

Frontier School Division  
**High School Course Guide Book**

**2011 - 2012**



*September 2011*



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## Introduction

This course codebook has been designed to provide you with the common course codes for the Grade 9 - 12 provincial compulsory courses as well as the optional courses offered by Frontier School Division.

This course codebook also includes definitions of various terminology, graduation requirements, and a process page outlining the Challenge for Credit Option, Student Initiated Projects (SIPS), School Initiated Courses (SICS), and the Special Language Credit Option.

If your school is offering a course not indicated in this book, Manitoba Education and Literacy annually publishes a document entitled *Subject Table Handbook*. This handbook was sent to every high school in the province. Additional copies are available at:

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

## Definitions

**Compulsory Courses:** required courses as designated by Manitoba Education and Training or Frontier School Division.

**Optional Courses:** courses that the student selects (from those offered at their school) to meet the optional credits required for graduation.

**Credit:** All Senior High 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 0.5 credit.

**High School Graduate:** a student who completes Grade 9 – Grade 12 with the minimum 29 (in 2009) and 30 (in 2010) credit requirement as specified by the department of education.

**Prerequisites:** completed courses that are required prior to enrollment in another course.

**Subject Code:** A four-digit number, used to identify high school courses.

**School-Initiated Courses: (SICs):** courses developed by the professional staff of a school or a school division/district to meet local needs. These courses must meet the requirements established by Manitoba Education and Training and may not replace department-developed or department-approved curricula. A SIC must be registered by individual schools on a yearly basis.

**School Initiated Project: (SIPs):** These projects are initiated by a student in areas of special interest not provided in the Senior Years. Such projects must be initiated and written by the student with the assistance or guidance of the professional staff of the school or school division/district. Student progress must be evaluated and credit granted for learning or growth experienced during the project. Student-initiated projects are not to be equated either with regular extracurricular school activities or the regular activities of organized community groups.

**Community Service Student Initiated Project/Credit for Community Service:** This credit is for an activity that is outside the regular school program, does not include formal enrollment, or does not include work that is part of a course approved by Manitoba Education and Literacy.

**Cultural Exploration SIP:** Students can gain valuable educational experience by enhancing their knowledge of their own cultural origins or 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. A credit may be available to a student who participates in such activity in the senior years for graduation purposes and does not require departmental registration.

**Challenge for Credit:** As Education, Training and Youth recognizes that students may have already acquired the knowledge, skills, and attitudes of a particular course, this option provides a process for these students to demonstrate that they have achieved the learning outcomes (as defined in the Manitoba Curriculum) for a directly-related course.

**Substitute for Credit:** A substitution of a maximum 2 credits can be made in any subject area conditional on parent/guardian approval. The transcript should indicate the course being substituted and which course is the substitute. The code for the substitution course would be entered on the transcript with a note indicating that the course is a substitution.

**Distance Delivery:** Manitoba Education and Literacy is establishing a responsive and comprehensive policy for the development and implementation of distance learning courses. When reporting student rules, those provincial distance learning online courses based on Manitoba's curricular outcomes will use the same Student Table Handbook course code as distance learning based on Manitoba's print curricula. Out-of-province distance learning courses (print and online) have a new category of course codes in the Student Table Handbook. This also means that acquired print and online courses from out-of-province do not require SIC submission.

**Frontier School Division Native Studies Credit Requirement:** All students in Frontier School Division are required to have a credit in Native Studies 31G or current topics in First Nation/Métis and Inuit Studies 40S in order to receive a graduate diploma from the Division.

*Please note:*

- a) *Adult and mature students are exempted from the requirements of this policy.*
- b) *High School students may request exemptions by sending a written submission to the Chief Superintendent. This submission must outline the reasons for the exemption and must include the recommendation of the principal and the parent, if the student is under the age of 18. Exemptions for high school students will be approved only on the basis of late transfers and/or exceptional circumstances.*

**Foundation Designation (F):** Education experiences that are broadly based and appropriate for all students and which may lead to further studies beyond the Senior Years are designated 'F' courses.

**General Designation (G):** The General (or 'G') course designation identifies general educational experiences for all students.

**Specialized Designation (S):** The Specialized (or 'S') designation identifies educational experiences beyond the Senior Years (e.g. apprenticeship, college, and university).

**Modified Designation (M):** The Modified (or 'M') course designation identifies any department-developed or approved curriculum that has been modified by 50% or more at the school level for student with significant cognitive disabilities. Significant modifications to curriculum goals and objectives or outcomes are undertaken before a student begins the course(s). ***An Individual Education Plan (IEP) and parental consent is required for each student.***

**EAL (E):** English as an Additional Language. This designation is used for students who have course work adapted where English is not the first language. An EAL Student Educational Plan is required for each student (EALSEP)

## Graduation Requirements

A minimum 30 credits are required for graduation, of which 15 are compulsory and 13 are optional.

### *Sample Graduation Path:*

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>English</b>	<b>English</b>	<b>English</b>	<b>English</b>
<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>
<b>Science</b>	<b>Science</b>	<b>History</b>	<b>Phys. Ed</b>
<b>Social Studies</b>	<b>Geography</b>	<b>Phys. Ed</b>	<b>Option**</b>
<b>Phys. Ed.</b>	<b>Phys. Ed.</b>	<b>Native Studies*</b>	<b>Option</b>
<b>Option</b>	<b>Option</b>	<b>Option</b>	<b>Option</b>
<b>Option</b>	<b>Option</b>	<b>Option</b>	<b>Option</b>
<b>Option</b>	<b>Option</b>	<b>Option</b>	<b>Option</b>

\*It is compulsory for graduates of Frontier School Division to have received credit in Native Studies 31G, though this course credit is counted as one of the 13 optional credits. Students may take FNMI 40S in place of this course.

\*\*Within the optional subject areas, students must complete one Grade 11 credit and two Grade 12 credits.

\*\*\*Students beginning Grade 11 in September 2008 will require 2 credits in Physical Education, one at the 30S level and one at the 40S level.

\*\*\*\*Students beginning Grade 12 in September 2008 will require 1 credit in Physical Education at the 40S level.

### **Number of SIC Credits Allowed**

A student may earn one credit by undertaking and completing successfully a SIC designed for a minimum of 110 hours of instruction or supervised learning.

Half credits may be earned by undertaking and completing successfully a SIC or SIP designed for a minimum of 55 hours of instruction or supervised learning.

The **maximum** number of SIC credits allowable in the calculation of a student's Senior Years graduation credit requirements is eleven (11) credits (i.e., 11 credits across Grades 9 - 12).



## **2011-2012 High School Course Registration and Marks**

- High school course registrations are to be collected for all senior students, Grade 9 – Grade 12. Course registrations for all courses (including second semester and repeated courses) to be taken by a student as of September 30 are to be reported. Submit the information as soon as students are registered, if there are changes before September 30 submit the changes at that time.
- Reporting must be submitted using EIS exported data by **October 8, 2011**.
- **Frontier School Division no longer permits the transfer of information on staff or students using regular Canada Post mail services, bus, plane or transport. This pertains to any information that could be described as “Personal” by FIPPA &/or PIPEDA, such as student registration & marks.**
- Reporting must be made to:

Debra Curle  
Computer Help Desk Specialist  
Frontier School Division  
30 Speers Road  
Winnipeg MB R2J 1L9

Telephone – 204.258.2716  
Facsimile – 204.258.2061

Please direct all reporting inquiries to Debra Curle

The course code list that follows includes the most common codes used in Frontier schools. The *Subject Table Handbook 2011-2012* from Manitoba Education and Literacy is the guide to use for any other codes you require.

## Mathematics Course Codes for Fall 2011

Revisions made to the Mathematics content of the Subject Table Handbook: September 2010 - June 2011 effective September 1, 2010 include the following:

3000	Essential Mathematics	1.0	20S	20E	20M
3001	Essential Mathematics I	0.5	25S	25E	25M
3004	Essential Mathematics II	0.5	25S	25E	25M
3905	Intro. to Applied & Pre-Calculus Math (1 credit)		20S, 20E, 20M		

3903 Applied Mathematics 20S, 20E, 20M are **ended** as at August 31, 2010. Levels 30S, 30E, 30M and 40S, 40E, 40M remain for future phase-out.

