



**FRC**

FORT RICHMOND COLLEGIATE

**INSPIRE. CREATE. ACHIEVE.**

**2026 - 2027  
STUDENT HANDBOOK**



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# INTRODUCTION

**Welcome to Fort Richmond Collegiate, a Grade 9 to 12 high school. Fort Richmond Collegiate is committed to the pursuit of excellence and to providing opportunities in a safe and enriched educational community which encourages lifelong learning and social responsibility. Our reputation for academic excellence is due to the commitment of students, teachers and parents, the support of the community, and to programs which challenge students to maximize their potential for growth.**

From a broad, varied selection of required courses and options, each student is encouraged to choose a personal program of studies. This program should provide the student an opportunity to develop individual abilities and skills, explore interests, prepare for future goals and gain insights into self-understanding.



In addition to the traditional academic courses, our students have the opportunity to enroll in programs such as Advanced Placement, Music, Performing Arts, Visual Arts, Leadership, Languages, Life/Work Planning, English as an Additional Language, Video Production and various technical programs at Manitoba Institute of Trades and Technology.

Our commitment to nurturing the potential for growth in all students extends beyond the classroom. Students are encouraged to become active members of the school community through extracurricular activities in athletics, music, cultural arts, theatre, student government, debating, publications and a wide variety of clubs. We believe that students have a more rewarding and enriched experience if they are involved in school activities. To that end Fort Richmond Collegiate offers a wide array of extra-curricular opportunities for our students.

The Pembina Trails School Division is committed to the International Student Program. Fort Richmond Collegiate participates in the program to enhance our international awareness and language programs. Through this program, we hope to provide our students with international study experiences and a greater global perspective.

FRC provides an excellent facility that includes a theatre, five computer labs, a fitness centre, a library learning commons and a state-of-the-art video production studio. WIFI access is readily available to all students and has created a research-based learning environments. We have a recently renovated band room and Learning Centre that opened June 2020. This is an exciting time to be a student at FRC!

Information Technologies are an important part of the numerous courses offered. With a number of well equipped networked labs using up-to-date software, FRC offers a wide variety of computer courses including Digital Photography, Web Elements and Animation, Print Media, Advanced Technologies, Computer Science and Video Production. In addition, computer technology is an integral part of learning throughout the school.

# CHOOSING COURSES

## What is a good program of studies?

A good program of studies should meet individual needs, interests and career goals. The selection of appropriate courses involves a number of factors.

*Your achievements* – Try to make an honest assessment of your past achievements. You will have a greater chance of succeeding if you build on your strengths.

*Your personal aptitudes, interests and needs* – You are unique! By choosing according to your own particular interests and aptitudes you will probably enjoy your courses more and have greater success.

*Your future plans* – Counsellors are available to give you information about universities, colleges and schools that provide training in specific areas.

It is suggested that students ensure that they select all of their compulsory courses as well as a selection of option courses. A program of ten credits is required at the grade 9 level.

## What are compulsory courses?

Compulsory courses are those courses required by Manitoba Education in order for students to graduate.

## What are option courses?

In addition to the compulsory courses, other course selections must be made to complete a minimum of 30 credits for graduation. These courses may be selected from any of the options that the school makes available.

## Course Codes

The last three characters of the course codes were created by Manitoba Education to describe the course level, credit value and description. For example, the code for the Grade 12, 1 credit, English Literary Focus is 40S.

### First Character

The digit indicates the course level  
(Grade 9 = 1; Grade 10 = 2; Grade 11 = 3; Grade 12 = 4)

### Second Character

The second digit represents credit value and/or where the course was developed.

0 - 1 credit course developed by Manitoba Education.

5 - .5 credit course developed by Manitoba Education.

1 - course developed by a school division and approved/registered by Manitoba Education.

2 - course developed elsewhere and approved by Manitoba Education.

### Third Character

F - Foundations - appropriate for all students and may lead to further studies.

S - Specialized - leading to further studies beyond the senior years (e.g. university, college, apprenticeship).

M - Modified - Changes made by the school support team to the number, essence, or content of grade-level provincial expected learning outcomes in a subject/course to meet the learning needs of a student who through a specialized assessment has been identified as having an intellectual deficit. The changes to the grade-level expected learning outcomes are documented in a student-specific plan (e.g., a curriculum modification plan).

E - Designed to assist students for whom English is not a first language.

H - Honours - designated by FRC to indicate Honours programming.



If the 3 characters are preceded by a (.5), that indicates a .5 credit course developed by FRC.

## What is a credit?

A credit is defined as a course of study undertaken in approximately 110 hours of instruction and earned by the student through successful completion of that course. A half credit course is completed in approximately 55 hours of instruction. A total of 30 credits, including all compulsory courses, is required for graduation.

## Selection of course patterns

Subjects designated 30S and 40S have in most cases been planned as a part of a series leading to further study at university, college or other post-secondary institutions. The universities in Manitoba, for example, require students to have some specific 40S courses in their high school program. The specific courses depend upon the university and faculty chosen. Students are encouraged to speak with counsellors about requirements for post-secondary institutions.

# ADVANCED PLACEMENT PROGRAM (AP)

Honours courses address the Manitoba curriculum but also cover additional topics and go more in-depth with a more vigorous learning and studying routine, and in most cases lead to Advanced Placement programming. Fort Richmond Collegiate offers AP courses in French, Mathematics, Biology, Chemistry, Physics, and Computer Science. High school students across Canada and around the world take AP courses and exams to challenge themselves, explore their interests, and in some cases earn university credits.

Students taking AP courses cover Manitoba Department of Education subject knowledge and skills requirements and first year university material. These examinations are written in May and administered by the American College Board. Students achieving high scores may apply for university credits or be given advanced placement in many Canadian and American universities. Students interested in Honours/AP courses should consider criteria such as:

1. Academic ability
2. Genuine interest and appreciation for the subject area
3. Excellent critical thinking skills
4. Commitment to excellence (homework, attendance, engagement in learning tasks and assessments)
5. Potential as indicated by past achievements.
6. Demonstrated ability in other related subject areas

Students can choose to register for Honours and AP courses and teachers can also recommend to individual students that they pursue these courses.

*Students will be required to pay for the exam(s) if they are enrolled in AP courses. The cost per student (per exam) will be \$135 and is non-refundable. If a student requires financial assistance or support they can contact the school office.*



## ADVANCED PLACEMENT COURSE STRUCTURE

AP Course	Grade 9	Grade 10	Grade 11	Grade 12
Computer Science	MATH10F	CS20S	CS30S	CS40S or CS42S
English	ELA10F	ELA20F or ELA20FH	ELALF30SH	ELALF40SH
French	FCC10F	FCC20F	FRLAN32S	FRLAN42S
Calculus	MATH10F	MIAP20S	MPC30SH and MCI45SH (0.5)	MPC40SH CAL(AB)42S
Statistics	MATH10F	MIAP20S	MPC30S or MAP30S	MPC40S or MAP40S STAT42S
Biology	SCI10F	SCI20F or SCI20FH BIO30S	BIO40SH	BIO42S
Chemistry	SCI10F	SCI20F or SCI20FH	CH32S	CH42S
Physics	SCI10F	SCI20F or SCI20FH	PHY30S PHY(1)42S	PHY(2)42S

## STUDENT TIMETABLE

	<b>8:30 a.m. – 3:30 p.m.</b> <b>Lunch 12:00 - 1:10 p.m.</b>
Slot	<b>Class Times</b>
1	8:30 – 9:40 1A – 8:30 - 9:05 1B – 9:05 - 9:40
2	9:40 - 10:50
3	10:50 - 12:00
Lunch	12:00 - 1:10
5	1:10 - 2:20
6	2:20 - 3:30

## SEMESTER SYSTEM AND STUDENT TIMETABLE

The year is divided into two semesters beginning in September and February, and each of these semesters has two terms. There are five slots in a day, allowing students to complete five credits per semester, although many Grade 11 and 12 students

complete four credits per semester. Most courses are full credits. A small number are half credits, some of which are delivered in Slot 1A and 1B, and a few half courses are combined within one slot.

## COURSE OFFERINGS

Students are required to complete a minimum of thirty credits throughout their high school years with a combination of compulsory and optional courses. Courses are listed alphabetically below with

Grade 9 course codes end in 10 | Grade 10 course codes end in 20 | Grade 11 course codes end in 30  
Grade 12 course codes end in 40

GRADE 9 COMPULSORIES	GRADE 10 COMPULSORIES	GRADE 11 COMPULSORIES	GRADE 12 COMPULSORIES
English Language Arts Mathematics Physical Education Social Studies Science	English Language Arts Mathematics Physical Education Geography Science	English Language Arts Mathematics Physical Education Canadian History	English Language Arts Mathematics Physical Education

## GRADE 9 COURSES

Compulsory courses are shaded and should be chosen as required by grade level.

CODE	COURSE	SUBJECT AREA	CREDIT
AICTI15F	APPLYING INFO & COMM TECH I 15F	Applied Commerce and Technology	.5
AICTII15F	APPLYING INFO & COMM TECH II 15F	Applied Commerce and Technology	.5
ART10S	ART: VISUAL 10S	Performing and Visual Arts	1.0
BA10S	MUSIC: BAND 10S	Performing and Visual Arts	1.0
BA15S	MUSIC: BAND 15S	Performing and Visual Arts	.5
BUSINN10S	BUSINESS INNOVATIONS 10S	Applied Commerce and Technology	1.0
CHOR10S	MUSIC: CHORAL 10S	Performing and Visual Arts	1.0
CHOR15S	MUSIC: CHORAL 15S	Performing and Visual Arts	.5
CULTEX11G	CULTURAL EXPLORATION 11G	Social Studies	1.0
DRAMA10S	DRAMATIC ARTS 10S	Performing and Visual Arts	1.0
EALLIT10F	ENGLISH ADD'L LANG LIT STAGE 1 10F	Languages	1.0
ELA10E	ENGLISH LANGUAGE ARTS 10E	Languages	1.0
ELA10F	ENGLISH LANGUAGE ARTS 10F	Languages	1.0
FCC10F	FRENCH: COMM & CULTURE 10F	Social Studies	1.0
FS10S	FAMILY STUDIES 10S	Social Studies	1.0
IMP10S	IMPROV 10S	Performing and Visual Arts	1.0
JB10S	MUSIC: JAZZ BAND 10S	Performing and Visual Arts	1.0

LFL11G	LEARNING FROM THE LAND 11G	Social Studies	1.0
MATH10F	MATHEMATICS 10F	Mathematics	1.0
MTR10F	TRANSITIONAL MATH 10F	Mathematics	1.0
PE10F	PHYSICAL EDUCATION/HEALTH 10F	Physical Education	1.0
PUBSP10F	PUBLIC SPEAKING 10F	Languages	1.0
RIT10S	READING IS THINKING 10S	Languages	1.0
SCI10E	SCIENCE 10E	Sciences	1.0
SCI10F	SCIENCE 10F	Sciences	1.0
SPA(4Y)10F	SPANISH 4YR 10F	Languages	1.0
SSICC11G	INTERNATIONAL CONFLICT & COOPERATION 11G	Social Studies	1.0
SSCCW10E	CANADA AND THE CONTEMPORARY WORLD 10E	Social Studies	1.0
SSCCW10F	CANADA AND THE CONTEMPORARY WORLD 10F	Social Studies	1.0
THP10S	THEATER PRODUCTION 10S	Performing and Visual Arts	1.0
WIND10S	MUSIC: WIND ENSEMBLE 10S	Performing and Visual Arts	1.0

## GRADE 10 COURSES

ART20S	ART: VISUAL 20S	Performing and Visual Arts	1.0
BA20S	MUSIC: BAND 20S	Performing and Visual Arts	1.0
BA25S	MUSIC: BAND 25S	Performing and Visual Arts	.5
CHOR20S	MUSIC: CHORAL 20S	Performing and Visual Arts	1.0
CHOR25S	MUSIC: CHORAL 25S	Performing and Visual Arts	.5
CS20S	COMPUTER SCIENCE 20S	Computer Science	1.0
CULTEX21G	CULTURAL EXPLORATION 21G	Social Studies	1.0
DP20S	DIGITAL PHOTOGRAPHY 20S	Applied Commerce and Technology	1.0
DRAMA20S	DRAMATIC ARTS 20S	Performing and Visual Arts	1.0
EALLIT20F	ENGLISH ADD'L LANG LIT STAGE 2 20F	Languages	1.0
ELA20E	ENGLISH LANGUAGE ARTS 20E	Languages	1.0
ELA20F	ENGLISH LANGUAGE ARTS 20F	Languages	1.0
ELA20FH	ELA: HONOURS 20FH	Languages	1.0
FCC20F	FRENCH: COMM & CULTURE 20F	Languages	1.0
FS20S	FAMILY STUDIES 20S	Social Studies	1.0
GEOIC20E	GEO ISSUES 21ST CENTURY 20E	Social Studies	1.0
GEOIC20F	GEO ISSUES 21ST CENTURY 20F	Social Studies	1.0
GFL21G	GIFTS FROM THE LAND 21G	Social Studies	1.0

