



HIGH SCHOOL INFORMATION GUIDE

2017 - 2018

GENERAL INFORMATION

Prairie Rose provides this guide to assist students and parents/guardians in understanding the content of courses and the organization of high school programs. This guide is intended to be used in family discussions that will assist students in making wise program and course choices.

Future career opportunities will be influenced by present course selections. Students should honestly assess their own personal interests, abilities, aspirations, and long term plans and use this assessment as a guide for choosing courses.

After personal assessment and family discussion, students and/or parents/guardians are encouraged to consult with schools staff regarding course planning. Such planning is critical to meeting the requirements of post-secondary educational institutions or the workplace.



GRADUATION REQUIREMENTS - SENIOR YEARS
ENGLISH PROGRAM
Minimum 30 Credits

Minimum graduation requirements DO NOT ensure acceptance into university or community college. All students pursuing post-secondary education need to check entrance requirements. It is ultimately the responsibility of the student to ensure he/she meets the graduation requirements.

<p style="text-align: center;">Compulsory Credits: 17</p> <p>Grade 9 Compulsory (5 credits)</p> <ul style="list-style-type: none"> • English Language Arts • Mathematics • Science • Social Studies • Physical Education/Health Education <p>Grade 10 Compulsory (5 credits)</p> <ul style="list-style-type: none"> • English Language Arts • Mathematics • Science • Social Studies (Geography) • Physical Education/Health Education <p>Grade 11 Compulsory (4 credits)</p> <ul style="list-style-type: none"> • English Language Arts • Mathematics • Social Studies (History) • Physical Education/Health Education <p>Grade 12 Compulsory (3 credits)</p> <ul style="list-style-type: none"> • English Language Arts • Mathematics • Physical Education/Health Education 	<p>Elective/Optional Credits: 13 credits from subject areas such as:</p> <p>English Language Arts Mathematics Sciences Social Studies French The Arts:</p> <ul style="list-style-type: none"> ○ Visual Arts ○ Music ○ Drama ○ Dance <p>Career Development Psychology Computer Science Technology Education:</p> <ul style="list-style-type: none"> ○ Vocational Education ○ Home Economics ○ Business and Marketing ○ Industrial Arts <p>School-Initiated Courses (SICs) Student-Initiated Projects (SIPs) Advanced Placement (AP) Special Language Credit Options (SLCOs) Private Music Option (PMOs) Royal Winnipeg Ballet International Baccalaureate (IB) Dual Credits</p> <p>See your school for a complete list of course offerings *At least one optional credit must be at the Grade 11 level *At least two optional credits must be at the Grade 12 level.</p>
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**GRADUATION REQUIREMENTS - SENIOR YEARS
FRENCH IMMERSION PROGRAM
Minimum 30 Credits**

<p style="text-align: center;">Compulsory Credits: 21 Minimum 14 Taught in French</p> <p style="text-align: center;">Grade 9 (6 Compulsory credits - 4 in French)</p> <ul style="list-style-type: none"> • English Language Arts • Français Langue Seconde - Immersion • Mathematics • Science • Social Studies • Physical Education <p style="text-align: center;">Grade 10 (6 Compulsory credits - 4 in French)</p> <ul style="list-style-type: none"> • English Language Arts • Français Langue Seconde - Immersion • Mathematics • Science • Social Studies (Geography) • Physical Education/Health Education <p style="text-align: center;">Grade 11 (5 Compulsory credits - 3 in French)</p> <ul style="list-style-type: none"> • English Language Arts • Français Langue Seconde - Immersion • Mathematics • Social Studies (History) • Physical Education/Health Education <p style="text-align: center;">Grade 12 (4 Compulsory credits - 3 in French)</p> <ul style="list-style-type: none"> • English Language Arts • Français Langue Seconde - Immersion • Mathematics • Physical Education/Health Education • History 	<p>Optional Credits: 9 credits from subject areas such as:</p> <p>English Language Arts Mathematics Sciences Social Studies French The Arts: <ul style="list-style-type: none"> ○ Visual Arts ○ Music ○ Drama ○ Dance Career Development Psychology Computer Science Technology Education: <ul style="list-style-type: none"> ○ Vocational Education ○ Home Economics ○ Business and Marketing ○ Industrial Arts School-Initiated Courses (SICs) Student-Initiated Projects (SIPs) Advanced Placement (AP) Special Language Credit Options (SLCOs) Private Music Option (PMOs) Royal Winnipeg Ballet International Baccalaureate (IB) Dual Credits</p> <p>See your school for a complete list of course offerings *At least one optional credit must be at the Grade 11 level *At least two optional credits must be at the Grade 12 level</p>
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COURSE CREDIT INFORMATION