3939 Pre-Calculus Mathematics 20S, 20E, 20M are **ended** as at August 31, 2010. Levels 30S, 30E, 30M and 40S, 40E, 40M remain

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Schools offering the following courses should **transition students immediately** to the new curricula since these code options will end August 31, 2010:

3904	Consumer Mathematics	1.0	20S	20E	20M
3911	Consumer Mathematics I	0.5	25S	25E	25M
3912	Consumer Mathematics II	0.5	25S	25E	25M
3903	Applied Mathematics	1.0	20S	20E	20M
3939	Pre-Calculus Mathematics	1.0	20S	20E	20M

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Additional codes will be made available **effective** September 1, 2010 for the remaining Essential Mathematics courses:

3000	Essential Mathematics	1.0	30S	30E	30M	40S	40E	40M
3005	Essential Mathematics III	0.5	35S	35E	35M			
3006	Essential Mathematics IV	0.5	35S	35E	35M			
3007	Essential Mathematics V	0.5	45S	45E	45M			
3008	Essential Mathematics VI	0.5	45S	45E	45M			

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The following code options will **end** August 31, 2011:

3904	Consumer Mathematics	1.0	30S	30E	30M
3913	Consumer Mathematics III	0.5	35S	35E	35M
3914	Consumer Mathematics IV	0.5	35S	35E	35M

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The remaining code options will **end** August 31, 2012:

3904	Consumer Mathematics	1.0	40S	40E	40M
3915	Consumer Mathematics V	0.5	45S	45E	45M
3916	Consumer Mathematics VI	0.5	45S	45E	45M

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Note: **There is no Essential Mathematics 10S.** Grade 9 has the one course, Mathematics 10F for compulsory credit and there is a continuation of Grade 9 Transitional Mathematics 10F for optional credit.



## Common Course Codes High School Credits

In order to graduate you must complete a **minimum** of **30** credits. Curriculum documents are available online at:

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

### Grade 9 (level 1X) - 5 Compulsory credits and 3 Optional credits

#### Compulsory

Subject	Subject Code	Level	Credit	
English	0001	10F	1.0	The purpose of the course is to facilitate the language development of Grade 9 students. The study of the English language arts enables the student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction, and learning.
Transitional Math	3923 3918 3919	10F 15F 15F	1.0 0.5 0.5	This course is for students who need to develop skills for mathematics 10F. Students improve attitudes towards learning, motivation, mathematical skill, communication and work skills. Students will be expected to demonstrate mathematical understanding, thinking and communication and behaviors such as responsibility, learning, effort, perseverance, respect for self and others. <b>(Transitional Math is cannot be used as the compulsory math. Students taking Transitional Math must also complete Foundations Math (0080) to meet graduation requirements.)</b>
<b>And</b> Mathematics	0080	10F	1.0	
				Grade 9 Mathematics (10F) is a foundation course to prepare students for multiple possible pathways in Grades 10 to 12. The course builds on the understandings from Kindergarten to Grade 8 Mathematics. On completion of this course, the successful student will be prepared to continue the study of Mathematics in their Grade 10, 11, and 12 years. <b>(This course meets graduation requirements by itself)</b>

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Subject	Subject Code	Level	Credit													
Science	0120	10F	1.0	<p>The Grade 9 Science (10F) course is structured into 4 clusters in accordance with the <i>Grade 10 Science: Manitoba Curriculum Framework of Outcomes (2000)</i> curriculum document. It is structured into clusters as follows:</p> <table border="1"> <thead> <tr> <th colspan="2">Senior 1</th> </tr> </thead> <tbody> <tr> <td><b>Cluster 0</b></td> <td><u>Overall Skills and Attitudes</u></td> </tr> <tr> <td><b>Cluster 1</b></td> <td><u>Reproduction</u></td> </tr> <tr> <td><b>Cluster 2</b></td> <td><u>Atoms and Elements</u></td> </tr> <tr> <td><b>Cluster 3</b></td> <td><u>Nature of Electricity</u></td> </tr> <tr> <td><b>Cluster 4</b></td> <td><u>Exploration of the Universe</u></td> </tr> </tbody> </table>	Senior 1		<b>Cluster 0</b>	<u>Overall Skills and Attitudes</u>	<b>Cluster 1</b>	<u>Reproduction</u>	<b>Cluster 2</b>	<u>Atoms and Elements</u>	<b>Cluster 3</b>	<u>Nature of Electricity</u>	<b>Cluster 4</b>	<u>Exploration of the Universe</u>
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<b>Cluster 4</b>	<u>Exploration of the Universe</u>															
Physical Education/Health Education	0169	10F	1.0	<p>The focus of the program at the Grade 9 level is on physical fitness and personal well-being. There is an emphasis on participation and skill development while promoting a healthy lifestyle and active living. This course is 110 hours in length.</p>												
Social Studies	0101	10F	1.0	<p><i>Canada in the Contemporary World (New Curriculum)</i> Grade 9 students focus on the opportunities and challenges of Canada Today, including its demographics, geography and political organization.</p> <p>This curriculum is intended to help students gain a greater understanding of the society in which they live, their roles within society, and the role of Canada within the world. Students will focus on the physical, historical and political features that have shaped Canada's evolution as a nation in the 21<sup>st</sup> century. They will examine Canadian Identity, multiculturalism, the political, legal and economic processes, as well as the implications of changing technology.</p>												

## Grade 10 (level 2X) - 5 Compulsory credits and 3 Optional credits

### Compulsory

Subject	Subject Code	Level	Credit	
English	0001	20F	1.0	<p>The purpose of the course is to facilitate the language development of Grade 10 students. The study of the English language arts enables the student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction, and learning.</p>

# C O M P U S O R Y

Subject	Subject Code	Level	Credit													
Choose <b>one</b> of: Essential Mathematics	3001 and 3004	25S, E, M and 25S, E, M	0.5 and 0.5	<p><i>Grade 10 Essential Mathematics (20S)</i> is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Grade 10 essential Mathematics (20S) is a one-credit course consisting of two half-credits each emphasizing consumer applications, problem solving, decision making, and spatial sense.</p> <p><i>Grade 10 Introduction to Applied and Pre-calculus Mathematics (20S)</i> is intended for students considering post-secondary studies that require a math prerequisite. This pathway provides students with the mathematical understanding and critical-thinking skills that have been identified for specific post-secondary programs of study. The topics studied form the foundation for topics to be studied in both Grade 11 Applied Mathematics and Grade 11 Pre-calculus Mathematics.</p>												
<b>OR</b>	or 3000	or 20S, E, M	or 1.0													
Introduction to Applied and Pre-calculus Mathematics	3905	20S, E, M	1.0													
Science	0120	20F, E, M	1.0	<p><i>Grade 10 Science (20S)</i> is based on the 2003 <i>Grade 10 Science, Foundation for Implementation</i> curriculum document published by Manitoba Education and Training. It is designed as an integrated science course, containing topics in chemistry, biology, and physics. It is divided into clusters as follows:</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th colspan="2">Senior 1</th> </tr> </thead> <tbody> <tr> <td><b>Cluster 0</b></td> <td><u>Overall Skills and Attitudes</u></td> </tr> <tr> <td><b>Cluster 1</b></td> <td><u>Dynamics of Ecosystems</u></td> </tr> <tr> <td><b>Cluster 2</b></td> <td><u>Chemistry in action</u></td> </tr> <tr> <td><b>Cluster 3</b></td> <td><u>In Motion (the Physics of Objects in Motion)</u></td> </tr> <tr> <td><b>Cluster 4</b></td> <td><u>Weather Dynamics</u></td> </tr> </tbody> </table>	Senior 1		<b>Cluster 0</b>	<u>Overall Skills and Attitudes</u>	<b>Cluster 1</b>	<u>Dynamics of Ecosystems</u>	<b>Cluster 2</b>	<u>Chemistry in action</u>	<b>Cluster 3</b>	<u>In Motion (the Physics of Objects in Motion)</u>	<b>Cluster 4</b>	<u>Weather Dynamics</u>
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<b>Cluster 4</b>	<u>Weather Dynamics</u>															
Physical Education/Health Education	0169	20F, E, M	1.0	This course further develops skills introduced in Grade 9 focusing on lifetime sports, a healthy lifestyle and wellness attitudes.												
Social Studies: Geographical Issues of the 20 <sup>th</sup> Century	1180	20F, E, M	1.0	The purpose of this course is to examine the characteristics of the physical and social environments of North America and to analyze the interrelationships and interaction between them.												

