include some basic graphics. Students also engage in debates, discussions and projects revolving around prominent topics in computing such as Internet ethics and problem solving.

## **COMPUTER SCIENCE 30S - CS30S**

Students continue programming in the Python programming language in CODEHS while learning more fundamentals in computer science such as arrays and different sorting algorithms. Students will learn to finesse their code and deal with more complex problems and situations. Students will continue to engage in various discussions and projects dealing with topics in computing.

## **COMPUTER SCIENCE - CS40S**

Students learn the current programming paradigm in practice to add to their growing knowledge of computer science in CODEHS. Students will be responsible for different independent projects which may include learning a different language or focusing on higher-level topics and programs in the Python programming language. Students will take part in discussions and projects dealing with topics in computing, such as careers in computing and current technologies.

## **SCIENCE**

### **SCIENCE FOUNDATION - SC10F (Compulsory Course)**

SC10F is divided into four major units: Reproduction, Atoms and Elements, Nature of Electricity, and Exploring the Universe. The Reproduction unit involves the study of human reproduction and genetics. Atoms and Elements is an introduction to the basics of chemistry. The Nature of Electricity unit has students investigating static and current electricity. Exploring the Universe leads students through an exploration of the universe and the study of space science and technology.

### **SCIENCE FOUNDATION - SC20F (Compulsory Course)**

The SC20F program is composed of four major units: Dynamics of Ecosystems, Chemistry in Action, In Motion, and Weather Dynamics. Dynamics of Ecosystems has students examining ecosystem relationships, population dynamics, biodiversity and how human activities affect ecosystems. The Chemistry in Action unit is a continuation from SC10F's Atoms and Elements. Students will study chemical reactions, nomenclature basics, principles of acid-base chemistry, and the effects of chemical use in the environment. Basic kinematics along with the concepts of inertia, force, impulse and momentum are looked at during the In-Motion unit. The complex relationships that influence weather and climate are pursued in the Weather Dynamics unit including the impact of human activities on our global climate.

## **BIOLOGY - BI30S**

Students in BI30S will study the Human Body with respect to homeostasis, digestion and nutrition, the respiratory system, excretion, and waste management, and concluding with the immune and nervous system. Students will also look at how technology has affected the wellness of the human body and resulting social issues.

## **CHEMISTRY - CH30S**

Using the kinetic molecular theory, students will look at physical properties of matter, including phase changes and vaporization. Students will also be studying physical characteristics of gases, gas laws, chemical reactions, stoichiometry, solutions and their physical characteristics, and organic chemistry including IUPAC nomenclature. Included in their studies will be a look at how chemistry has affected our quality of life.

## **PHYSICS - PH30S**

The PH30S course is divided into four major areas: Waves, Nature of Light, Mechanics and Fields. Some of the concepts studied in waves are the physical characteristics of waves, superposition of waves and wave interference. The concept of waves continues into the Nature of Light where light is looked at in terms of its wave characteristics and particle characteristics. Carrying on from the SC20F program, students will continue the study of kinematics during the Mechanics unit. To complete and overview of basic physics, students will address the concept of fields with respect to gravitational, magnetic, electric, and electromagnetic fields. Included in their studies will be a look at how the relationship between physics and science and technology has influenced our quality of life.

## **BIOLOGY - BI40S**

In this course, students are exposed to foundation concepts regarding the Biology of the world around us. The interdependence of life is a recurring theme in the course work. Students are expected to integrate information gained in previous units and apply that information throughout the semester. Topics of study include Ecology, Biological Diversity and Genetics. Specific emphasis will be placed on the use of Biotechnology including genetically modified food, forensics, recombinant DNA technology, Human Genome Project, and Gene Therapy.

## **CHEMISTRY - CH40S**

Chemistry 40S students in this very comprehensive course will study five units consisting of Kinetics, Chemical Equilibrium, Acid-Base Equilibrium, Solubility Equilibrium and Oxidation-Reduction. Within these units, concepts such as factors affecting reaction rates, Le Chatelier's Principle, pH, buffers, and electrochemical cells are a few that will be addressed. Throughout the program, students will gain an understanding of observation and inference in this experimental science.

## **PHYSICS 40S - PH40S**

Students in this very comprehensive course will study four units consisting of Mechanics, Fields, Electricity, and Medical Physics. Students will have been exposed to the elementary concepts of these units in PH30S and apply them to such new concepts as projectile motion, circular motion, work and energy, low Earth orbits, electric circuits, and radiation. Throughout the program, students will gain an understanding of how science, technology and the environment are related in a physical sense.