Credit

All courses are assigned a certain value. A student who completes a course requiring approximately 110 hours earns 1 credit, while a course requiring approximately 55 hours is worth .50 credit.

Course Identification

The course numbering system consists of a 3 character, alpha numeric code. The first and second characters are numerals, while the third is a letter. The use of this designation is limited to courses approved for credit by Manitoba Education and Training. E.g. English (10F)

First Character: (English 10F)

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

Second Character: (Math 20S)

0 - developed by Education and Training for 1 credit

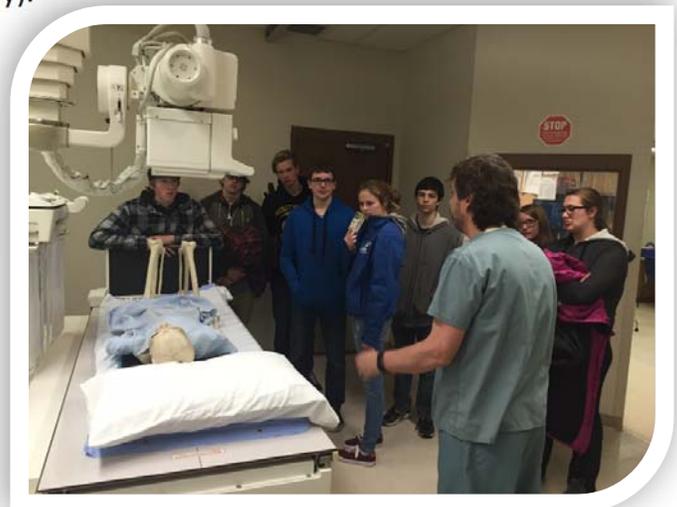
5 - Developed by Education and Training for ½ credit

1 - Developed by schools or school divisions and registered by Education and Training

2 - Externally developed by an educational authority and, in the case of dual credit, a post-secondary institution (e.g., university, out-of-country).

Third Character: (Science 20F)

- G - General
- F - Foundation
- S - Specialized
- E - EAL
- M - Modified
- I - Individualized
- C - College-based
- U - University-based



COURSE DESIGNATIONS

Foundation (F): Educational experiences which are broadly based and appropriate for all students and which may lead to further studies beyond the Senior Years (e.g. apprenticeship, college, and university). When a subject area is compulsory for graduation and there is only one course option, the designation will be F.

General (G): General educational experiences or courses with no Department-developed curricula such as School-Initiated Courses (SICs), Student-Initiated Projects (SIPs), Special Language Credits or Non-Manitoba Credits.

Specialized (S): Educational experiences in specialized areas leading to further studies beyond the Senior Years (e.g., apprenticeship, college, and university). When a subject area is compulsory and there is more than one option, the designation will be S.

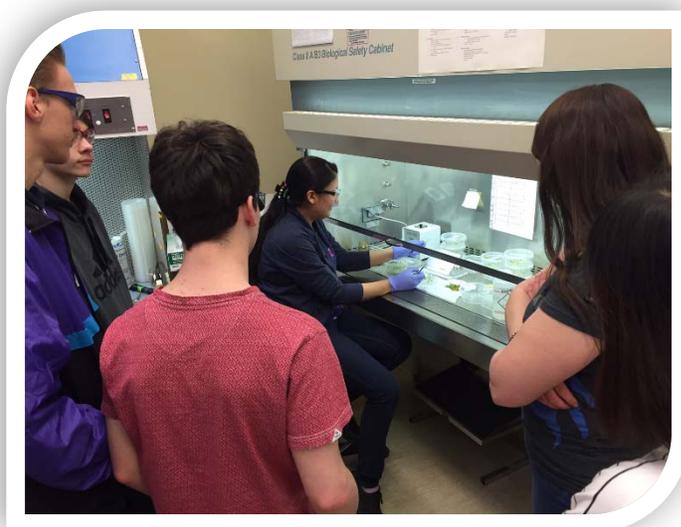
EAL (E): Educational experiences designed to focus on English as an Additional Language (EAL) learning goals in the context of the subject, based on the student's assessed level of EAL proficiency, and to assist the student in making the transition into regular Senior Years programming in this content area.