# Grade 11 (level 3X) – 5 Compulsory credits and a minimum of 1 Optional credit at the S3 level + additional optional credits

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## Compulsory

Subject	Subject Code	Level	Credit	
<i>Choose <b>one</b> of:</i> ELA: Comprehensive Focus	0092	30S	1.0	This course gives equal emphasis to working with texts for aesthetic and pragmatic purposes.
ELA: Literary Focus	0093	30S	1.0	This course gives more weight to experiencing texts for aesthetics purposes (70%) than for pragmatic purposes (30%).
ELA: Transitional Focus	0094	30S	1.0	This course places more emphasis on working with texts for pragmatic purposes (70%) than for aesthetic purposes (30%).
<i>Choose <b>one</b> of:</i>  Essential Mathematics	3005 and 3006  or 3000	35S, E, M and 35S, E, M  or 30S, E, M	0.5 and 0.5  or 1.0	<i>Grade 11 Essential Mathematics (30S)</i> is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Grade 11 essential Mathematics is a one-credit course consisting of two half-credits each emphasizing consumer applications, problem solving, decision making, and spatial sense. Grade 11 essential Mathematics builds on the knowledge and skills of Grade 10 essential Mathematics and provides a foundation for the topics studied in Grade 12 essential Mathematics.
<b>OR</b>				
Applied Mathematics	3905	30S	1.0	
<b>OR</b>				<i>Grade 11 Applied Mathematics (30S)</i> 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. It builds upon the foundation knowledge and skills from Grade 10 Introduction to Applied and Pre-calculus Mathematics and builds a foundation for Grade 12 Applied Mathematics.
Pre-Calculus Mathematics	3939	30S	1.0	
				<i>Grade 11 Pre-calculus Mathematics (30S)</i> 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 10 Introduction to Applied and Pre-calculus Mathematics and provides background knowledge and skills for Grade 12 Pre-calculus Mathematics.

Subject	Subject Code	Level	Credit	
History: Canadian	0040	30S or 30G	1.0	Primarily a social history of Canada, this course presents a variety of topics that illustrate the development of the Canadian people. Among the groups and issues studied are Aboriginal people and their culture, immigrants and multiculturalism, federalism and provincial rights, political parties, industrialization, minority rights and Canada's place in world affairs. Substantial attention is paid in this course to Western Canada, its people, the way it has changed, and questions of crucial importance to its future.
Physical Education	0169	30F	1.0	This compulsory full-credit course is designed to help youth take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage in active lifestyles into their futures.

**Grade 12** (level 4X) – 2 Compulsory Credits and a minimum of 2 Optional Credits at the S4 level + additional optional credits. 3 Compulsory Credits in June 2010.

**Compulsory**

Subject	Subject Code	Level	Credit	
<i>Choose one of:</i> ELA: Comprehensive Focus	0092	40S	1.0	This course gives equal emphasis to working with texts for aesthetic and pragmatic purposes.
ELA: Literary Focus	0093	40S	1.0	This course gives more weight to experiencing texts for aesthetic purposes (70%) than for pragmatic purposes (30%).
ELA: Transitional Focus	0094	40S	1.0	This course places more emphasis on working with texts for pragmatic purposes (70%) than for aesthetic purposes (30%).

# C O M P U L S O R Y

Subject	Subject Code	Level	Credit	
Choose <b>one</b> of:				
Essential Mathematics	3007 And 3008	45S,E,M 45S,E,M	0.5 0.5	<p><i>Grade 12 Essential Mathematics (40S) is intended for students 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.</i></p>
OR	or 3904	40S,E,M	1.0	
Applied Mathematics	3903	40S,E,M	1.0	
OR				<p><i>Grade 12 Applied Mathematics (40S) is intended for students considering post-secondary studies that do not require a study of theoretical calculus. It is context driven and promotes the learning of numerical and geometrical problem solving techniques as they relate to the world around us.</i></p>
Pre-Calculus Mathematics	3939	40S,E,M	1.0	
Physical Education	0169	40F	1.0	<p><i>Grade 12 Pre-calculus Mathematics (40S) 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.</i></p> <p>This compulsory full-credit course is designed to help youth take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them and to engage in active lifestyles into their futures. Students will study topics related to fitness management, nutrition, sexual health, social/emotional health, and personal development. The focus of this content will be on health and personal planning.</p>

## Optional

Subject	Subject Code	Level	Credit	

# Optional

Subject	Subject Code	Level	Credit	
Accounting Principles	0200	30S, E, M	1.0	This course is one of four possible Grade 11 mathematics courses that students in Manitoba can complete to meet compulsory core requirements for Grade 11 math. The course is structured into 5 modules: Basic Concepts, Accounting Process, Cash Control Payroll Accounting and Income Tax and Computerized Accounting.
Accounting Systems	1227	40S, E, M	1.0	Students in Manitoba who complete this course can use it to meet compulsory core requirements for Grade 11 math. This course focuses on accounting for a merchandising business and converting manual accounting records to computerized accounting systems.
Advanced Keyboarding	1270	25S, E, M	0.5	This course prepares you with skills to set up or format a document. Any instruction that tells you how to arrange a piece of work is called formatting or format. Work done on a computer or electronic typewriter is called a document. This course is designed for both typewriter and computer users.
Art	0202	10G	1.0	In this course you discover the theory that artistic design in a plan for order. You are introduced to the elements and principles of visual art (artistic design) and also the idea of using your observations of nature in your artwork. You investigate art processes, techniques, tools, materials and products. The topics covered include: - design - colour - basic drawing and painting - fabric art - designing for advertising - printmaking - sculpturing
Art	0202	20G	1.0	This course covers basic art principles to enable you to apply them in creating your own work. It also offers you opportunities to experience both the practical and creative side of art. The topics covered include: - principles and techniques of drawing - watercolour painting - principles of design and colour - lettering, graphics, and poster making - perspective - portraiture and cartooning - illustration and figure drawing - abstraction - acting painting - animation - op art and mobiles - print-making - art history - criticism

Subject	Subject Code	Level	Credit	
Automated Office	1274	40S	1.0	This is a course designed for students who are pursuing business and office work immediately after graduation and for those students who are planning post-secondary study in this field.
Biology	0124	30S	1.0	This course is designed to assist students in achieving greater understanding of the anatomy and physiology of the systems in the human body. There is also an emphasis on the biochemistry of human systems. It is structured into the following modules: Cell Structure and Function, Biochemistry, Digestion, Transport System, Respiratory System, Excretory System, Reproductive System.
	0124	40S	1.0	This course is designed to assist students in achieving a greater understanding of human genetics, bioenergetics, the animal kingdom and the plant kingdom. It is structured into modules as follows: DNA/RNA/Protein Synthesis, Introduction to Human Genetics, The New Genetics: An Issues Approach, Photosynthesis, Cellular Respiration, Variety in Animals, Variety in Plants, Angiosperms.
Chemistry	0122	30S	1.0	This course is structured into the following modules: The Periodic Table and Elements, Concepts of Matter, Organic Chemistry, Gases, Solutions, Polymers, The Chemistry of Food Additives.
Cree	9042	11G	1.0	The main focus of this course is to gain practical knowledge of the Cree language in order to effectively communicate in everyday activities.
		21G	1.0	These courses are designed for students who have a previous knowledge of the Cree Language. They challenge students to improve previous language skills by writing and reading, as well as speaking for broader purposes. Students at the 21G level should be competent in listening and speaking and students at the 31G level should be competent in listening, speaking and reading.
		31G	1.0	
		41G	1.0	41G students will be competent in listening, speaking, reading, and writing.
Dramatic Arts	0322	20G	1.0	This course explores drama through mime, improvisation, story theatre, reader's theatre and scripted works. Through group activities and individual performances, students develop confidence and poise while cultivating theatrical skills.