HIS20G	HISTORY: AMERICAN 20G	Social Studies	1.0
IMP20S	IMPROV 20S	Performing and Visual Arts	1.0
INDART20S	INDIGENOUS ART 20S	Performing and Visual Arts	1.0
JB20S	MUSIC: JAZZ BAND 20S	Performing and Visual Arts	1.0
LWP20S	LIFE/WORK PLANNING 20S	Applied Commerce and Technology	1.0
MES20S	ESSENTIAL MATHEMATICS 20S	Mathematics	1.0
MIAP20S	INTRO APPLIED & PRE-CAL MATH 20S	Mathematics	1.0
PE20F	PHYSICAL EDUCATION/HEALTH 20F	Physical Education	1.0
PERFIN20S	PERSONAL FINANCE 20S	Applied Commerce and Technology	1.0
PRINTM20S	PRINT MEDIA 20S (Yearbook)	Applied Commerce and Technology	1.0
RIT20S	READING IS THINKING 20S	Languages	1.0
SCI20E	SCIENCE 20E	Sciences	1.0
SCI20F	SCIENCE 20F	Sciences	1.0
SCI20FH	SCIENCE HONOURS 20FH	Sciences	1.0
SPA(4Y)20F	SPANISH 4YR 20S	Languages	1.0
THP20S	THEATER PRODUCTION 20S	Performing and Visual Arts	1.0
VENS20S	MUSIC: VOCAL ENSEMBLE 20S	Performing and Visual Arts	1.0
VJAZZ20S	MUSIC: VOCAL JAZZ 20S	Performing and Visual Arts	1.0
VP20S	VIDEO PRODUCTION 20S	Applied Commerce and Technology	1.0
WIND20S	MUSIC: WIND ENSEMBLE 20S	Performing and Visual Arts	1.0

## GRADE 11 COURSES

ACCESS30S	ACCOUNTING ESSENTIALS 30S	Applied Commerce and Technology	1.0
ANI35S	ANIMATIONS 2D 35S	Applied Commerce and Technology	.5
WD35S	WEB DESIGN 35S	Applied Commerce and Technology	.5
ART30S	ART: VISUAL 30S	Performing and Visual Arts	1.0
BA30S	MUSIC: BAND 30S	Performing and Visual Arts	1.0
BA35S	MUSIC: BAND 35S	Performing and Visual Arts	.5
BIO30S	BIOLOGY 30S	Sciences	1.0
BUSCOM30S	BUSINESS COMMUNICATIONS 30S	Applied Commerce and Technology	1.0
CH30S	CHEMISTRY 30S	Sciences	1.0
CH32S	CHEMISTRY AP 32S	Sciences	1.0
CHOR30S	MUSIC: CHORAL 30S	Performing and Visual Arts	1.0
CHOR35S	MUSIC: CHORAL 35S	Performing and Visual Arts	.5
CS30S	COMPUTER SCIENCE 30S	Computer Science	1.0
CULTEX31G	CULTURAL EXPLORATION 31G	Social Studies	1.0
DRAMA30S	DRAMATIC ARTS 30S	Performing and Visual Arts	1.0

EALLIT30F	ENGLISH ADD'L LANG LIT STAGE 3 30F	Languages	1.0
ELACF30S	ELA: COMP. FOCUS 30S	Languages	1.0
ELALF30E	ELA: LITERARY FOCUS 30E	Languages	1.0
ELALF30S	ELA: LITERARY FOCUS 30S	Languages	1.0
ELALF30SH	ELA: LITERARY FOCUS HONOURS 30SH	Languages	1.0
FCC30S	FRENCH: COMM & CULTURE 30S	Languages	1.0
FRLAN32S	FRENCH: LANGUAGE AP 32S	Languages	1.0
FS30S	FAMILY STUDIES 30S	Social Studies	1.0
HIS30E	HISTORY: CANADIAN 30E	Social Studies	1.0
HIS30F	HISTORY: CANADIAN 30F	Social Studies	1.0
IMP30S	IMPROV 30S	Performing and Visual Arts	1.0
INDART30S	INDIGENOUS ART 30S	Performing and Visual Arts	1.0
JB30S	MUSIC: JAZZ BAND 30S	Performing and Visual Arts	1.0
LDR(.5)31G	LEADERSHIP (.5) 31G	Physical Education	.5
MAP30S	APPLIED MATHEMATICS 30S	Mathematics	1.0
MES30S	ESSENTIAL MATHEMATICS 30S	Mathematics	1.0
IW35S	INTERACTIVE WEBSITE 35S	Applied Commerce and Technology	.5
MOD35S	3-D MODELING 35S	Applied Commerce and Technology	.5

MPC30S	PRE-CALCULUS MATH 30S	Mathematics	1.0
MPC30SH	PRE-CALCULUS MATH HONOURS 30SH	Mathematics	1.0
PE30F	PHYSICAL EDUCATION/HEALTH 30F	Physical Education	1.0
PE30FH	PHYS ED/HEALTH HONOURS 30FH	Physical Education	1.0
PEALF30F	PHYS ED: FEMALE HEALTH & WELLNESS 30F	Physical Education	1.0
PHY30S	PHYSICS 30S	Sciences	1.0
PRINTM30S	PRINT MEDIA 30S (Yearbook)	Applied Commerce and Technology	1.0
PUBSP30S	PUBLIC SPEAKING 30S	Languages	1.0
RIT30S	READING IS THINKING 30S	Languages	1.0
SCI(1)30S	CURR TOP IN SCI(1) 30S	Sciences	1.0
SCI(3)30SO	CURR TOP IN SCI(3) OUTDOOR ED 30SO	Physical Education	1.0
SPA(4Y)30S	SPANISH 4YR 30S	Languages	1.0
THP30S	THEATER PRODUCTION 30S	Performing and Visual Arts	1.0
VENDEV30S	VENTURE DEVELOPMENT 30S	Applied Commerce and Technology	1.0
VENS30S	MUSIC: VOCAL ENSEMBLE 30S	Performing and Visual Arts	1.0
VJAZZ30S	MUSIC: VOCAL JAZZ 30S	Performing and Visual Arts	1.0
VP30S	VIDEO PRODUCTION 30S	Applied Commerce and Technology	1.0
WIND30S	MUSIC: WIND ENSEMBLE 30S	Performing and Visual Arts	1.0

## GRADE 12 COURSES

ABT40S	APPLIED BUSINESS TECHNOLOGIES 40S	Applied Commerce and Technology	1.0
ACCSYS40S	ACCOUNTING SYSTEMS 40S	Applied Commerce and Technology	1.0
AFS40S	APPLIED FAMILY STUDIES 40S	Social Studies	1.0
ART40S	ART: VISUAL 40S	Performing and Visual Arts	1.0
BA40S	MUSIC: BAND 40S	Performing and Visual Arts	1.0
BA45S	MUSIC: BAND 45S	Performing and Visual Arts	.5
BIO40S	BIOLOGY 40S	Sciences	1.0
BIO40SH	BIOLOGY HONOURS 40SH	Sciences	1.0
BIO42S	BIOLOGY AP 42S	Sciences	1.0
CAL(AB)42S	CALCULUS (AB) AP 42S	Mathematics	1.0
CH40S	CHEMISTRY 40S	Sciences	1.0
CH42S	CHEMISTRY AP 42S	Sciences	1.0
CHOR40S	MUSIC: CHORAL 40S	Performing and Visual Arts	1.0
CHOR45S	MUSIC: CHORAL 45S	Performing and Visual Arts	.5
CS40S	COMPUTER SCIENCE 40S	Computer Science	1.0
CSA42S	COMPUTER SCIENCE AP 42S	Computer Science	1.0

CULTEX41G	CULTURAL EXPLORATION 41G	Social Studies	1.0
CWMH40S	CINEM AS A WIT TO MOD HIST 40S	Social Studies	1.0
DP40S	DIGITAL PHOTOGRAPHY 40S	Applied Commerce and Technology	1.0
DRAMA40S	DRAMATIC ARTS 40S	Performing and Visual Arts	1.0
ECOPRIN40S	ECONOMIC PRINCIPLES 40S	Applied Commerce and Technology	1.0
ELACF40S	ELA: COMP. FOCUS 40S	Languages	1.0
ELALF40S	ELA: LITERARY FOCUS 40S	Languages	1.0
ELALF40SH	ELA: LITERARY FOCUS HONOURS 40SH	Languages	1.0
ELATF40S	LANG/TRANSACTIONAL FORMS 40S	Languages	1.0
FCC40S	FRENCH: COMM & CULTURE 40S	Languages	1.0
FNMI40S	FIRST NATIONS METIS INUIT TOP 40S	Social Studies	1.0
FRLAN42S	FRENCH: LANGUAGE AP 42S	Languages	1.0
FS40S	FAMILY STUDIES 40S	Social Studies	1.0
GEO40S	GEO: WORLD HUMAN 40S	Social Studies	1.0
GI40S	GLOBAL ISS: CITIZEN & SUST 40S	Social Studies	1.0
HWC40S	HISTORY: WESTERN CIVILIZATION 40S	Social Studies	1.0

IMP40S	IMPROV 40S	Performing and Visual Arts	1.0
JB40S	MUSIC: JAZZ BAND 40S	Performing and Visual Arts	1.0
LAW40S	LAW 40S	Social Studies	1.0
LDR(.5)41G	LEADERSHIP (.5) 41G	Physical Education	.5
LWT40S	LIFE/WORK TRANSITION 40S	Applied Commerce and Technology	1.0
MAP40S	APPLIED MATHEMATICS 40S	Mathematics	1.0
MCI45S	INTRO TO CALCULUS 45S	Mathematics	.5
MCI45SH	INTRO TO CALCULUS HONOURS 45SH	Mathematics	.5
MES40S	ESSENTIAL MATHEMATICS 40S	Mathematics	1.0
MPC40S	PRE-CALCULUS MATH 40S	Mathematics	1.0
MPC40SH	PRE-CALCULUS MATH HONOURS 40SH	Mathematics	1.0
PE40F	PHYSICAL EDUCATION/HEALTH 40F	Physical Education	1.0
PE40FH	PHYS ED/HEALTH HONOURS 40FH	Physical Education	1.0
PEALF40F	PHYS ED: FEMALE HEALTH & WELLNESS 40F	Physical Education	1.0
PHY(1)42S	ADVANCED PLACEMENT PHYSICS 1 42S	Sciences	1.0
PHY(2)42S	ADVANCED PLACEMENT PHYSICS 2 42S	Sciences	1.0

PHY40S	PHYSICS 40S	Sciences	1.0
PRINTM40S	PRINT MEDIA 40S (Yearbook)	Applied Commerce and Technology	1.0
PSY40S	PSYCHOLOGY 40S	Social Studies	1.0
SCI(1)40S	INTERDISC TOP IN SCI(1) 40S	Sciences	1.0
SPA(3Y)40S	SPANISH 3YR 40S	Languages	1.0
STAT42S	STATISTICS 42S	Mathematics	1.0
SUSTOUR40S	SUSTAINABLE TOURISM 40S	Applied Commerce and Technology	1.0
THP40S	THEATER PRODUCTION 40S	Performing and Visual Arts	1.0
TOPBUS40S	TOPICS AND TRENDS IN BUSINESS 40S	Applied Commerce and Technology	1.0
VENS40S	MUSIC: VOCAL ENSEMBLE 40S	Performing and Visual Arts	1.0
VJAZZ40S	MUSIC: VOCAL JAZZ 40S	Performing and Visual Arts	1.0
VP40S	VIDEO PRODUCTION 40S	Applied Commerce and Technology	1.0
WIND40S	MUSIC: WIND ENSEMBLE 40S	Performing and Visual Arts	1.0
WR40S	WORLD RELIGIONS 40S	Social Studies	1.0



# APPLIED COMMERCE & TECHNOLOGY



## APPLIED COMMERCE & TECHNOLOGY

**Applied Commerce and Technology courses incorporate advanced technology, ethical standards, recognition of our school's position in an increasingly global economy, cooperative learning, teamwork, and a commitment to lifelong learning. The department emphasizes creative and critical thinking and encourages acceptance of change.**

**Earn the Applied Commerce Certificate (ACC) in grade 12 by choosing any 8 of the following business course option credits. See a Business Ed Teacher for more details!**

### BUSINESS EDUCATION

#### ***Business Innovations 10S (BUSINN10S)***

What is a business and how do they operate? Are you interested in one day starting your own business? Do you want to learn how businesses affect your everyday life? Business Innovations offers students the opportunity to explore commerce-related topics such as economics, entrepreneurship, business, ethics, marketing, technology, and finance. Throughout the course, students will apply the concepts and strategies they learn to a variety of creative business projects and/or simulations such as a retail environment and being an entrepreneur. Business Innovations is designed to appeal to students who are curious about exploring the world of business and everything it has to offer. This course is strongly recommended and a great introduction to all the other Business Education and Technology Courses, including Accounting, Economics, Personal Finance, and Venture Development.