Modified (M): Educational experiences intended for students with significant cognitive disabilities and where the provincial subject area curriculum outcomes have been modified to take into account the learning requirements of a student; an Individual Education Plan (IEP) is required for each student.

Individualized (I): Educational experiences intended for students with significant cognitive disabilities and that are developmentally and age appropriate and highly individualized to take into account the learning requirements of the student; an Individual Education Plan (IEP) is required for each student. NOTE: Students in individualized programming do not use Education and Training curricula. The designation indicates student participation in individualized programming.

College-based (C): Educational experiences at the college level that can be used for dual credits; credit at the Grade 11 or Grade 12 level and also for the first year of college.

University-based (U): Educational experiences at the first year university level that can be used for dual credits (credit at the Grade 12 level, and, in some cases, Grade 11) for high school graduation purposes and also for first year university.



ALTERNATIVE WAYS TO ACHIEVE CREDITS

Cadets

Students can earn up to two credits for successful completion of the Cadet basic and advanced training programs. The Cadet credits are recognized only as additional credits beyond the minimum 30 credits required for high school graduation.

Private Music Option

Course codes related to Private Music Option are listed in the department-approved section. Reporting of student marks may include a percentage for the examination and/or an “S” for “Standing” (i.e. a student receiving a Grade 12 (42S) examination percentage mark could also receive an “S” for “Standing” for Grade 9 (12G), Grade 10 (22G), and Grade 11 (32G). Additional information is available at: <http://www.edu.gov.mb.ca/k12/cur/arts/music/pmo.html>.

Challenge for Credit

The Challenge for Credit Option offers students the opportunity to apply prior knowledge in a particular subject area by demonstrating achievement in the learning outcomes of that course/specialty and receiving credit for it.

Community Service Student Initiated Project

CSSIP Students may earn one Community Service credit (in the form of a SIP) within the 30 credits for graduation. Guidelines for this SIP are available at

http://www.edu.gov.mb.ca/k12/policy/sics_sips.html#comservice

Cultural Exploration Student-Initiated Project

CESIP Students can gain valuable educational experience by enhancing their knowledge of their own cultural origins or a cultural group that interests them through interaction with community members such as Elders and members of cultural organizations. The skills, knowledge and attitudes obtained from such activities can increase a student’s self-esteem and maturity, strengthen cultural identity and/or provide greater intercultural understanding and an appreciation of cultural diversity. One credit may be available to a student who participates in such activity in the senior years for graduation purposes. Additional information is available at: http://www.edu.gov.mb.ca/k12/policy/sics_sips.html#comservice



Distance Learning

Senior Years students may take compulsory or optional courses in either print or online format including courses delivered from outside the province.

Distance learning policy is available at: <http://www.edu.gov.mb.ca/k12/dl/>

School-Initiated Courses (SICs) and Student-Initiated Project (SIPs)

School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) information is available at: <http://www.edu.gov.mb.ca/k12/docs/support/ldc/>

Language Credit Option

This credit option provides for the recognition of Manitoba's linguistic diversity. Students proficient in languages other than English or French are eligible. Only one special language credit may be earned at each of the Senior Years. Student marks can be reported as a percentage mark; however, "S" for "Standing" may be used for granting additional/prior credit(s). For further information refer to:

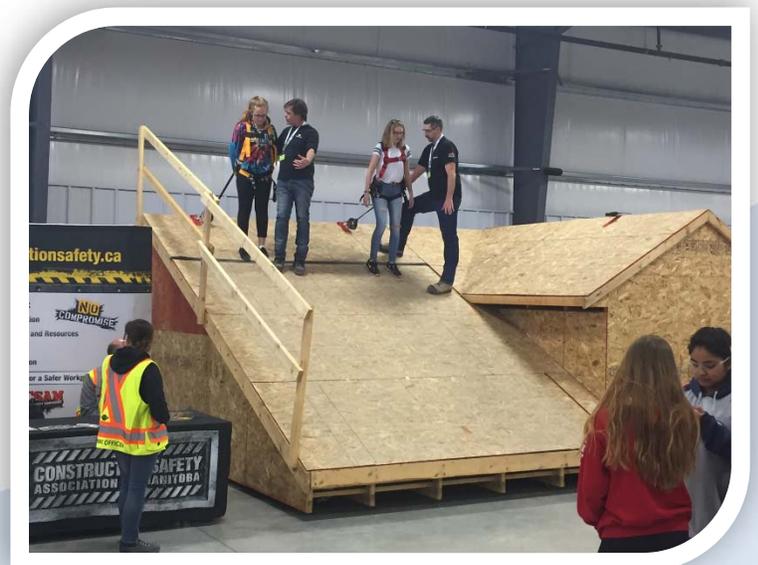
<http://www.edu.gov.mb.ca/k12/docs/policy/lancredits/>

Substitution of Credits

In exceptional circumstances, and in discussion with parents, a school administrator may approve the substitution of an optional course for a compulsory course. Substitution of credit is permitted for any compulsory subject. A maximum of two substitute credits may be used toward high school graduation. If a course is substituted for another, the school must report the substitution to Student Records and note the substitution on the student's transcript.

Students may obtain credit for a maximum of:

- 11 Student-Initiated Courses (SICs)
- 3 Student-Initiated Projects (SIPs)
- 4 Special Language Credit Options (SLCOs)
- 4 Private Music Option (PMOs)
(Not recognized for Grad Requirements)



CAREER DEVELOPMENT

The new realities of the contemporary workplace and the contemporary worker have changed our perception and use of the concept of career. Career development is now viewed as complex and multidimensional, involving growing through life and work - an interweaving of learning, experiencing, living, working, changing, and identifying and discovering pathways. Thus career development can be seen as the creation of an individual's life/work designs.

Career Cruising

Career Cruising is an interactive career resource designed for people of all ages to help them find the right career, explore different career options, and plan future education and training.

To get started: <https://public.careercruising.com/en/>

Username: Manitoba280
Password: careers



High School Apprenticeship

The High School Apprenticeship Program (HSAP) is all about on-the-job experience with an employer. HSAP provides practical, paid, work experience and credit towards your high school diploma. The purpose of HSAP is to provide an opportunity for early entry in the trades and build interest with youth. Students are then able to transfer their hours of HSAP on-the-job training after graduation to a Level One Apprenticeship training program.

Learn more: https://www.gov.mb.ca/wd/apprenticeship/pdfpubs/pubs/general/promotional/hsap_brochure.pdf.

Career Development Courses

The career development curricula have been designed to connect school learning with workplace and labour market realities. The courses will attempt to provide a smoother transition between high school graduation and more appropriate post-secondary educational programming. These courses will help students acquire and apply knowledge and skills to make appropriate decisions for life, work, and the essential post-secondary education/training that is required in today's economy. The experiential learning components will provide students with opportunities to explore potential occupations, and to demonstrate employability skills, essential skills, and specific occupational skills. The broad range of experiences may vary from community visitor presentations or volunteerism to community placements through which students have opportunities to gain knowledge and learn skills that are sometimes not available to them in their school setting.

The time allotted for community-based activities varies with the course level, with more time assigned to the higher grades. The following departmental curricula will be available:

- Grade 9 Career Development:
Life/Work Exploration
- Grade 10 Career Development:
Life/Work Planning
- Grade 11 Career Development:
Life/Work Building
- Grade 12 Career Development:
Life/Work Transitioning



With career information and experience, students will acquire enhanced self-confidence, motivation, and self-knowledge, and a greater sense of direction and responsibility.