# Optional

Subject	Subject Code	Level	Credit	
ELA: Comprehensive Focus	0092	30S	1.0	This course gives equal emphasis to working with texts for aesthetic and pragmatic purposes.
	0092	40S	1.0	This course gives equal emphasis to working with texts for aesthetic and pragmatic purposes.
ELA: Literary Focus	0093	30S	1.0	This course gives more weight to experiencing texts for aesthetic purposes (70%) than for pragmatic purposes (30%).
	0093	40S	1.0	This course gives more weight to experiencing texts for aesthetic purposes (70%) than for pragmatic purposes (30%).
ELA: Transactional Focus	0094	30S	1.0	This course places more emphasis on working with texts for pragmatic purposes (70%) than for aesthetic purposes (30%).
	0094	40S	1.0	This course places more emphasis on working with texts for pragmatic purposes (70%) than for aesthetic purposes (30%).
Family Studies	1118	10F	1.0	This course provides an opportunity for students to learn some practical skills that can be used everyday. It includes a student of nutrition, human relationships, as well as developing some hands-on skill in the area of clothing construction and care.
	0485	15F	0.5	This course provides an overview of various topics relating to adolescence. Topics include relationships with friends, family, and dating partners. Conception, prenatal care, the birth process and money management in a future career will be included.
Food and Nutrition	0484	15G	0.5	This course will include an intensive study of food nutrients and their functions in the body, the different requirements at different age levels and conditions of health. Part of the class time will be spent in the foods lab preparing food using more advanced cookery skills.
	1119	10G	1.0	
	1119	20G	1.0	
	1119	30G	1.0	
Futures in Business	1224	15G	0.5	This course's overall emphasis is to heighten the students' awareness of the employment opportunities provided by business or community organizations. It is designed to equip them with the skills that will enable them to prepare to participate actively and gain practical business experience either as an employee or as a volunteer worker.



# Optional

Subject	Subject Code	Level	Credit	
Geography: Physical	1124	30S	1.0	Students will gain an understanding of their physical surroundings and how they affect their activities in this course. The course deals with the study of maps – earth as a planet, forms of the earth and climate. It also deals with the study of man’s relationship to climate, economic activities and population.
Geography: World Human	1126	40S	1.0	This course deals with the interrelationships of humans and the worldwide environments. Students explore the environment, population, food supply, resources, industrialization and urbanization, human relationships with the environment also influences economics, sociology, politics, and ecology.
History: Western Civilization	1136	40S	1.0	This course introduces the people, ideas and events that have shaped Western Civilization. Canadian political, economic, legal and social systems are based on these traditions. As a senior history course, the more than thirty centuries of material is handled using six major themes: religion, ideology, humanism, individualism, secularism and skepticism. It is structured into modules as follows: Historical Overview; Pre-modern Western Civilization; Renaissance, Reformation and Absolutism vs. Representative Government; The Age of Reason and the Political, Agricultural and Industrial Revolutions; Major Movements and Events from 1815 to 1919; 1919 to the Present.
Social Studies: World Issues	1179	40S	1.0	The Home Economics program is divided into two sections, Foods and Nutrition and Clothing and Textiles. Students will spend 8 cycles in each area. At all level, students will participate in practical as well as written work. Students must complete a clothing project in order to obtain a credit or ½ credit.
Home Economics	0482	10G 15G 20G 25G	1.0 0.5 1.0 0.5	This course develops your skills in keyboarding. You learn how to key information or data into computers so that the information can be used in the most efficient and effective manner. In addition, this course enables you to gain additional skills beyond the basic concepts associated with information processing.
Introduction to Calculus	3940	45S	0.5	The prime objective of this course is to introduce the student to areas of mathematics that will be studied in depth in post-secondary programs. In this half-credit course, students will be introduced to the concepts of limits, derivative of a function, applications of derivatives and integration.

# Opportunities

Subject	Subject Code	Level	Credit	
Drafting Design & Technology	7953	15G	0.5	The purpose of this course is to provide the students with an introduction to drafting. They will have the opportunity to develop skills in the use of drawing equipment while learning basic linework. Content will include: orthographic projection, pictorial drawings, dimensioning, blueprint reading, and an introduction to both machine and architectural drafting.
Power Mechanics Technology	7966	15G	0.5	This course is designed with the novice in the automotive industry in mind. The course adopts a theoretical approach to power mechanics. The course includes: <ul style="list-style-type: none"> <li>- safety and tool identification</li> <li>- fasteners and gaskets</li> <li>- use of manuals</li> <li>- theory of engine operation</li> <li>- lubrication systems</li> <li>- cooling systems</li> <li>- fuel systems</li> <li>- electrical systems</li> <li>- wheels and tires</li> <li>- trouble shooting</li> </ul> If you like discovering how automobiles operate and learning about car components, you will find the course valuable.
Power Mechanics Technology	7966	25G	0.5	Students will develop further the necessary skills and techniques required to properly disassemble, inspect and reassemble two and four stroke cycle engines. School supplied engines are used but students will have the opportunity to bring in other engines to work on. Students will also learn about basic car maintenance and how to buy a good used car. Advanced welding techniques will also be covered and students will complete a welding project as determined by the instructor. Safe shop work habits will be stressed.
Introduction to Woodworking	7990	10G	1.0	This course introduces the student to hand tools and woodworking machinery.
Woodworking Technology	7990	20G	1.0	This course continues the student's introduction to basic woodworking processes and applications. Students will develop creative problem solving skills that refine their ideas into a well-designed project.
	7991	15G 25G	0.5 0.5	



# Optional

Subject	Subject Code	Level	Credit	
Law	0580	40S	1.0	This course enables students to acquire knowledge of basic legal principles that are considered important to everyday living. It begins with the Canadian legal system and provides a brief, but intensive study of Canada's Charter of Rights and Freedoms. The course continues with criminal law, Law of Torts, Contract Law and finally Property, Wills and Family Law. To complete the work for modules 1 and 2, students must view three video recordings: King Solomon's Heirs – An Introduction to Civil Law, Canada's Charter of Rights and Freedoms, ...And You Shall Be Heard (Parts 1 and 2).
Music: Band	3953	10G	1.0	Through this course, students will develop musical appreciation by practical involvement. Students will be exposed to a wide repertoire of concert band music. As well as performance in class, there will be opportunity to travel and work with other students. Success is dependent on work done in class as well as one's own time.
Ojibwe (Saulteaux)	9300	11G	1.0	The main focus of this course is to gain practical knowledge of the language in order to effectively communicate in everyday activities.
	9300	21G	1.0	These courses are designed for students who have a previous knowledge of the language.
	9300	31G	1.0	They challenge students to improve previous language skills by writing and reading, as well as speaking for broader purposes.
	9300	41G	1.0	
Physics	0123	30S	1.0	This course assists students in interpreting much of the environment around them. Throughout this course, students will be concerned with the investigation of motion, work and energy. It is structured into modules as follows: Linear Kinematics, Vectors, Newton's Laws, Projectile and Circular Motion, Momentum and Impulse, Work and Energy, Heat Concepts and Home Energy Conservation.
	0123	40S	1.0	Through this course, students will be concerned with the investigation of waves, electrical motors and generators and related concepts. It is structured into modules as follows: Waves, Static Electricity, Fields and Forces, Basic Electrical Currents, Basic Magnetism, Electromagnetic Induction and Alternating Current, Sound.