#### ***Personal Finance 20S (PERFIN20S)***

Personal Finance focuses on developing fundamental financial literacy skills, including the value of money, basic economics, budgeting, saving, financial institution services, credit, and investing. This is especially relevant to high school students, since they are entering

the workforce and are considering future purchases that require financial planning, such as buying a car, travelling, or pursuing post-secondary education. Financial literacy is a life skill making this course a good option for all students.

#### ***Accounting Essentials 30S (ACCESS30S)***

Accounting is the language of business. Accounting education prepares individuals to meet personal financial needs, to provide them with an awareness of a wide variety of accounting, business and technology careers and to lay the foundation for continued study and life-long learning. Professional accounting careers are projected to remain in high demand, with accounting designations enjoying high employment rates. Students will be introduced to manual accounting procedures to provide an understanding of the accounting concepts, principles and processes and work through the accounting cycle for a service business. These manual accounting procedures are integrated with a computerized environment using Microsoft Excel and accounting software on an ongoing basis.

#### ***Accounting Systems 40S (ACCSYS40S)***

Students will build and expand upon accounting principles and concepts introduced in Accounting Essentials 30S. Students will learn how businesses plan for and evaluate their operating, financing and investing decisions and then how accounting systems gather and provide data to internal and external decision-makers. The creation and maintenance of computer accounting records utilizing Excel and accounting software is an integral part of this course. Topics include an introduction to corporate accounting, accounting information systems, accounting for merchandising firms, sales and receivables, fixed assets, debt and equity. Students will get an idea of what's involved in the more senior management roles within a business environment and a good knowledge base for taking accounting courses at the post-secondary level. (Prerequisite: ACCESS 30S)

#### ***Venture Development 30S (VENDEV30S)***

Venture Development is designed for students interested in starting their own business. Students will become entrepreneurs during this course as they focus on planning, creating, implementing, evaluating, and operating their own business ventures within the school. Students will learn many skills necessary for the 21st century entrepreneur to build their business venture, such as building a website, using social media for marketing, using various forms of online software and apps to organize and form an effective business plan.

#### ***Economic Principles 40S (ECOPRIN40S)***

Economic Principles focuses on the basic concepts of economics and microeconomic and macroeconomic principles. Topics include opportunity cost, supply and demand, public goods and externalities, income and poverty, GDP, unemployment, inflation, economic growth, game theory, market systems and structures, fiscal policy and monetary policy. Students will be encouraged to think critically and develop an understanding about the current economic situations in Canada and around the world and provides students with a good knowledge base for taking micro and macroeconomics courses at the university level.

#### ***Sustainable Tourism 40S (SUSTOUR40S)***

Sustainable Tourism focuses on sustainable tourism within a local context. Students will engage in hands-on projects, including the design and implementation of on-site visitor experiences that showcase regional attributes. The curriculum emphasizes sustainability principles, exploring the impacts of tourism on ecosystems, communities, and economies, along with a focus on social justice and ethical practices. Students will study various forms of sustainable tourism, such as ecotourism and community-based initiatives, while developing project management and visitor engagement skills. Through collaborative

efforts, they will become active contributors to the tourism industry, equipped to lead sustainable initiatives that benefit both the environment and local communities.

#### **Topics and Trends in Business 40S (TOPBUS40S)**

The Topics and Trends in Business course emphasizes sustainability, globalization, and emerging technologies through an inquiry-based learning model. This course invites students to critically analyze the role of sustainability in business practices and the ethical implications of technological advancements. Students will engage with global challenges and opportunities, examining how businesses adapt to and influence these dynamics. Through formulating questions and evaluating diverse perspectives, learners will design, recommend, and implement actionable plans based on their findings. This approach not only fosters a passion for impactful issues but also equips students with the skills to utilize innovative technologies while considering their social and environmental consequences.

#### **CAREER DEVELOPMENT**

Career Development helps students to connect learning to the workplace and labour market. Students explore potential careers, acquire skills, work experience and develop references. Career Development combines classroom activities and job placements to allow students to apply knowledge in a work setting.

#### **Life/Work Planning 20S (LWP20S)**

This course focuses on self-assessment, including unique talents/interests/skills and building positive self-esteem. Topics like teen stress, life-work balance and positivity are explored. Through a variety of learning techniques including guest speakers, iPads and hands-on activities students will learn how to identify, investigate and pursue goals in education, work and community activity in order to prepare for the 21st century workforce. All students will be encouraged to explore and assess their strengths, needs and interests and to investigate a broad range of opportunities as they pursue their educational pathways in both post-secondary education and trades.

#### **Life/Work Transition 40S (LWT40S)**

This course focuses on preparing and transitioning students to the world of work. Topics include self-assessment, topics in the workplace, career exploration, perfecting a resume, enhancing interview skills, job-hunting techniques, and employability skills. Exploring various work experiences and volunteer opportunities will also be reviewed for students who may be seeking additional opportunities. The goal is to have students finish with all the tools to be successful in getting a job, being a good employee and choosing a career path.



#### **TECHNOLOGY EDUCATION**

##### ***Information and Communication Technology I & II 11F (AICTI15F and AICTII15F) (select both)***

ICT is the most important course for success and efficiency for computer literacy within high school and post-secondary education. There is an emphasis on building a foundation of digital literacy skills necessary for success in a technologically driven society. Throughout the course there will be an integrated emphasis on ethical social media usage, online privacy, media literacy, and critical thinking. Students will develop essential skills in areas such as graphic and web design, cloud applications and storage, intro to AI, and basic coding skills. This course will prepare students who are interested in the technology stream. It is a recommended prerequisite for all grade nine students interested in taking Computer Science, Photography, Video Production, Graphic Design, Web Design, 3D Modeling, and Business Communications in later grades.

##### ***Digital Photography 20S (DP20S)***

Do you enjoy capturing the world through the lens of your camera? Digital Photography students will spend time shooting photos using different photography techniques with a DSLR camera. Students will enhance and manipulate photos in post-production using photo editing software and will create an online digital portfolio. This course helps to prepare students for Adobe certification.

##### ***Digital Image Processing Photography 40S (DP40S)***

Digital Image Processing Photography introduces students to the fast-growing field of electronic imaging. Students will learn to use digital photography as a way to think visually; as a way to marry artistry

and technology. Students will explore the interaction of photography techniques and environmental factors to create powerful images while learning the fundamentals of lighting, composition, perspective, and exploring techniques for classic assignments: portraits, product shots, indoor location shoots, and fast-action sports. Students will incorporate the latest in Apple computers, digital cameras and lenses, and software. Whether students want to explore the professions of a fine artist, advertising photographer, graphic designer, or a photojournalist, a mastery of digital photography gives them creative control of the medium. This course helps to prepare students for Adobe Certification. Digital Photography 20S or Video Production Technology 20S is required to take Digital Image Processing Photography 40S.

#### ***Animation and Web Design 35S (ANI35S and WD35S) (select both)***

Students will use Adobe Animate to create animations and animated websites. This professional software will provide students with the skills and knowledge to design, develop and create two-dimensional animations for creating exciting personal and business related content using project-based learning. Various other Adobe programs will be used throughout the course (Photoshop, Character Animator, and Illustrator).

#### ***Advanced Technologies 35S (MOD35S and IW35S) (select both)***

Architecture, 3-D Printing and Web Apps are the focus of this course. The course is designed to engage students as they explore the latest in new technology and software. Students will learn basic architectural knowledge for building 3-D models of different varieties. 3-D printers will be used as students will design and print a variety of objects. Web applications will be used to bring students to the forefront of on-line advanced technologies. The course content will be updated every semester providing students with current knowledge that can be used to enhance their abilities in other courses.

#### ***Business Communications 30S (BUSCOM30S)***

Business Communications is designed for students eager to cultivate effective communication skills

essential for success in the workplace environment. This course emphasizes the development of written, verbal, interpersonal, and visual communication abilities, ensuring students can convey messages clearly and concisely. Students will engage with industry-standard tools, including Microsoft Office 365 and Google Suite applications, to create professional communications that are tailored for business contexts. The curriculum is heavily project-based, promoting group work that enables students to collaborate, share ideas, and apply their skills in real-world scenarios. By working in teams, students will enhance their ability to communicate effectively within diverse groups, solve problems collectively, and create impactful presentations and documents. This hands-on approach not only fosters a collaborative spirit but also prepares students for the dynamic demands of the modern business world.

#### ***Graphic Design Applied Business Technologies 40S (ABT40S)***

Graphic Design is open to all Grade 10, 11 and 12 students and focuses on graphic design commonly used in business. This course is for students who are interested in a variety of graphic elements such as creating and manipulating images, graphics, videos, and animations while using Adobe Illustrator, Adobe InDesign, and Adobe After Effects. Students will use these transferable skills to increase their success in the business world through graphic design. This course helps to prepare students for Adobe Certification.

### **VIDEO PRODUCTION**

#### ***Video Production Technology 20S (VP20S)***

This course is an introduction to video production techniques, using DSLR video cameras, Adobe Premier Pro and Adobe After Effects editing systems. Each student will write, produce, direct, shoot, and edit a series of short (three-to-seven minute) films. The course will provide an introduction to film equipment and operating techniques of video production. Students will gain hands-on experience of the entire video production process from scripting, filming,

lighting and sound through to editing and post-production procedures. This course helps to prepare students for Adobe Certification.

#### ***Video Production Technology 30S (VP30S)***

This course follows Video Production Technology (VP 20S) with a stronger emphasis on both the narrative film as well as the documentary film. Students will be responsible for all aspects of film production, from pre-production through to post-production. Students will develop the proper movie script structures and will acquire all necessary techniques needed in directing, filming and producing short movies. (Prerequisite: Video Production Technology 20S.)

#### ***Video Production Technology 40S (VP40S)***

This course continues where Video Production Technology 30S left off, with a focus on both the technical and artistic skills needed for being a successful filmmaker. VP40S will be run on a continuous cycle of structured theoretical lessons and practical demonstrations during the production of a series of short films. This final year of Video Production is intended to act both as a bridge for students who are considering the possibility of a career in the film/media industry, as well as students who just want to make movies. (Prerequisites: Video Production Technology 30S).

#### ***Yearbook 20S/30S/40S (PRINTM20S/30S/40S)***

Students study and use the elements of photography, layout, and design to produce the FRC Yearbook. Teamwork skills, organization, ability to work self-sufficiently and effective time management to meet deadlines are key skills needed in this authentic publishing experience. Students are required to attend numerous events outside of school hours as well as at lunch hours and should consider their availability when choosing the course. This course runs for the full school year.





# LANGUAGES



## ENGLISH LANGUAGE ARTS (ELA)

All students must select one of the compulsory courses in Grades 9, 10, 11 and 12, and then may select as many additional elective courses as they wish. Some of the elective course options are for Grades 9, 10, 11 and 12 students, and some are for Grade 12s only.

### Compulsory English Courses

#### GRADE 9 COMPULSORY COURSE

All students must select the ELA10F course, unless they are enrolled in an EAL program, in which case they should select ELA10E.