Credit for Employment

CFE offers students, who are a minimum of 16 years of age the opportunity to earn a high-school credit in Credit for Employment. The CFE allows students to implement career development principles such as essential employability skills into the authentic context of work. Through employment, students will have an opportunity to apply and refine the knowledge and skills acquired in the Career Development Life/Work courses. Furthermore, the CFE will provide students with valuable workplace experience that will contribute to their career-life planning. Students may earn a maximum of two CFE credits towards graduation. For more information: <http://www.edu.gov.mb.ca/k12/cur/cardev/cfe/index.html>

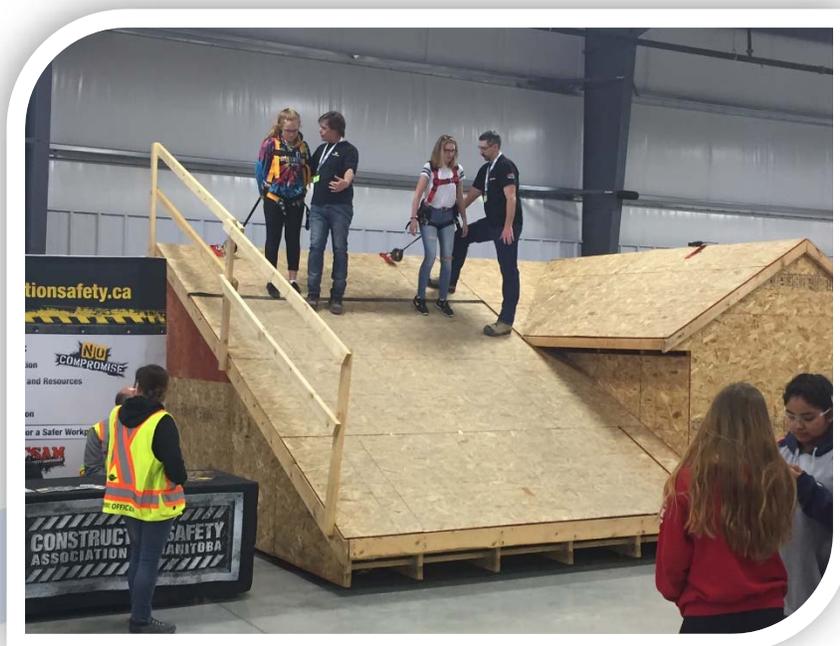
Career Development Internship

CDI offers students who are a minimum of 16 years of age the opportunity to earn a high-school credit in Career Development Internship. The CDI option provides students with the opportunity to consider their career interests and locate an internship placement where they can earn credit while advancing their career future. Internship credits integrate career development theory, knowledge, essential skills, employability skills, and attitudes with meaningful learning experiences in an internship setting. The knowledge, skills and attitudes learned from internships can increase a student's competence and confidence and provide more awareness of the employment opportunities that exist in their community as well as the educational and training requirements for these opportunities. Through internship, students have an opportunity to apply and refine the knowledge and skills acquired in the Career Development Life/Work courses. Furthermore, the CDI will provide students with valuable internship site experience that will contribute to their career-life planning. Students may earn a maximum of two CDI credits towards graduation. For more information:

<http://www.edu.gov.mb.ca/k12/cur/cardev/cdi/index.html>

POST-SECONDARY INFORMATION

Students considering post-secondary education must select courses during their high school years that prepare them for their selected post-secondary education. The following will provide brief outline of entrance requirements to some of Manitoba's post-secondary institutions. More detailed information is available through the career counsellor.