# Optional

Subject	Subject Code	Level	Credit	
Science Current Topics in Science	0139	30S	1.0	<i>Current Topics in the Sciences 30S</i> provides the basis for learning, teaching, and assessing science in a topical and interdisciplinary manner. Multidisciplinary topics based on current issues serve as the organizing themes for this course, in which scientific knowledge and its implications are presented in a unified manner, integrating the areas of biology, chemistry, physics, the geosciences and the space sciences. The course shifts the focus from teaching concepts and facts to teaching critical thinking and problem-solving skills developed through the study of a particular topic, from which key concepts and facts will evolve naturally from the context at hand.
Start Your Own Business	1225	25G	0.5	This course is designed to contribute to the growth and development of students and to emphasize skills that will assist young people to plan and start small businesses.
Visions and Ventures: Entrepreneurship	1277	30S	1.0	Students will be given the opportunity to develop business communication and creativity skills, research ideas, organize and launch a business, create a formal business plan and evaluate their success.
Applying Information and Communication Technology 1 *	0217	15F	0.5	The purpose of this course is to reinforce and extend the ICT knowledge, attitudes, and skills acquired by students in the Early and Middle Years. The course will further prepare students to use ICT to learn and demonstrate their learning in all Senior Years courses.
Applying Information and Communication Technology 2 *	0218	15F	0.5	The purpose of this course is to reinforce and extend the ICT knowledge, attitudes, and skills acquired by students in the Early and Middle Years. The course will further prepare students to use ICT to learn and demonstrate their learning in all Senior Years courses.
Relational Databases *	0221	35S	0.5	The purpose of this course is to reinforce and extend the ICT knowledge, attitudes, and skills acquired by students in the Early and Middle Years. The course will further prepare students to use ICT to learn and demonstrate their learning in all Senior Years courses.
Keyboarding *	1270	25S	0.5	The purpose of this course is to reinforce and extend the ICT knowledge, attitudes, and skills acquired by students in the Early and Middle Years. The course will further prepare students to use ICT to learn and demonstrate their learning in all Senior Years courses.

# O P t i o n a l C o u r s e s

Subject	Subject Code	Level	Credit	
Print Communications *	0222	25S	0.5	The purpose of this course is to reinforce and extend the ICT knowledge, attitudes, and skills acquired by students in the Early and Middle Years. The course will further prepare students to use ICT to learn and demonstrate their learning in all Senior Years courses.
Desktop Publishing *	0223	35S	0.5	The purpose of this course is to reinforce and extend the ICT knowledge, attitudes, and skills acquired by students in the Early and Middle Years. The course will further prepare students to use ICT to learn and demonstrate their learning in all Senior Years courses.
Interactive Websites *	0225	35S	0.5	The purpose of this course is to reinforce and extend the ICT knowledge, attitudes, and skills acquired by students in the Early and Middle Years. The course will further prepare students to use ICT to learn and demonstrate their learning in all Senior Years courses.
Digital Pictures	0226	25S	0.5	The purpose of this course is to reinforce and extend the ICT knowledge, attitudes, and skills acquired by students in the Early and Middle Years. The course will further prepare students to use ICT to learn and demonstrate their learning in all Senior Years courses.
2D Animation	0227	35S	0.5	The purpose of this course is to reinforce and extend the ICT knowledge, attitudes, and skills acquired by students in the Early and Middle Years. The course will further prepare students to use ICT to learn and demonstrate their learning in all Senior Years courses.
Digital Film Making	0230	25S	0.5	The purpose of this course is to reinforce and extend the ICT knowledge, attitudes, and skills acquired by students in the Early and Middle Years. The course will further prepare students to use ICT to learn and demonstrate their learning in all Senior Years courses.
Broadcast Media	0231	35S	0.5	The purpose of this course is to reinforce and extend the ICT knowledge, attitudes, and skills acquired by students in the Early and Middle Years. The course will further prepare students to use ICT to learn and demonstrate their learning in all Senior Years courses.



Subject	Subject Code	Level	Credit	
Interactive Media	0237	35S	0.5	The purpose of this course is to provide students with the skills and knowledge to create interactive media products that combine video, audio, and interactive components. Prior to taking the course, students should have skills in creating audio and video and an understanding of the media production process. Students will plan, develop, and publish interactive media.
Data Collection & Analysis	0235	35S	0.5	The purpose of this course it to provide students with the skills and knowledge to collect, organize, manipulate, and analyze data to solve problems using spreadsheets.
Life/Work Exploration	0097	10S	1.0	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. With career information and experience, students will acquire enhanced self-confidence, motivation, and self-knowledge, and a greater sense of direction and responsibility.
Life/Work Planning	0098	20S	1.0	
Life/Work Building	0099	30S	1.0	
Life/Work Transition	0100	40S	1.0	
Current Topics in First Nations, Métis and Inuit Studies	0103	40S	1.0	This course is designed as a multi-disciplinary course that allows students to explore and develop skills and concepts in the Arts, ELA, Geography, History, Social Studies, and Law.
Interdisciplinary Sciences	0140	40S	1.0	<i>Interdisciplinary Topics in Science 40S</i> , currently under development, complements <i>Grade 11 Current Topics in the Sciences 30S</i> . Both courses are designed to provide engaging academic alternatives for those students not pursuing post-secondary science, as well as for students already enrolled in the traditional disciplines.
Psychology	1010	40S	1.0	This course exposes students to the major topics found in the field of psychology. It also emphasizes the issues that are of particular direct interest and relevance to students completing high school. Students explore the scientific methods upon which psychology is based. They can then apply what they learned to their daily lives.
Skills for Independent Living	0026 3951	15G 10G 20G	0.5 1.0 1.0	This course emphasizes the knowledge, skills, and behaviour essential to a productive future in a changing world. Key topics include communication skills, enterprise skills, self-exploration, decision making, goal setting, and consumerism. Learning skills and study activities are ongoing elements
Global Issues Citizenship (formerly Student Leadership)	1128	40S	1.0	This course combines inter school workshops along with classroom sessions at the local school level to develop students leadership in global issues.

\* These courses may be utilized to fulfill the minimum eight credit requirement for an approved Business Education or Marketing Education cluster.

**Divisional Schools initiated Credits (SIC's) & School Initiated Projects (SIP's)**

Native Studies (SIC)	4565	31G	1.0	This course centers on origins, archaeology, linguistics, history, history up to circa 1900 and contains much new research on Native peoples. The course is divided into 7 units.
Fiddling	9993	11G	1.0	This course offers students the chance to experience a variety of musical opportunities: introduction to fiddles, history of fiddle culture, fiddle tab reading, fiddle ensemble, musical and rhythms notation, overview of music history, and music appreciation.
Community Studies	5832	11G	1.0	Students will have the opportunity to learn teachings and oral history about their cultural roots and practices as related be the Elders and others.
Hunting	9959	21G	0.5	Students will expand their skills and knowledge base in hinting through the Elders, community hunters and the Manitoba Hunter Education Course.
Fishing	9938	21G	0.5	Students will develop and appreciation for the skills involved in traditional commercial fishing.
Trapping	9967	21G	0.5	Students will learn the basic techniques for humane trapping and gain knowledge of fur markets.
Drivers Education	7698	21G	1.0	This course will instruct students in the skills needed to become safe drivers. The habits to be good drivers, and the knowledge to be wise consumers of automotive goods & services.
Languages – Introduction to Cree	9913	21G	1.0	This course will introduce the Cree language to non-Cree speakers.
Languages – Introduction to Ojibway	9913	11G	0.5	This course will introduce the Ojibway language to non-Ojibway speakers.
Languages – Cree	9913	21G	0.5	This course will study the basic grammatical structure of the Cree language.
Outdoor Education	9916	31G	1.0	Students will be exposed to a variety of activities that explore the outdoor environment.
Peer Tutoring	9991	21G	1.0	Students will provide assistance to students both inside and outside the regular classroom.
Tourism Studies	9930	31G	1.0	Students will be introduced to the complexity of tourism.

# Appendix





## Challenge for Credit Option

This option is intended to serve particular needs such as:

- Students who, by virtue of special talents or private study, can be accelerated in particular subject areas;
- Students transferring into a Manitoba school from another jurisdiction whose placement in a subject/grade would be facilitated by such a provision;
- Students whose educational attendance has been interrupted through sickness or other reasons and who may be able to successfully challenge the learning outcomes of a particular subject area, in which they were previously unable to enroll;
- Students who were previously home schooled;
- Students who are considered exceptional achievers in a certain area;
- Students who can demonstrate that they have met course requirements through life experiences such as independent study, world of work, volunteer activities, and hobbies.