##### **English Language Arts 10E (ELA10E)**

This course is for students with an EAL background (see page 24). Although the outcomes of this course are identical, the materials and instructional methods used are specifically designed for students whose first language is not English.

##### **English Language Arts 10F (ELA10F)**

This course provides students with a foundation in the six streams of communication (reading, writing, speaking, viewing, listening, and representing).

#### GRADE 10 COMPULSORY COURSES

All students must select the ELA20F course unless they are in an EAL program in which case they select ELA20E or wish to take the Honours program in which case they select ELA20FH.

##### **English Language Arts 20F (ELA20F)**

This course continues to build a foundation in the six streams of communication - reading, writing, speaking, listening, viewing, and representing.



##### **English Language Arts 20E (ELA20E)**

This course is for students with an EAL background (see EAL pages). Although the outcomes of this course are identical the materials and instructional methods used are specifically designed for students whose first language is not English.

##### **English Language Arts Honours 20FH (ELA20FH)**

Although the outcomes for this course are identical to those of the ELA20F course, the Honours course is designed for highly motivated students who are prepared for more rigorous and in-depth programming.

#### GRADE 11 COMPULSORY COURSES

All students must select ELACF30S OR ELALF30S course unless they are in an EAL program in which case they select BOTH ELALF30E AND ELACF30S. Students who wish to continue or join the Honours program select ELALF30SH.

##### **English Comprehensive Focus 30S (ELACF30S)**

This course offers a wide range of language experiences, focusing on both literary texts (e.g., novels, poems, plays) and transactional texts

(e.g., articles, Reviews, Films). Students will develop the six streams of communication (reading, writing, speaking, viewing, listening, and representing).

##### **English Literary Focus 30S (ELALF30S)**

The focus of this course is on the study and creation of literary texts (e.g., novels, poems, plays). Students will participate in a variety of language experiences. While the study of transactional forms is included, this course emphasizes literary works.

##### **English Literary Focus 30E (ELALF30E)**

English as an Additional Language students are provided learning activities that parallel the 30S courses; however, the materials and instructional methods used are specifically designed for students whose first language is not English. Students enrolled in ELALF30E should enroll in ELACF30S before continuing with their grade 12 credit.

##### **English Literary Focus 30SH (ELALF30SH)**

Although there are commonalities with ELALF30S, the Focus Honours course is designed for highly motivated students who are prepared for more extensive reading of a broader range of literature and includes a more detailed analysis of the writer's craft

#### GRADE 12 COMPULSORY COURSES

All students must select the ELACF40S, ELALF40S or ELATF40S course unless they choose the Honours program, in which case they select ELALF40SH.

##### **English Comprehensive Focus 40S (ELACF40S)**

This course offers a wide range of language experiences, focusing on both literary and transactional texts. Students will continue to develop communication skills by considering a variety of forms, including drama, poetry, fiction, and nonfiction prose.

### **English Literary Focus 40S (ELALF40S)**

The focus of this course is on the study and creation of literary materials. Students will continue to participate in a variety of language experiences. While the study of transactional forms is included, this course emphasizes literary works.

### **Transactional English Language Arts 40S (ELATF40S)**

The focus of this course is on the study and creation of non-fiction materials. Students will continue to participate in a variety of language experiences. While the study of literary forms is included, this course emphasizes practical texts directly applicable to work/life.

### **English Literary Focus Honours 40SH (ELALF40SH)**

Although there are commonalities with ELALF40S, the Focus Honours course is more rigorous, involves extensive reading of a wider range of literature and includes a more detailed analysis of the writer's craft.

## **ELECTIVE ENGLISH COURSES**

Open to Grades 9, 10, 11 and 12

### **Reading is Thinking 10S, 20S, 30S (RIT10S, RIT20S, RIT30S)**

Reading is Thinking is designed to help students improve their skills in reading and critical thinking. Programming is individualized, focusing on students' needs and interests. Students develop strategies to deepen reading comprehension. There is an emphasis on connecting texts to self, other texts, and the world around us. Students may earn up to three credits in Reading is Thinking. This course is pass/fail; students receive credit based on their demonstrated achievement of learning goals.



### **Public Speaking 10F (PUBSP10F)**

This course is open to grade 9 and 10 students who want to develop the valued skill of communicating information orally to groups of people. This full-credit course provides students with the opportunity to become more convincing, compelling, and impressive speakers by preparing, practicing, and delivering a range of speech activities.

### **Public Speaking 30S (PUBSP30S)**

This course is open to grade 11 and 12 students who want to develop the valued skill of communicating information orally to groups of people. This full-credit course offers students the opportunity to become more convincing, compelling, and impressive speakers, while also developing critical thinking skills to analyze bias.

## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

Our program is designed to provide students with basic English language knowledge an opportunity to develop their language skills through an intensive language program. The focus will be to acquire basic interpersonal communication skills and academic language through reading, writing, speaking and listening activities. Referral to EAL courses will be made based on English language assessments that are done at the time of entry into Fort Richmond Collegiate

### **Language, Academics and Literacy (LAL)**

This program is designed for students with limited English language skills and with significant interruptions in their previous school. In this program, students will learn to use the English language for everyday communication, personal needs and to develop foundational academic knowledge and skills. Referral to the LAL program will be made based on the English language assessments that are done at the time of entry into Fort Richmond Collegiate.

### **English Additional Language Literacy Stage 1 10F (EALLIT10F)**

This course is intended for beginner level students learning English and emphasizes the acquisition of practical and academic language through a wide range of learning strategies. EAL students learn language skills pertaining to the areas of reading, writing, speaking, listening, representing, and viewing. Students who successfully complete the outcomes in EALLIT10F will proceed to EALLIT20F.

### **English Additional Language Literacy Stage 2 20F (EALLIT20F)**

This course is intended for high beginner and low intermediate level students learning English and emphasizes the acquisition of practical and academic language through a wide range of learning strategies. The two primary objectives are to improve basic communication skills and to increase cultural

awareness. The six language skill areas of reading, writing, speaking, listening, representing, and viewing are developed. Students who successfully complete the outcomes in EALLIT20F will proceed to EALLIT30F.

### **English Additional Language Literacy Stage 3 30F (EALLIT30F)**

This course is intended for intermediate level students learning EAL. The emphasis is on helping students develop effective strategies for improving their acquisition of English. Students will gain confidence in communicating successfully in English speaking environments, both academic and social.

### **English Language Arts 20E (ELA20E)**

EAL students are provided learning activities that parallel the 20F course. However, the materials and instructional methods used are specifically designed for students whose first language is not English.

### **English Literary Focus 30E (ELALF30E)**

Building on the language foundation established in the English 20E course, EAL students continue to develop proficiency in reading, writing, speaking, listening, viewing and representing. Although the pace of the course is more deliberate, the outcomes for the 30E course are identical to the outcomes in other English 30S courses. Students who have completed this course are encouraged to register in ELACF30S.

## **Languages**

### **FRENCH**

**French is one of Canada's two official languages as well as an official language in 29 countries. It is an asset in numerous fields of study and careers. The Core French program develops practical oral and written communication skills necessary to function in a French environment. In addition, the courses foster a greater appreciation of various Francophone cultures.**

### **French 10F (FCC10F)**

This course is designed for students who have never taken French before as well as for those who

have taken French Communication and Culture at a Grade 8 level. The objective of this course is for students to achieve a basic level of communication in French. Students develop their skills in reading, writing, speaking, and listening. Students learn communication skills by participating in a variety of activities and by studying relevant topics. The cultural component includes a look at some Francophone communities with a focus on their traditions, festivals, and artists. No prerequisite required.

### **French 20F (FCC20F)**

The objective of this course is for students to achieve a basic level of communication in French. Students develop their skills in reading, writing, speaking and listening. Students learn communication skills by participating in a variety of activities and by studying relevant topics. The cultural component includes a look at some Francophone communities with a focus on their traditions, festivals and artists. (Prerequisite: FCC10F)

### **French 30S (FCC30S)**

The objective is for students to achieve an intermediate level of communication in French. Students continue to develop their skills in reading, writing, speaking and listening. Students learn to discuss, debate and communicate while studying a variety of topics. As well, students study Francophone cultures of the world, and begin to look at literature. (Prerequisite: FCC20F)

### **French 40S (FCC40S)**

The objective is for students to achieve a higher intermediate level of communication in French. Students develop communication skills in context by integrating the following four components: experience/communication, culture, language and general language learning. At this stage there is more emphasis on the study of literature. In addition, the cultures and traditions of francophone communities are discussed. (Prerequisite: FCC30S)



### **AP French Program 32S and 42S (FRLAN32S and FRLAN42S)**

The Advanced Placement Program is designed for students who can benefit from university-level studies while in high school. It is a two-year program, beginning in Grade 11, and continuing through Grade 12. It follows the Advanced Placement (AP) curriculum as set out by the College Boards as well as the Manitoba French Communication and Culture curriculum. These courses are challenging and require a high degree of dedication and independent study. Students are expected to write the AP exam in May.

## SPANISH

Spanish is the fourth most commonly spoken native language in the world. Learning an additional language opens a multitude of academic, professional, and volunteer opportunities as well as giving insight into cultures. Through the Spanish program, students will develop communication proficiency in Spanish.

### **Spanish 10F (SPA(4Y)10F)**

This course is designed for Grade 9 students to acquire foundational communication skills in Spanish. The primary focus is to develop students' ability to understand and communicate about topics that are relevant and essential at the beginning level. No prerequisite required.

### **Spanish 20F (SPA(4Y)20F)**

This course is offered to students in Grade 10, 11 or 12. Heritage Speakers are welcome to enroll however it is designed for students that have never taken Spanish before to acquire foundational communication skills in Spanish. The primary focus is to develop students' ability to understand and communicate about topics that are relevant and essential at the beginning level. (Prerequisite: SPA10F)

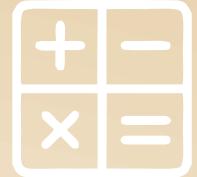


### **Spanish 30F (SPA(4Y)30S)**

This course focuses on language use through a wide variety of activities and cultural material. Students increase in confidence and communicative proficiency in both spoken and written form as they learn in an interactive environment. Topics covered include communicating about health, food, future plans, the home, and using past tense. (Prerequisite: SPA20F)

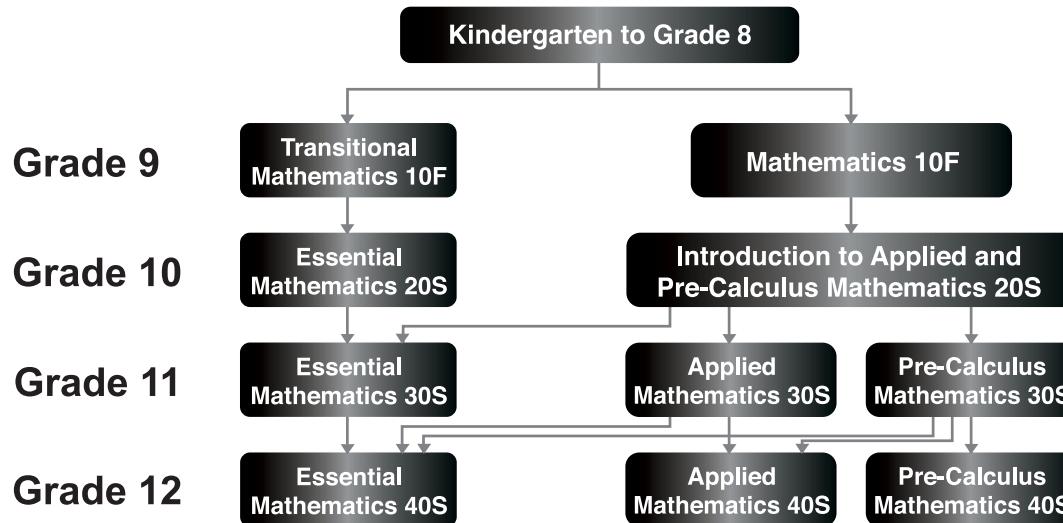
### **Spanish 40S (SPA(3Y)40S)**

The objective of this course is to further develop proficiency in speaking, reading, and writing Spanish. A widening range of interesting topics are explored, increasing comprehension, and confidence in communicating thoughts, opinions, and needs. This interactive course enriches students' understanding and appreciation of the culture and language. (Prerequisite: SPA(3Y)30S)



# MATHEMATICS

# MATHEMATICS



**A strong mathematics program is fundamental to a high-quality education. Through math, students develop critical skills such as logical reasoning, problem-solving, estimation, visualization, and analytical thinking - all of which are essential for success in today's rapidly evolving world.**

**At FRC, our math curriculum is designed to build a solid foundation, focusing on the key concepts needed for success in higher-level math. Students are encouraged to regularly assess their progress and actively demonstrate proficiency in each of these areas.**

**As part of their academic journey, students must enroll in Grade 9 Transitional Math 10F and Mathematics 10F. To meet graduation requirements, students will need to earn a Grade 10 math credit and can choose between two course options: Essential Mathematics or Introduction to Applied and Pre-Calculus Mathematics. In Grades 11 and 12, students can further tailor their learning by selecting from three options: Essential Mathematics, Applied Mathematics, or Pre-Calculus Mathematics, depending on their future academic and career goals.**

## ***Transitional Math 10F (MTR10F)***

This is a required course for all grade 9 students. The curriculum focuses on the development of positive student attitudes toward learning, mathematical background, communication, motivation, and work habits. This course provides students with the opportunity to solidify their math skills and deepen their knowledge in preparation for Mathematics 10F.