## **SOCIAL STUDIES**

### **CANADA IN THE CONTEMPORARY WORLD - SS10F (Compulsory Course)**

In this course we will learn about how our government works, how people immigrate to Canada and become citizens and what makes us unique as Canadians. In addition, we will examine some basic Canadian geography as well as global issues such as poverty, working conditions in the developing world, war, and environmental challenges. In our examination of each issue, we will discuss how we as Canadians can actively respond to these issues.

### **GEOGRAPHY - GE20F (Compulsory Course)**

The focus of this course is the environmental and political issues in geography that impact our lives and those of future generations within the context of North America. Major topics of discussion will include: the impact of energy use on our planet; sustainable development; issues related to trade and industry; food production and related issues; population growth and city planning; use of Global Positioning Systems and Geographic Information Systems.

### **HISTORY OF CANADA - HI30F (Compulsory Course)**

This course engages students in historical inquiry and asking essential questions to focus on Canada from pre-contact times until the present. Canadian History emphasizes important skills and concepts in historical thinking and focuses on five major themes: First Nations, Métis and Inuit Peoples, French-English Duality, Identity, Diversity and Citizenship, Governance and Economics, and Canada and the World.

### **CANADIAN LAW - LW40S**

This course introduces students to all aspects of the Canadian justice system. However, the primary focus is on criminal law. From arrest procedure to young offenders and the dilemmas of imprisonment, this course is taught using a variety of formats including case studies. Law 40S is an excellent foundation for students interested in pursuing criminology courses at the college or university level.

## **GLOBAL ISSUES: CITIZENSHIP AND SUSTAINABILITY - GI40S**

Students examine the social, political, environmental, and economic impact of a variety of current and emerging world issues such as media awareness, human trafficking, genocide, sustainability, and gender issues. Students will also consider how every individual is connected to global issues. Part of their study will focus on quality of life locally, nationally, and globally. Students will also choose a global issue and act in their school or wider community. This course was formerly known as World Issues.

## **TOPICS IN FIRST NATIONS, MÉTIS, AND INUIT STUDIES - FM40S**

Topics in First Nations, Métis & Inuit Studies (FM40S) addresses the contemporary lives of Aboriginal peoples in Canada. This course will examine the recent history of Aboriginal Peoples' efforts to protect their rights, freedoms, culture, and self-determination. It will also examine a variety of current topics and issues that are relevant to Aboriginal and Canadian society. These topics will also be compared to the lives of indigenous peoples internationally to better understand the global context of these issues.

## **PHYSICAL EDUCATION**

### **PHYSICAL EDUCATION - PE10F (Compulsory Course)**

The intent of the 10F course is to help Senior Years students develop the necessary skills for lifelong physical activity participation and provide students with the necessary knowledge to assist them in making appropriate decisions regarding the health issues facing youth. The skills acquired in this course are based on the fourteen basic movement skills and the five personal and social management skills in a combined and integrated approach blending physical education and health education.

### **PHYSICAL EDUCATION - PE20F (Compulsory Course)**

The intent of the 20F course is to help Senior Years students develop the necessary skills for lifelong physical activity participation and provide students with the necessary knowledge to assist them in making appropriate decisions regarding health issues facing youth. Topics such as fitness management, goal setting, cooperation, time management, and a myriad of physical and health related skills are taught under the five General Learning Outcomes of Movement, Fitness, Safety, Personal and Social Management and Healthy Lifestyle practices.

### **PHYSICAL EDUCATION - PE30F (Compulsory Course)**

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 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% on-line component of the course content. Students will be required to develop and implement the remaining 75% of the course on their own time in a personal physical activity plan as part of the physical activity practicum. Students will be introduced to safety and risk management planning to minimize the associated risks of the activities they have chosen.

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. Students will be graded for completion of the course with a Complete or Incomplete designation.

### **PHYSICAL EDUCATION - PE40F (Compulsory Course)**

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 engage in active lifestyles in the future. 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% on-line component of the course content. For the remaining 75% of the course, students will be required to develop and implement, on their own time, a personal physical activity plan as part of a physical activity practicum.

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. Students will be graded for completion of the course with a Complete or Incomplete designation.