### Guidelines

- The Challenge for Credit Option may be used from Grade 9 to Grade 12.
- To ensure an adequate demonstration of learning, outcomes and a reliable evaluation of achievement, various assessment strategies should be used as in regular classroom setting (formal tests, evaluation of written assignments, portfolio of work, interviews, demonstrations/performances, laboratory work, research paper(s)/essay(s), quizzes, practical examinations, skill demonstrations and simulations, etc.). It is important to note that the Challenge for Credit Option for a particular course may include a combination of assessment strategies and skill demonstration methods. The intent is to allow a student to demonstrate prior learning in an appropriate way.
- A student in Grade 9 or in Grade 12 who successfully completes a compulsory course challenge is expected to write provincial standard tests.
- Only students who have not completed the course through previous enrolment should be eligible to challenge for credit. This means that a student who has successfully completed a course cannot use the Challenge for Credit Option to raise his/her mark.
- A student who challenges the course, either successfully or unsuccessfully, may subsequently choose to take the course.
- A student may attempt a particular course challenge only once. If the student is unsuccessful, but wants credit in the course or wishes to raise his/her mark, the student is required to take the course. Related documentation should be part of the student cumulative file.
- A student who successfully demonstrates through the Challenge for Credit Option that he/she possesses the learning outcomes for the course would be awarded a final course mark and credit.
- In principle, there is no limit to the number of courses that a student may challenge. However, it is expected that only in exceptional circumstances would a student attempt to challenge multiple courses.
- In order to be eligible to participate in the Challenge for Credit Option, a student must be enrolled in the school division.
- Frontier School Division will not charge registered students or their families a fee for administering course challenges.
- Frontier School Division will not provide challenge for provincial courses that are not taught in the division.

### **School Responsibilities**

- Establish procedures to communicate to parents/guardians and students the availability, procedures, objectives, and assessment strategies for the Challenge for Credit Option.
- Provide the opportunity, when necessary, for the Challenge for Credit Option.
- Determine the student's readiness for the Challenge for Credit Option through consultation that includes the student, parent/guardian(s), and subject teacher(s). The consultation should include evidence that the student has a reasonable possibility to meet the learning outcomes for the course.
- Ensure that assessment for the Challenge for Credit Option includes strategies that will assess the breadth and scope of the learning outcomes for the course as presented in the curriculum documents, in a timely and practical manner.
- Assign the administration and evaluation of assessment for a course challenge to a certified teacher who has taught the course.
- Grant students, who successfully complete a challenge, equivalent credit for the course. The mark is to be submitted to Education, Training and Youth.

### **Student Responsibilities**

- Students who request the opportunity to challenge a course must be able to provide reasonable evidence that they have some likelihood of completing the challenge successfully such as appropriate independent study, world of work, volunteer activities, and hobbies.
- Students have to complete a notice of intent form. Students must comply with the division policy for the Challenge for Credit Option.

### **Application process**

1. The student must be able to satisfy school personnel that s/he has a reasonable chance of a successful challenge. This can be demonstrated by:

- the information supplied on the required forms
- oral presentations
- written submissions
- references
- interviews

2. A review committee will study all applications and determine whether or not the student will be approved or denied permission to pursue a challenge in the selected course. The panel shall be composed of:

- the Principal and/or Vice-principal of the school
- a Certified teacher who has taught the course
- a resource teacher

3. Once the student's application has been accepted, the school shall set out the expectations in writing with which the student shall comply in order to complete a successful challenge for the selected subject.

**CHALLENGE FOR CREDIT OPTION APPLICATION**  
**Parental Approval Form–Notice of Intent to Challenge for Credit**

(This form must be submitted to the school principal no later than December 15th.)

Student Name: \_\_\_\_\_

M.E.T. No.: \_\_\_\_\_

I have read and understood the attached policies regarding Challenge for Credit Option. I understand that my son/daughter/ward is prepared to demonstrate his/her acquisition of the course learning outcomes for: (e.g. Biology 30S)  
\_\_\_\_\_.

I am aware that the Challenge for Credit Option will count for 100% of the final mark for the course he/she is challenging. This percentage will include Provincial Exam marks where applicable.

Parent/Guardian Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Previous courses taken in this subject area:

Course	Teacher/School/Organization	Mark/Standing

Reasons for the Challenge for Credit Option request: (To be completed by the student)

Please comment on the following:

- How will the course credit help you to fulfill your educational goals?
- What are your special interests and skills related to this course?
- How are you planning to demonstrate that you have already acquired the knowledge, skills and attitudes of this particular course?

(Use the reverse side of this form for your response)



Reasons for the Challenge for Credit Option request:

Empty box for writing reasons for the Challenge for Credit Option request.



**CHALLENGE FOR CREDIT OPTION FOR A COURSE**  
**Letter of Agreement between the Student and The School**

(This letter of agreement has to be co-signed by the student and the parent/guardian no later than December 15th of the school year.)

Surname: \_\_\_\_\_

Given Name(s): \_\_\_\_\_

Name of Parent/Guardian: \_\_\_\_\_

Grade: \_\_\_\_\_ School: \_\_\_\_\_

M.E.T. No.: \_\_\_\_\_

School Address: \_\_\_\_\_

I wish to Challenge for Credit for the following course:

Course Title	Course Grade Level	Course Code

I am submitting the following as evidence of my readiness to Challenge for Credit this course: (Check all applicable sections.)

<input type="checkbox"/>	Letter(s) of recommendation from Teachers(s) familiar with the course learning outcomes
<input type="checkbox"/>	Letter(s) of recommendation from member(s) of the community*
<input type="checkbox"/>	A portfolio of relevant work
<input type="checkbox"/>	Proof of successful relevant experience
<input type="checkbox"/>	Proof of independent learning in a relevant area
<input type="checkbox"/>	Sample of relevant work
<input type="checkbox"/>	Proof of relevant prior learning from another educational jurisdiction
<input type="checkbox"/>	Proof of successful completion of courses
<input type="checkbox"/>	Other

\*Note: At least one of the references must come from a person with recognized expertise in the area of challenge.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

For office use only: Date application received: _____ Date Challenge for Credit Option completed: _____ Date Final Grade Awarded: _____ Date Mark / Credit Awarded: _____
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**CHALLENGE FOR CREDIT OPTION APPLICATION**  
**Assessment Strategies Used**  
**Final Report Form**

Student: \_\_\_\_\_

M.E.T. No. \_\_\_\_\_

Course / Subject Challenged: \_\_\_\_\_

<b>Assessment Strategies</b>	<b>Date Completed</b>	<b>Level of Achievement</b>

Percent Grade: \_\_\_\_\_

Signatures:

Subject Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Copies: Assistant Superintendent, Parent/Guardian, Student



**Appendix B**  
**COMMUNITY SERVICE STUDENT-INITIATED PROJECT CREDIT**  
**CULTURAL EXPLORATION STUDENT-INITIATED PROJECT CREDIT**

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. A credit may be available to a student who participates in such activity in the senior years for graduation purposes and **does not require departmental registration**. The process for obtaining the credit is similar to the one used for the Private Music Option where students provide evidence of music standing by presenting written documentation for the activity in which the student participates outside the school system.