## ***Mathematics 10F (MATH10F)***

Mathematics is a way of interpreting our world. The grade 9 math curriculum will study several characteristics that define Mathematics including change, number sense, pattern relationships and spatial sense. The grade 9 course will help students develop a conceptual knowledge base and skill set that will be useful in whatever pathway they choose. The topics covered in grade 9 are within a pathway that is meant to build upon previous knowledge and to progress from simple to more complex conceptual understandings. Topics include powers, rational numbers, linear equations, geometry, measurement, and algebra.

## ***Choosing a Program for Grade 10***

Both courses at the grade 10 level are designed to provide students with the mathematical understandings, rigour, and critical thinking skills that have been identified for specific post-secondary programs of study and for direct entry into the workforce.

In making your decision please consider the following:

- a) How successful was the student in Grade 9 Math? Was the mark an accurate reflection of ability and effort? If the mark was:
  - i) Between 50% and 70% - consider Essential Mathematics

- ii) Over 70% - consider Introduction to Applied and Pre-Calculus Mathematics
- b) What are the student's educational plans after graduation?
- c) How hard is the student prepared to work?

### **Essential Mathematics 20S (MES20S)**

Essential Mathematics is intended to help students become "informed" consumers and will provide students with the necessary skills. This course prepares students by teaching them number sense, consumer problem-solving and decision-making. Course strands include personal finance, trigonometry, measurement, consumer decisions, angle construction and transformations. Upon successful completion of this course, students will enroll in Essential Mathematics 30S. (Prerequisite: MATH10F)

### **Introduction to Applied and Pre-Calculus Math 20S (MIAP20S)**

This course is intended for students who have achieved a minimum mark of 65% in grade 9 math and are interested in pursuing post-secondary studies that could include the study of theoretical Calculus. Problem solving activities, mental mathematics exercises and cumulative testing are featured in this course. In addition, students will require a scientific calculator with graphing functions.

Upon completion of this course, students will then choose to continue studying in one of two specialized streams of math: Pre-Calculus 30S (for students that intend to pursue post-secondary studies that require the study of theoretical Calculus) or Applied 30S. (Prerequisite: MATH10F)

### **Pre-Calculus Math 30S (MPC30S)**

Pre-Calculus Mathematics (30S) 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. The course

provides a high-level study of theoretical mathematics with an emphasis on problem solving and mental mathematics. The topics include the study of algebra, quadratic functions, reciprocal functions, and trigonometry. Pre-Calculus 30S is recommended for students who earned a minimum mark of 65% in MIAP20S (Prerequisite: MIAP20S)

### **Applied Mathematics 30S (MAP30S)**

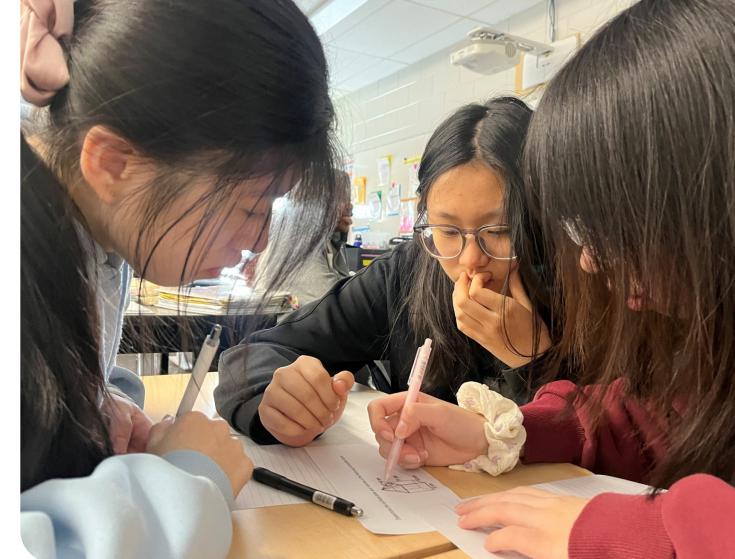
Applied Mathematics (30S) is intended for students considering post-secondary studies that do not require a study of theoretical calculus. It is context driven and promotes the learning of numerical and geometrical problem-solving techniques as they relate to the world around us. It builds upon the foundation, knowledge, and skills from Grade 10 Introduction to Applied and Pre-Calculus Mathematics and builds a foundation for Grade 12 Applied Mathematics. The course includes measurement, geometry, logical reasoning, statistics, and relations and functions. Students may be required to purchase a graphing calculator for this course. (Prerequisite: MIAP20S)

### **Essential Mathematics 30S (MES30S)**

This course is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Essential Mathematics is a course consisting of consumer applications, problem solving, decision making, and spatial sense. This course builds on the knowledge and skills of Grade 10 Essential Mathematics and provides a foundation for the topics studied in Grade 12 Essential Mathematics. (Prerequisite: MES20S/ MIAP20S)

### **Pre-Calculus Math 40S (MPC40S)**

Grade 12 Pre-Calculus Mathematics (40S) is intended for students who intend to study calculus and related mathematics as part of a post-secondary education and have earned at least 65% in Pre-Calculus 30S. 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. The course includes a high level of



theoretical mathematics with an emphasis on problem solving and mental mathematics. The topics include the study of transformations of functions, trigonometric functions, exponential functions, logarithmic functions, polynomial functions, radical functions, rational functions and the binomial theorem. (Pre-requisite: MPC30S)

### **Applied Mathematics 40S (MAP40S)**

Grade 12 Applied Mathematics (40S) is intended for students considering post-secondary studies that do not require a study of theoretical calculus. The course focuses on applying mathematical concepts to real-world situations, including topics like Finance, Probability, Relations and Functions, and Design and Measurement. It emphasizes practical applications and the use of technology to analyze and solve problems. (Pre-requisite: MAP30S or MPC30S)

### **Essential Mathematics 40S (MES40S)**

Grade 12 Essential Mathematics (40S) is intended for those students whose post-secondary planning does not include a focus on mathematics and science related fields. Grade 12 Essential Mathematics (40S) is a course which emphasizes consumer applications, problem solving, decision making and spatial sense.

### **Intro to Calculus 45S (MCI45S)**

Calculus is a branch of mathematics that allows students to further develop their skills in algebra and the properties of functions, and to apply the tools of calculus to solving practical problems. Any student intending to study Calculus at the university level should enroll in this course. It is recommended that students complete Pre-Calculus 40S before taking Calculus 45S or take Pre-Calculus 40S concurrently. (Prerequisite: MPC30S)

## **AP Mathematics Program**

**The Advanced Placement Program is designed for students who can benefit from university level studies while in high school. Teachers recommend potential AP students from the Introduction**

**to Applied and Pre-Calculus Mathematics 20S classes to participate in this challenging program the following year. Students may also choose to take the course, knowing that the program is challenging and requires a high degree of dedication. The content of the calculus portion of the program is similar to that offered in a first year calculus course at university.**

The AP Math Pattern:

#### **Grade 11:**

MPC30SH (1 credit) and  
Intro to Calculus 45SH (MCI45SH) (0.5 credit)

#### **Grade 12:**

MPC40SH (1 credit) and  
AP Calculus 42S (CAL(AB)42S) (1 credit)

### **Pre-Calculus Math Honours 30SH (MPC30SH)**

Math 30SH covers all topics in the Pre-Calculus 30S Manitoba Provincial Curriculum as well as select topics from the Pre-Calculus 40S course. The pace of this course is accelerated compared to the regular program. Students registering for MPC30SH must also register for MCI45SH. Students are required to

have a minimum final mark of 85% in MIAP20S in order to enroll in MPC30SH.

### **Pre-Calculus Math Honours 40SH (MPC40SH)**

Math 40SH covers all topics in the Pre-Calculus 40S Manitoba Provincial Curriculum as well as an in depth look at trigonometry and other topics. The pace of this course is accelerated compared to the regular program. Students must have a minimum final mark of 85% in MPC30SH in order to enroll in MPC40SH.

### **Intro to Calculus Honours 45SH (MCI45SH)**

This is the introductory calculus course for Advanced Placement students. See Calculus 45S for the course description.

### **AP Calculus 42S (CAL(AB)42S)**

This course is intended for students who have taken either Calculus 45S or Calculus Honours 45SH. It explores differentiation and integration at a level comparable to first year university in preparation for the Advanced Calculus AB42S exam. This course is a full credit course offered in the second semester.