**NOTE:**

All PE classes require parents/guardians to review the student's physical activity plan and sign a Parent Declaration and Consent Form acknowledging their approval of the chosen activities and acceptance of the responsibility for risk management, safety, and supervision. Parents/guardians will also be required to verify the entries of the student's physical activity log through a sign-off procedure.

## **BUSINESS STUDIES**

### **LIFE/WORK PLANNING 10S – LW10S**

The Life/Work courses are designed to help bridge the gap between school learning and the realities of the workplace and labor market in Manitoba. Its primary goal is to assist students on their path to graduation and ensure a smoother transition to post-secondary education and work. The curriculum highlights experiential learning, allowing students to explore potential occupations and apply essential employability skills. 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 - LW20S**

Students enrolled in Life/Work courses can expect to gain the skills necessary to secure employment, to be successful in the job/career of choice and to be productive citizens. Curriculum includes resume and cover letter construction, interview skill practice, communication and interpersonal skills development, personal management and transferable skills enhancement, the creation of employability portfolios, and a comprehensive study of workplace expectations.

### **Career Development: Transitioning to the Workplace, University, and College 40S – CBT40S**

This course provides students with practical knowledge to help them transition successfully to the workplace after high school graduation or after completing post-secondary studies at a university, college, or private vocational institution (PVI). Unlike most other career development courses, this one is designed for students who would benefit from a career development course that does not require any form of practical experience, work experience, or volunteering.

#### **Modules have been created to support the course's "Big ideas":**

- Big Idea 1 Health and safety are necessary to thrive in the workplace, university, and college.
- Big Idea 2 Each workplace is unique, complex, and competitive, so it requires specific attitudes, skills, and knowledge to enter and navigate.
- Big Idea 3 Each occupation is complex and has unique characteristics, which potential employees need to understand in order to make informed decisions.
- Big Idea 4 Organizations, regulations, and ethics influence the workplace.
- Big Idea 5 Education and training are essential to entering into, and succeeding in, the workplace.

### **ACCOUNTING ESSENTIALS 30S - AC30S**

Students work through the steps of the accounting cycle, which include: interpreting source documents, journalizing business transactions, posting to the ledger, preparing a trial balance, creating financial statements, and closing the books.

Students will also learn about income tax (including how to fill out an income tax return), how to calculate wages and how to complete a payroll register in order to pay employees. All students are encouraged to take Accounting Essentials. This course is not only those who may be interested in a career in accounting or students who may one day own their own business. The skills learned, will transfer easily to most business careers and to the general management of money in daily life.

## **Graphic Communication Technology 20G – GT20G**

In this dynamic course, students will explore the exciting world of animation and motion graphics, unleashing their creativity through hands-on, real-world projects. From concept to final product, they'll navigate the full production process, gaining insight into industry standards and workflows. As they bring their ideas to life, students will develop a strong blend of artistic vision and technical skill. The course fosters creative experimentation while building a solid foundation in advanced graphic techniques, empowering students to innovate and push the limits of design.

### **Modules:**

- **Module 1:** Introduction to Graphic Communication Technology
- **Module 2:** Innovations & Careers in Graphic Communications
- **Module 3:** Still Images
- **Module 4:** Animation, Video Production & Editing
- **Module 5:** Graphic Design — Products & Promotion

## **HUMAN ECOLOGY**

### **FAMILY STUDIES - FA40S**

This course focuses on the individual, the family, society, and the factors that affect quality of life. Units of study include the family foundation, strengthening relationships, managing with insight, supporting family and friends, growing as a person, moving towards independence, and forming your own family. Practical experience will be gained in an elderly care setting.

### **PSYCHOLOGY 40S - PY40S**

Studying psychology gives students lifelong skills such as dealing with issues proactively, solving problems, learning, and nurturing healthy relationships. It helps students understand themselves, and deal with issues in their own lives such as inner conflicts, relationships with parents and peers, and intimacy. It also helps students understand societal problems like addiction, violence, and prejudice. This course exposes students to the major topics found in the field of psychology. It also emphasizes the issues that are of direct interest and relevance to students completing high school. Students explore the scientific methods upon which psychology is based, which they can then apply to their daily lives.

## **VISUAL ARTS**

### **VISUAL ART - VA10SS**

This program is designed to expand learning in the visual arts, beyond skill development. It is designed to provide students with opportunities to identify, separate, relate, analyze, evaluate, and express ideas and feelings with visual images. The program will introduce students to the “art inquiry process,” where there is no pre-determined outcome to an idea. Each of the units involves an idea that provides opportunities for students to explore some aspect of their personal world, their natural or social environment, or some other cultural/ historical form of expression related to the idea. Maintaining an Idea Journal/Sketchbook is suggested.