**Student: Roles and Responsibilities:**

To obtain a Community Service SIP credit a student is required to:

- Discuss this credit opportunity with his/her parents/guardians and provide the school with a completed and signed copy of the Parent/Guardian Approval Form.
- Indicate his/her intention to participate in a community service activity for the purpose of obtaining a Community Service SIP Credit to the school prior to commencing the activity and the start of the school semester and discuss the anticipated civic skills, knowledge and attitudes that will be obtained by the student as a result of the community service activity in order to obtain a preliminary evaluation from the school respecting whether the school will recognize the proposed community service activity for a Community Service SIP credit and the level of credit that will be recognized for that activity.
- Understand that, given that there is no formal course, course enrolment is not required.
- Participate in a community service activity a minimum of 110 hours for a full credit or 55 hours for a one-half credit and, together with the community organization or group, keep track of his/her hours.
- Understand that a student may earn a maximum of only one (1) credit over the entire senior years program using the Community Service SIP credit opportunity. This credit can be at the 11G, 21G, 31G, or 41G level and can be applied to the 30 credits required for graduation purposes. Whether community service activity will be recognized for a Community Service SIP credit and the level of credit that will be recognized will be based upon the level of the civic skills, knowledge and attitudes obtained by the student in the community service activity and evaluated by the school prior to the commencement of the activity and confirmed by the school upon completion of the community service activity.
- Provide the school with documentation, e.g., a letter from the community organization or group or a SIP approval form indicating that participation took place, when it took place the number of hours contributed by the student and the civic skills, knowledge and attitudes obtained in the community service activity.
- Understand that a credit obtained for a Community Service SIP is for an activity that is outside the regular school program, does not include formal enrolment, or work that is part of a course approved by Manitoba Education and Literacy. It does not include a work education program or a program that is conducted off the school premises under the authority of a school board.
- Understand that in evaluating the community service activity prior to the commencement of the activity, the school will evaluate only the civic skills, knowledge, and attitudes to be obtained in the activity and will not evaluate any hazards that may be associated with the community services activity. Neither the school, the school Division nor Manitoba Education and Literacy will be liable for any injury to the student or for any damage to or loss of property of the student caused by or in any way related to the student's participation in a community service activity.

- Assume along with parents/guardians the responsibility for safety. A student should discuss concerns relating to the community service activity with his or her parents/guardians and, together, they should exercise discretion, be aware of safety issues and investigate the community organization's or group's liability insurance coverage for volunteers before deciding that the student will participate in the community service activity.
- Understand that withdrawal from the community service activity is possible at any time for any reason, including for the reason that the community service activity workplace conditions are not acceptable to the student or his or her parents/guardians.
- Understand that a community service activity will not be recognized for a Community Service SIP credit where the activity involves assisting immediate family members.
- Understand that a Community Service SIP credit is an optional credit.
- Understand that in order for a community service activity to be recognized for a Community Service SIP credit, no remuneration or honorarium can be accepted.
- Understand that court imposed community service cannot be used for the Community Service SIP credit.

### **School: Roles and Responsibilities: (Administrators and Teachers)**

- Discuss this credit opportunity with the local School Committee
- Notify teachers and students about the introduction of this new optional credit opportunity and the requirements for recognition of a community service activity for a Community Service SIP credit.
- Provide parents/guardians with information about the credit so that they can discuss this optional opportunity with their children and decide whether they wish to have their sons/daughters participate.
- Provide Parent/Guardian Approval Forms to students who wish to participate and make decisions on whether to approve or not.
- Recognize a Community Service SIP Credit that has been recognized by another school or school division.
- Record the Community Service SIP credit using the code 8977 provided by Manitoba Education and Literacy for reporting the credit. The Community Service SIP does not require registration with Manitoba Education and Literacy as do other SIPs that have a classroom component and are monitored by a teacher.

### ***School Initiated Courses (SIC) and Student Initiated Projects(SIP)***

A SIC must be registered by individual schools on a yearly basis. There are division wide SICs (Native Studies, Career Studies, Student Leadership) that are registered for schools on a yearly basis by division personnel.

## Cultural Exploration Student-Initiated Project (CESIP) Parent/Guardian Approval Form

I have discussed the CESIP credit option with my son/daughter/ward and support his or her participation in this credit option in the following cultural exploration activity.

I am aware

- that participation by a student in the cultural exploration activity may, but will not necessarily, be recognized by the school for a Senior Years credit and that whether a credit will be recognized and the level of credit that will be recognized will be based on the civic knowledge, skills, and attitudes that are obtained by the student in the activity, which will be evaluated by the school prior to the student's participation and confirmed by the school following completion of the activity
- that a maximum of one (1) credit can be earned as a CESIP credit, which can be used towards the total number of credits required for graduation
- that participation by a student in a cultural exploration activity **prior** to him or her obtaining permission from the school to proceed with the activity **cannot** be applied towards a CESIP credit
- that in order for a cultural exploration activity to be recognized for a CESIP credit, no remuneration or honorarium can be accepted by the student
- that participation by a student in an activity for a CESIP credit is a private activity outside the regular school program
- that a student who participates in an activity for a CESIP credit option is not in a course nor is he or she performing an activity that is part of a course that is approved by Manitoba Education, and is not engaging in an education program nor participating in a program conducted off the school premises under the authority of a school board
- that in evaluating the cultural exploration activity prior to the commencement of the activity by the student, the school will evaluate only the knowledge, skills, and attitudes to be obtained by the student in the activity and will not evaluate any hazards that may be associated with the cultural exploration activity
- that neither the school, nor the school division, nor Manitoba Education will be liable for any injury to the student or for any damage to or loss of property of the student caused by or in any way related to the student's participation in a cultural exploration activity
- that a student and his or her parents/guardians bear the responsibility for the student's safety. A student should discuss concerns about the nature of the activity with his or her parents/guardians and, together, they should exercise discretion, be aware of safety issues, and investigate the liability insurance coverage for the student before deciding that the student will participate in the cultural exploration activity
- that a student may withdraw from the activity at any time for any reason, including for the reason that a student may withdraw from the activity location if conditions are not acceptable to the student or to his or her parents/guardians

I have read and understand the above information.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

## Cultural Exploration Student-initiated Project (SIP) Record Form

The Cultural Exploration Student-initiated Project (SIP) enables students to achieve valuable educational experience by acquiring knowledge about their culture and themselves through interaction with community members and cultural organizations. The skills, knowledge and attitudes obtained from such activity can increase a student's self esteem and maturity, and strengthen cultural identity.

The activity done by students participating in this SIP is not the responsibility of the school/school division or Manitoba Education, Citizenship and Youth but an opportunity made available to students to obtain credit for individual activity resulting in an awareness of their culture - a process similar to obtaining credit for the Private Music Option where students provide documentation on their standing or the Community Service Credit.

### Student Information (to be completed by Student)

Student Name: \_\_\_\_\_  
School Attended: \_\_\_\_\_  
School Address: \_\_\_\_\_  
Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_ Fax: \_\_\_\_\_  
Name of Group or Community Member: \_\_\_\_\_

### Outcomes Achieved (to be completed by Student)

Knowledge/skills/attitudes obtained during this cultural exploration activity: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Cultural Exploration Information (to be completed by Community Group or Community Individual)

Contact Person Name (please print): \_\_\_\_\_  
Contact Person Approval (signature): \_\_\_\_\_  
Address: \_\_\_\_\_  
Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_ Fax: \_\_\_\_\_  
Commencement Date \_\_\_\_\_ Completion Date: \_\_\_\_\_

### Credit Approval (to be completed by School)

Number of Hours of Cultural Exploration  
minimum 55 hrs. - .5 credit or minimum 110 hrs. - 1 credit

Cultural Exploration  
Credit Value: \_\_\_\_\_ *.5 or 1.0*  
(Circle one credit value only)

Course Level: *11G 21G 31G 41G*  
(Circle one only)

Remuneration (payment) is not permissible. The student was not paid for this activity. Not paid \_\_\_\_\_ Paid \_\_\_\_\_  
Signature of School Contact Person: \_\_\_\_\_ Date: \_\_\_\_\_



## School-Initiated Course (SIC) Registration Form

Deadline Date: Prior to Start of SIC



### Contact Information

Professional Staff Name: \_\_\_\_\_ Position: \_\_\_\_\_  
 School Division/Adult Learning Centre (ALC) Partner Name: \_\_\_\_\_  
 School/ALC Name: \_\_\_\_\_ School/ALC Code Number: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Telephone: \_\_\_\_\_ Email: \_\_\_\_\_ Fax: \_\_\_\_\_