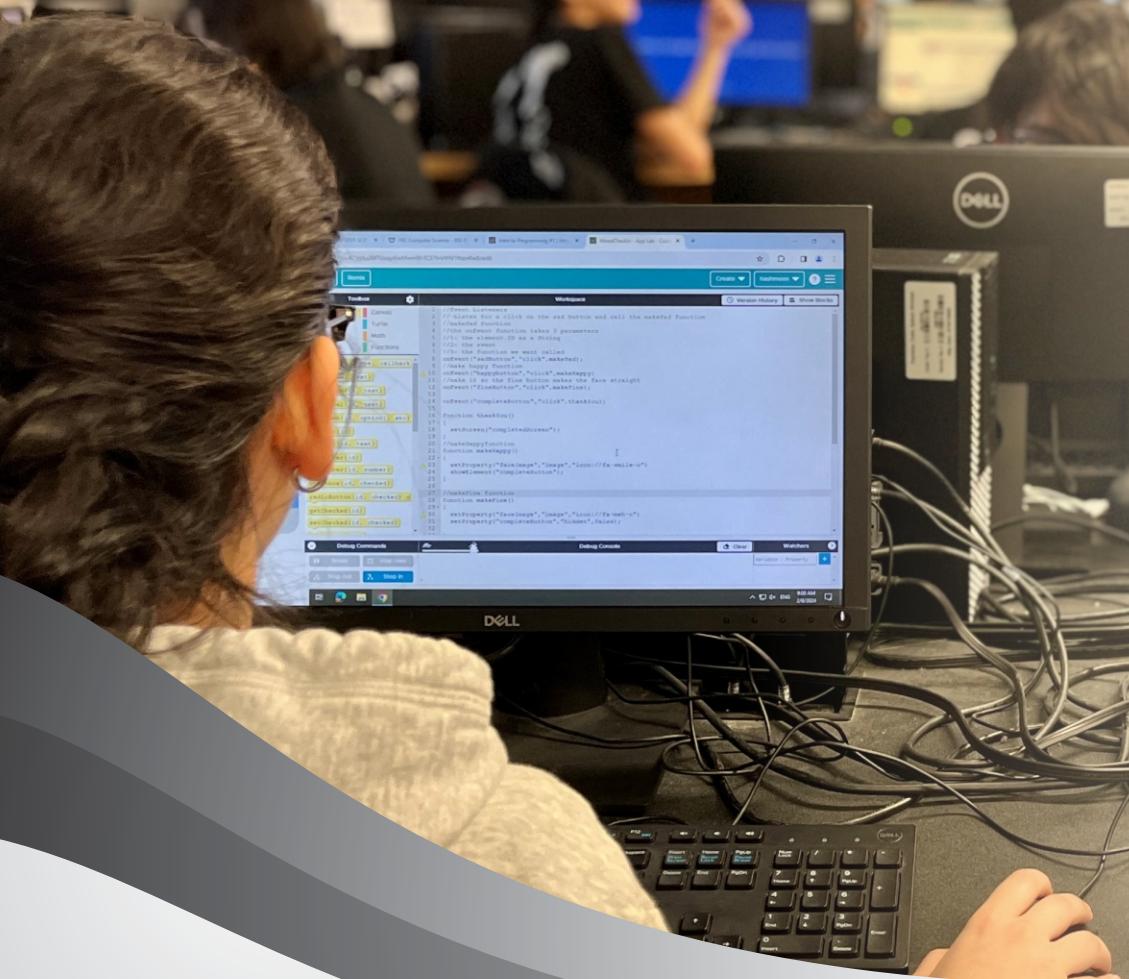
### **Statistics 42S (STAT42S)**

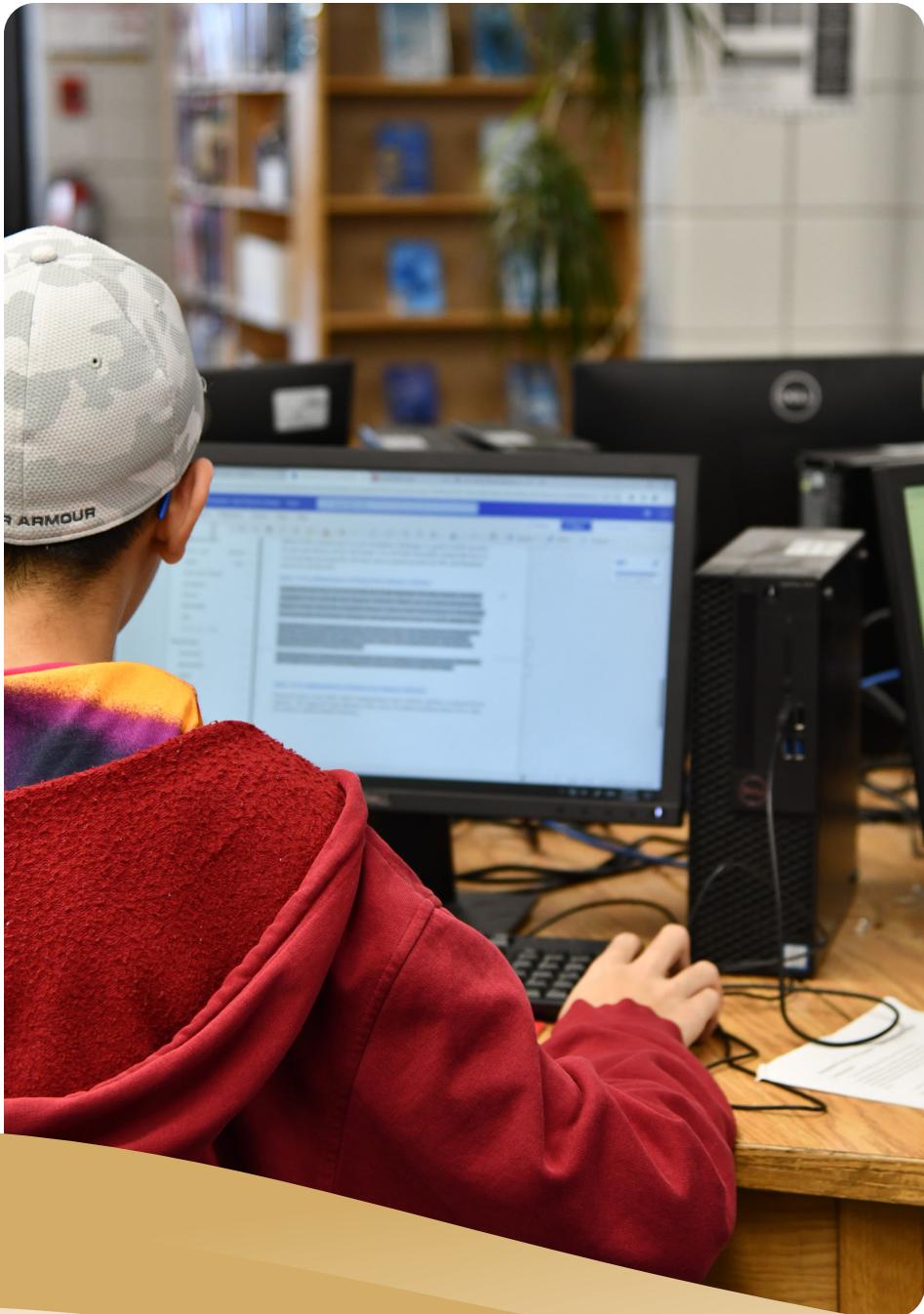
AP Statistics is the high school equivalent of a one semester, introductory college statistics course. In this course, students develop strategies for collecting, organizing, analyzing, and drawing conclusions from data. Students design, administer, and tabulate results from surveys and experiments. Probability and simulations aid students in constructing models for chance behavior. Sampling distributions provide the logical structure for confidence intervals and hypothesis tests. Students use Desmos and Web-based applets to investigate statistical concepts. To develop effective statistical communication skills, students are required to prepare frequent written and oral analyses of real data. (Pre-requisite: MIAP20S)





# COMPUTER SCIENCE





## COMPUTER SCIENCE

*"I think everybody in this country should learn how to program a computer because it teaches you how to think." - Steve Jobs*

### **Computer Science 20S (CS20S)**

This introductory course in computer science is of interest to a broad audience and is intended for Grade 9 and Grade 10 students, as well as those who have not taken any high school courses in computer science. Students will develop knowledge, skills, and attitudes applicable to situations beyond computer science. Students will learn how to work independently and collaboratively to complete projects and rich tasks. Students will use interactive programming software such as Python and Python Turtle to produce original apps, games and interactive stories. Students solve problems by applying concepts from introductory programming, such as variables and data types, input/output, debugging, branching (if/then/else), looping, using functions/methods, and documentation. (Prerequisite: Grade 8 Math with an 80% or above, or Grade 9 Math MATH10F)

### **Computer Science 30S (CS30S)**

This course is a second-level course in the science of software engineering, which focuses on applying programming concepts developed in CS20S. Students will be introduced to event-driven programming through App Lab. They will also extend their understanding of object-oriented programming through the use of a platform called Greenfoot. This is a project-focused Computer Science course, and many of the apps and programs replicate basic programs that can be found in the real world. The tools used in this course are freely available for both Mac and PC platforms. (Prerequisite: CS20S)

### **Computer Science 40S (CS40S)**

This course is designed for students who enjoyed and were proficient in a previous Computer Science course. Students will leverage their knowledge of Java programming to develop a variety of Java applications in a more traditional approach to computer science, designed to prepare students for university Computer Science courses. (Prerequisite: CS30S)

### **Computer Science 42S (CSA42S)**

This course follows the Advanced Placement (AP) curriculum as set out by the College Board. All students who have completed CS30S and registered for CS40S may be invited into this course. Students will have the opportunity to write the AP exam in May. The prerequisite for this course is CS30S with a minimum final mark of 85%.



# **PERFORMING & VISUAL ARTS**

## PERFORMING AND VISUAL ARTS

**The skills gained in a performing and visual arts program are all highly valued employability skills, teaching one to communicate beyond the spoken word. FRC performing and visual arts students display confidence, creativity, leadership, teamwork and self-discipline, which will allow our 21st century learners a greater chance to compete with a diversity of valuable skills.**

### ART

**FRC offers a visual arts program that accommodates students who intend to enter Fine Arts, other areas of creative arts study or students who simply wish to develop their creative and technical abilities. At all levels, the art program places a strong emphasis on the personal and original presentation of idea development through a wide variety of media. Students develop risk taking and problem-solving skills as well as increased confidence in their own creative process and meaningful artistic expression.**

#### ART 10S (ART10S)

This course is designed to introduce students to a variety of art media and techniques. Two- and three-dimensional art making is explored, with a focus on gaining artistic experiences through looking and making. The emphasis is on learning about different art making tools and styles, as well as how to develop creative ideas, make connections about the role of art in society, and interpret art made by others. Course fee is required for supplies.

#### ART 20S (ART20S)

This course is open to all students with or without a previous art background. Students will participate in two- and three-dimensional art activities to develop technical competency as well as the ability to communicate their ideas visually. Art history and art appreciation are introduced. Students are expected to keep a visual idea journal in addition to major class projects. The emphasis is on creative expression, learning about art in context, using art language and tools, and valuing artistic experience. Course fee is required for supplies.

#### ART 30S (ART30S)

This course is designed for students who enjoyed and were proficient in Art 20S and want to pursue creative expression in greater depth. The emphasis is on conceptualization and idea development, as well as understanding materials and their design possibilities. Studio time is an essential component of this course, and students are expected to do most of their coursework during class. This course involves self-reflection, written work, and a more detailed documentation of one's artistic process and idea development than Art 20S. (Previous credit in Art 20S is recommended.) Course fee is required for supplies.

#### ART 40S (ART40S)

Continued studio work will add to the skills developed in Art 30S, and may include advanced painting, drawing, sculpture, print making, and mixed media works. This course is designed for students who wish to further explore the possibilities of creativity and self-expression. Art history and appreciation are continued. The course is partially student-directed and includes inquiry-based learning. Art 40S includes continued research and artist studies. For students planning on entering post-secondary studies in Fine Arts, portfolio requirements can be incorporated into coursework. (Previous credit in Art 30S highly recommended.) Course fee is required for supplies.



#### Indigenous Art 20S/30S (INDART20S, INDART30S)

This course is for all students wishing to explore a variety of Indigenous art mediums. Beading, rock painting, hand sewn medicine bags, dream catchers, rattle making & smudging feathers may be explored.

### BAND

**The Fort Richmond Collegiate Band Program has a long history of excellence in instrumental music which has been recognized around the country. The bands have performed at a wide variety of events and have competed at the provincial and national level on a yearly basis. One of the major objectives of our band program is that the students will not only experience a great deal of musical growth, but will also experience personal growth, make valuable community connections and will develop a lifelong interest and enthusiasm for quality music and musicianship. Enrolling in the band program at FRC involves more than the student simply attending rehearsals; the bands are all active performing groups and all perform at a number of concerts, festivals and contests annually. Most of the FRC band students become intensely involved in the pursuit of personal and collective musical excellence.**

#### Band 10S (BA10S & BA15S)

Band 10S/15S is a class which meets for full band rehearsals five times per week. One semester, the students earn a full credit (10S) and the other semester they earn a half credit (15S), resulting in a total of 1.5 credits for the year; this allows the

musicians to develop musical skills consistently and effectively. The band plays a variety of musical styles in a number of different performing experiences, including concerts, festivals and contests. The FRC Band Program is a vibrant and supportive community of students who have a passion for music. Students in Band 10S/15S will have the opportunity to collaborate and build connections with band students in other grades at FRC. Band 10S/15S students are eligible to audition for FRC's Jazz Ensembles and Wind Ensemble. It is desirable that a Band 10S/15S student has 2 years of playing experience, although this is not a course requirement.

#### **Band 20S (BA20S & BA25S)**

Band 20S/Band 25S is a class which meets for full band rehearsals five times per week. The band plays a variety of musical styles in a number of different performing experiences, including concerts, festivals and contests. Band 20S students are eligible to audition for membership in the FRC Jazz Bands. It is desirable that a Band 20S student has 2-3 years of playing experience, although this is not a course requirement.

#### **Band 30S (BA30S & BA35S)**

It is desirable that a student in Band 30S/Band 35S has completed Band 20S or its equivalent. The course is a continuation of Band 20S with a higher degree of difficulty and musical complexity. The Band 30S/Band 35S class meets together with the Band 40S/Band 45S, forming a group known as the 'Symphonic Band'. The Symphonic Band is FRC's largest performing instrumental music group and it participates in all the types of performances outlined for Band 20S in addition to taking part in an annual band exchange or tour, often including participation in the National Finals at Musicfest Canada.

#### **Band 40S (BA40S & BA45S)**

Band 40S/Band 45S students have traditionally carried a heavy share of the responsibility for providing the leadership and inspiration necessary to effectively carry out the many activities of the bands. The Symphonic Band consists of Band 40S/Band 45S and Band 30S/Band 35S students. A large percentage of

the membership of the Wind Ensemble and the Senior Jazz Band tends to consist of Band 40S/Band 45S students. It is desirable that Band 40S/Band 45S students have Band 30S/Band 35S or its equivalent.