### **Visual Art 20S - VA20SS**

This course contains a mix of art theory and practical applications. This means that you will spend time learning about art AND creating your own. Students hone their technical skills and begin to spend more time on complex and detailed works of art. Students will develop deeper observational skills will have more opportunities for choice as they participate in drawing, painting, and craft. To complete this course, you will need to read the lessons in order and complete the assignments as you reach them in the content.

## Credit Planning Sheets

### Provincial Diploma

Grade 9		Grade 10		Grade 11		Grade 12	
Compulsory	Credit	Compulsory	Credit	Compulsory	Credit	Compulsory	Credit
English 10F (0001)	1.0	English 20F (0001)	1.0	English 30S: • English Comprehensive Focus 30S (0092) • English Transactional Focus 30S (0094) • English Literary Focus 30S (0093)	1.0	English 40S: • English Comprehensive Focus 40S (0092) • English Transactional Focus 40S (0094) • English Literary Focus 40S (0093)	1.0
Mathematics 10F (0080)	1.0	Mathematics 20S: • Math Intro to Applied & Pre-Calculus 20S (3905) • Math Essential 20S (3000)	1.0	Mathematics 30S: • Math Applied 30S (3903) • Math Essential 30S (3000) • Math Pre-Calculus 30S (3939)	1.0	Mathematics 40S: • Math Applied 40S (3903) • Math Essential 40S (3000) • Math Pre-Calculus 40S (3939)	1.0
Phys. Ed. 10F (0169)	1.0	Phys. Ed. 20F (0169)	1.0	Phys. Ed 30F (0169)	1.0	Phys. Ed 40F (0169)	1.0
Canada in the Contemporary World 10F (0101)	1.0	Geographic Issues of the 20th Century 20F (1180)	1.0	History of Canada 30F (0105)	1.0		
Science 10F (0120)	1.0	Science 20F	1.0				
Options		Options		Options		Options	
Option 1	1.0	Option 1	1.0	Science Options: • Biology 30S (0124) • Chemistry 30S (0122) • Physics 30S (0123)	3.0	Science Options: • Biology 40S (0124) • Chemistry 40S (0122) • Physics 40S (0123)	3.0
Option 2	1.0	Option 2	1.0	Option 2	1.0	Option 2	
Option 3	1.0	Option 3	1.0	Option 3		Option 3	
Option 4	1.0	Option 4	1.0	Option 4		Option 4	
Option 5	1.0	Option 5	1.0	Option 5		Option 5	

**NOTE: 30 credits are the minimum requirements for graduation**

## Mature Student Diploma - Graduation Requirements - Minimum of 8 credits

Compulsory Credits	Optional Credits
Grade 12, English Language Arts	Grade 9 - 12, Course 1
Grade 12, Mathematics	Grade 9 - 12, Course 2
Grade 12, Course 1	Grade 9 - 12, Course 3
Grade 12, Course 2	Grade 9 - 12, Course 4

A “mature student” eligible for obtaining a Mature Student High School Diploma under the grade 9 to grade 12 Mature Student Graduation Requirements is one who:

- Is 19 years of age or over at the time of enrolment in school division/district or ALC programming directed at completing the Mature Student Graduation Requirements, or one who will reach the age of 19 before completion of the course(s) in which one is enrolled.
- Has been out of school six months or more, and out of school long enough for the class, of which one was last a member, to have graduated from Senior Years.
- Has not obtained a high school diploma. Students can enroll in a school division/district or Adult Learning Centre for the purpose of obtaining the Mature Student High School Diploma if they are eligible as described above.

## 2025-26 Staff Contacts

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## Resources

Visit Manitoba Education and Advanced Learning for more information about the Senior Years.

<http://www.edu.gov.mb.ca/k12/>

Visit these institutional websites for post-secondary program information.

University of Manitoba <http://www.umanitoba.ca/>

University of Winnipeg <http://www.uwinnipeg.ca/>

Red River College <http://www.rrc.mb.ca/>

Brandon University <http://www.brandonu.ca/>

Collège Universitaire de Saint-Boniface <http://www.ustboniface.mb.ca/>

Canadian Mennonite University <http://www.cmu.ca/>