### SIC Information

School-Initiated Course Title (please print): \_\_\_\_\_

Number of Hours:	Course Code:	Course Credit Value: 0.5 or 1.0 <small>(circle one value only)</small>	Course Level: 11G 21G 31G 41G <small>(circle one level only)</small>
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Start Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_

We agree to permit sharing of this SIC with other Schools/Divisions/ALCs  Yes  No  
 Is this SIC for students completing a Mature Student Diploma?  Yes  No

### SIC Approval

Principal/ALC Director Name (please print): \_\_\_\_\_ Date: \_\_\_\_\_  
 Signature: \_\_\_\_\_ Email: \_\_\_\_\_  
 Superintendent or Designated Representative Name (please print): \_\_\_\_\_ Date: \_\_\_\_\_  
 Signature: \_\_\_\_\_ Email: \_\_\_\_\_

For the English Program and the Senior Years Technology Education Program, please return completed form by mail or fax to:

SIC Registration  
 Instruction, Curriculum and Assessment Branch  
 Manitoba Education  
 1567 Dublin Avenue  
 Winnipeg MB R3E 3J5  
 Telephone: 204-945-0254  
 Fax: 204-948-3668

For the Adult Learning Centres, please return completed form by mail or fax to:

SIC Registration  
 Adult Learning and Literacy Branch  
 Manitoba Advanced Education and Literacy  
 350-800 Portage Avenue  
 Winnipeg MB R3G 0N4  
 Fax: 204-948-1008

For the Français Program and the French Immersion Program, please return completed form by mail or fax to:

SIC Registration  
 Curriculum Development and Implementation Branch  
 Bureau de l'éducation française Division  
 Manitoba Education  
 509-1181 Portage Avenue  
 Winnipeg MB R3G 0T3  
 Fax: 204-945-1625

#### FOR OFFICE USE ONLY

Date Stamp

Comments: \_\_\_\_\_ Course Outline Attached   
 \_\_\_\_\_  
 Registered (signature): \_\_\_\_\_  
 Student Records Notified: \_\_\_\_\_  
**VALID FOR CURRENT YEAR ONLY**  
 SIC Registration Number: \_\_\_\_\_



## Student-Initiated Project (SIP) Registration Form

Deadline Date: Prior to Start of SIP



### Contact Information

Professional Staff Name: \_\_\_\_\_ Position: \_\_\_\_\_  
 School Division/Adult Learning Centre (ALC) Partner Name: \_\_\_\_\_  
 School/ALC Name: \_\_\_\_\_ School/ALC Code Number: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Telephone: \_\_\_\_\_ Email: \_\_\_\_\_ Fax: \_\_\_\_\_

### SIP Information

Student Name *(please print)*: \_\_\_\_\_  
 Student-Initiated Project Title *(please print)*: \_\_\_\_\_

Number of Hours:	Course Code:	Course Credit Value: 0.5 or 1.0 <i>(circle one value only)</i>	Course Level: 11G 21G 31G 41G <i>(circle one level only)</i>
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Start Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_

### SIP Approval

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_  
 Signature of Parent *(if required)*: \_\_\_\_\_ Date: \_\_\_\_\_  
 Signature of Principal/ALC Director: \_\_\_\_\_ Date: \_\_\_\_\_  
 Signature of Designated Representative: \_\_\_\_\_ Date: \_\_\_\_\_

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 Winnipeg MB R3E 3J5  
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 Manitoba Education  
 509-1181 Portage Avenue  
 Winnipeg MB R3G 0T3  
 Fax: 204-945-1625

#### FOR OFFICE USE ONLY

Date Stamp

Comments: \_\_\_\_\_ Course Outline Attached

Registered *(signature)*: \_\_\_\_\_

Student Records Notified: \_\_\_\_\_

#### VALID FOR CURRENT YEAR ONLY

SIP Registration Number: \_\_\_\_\_





## MET# REQUEST FORM

DIVISION/DISTRICT NAME: \_\_\_\_\_ FAX NO.: \_\_\_\_\_  
 SCHOOL NO. & NAME: \_\_\_\_\_ TEL NO.: \_\_\_\_\_

If the student was previously registered with a funded Manitoba school on September 30th, please contact that school first to obtain a MET #. Print all information for each student requiring a MET#. Fax this form to Student Records. A form will be faxed back to the Division/District/School with the MET#. The student's COMPLETE LEGAL NAME must be submitted.

\*This form is not to be used for registration of Kindergarten students.

SURNAME	GIVEN NAME(S)	PREVIOUS NAME (if applicable)	DATE OF BIRTH dd/mm/yyyy	GENDER M/F	GRADE	RESIDENT DIVISION

Return to: **Student Records Unit**  
 Fax: (204) 773-2411  
 Tel: (204) 773-2998 or 1-800-667-2378

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**Senior Years Graduation Requirements Tracking Form**  
(Minimum of 30 credits)

Name: \_\_\_\_\_ MET \_\_\_\_\_ Date of Entry into Gr. 9: \_\_\_\_\_

**Compulsory Credits: 17 (minimum), FSD Native Studies Credit Requirement 1 (Minimum)**

<b>ACADEMIC PROGRAM</b> (Minimum 30 credits required for graduation)									
GR	English	Math	Science	Social Studies	Phys Ed.	Option	Option	Option	Option
<b>9</b>	Level: __10F__ Code: _____ Mark: _____ Date: _____	Level: __10F__ Code: _____ Mark: _____ Date: _____	Level: __10F__ Code: _____ Mark: _____ Date: _____	Level: __10F__ Code: _____ Mark: _____ Date: _____	Level: __10F__ Code: _____ Mark: _____ Date: _____	Level: _____ Code: _____ Mark: _____ Date: _____	Level: _____ Code: _____ Mark: _____ Date: _____	Level: _____ Code: _____ Mark: _____ Date: _____	Level: _____ Code: _____ Mark: _____ Date: _____
<b>GR 10</b>	English Level: __20F__ Code: _____ Mark: _____ Date: _____	Math Level: __20S__ Code: _____ Mark: _____ Date: _____	Science Level: __20F__ Code: _____ Mark: _____ Date: _____	Geography Level: __20F__ Code: _____ Mark: _____ Date: _____	Phys Ed Level: __20F__ Code: _____ Mark: _____ Date: _____	Level: _____ Code: _____ Mark: _____ Date: _____	Level: _____ Code: _____ Mark: _____ Date: _____	Level: _____ Code: _____ Mark: _____ Date: _____	Level: _____ Code: _____ Mark: _____ Date: _____
<b>GR 11</b>	English Level: __30S__ Code: _____ Mark: _____ Date: _____	Math Level: __30F__ Code: _____ Mark: _____ Date: _____	Can History Level: __30F__ Code: _____ Mark: _____ Date: _____	Phys Ed Level: __30F__ Code: _____ Mark: _____ Date: _____	Native Studies Level: __31G__ Code: _____ Mark: _____ Date: _____	Level: _____ Code: _____ Mark: _____ Date: _____	Level: _____ Code: _____ Mark: _____ Date: _____	Level: _____ Code: _____ Mark: _____ Date: _____	Level: _____ Code: _____ Mark: _____ Date: _____
<b>GR 12</b>	English Level: __40S__ Code: _____ Mark: _____ Date: _____	Math Level: __40S__ Code: _____ Mark: _____ Date: _____	Phys Ed Level: __40F__ Code: _____ Mark: _____ Date: _____	Option Level: __40__ Code: _____ Mark: _____ Date: _____	Option Level: _____ Code: _____ Mark: _____ Date: _____	Level: _____ Code: _____ Mark: _____ Date: _____	Level: _____ Code: _____ Mark: _____ Date: _____	Level: _____ Code: _____ Mark: _____ Date: _____	Level: _____ Code: _____ Mark: _____ Date: _____

Please note: if a student completes Native Studies 31G, they will need a minimum of 12 optional credits. Students must ensure that they meet the entrance requirements of the post-secondary education, training, or work situations that they intend to pursue. Within the optional credits, students must complete 1 Senior 3 credit and 2 Senior 4 credits. A maximum of 11 SIC's may be used to fulfill the graduation requirements.