#### **Wind Ensemble 10S/20S/30S/40S (WIND10S/20S/30S/40S)**

The Wind Ensemble is a small, select concert band comprised of the top players on their respective instruments from all three grade levels. Since it is a highly select group with only high caliber musicians, the Wind Ensemble is able to perform more intricate, advanced literature than our other bands. The membership of the Wind Ensemble is determined by the band director.

#### **Jazz Band 10S (JB10S)**

In the first weeks of school in the fall, students from all grades audition for available positions in each of the jazz bands. Auditions are open to students that are enrolled in the Concert Band courses (BA10S/20S/30S/40S). Students who play instruments which are in a traditional jazz ensemble are eligible to audition, and audition music is available in late spring. Jazz courses at FRC encompass the learning of the language of jazz, including characteristic styles and repertoire which honors and explores the history of jazz. Also integral to the course is the study of theory and application towards improvisation. The 10S course is considered an introductory course, and students are not required to have any previous jazz ensemble experience in order to audition. Students enrolled in the course will perform in concerts, festivals and dances throughout the school year, both locally and outside of the province.

#### **Jazz Band 20S (JB20S)**

In the first three weeks of school, students from all grades audition for available positions in each of the jazz bands. Courses encompass the learning of the language of Jazz, including characteristic Jazz styles. Also integral to the course is the study of theory and application of improvisation in Jazz music. It is desirable that a Jazz 20S student has previous jazz experience, although it is not a course requirement.

Students enrolled in this course will perform in concerts, festivals and dances throughout the school year, both locally and out of province.

#### **Jazz Band 30S (JB30S)**

In the first three weeks of school, students from all grades audition for available positions in each of the jazz bands. Courses encompass the learning of the language of Jazz, including characteristic Jazz styles. Also integral to the course is the study of theory and application of improvisation in Jazz music. The course content builds on the concepts introduced in Jazz Band 20S; completion of Jazz Band 20S is desirable, but not a course requirement. At this level, we are moving to more advanced repertoire, which leads to a more select instrumentation (closer to standard instrumentation of one player per part). Students will perform in concerts, festivals and dances throughout the school year, both locally and out of province, including the National Finals of MusicFest, Canada.

#### **Jazz Band 40S (JB40S)**

In the first three weeks of school, students from all grades audition for available positions in each of the jazz bands. Courses encompass the learning of the language of Jazz, including characteristic Jazz styles. Also integral to the course is the study of theory and application of improvisation in Jazz music. The course content builds on the concepts introduced in Jazz Band 30S; completion of Jazz Band 30S is desirable, but not a course requirement. At this advanced level of playing, the band is tailored to suit the specific instrumental needs of the Level Six repertoire (ie. one player per part). Students will perform in concerts, festivals and dances throughout the school year, both locally and out of province, including the National Finals of MusicFest, Canada.

## CHORAL

**The FRC Choirs are a dynamic community, committed to making music through singing together. The choirs' strength is the diversity of the students involved - there is a place for everyone here! The choirs perform at concerts, community events and festivals, and are proud to be part of the vibrant music community dedicated to excellence at Fort Richmond Collegiate.**

### **CHORAL 10S/20S (CHOR10S, CHOR20S)**

This course allows students to develop their vocal, ensemble and musical skills through the performance of choral music. The music selected represents a diverse range of time periods, styles and languages. Elements of music theory, music appreciation, vocal techniques including part-singing and ensemble music-making skills will be learned through the students' participation in this non-auditioned choir. Students will be required to sing in several concerts and festival performances throughout the year. This course is offered both during the regular school day as well as outside the timetable. There is a \$20 Choir fee which supports choir programming throughout the year and choir students purchase a T-shirt to keep for all performances. Choral 15S/25S (0.5) is offered in the opposite semester. Choir is a year-long course.

### **CHORAL 30S/40S (CHOR30S, CHOR40S)**

This course allows students to develop their vocal, ensemble and musical skills through the performance of choral music in the Senior Choir. The repertoire selected represents a diverse range of musical periods, styles, languages and cultures. Students learn vocal and choral techniques, part-singing, performance skills, music appreciation and theory through the students' participation in this non-auditioned choir. Students will be required

to participate in several concerts and festival performances throughout the year. This course is offered both during the regular school day as well as outside the timetable. There is a \$20 Choir fee which supports choir programming throughout the year and choir students purchase a T-shirt to keep for all performances. Choir is a year-long course. Choral 35S/45S (0.5) is the continuation course in the opposite semester.

### **Vocal Ensemble 20S/30S/40S "Vox Anima Chamber Choir" (VENS20S, VEN30S, VEN40S)**

This advanced vocal ensemble is by invitation/audition only and runs for the entire year. Chamber Choir is a 20-25 voice choir that gives advanced choir students opportunities to develop musical, vocal, choral and ensemble skills. This choir explores a variety of genres from Baroque, Classical, Contemporary and World Music, singing in many languages and styles. Chamber Choir creates a musical community where students connect on a deeper level to create music together. Chamber Choir performs regularly around the school and community. These students are leaders within the FRC Choirs and are expected to participate in all performances, concerts, festivals and choir tours. Students who take this course must be enrolled in CHOR20S, CHOR30S or CHOR40S.

### **Intro to Vocal Jazz 20S (VJAZZ20S)**

This course is open to any choir student who is interested in learning how to develop small-ensemble and solo performance skills. Students will learn the basics of how to sing using microphones, sing solos/duets, set up the sound system, and learn the basics of singing vocal jazz. Students will complete listening logs and learn the fundamentals of jazz vocal music. Students will learn to sing and arrange music together in a small ensemble setting. Students must be enrolled concurrently in CHOR20S or CHOR30S.

### **Vocal Jazz 30S/40S "SHOWTIME!" (VJAZZ30S, VJAZZ40S)**

This advanced vocal ensemble is by invitation/audition and runs for the entire year. This is a performing

ensemble that gives advanced choir students the opportunity to further develop solo performance skills, as well as musical, vocal and ensemble skills through the genres of jazz and popular music. Students who take this course must be enrolled in CHOR30S or CHOR40S and have been in Chamber Choir. In this course, students will learn how to perform solo/duets of jazz standards with a rhythm section, perform self-directed ensemble music, complete listening logs and transpose/arrange music and improvise. Performance is a fundamental component in this ensemble, and as such all are expected to participate in all performances, concerts, festivals, choir tours, etc.

## DRAMATIC ARTS

**FRC Dramatic Arts options offer a variety of ways for students to experience and study drama and theatre. Dramatic Arts focuses on diverse units that explore multiple facets of drama and creative expression. Improvisation focuses on the essential performance and communication skills of improv. Theatre Production focuses specifically on creating a theatrical performance for a public audience. It is recommended to take courses sequentially so that lower course levels will act as prerequisites for subsequent higher course levels but not required.**

### **Dramatic Arts 10S (DRAMA10S)**

This introductory course welcomes students into the world of Dramatic Arts and theatrical performance. Students will experience a variety of approaches to making and creating drama through scene work, monologues, script writing and improvisation opportunities. The dramatic arts help introduce students to foundational stage, movement, voice and character work as they learn the roles of both performer and live theatre audience members. Students will also be introduced to the many roles involved in productions, both on stage and behind the scenes. Drama students who choose this course will learn the basics of this art form in a participation-based dynamic, fun and creative class.

### **Dramatic Arts 20S (DRAMA20S)**

The focus of the Drama Program at the 20S level is to continue developing basic dramatic and theatrical skills so that students can explore collaboration, making and creating drama, and having fun through

creativity and storytelling; previous experience not required. Students will explore a variety of skills through theatre games, improvisation, stage combat, mime, and mask work. This course will give students experience in script work through performance and writing, as well as opportunities to explore different roles behind the scenes like director and producer. Drama students who choose this course will have an opportunity to perform an original play for an invited elementary school audience.

#### **Dramatic Arts 30S (DRAMA30S)**

The Drama Program at the 30S level will continue to develop and enhance intermediate dramatic and theatrical skills learned in Drama 10S and 20S, though previous experience is not a requirement. Students will expand their understanding in the areas of improvisation, script work, and a wide array of theatrical mediums. This course will offer opportunities to explore theatre history through multiple lenses, experience a variety of styles and genres, and an introduction to forum theatre and collective creations. Students will continue to have the opportunity to experience and explore the many roles associated with theatre production both on and off stage. Drama students who choose this course will have an opportunity to perform an original piece of theatre for an invited audience.

#### **Dramatic Arts 40S (DRAMA40S)**

The focus of the Drama Program at the 40S level is for students to apply their advanced dramatic and theatrical arts skills to a variety of performance areas. Students will participate in all areas of theatrical production (performance, aesthetic, and technical) and continue to explore the creative elements of drama as a creative and expressive art form. Students will revisit and expand upon favourite units from previous years in the Drama Program, such as stage combat, improvisation, and script work. Drama students who choose this course will have the opportunity to prepare and perform monologues, learn about working in the film industry, and perform their own original plays to an invited audience. Dramatic Arts 40S is accepted as a university entrance course at the University of Winnipeg and the University of Manitoba.

#### **IMPROV 10S (IMP10S)**

This introductory class focuses on the basic skills of Improvisational Theatre. Through games, role play,

and performance activities, students will learn to respond to challenges with initiative, energy, and confidence. The art of improvisation teaches students how to creatively think on their feet, while developing communication, collaboration, and active listening skills. This class is for students who want to learn the complex, yet rewarding, art form of improv, which includes more than comedy and is an essential skill both on stage and in real life. Students in this course will have the option to participate and compete in the Canadian Improv Games and perform in lunch hour improv shows. This course runs during lunch hours and after school throughout the entire school year.

#### **IMPROV 20S (IMP20S)**

This course focuses on the continued development of Improvisational Theatre skills, though previous experience is not required. Through games, role play and performance activities, students will learn to commit to each moment with initiative, energy, and confidence. The art of improvisation teaches how to recognize the patterns that exist in the stories we tell, how to explore and express different character types, and how to engage an audience. Students in this course will have the option to participate and compete in the Canadian Improv Games and perform in lunch hour improv shows. This course runs during lunch hours and after school throughout the entire school year.

#### **IMPROV 30S (IMP30S)**

This course continues to enhance and expand upon the skills of Improvisation introduced in the previous Improv Program levels. This class is for students who want to advance their improv abilities and begin to take a leadership role in the program. Improvisation is an essential skill for any performing arts student and a transferable social communication skill that can improve speaking and listening abilities. Students in this course will have the option to participate and compete in the Canadian Improv Games and perform in lunch hour improv shows. This course runs during lunch hours and after school throughout the entire school year.

#### **IMPROV 40S (IMP40S)**

The focus of this course is to increase and advance student improv skills and leadership in creative communication and performance. This class is for students who want to pursue a mastery of their

improv abilities and take a leadership role in the program. Improvisation is an essential skill for any performing arts student and a valuable transferable communication skill that can apply to many areas in life, and it is also a lot of fun! Students in this course will have the option to participate and compete in the Canadian Improv Games and perform in lunch hour improv shows. This course runs during lunch hours and after school throughout the entire school year.

#### **Theatre Production 10S/20S/30S/40S**

##### **(THP10S/20S/30S/40S)**

FRC's Theatre Production course consists of two major areas of study: Performance Cast and Production Crew. In this course students prepare and perform a musical or play. Students taking this course will participate in either the Cast or Crew component, according to their personal areas of skill and interest.

**Performance Cast:** Placement auditions will be held to determine casting, but all who audition will receive a role. These students will be instructed on performance techniques focusing on all aspects of "onstage" work: sung and spoken vocal technique, movement, acting techniques, character development, improvisation, and stage work.

**Production Crew:** Students in the Crew will receive instruction that focuses on all aspects of "backstage" work: stage and house management, sets, sound, lighting, costumes, make up, hair, props, stage crew, ticket sales and marketing. The Production Crew supports the show that the performance cast is rehearsing.

Both classes occur outside of the regular school timetable. Attendance at production performance dates is mandatory for all enrolled students.



# PHYSICAL EDUCATION



## PHYSICAL EDUCATION

All students are required to take one compulsory credit of Physical Education/Health at each of the Grade 9, 10, 11 and 12 levels in order to qualify for graduation.