ENTRANCE REQUIREMENTS

University of Manitoba

https://www.umanitoba.ca/student/admissions/media/High_School_Prerequisites.pdf

University of Winnipeg

<https://uwinnipeg.ca/future-student/requirements/mb-hs-students.html>

University of Brandon

<https://www.brandonu.ca/future-students/apply/high-school/requirements/>

Canadian Mennonite University

http://www.cmu.ca/become.php?s=undergrad&p=admission_reg

Red River College

<http://www.rrc.ca/index.php?pid=9052>

Assiniboine Community College

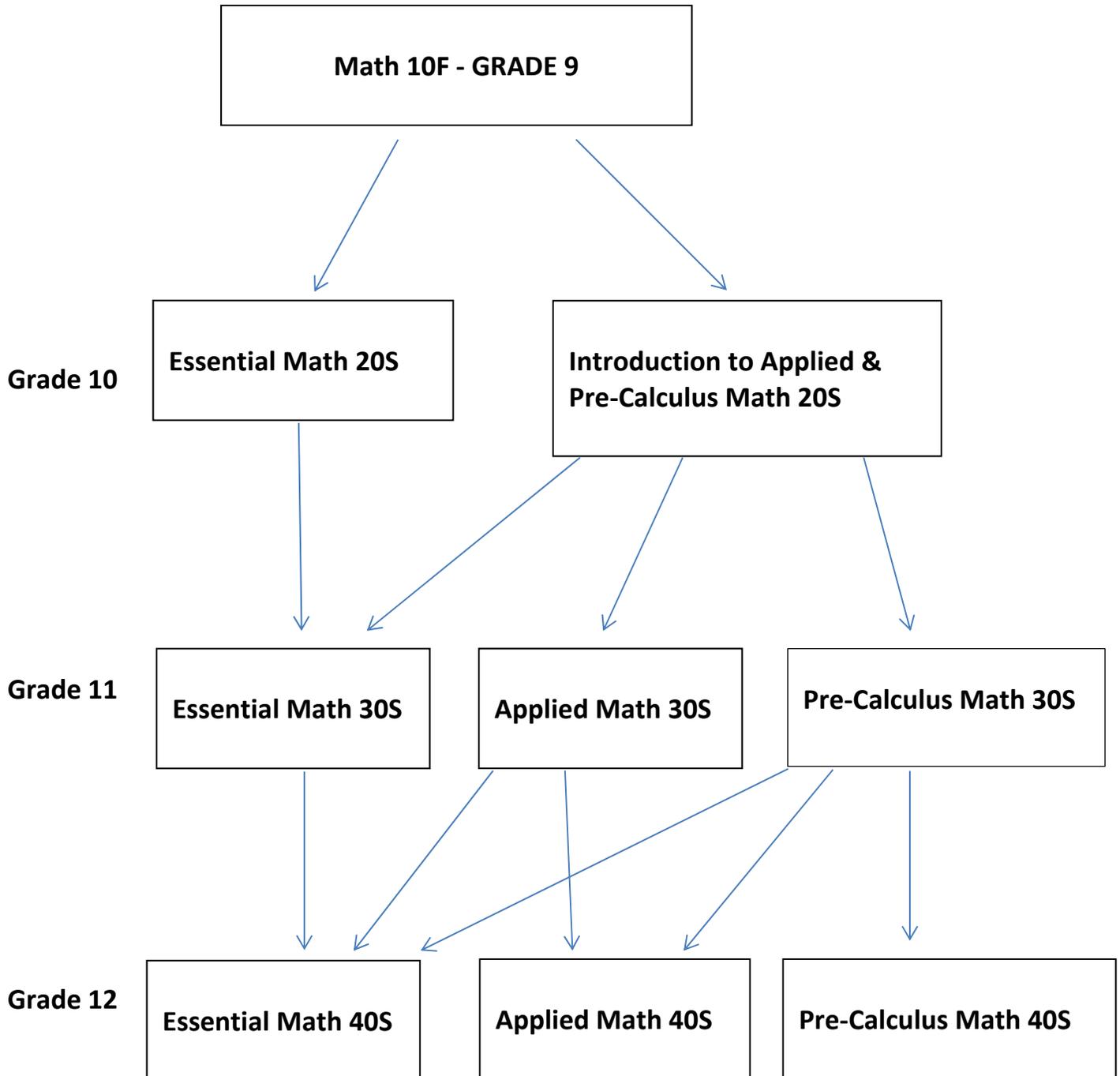
<http://assiniboine.net/admissions/applying-to-acc/admission-requirements>

Manitoba Institute of Trades and Technology

<http://mitt.ca/admissions>



HIGH SCHOOL MATH PATHWAYS



HIGH SCHOOL SCIENCE PATHWAYS

SCIENCE 10F – Grade 9

SCIENCE 20F – Grade 10

Grade 11

Biology 30S

Chemistry 30S

Physics 30S

**Current
Topics in
Science 30S**

Grade 12

Biology 40S

Chemistry 40S

Physics 40S

**Interdisciplinary
Topics in Science
40S**