### ***Physical Education 10F (PE10F)***

This compulsory course taken in Grade 9 includes the activities and concepts related to the Provincial Physical Education and Health curriculum. The five General Learning Outcomes of Movement, Fitness Management, Safety, Personal and Social Management and Healthy Lifestyle Practices will be covered. Course content will include such potentially sensitive topics as: Social Wellness, Human Sexuality & Mental Health. Option activity blocks cover a wide variety of lifestyle and sport-related activities. A few examples of option activity blocks are yoga, basketball, badminton, indoor soccer, table tennis, group fitness, resistance training, golf, dance and touch football. An extra fee may apply depending on the block chosen.

### ***Physical Education 20F (PE20F)***

This compulsory course taken in Grade 10 includes the activities and concepts related to the Provincial Physical Education and Health curriculum. The five General Learning Outcomes of Movement, Fitness Management, Safety, Personal and Social Management and Healthy Lifestyle Practices will be covered. Course content will include such potentially sensitive topics as: Substance Use & Abuse and Human Sexuality. Mental Health will also be a focus for students. Students cover topics including mental illness stigma, stress, fostering kindness, empathy, and student supports in school and community. Option activity blocks cover a wide variety of lifestyle and sport-related activities. A few examples of option activity blocks are yoga, basketball, badminton, indoor soccer, table tennis, group fitness, resistance training, golf, dance, and touch football. An extra fee may apply depending on the block chosen.

### ***Physical Education/Health 30F: Active Healthy Lifestyles (PE30F)***

This compulsory course is designed to promote students' ownership of their personal physical activity levels and physical fitness development. Students discover physical activities suited to their personal interests which promote an active healthy lifestyle. This Grade 11 course includes core curriculum topics related to: Fitness Management, Mental/Emotional Health, Substance Use and



Abuse prevention; and the Social Impact of Sport. Participation in physical activity blocks and a Physical Activity Practicum is also included.

Seventy-five percent of the course will be teacher led activities, while the remaining twenty-five percent will be physical activity involvement outside regular class time. The student will develop and implement a physical activity plan, which will include steps to developing their personal fitness.

### ***Physical Education/Health 40F: Active Healthy Lifestyles (PE40F)***

This compulsory course supports the development of students' personal physical activity and fitness plan. Students will choose and participate in a variety of physical activities which will promote an active healthy lifestyle. Core curriculum topics related to: Fitness Management, Nutrition, Personal and Social Development, and Healthy Relationships.

Participation in physical activity blocks and a Practicum is also included. Fifty percent of the course will be teacher led activities and fifty percent will be physical activity involvement outside regular school time. Students will develop and implement a physical activity plan, which will include steps to developing their personal fitness.

Parents/guardians of grade 11 and grade 12 students will review the student's physical activity plan and sign an Informed Consent Agreement acknowledging approval of the chosen activities and acceptance of the responsibility for risk management, safety, and supervision. Parents/guardians will also be required to verify the entries of the student's physical activity log through a sign-off procedure.

#### ***Physical Education/Health Education 30FH and 40FH:***

#### ***Principles of Athletic Training (PE30FH and PE40FH)***

This full credit course at the 30 and 40 level is geared towards students who are interested in specialized sport specific training. A range of topics will be covered including plyometric training, sport nutrition, speed and agility, weight training, flexibility, injury recovery and prevention, sports psychology, principles of recovery and creating an individualized training program. Students will be expected to attend and participate in class every day. Students will need to indicate their interest to the Physical Education program area in order to be considered for registration.

#### ***Physical Education: Female Health and Wellness 30F and 40F (PEALF30F and PEALF40F)***

This full credit 30 and 40 level course will focus on fitness, health, and wellness for the female student. A range of topics will be covered, including mental health, human sexuality, nutrition, body image & leadership. The course will reflect the interests of the class as well as introduce new and exciting health and wellness topics. Females will be active in female-only environments both in and outside of the school through a variety of physical activities. (Prerequisite: PE20F)

## **LEADERSHIP**

#### ***Student Leadership Development (.5)31G and (.5)41G***

#### ***(LDR (.5) 31G & LDR (.5) 41G)***

Students enrolled in Leadership Education will engage in community volunteer activities, support FRC athletic events, and contribute to the planning and execution of special events within the FRC community. This seminar course is



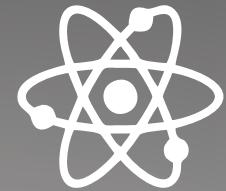
designed to help students discover and develop leadership skills. A variety of leadership topics are offered: Group Dynamics, Conflict Resolution, Customer Service, Networking, Time Management, Public Speaking, Problem Solving, Decision Making, Communication Skills, Self-Esteem Building, Teamwork and Resume Writing. Students enrolled in Leadership Education will be involved in community volunteering and special events. To complete the course requirements, students must log a set number of volunteer and theory hours. Classes run once a week during lunch hour (slot 4). (LDR (.5) 31G is a prerequisite to LDR (.5) 41G)

## **OUTDOOR EDUCATION**

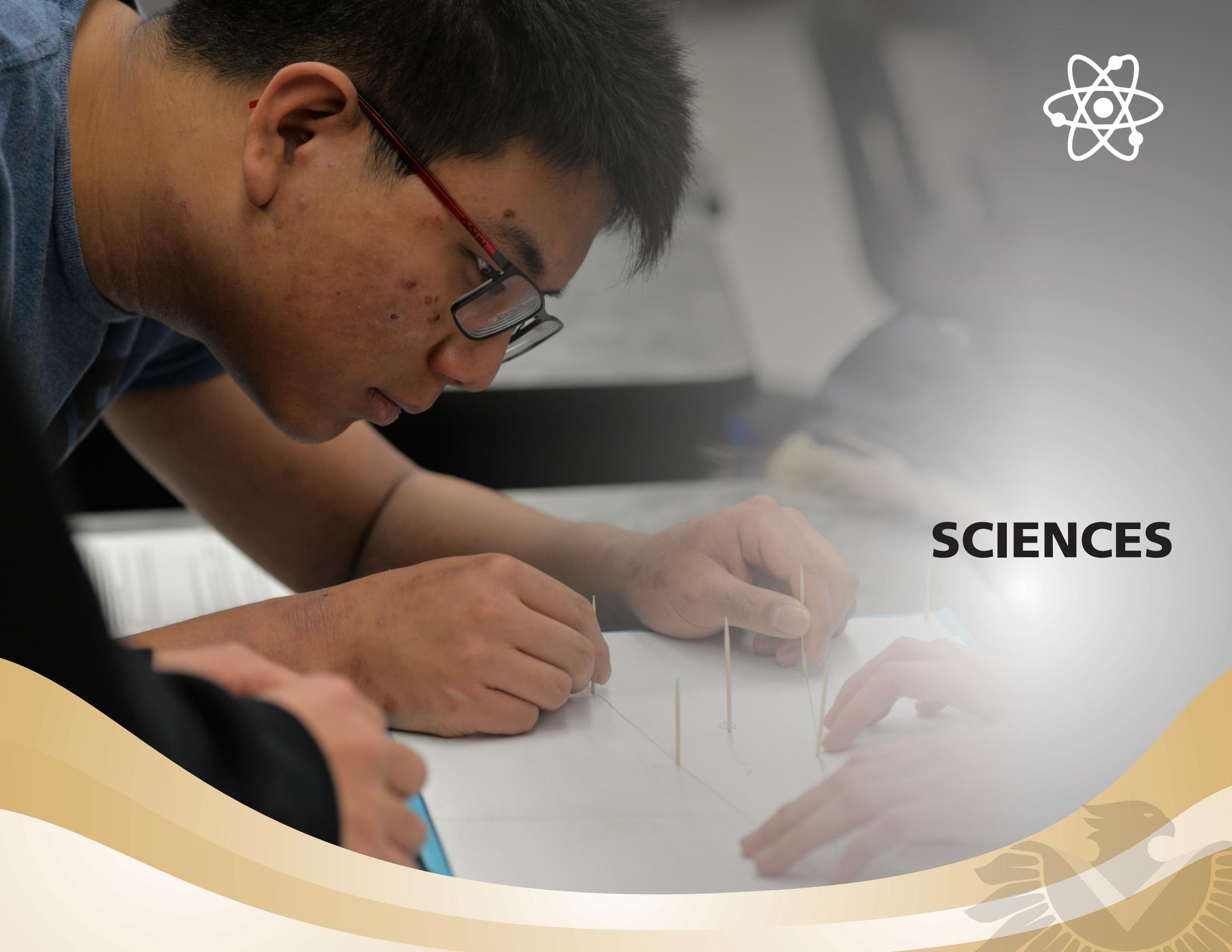
The wilderness of Manitoba offers unrivaled outdoor education opportunities. This program provides a supportive and non-competitive atmosphere.

#### ***Outdoor Education 30SO (SCI(3)30SO)***

Outdoor Education prepares students with a base set of skills to make the most of their outdoor experiences. Through a mix of indoor and outdoor lessons, students will learn how to make plans for a trip, use camping equipment and cook in outdoor kitchens. Students should expect outdoor classes on a regular basis and will have to dress appropriately. Trips can include hiking, biking, winter camping, canoeing and extended trips. A one-time fee of up to \$250 will be assessed to cover the costs of the excursions.



**SCIENCES**



## SCIENCES

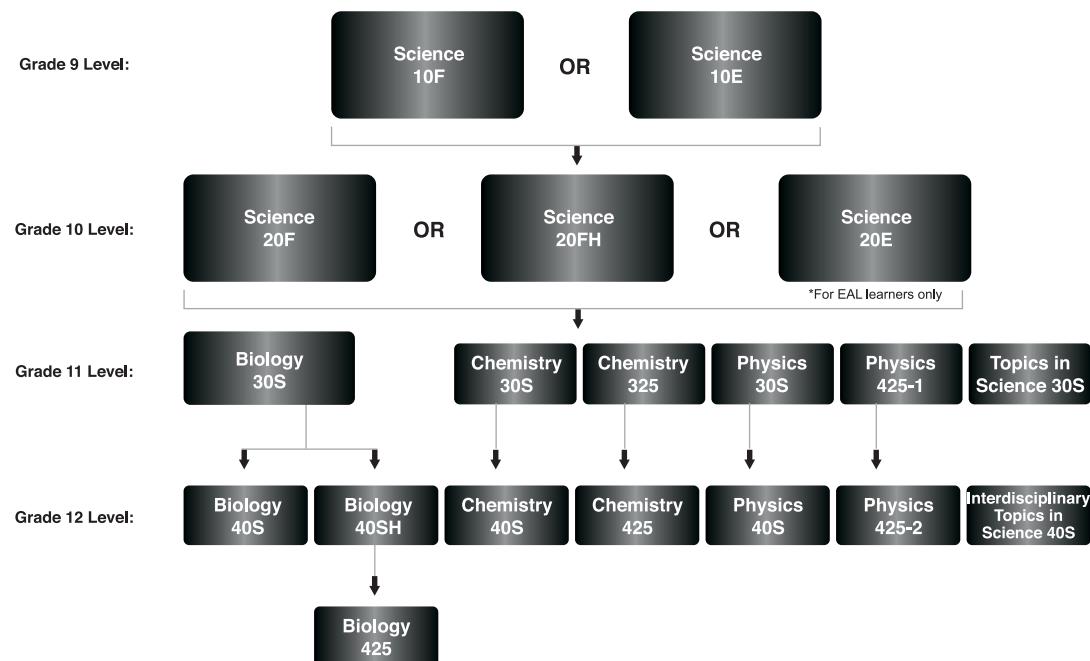
### International Science Schools Network

Fort Richmond Collegiate is privileged to have been a founding member of the International Schools Science Network (ISSN) and has continued to be involved in this prestigious program since its inception. We are the only Canadian School to be a member of this elite group, which includes schools from Australia, China, France, Kenya, Thailand, and others. Each year our students have the opportunity to travel to a partner school where they showcase their science research, participate in forums on cutting edge science research, and solve science problems in international student groups. Science research is supported in Science 20FH, Current Topics in Science 30S, and Interdisciplinary Topics in Science 40S. Students can participate through:

- International Science/Math/Social Studies excursions
- BioInnovation Week
- Kelburn Farm Wetland Mentorship
- Current Topics in Science Research Course
- FRC High Altitude Balloon Club
- Engineering Days at University of Manitoba
- Manitoba Schools Science Symposium
- Sanofi Biogenius Research Competition
- Biology, Chemistry, Physics, and Math Contests
- Lake Ecology field study aboard Lake Winnipeg Research Consortium's Research Vessel Namao

**After the Grade 9 and 10 introductory courses, students can pursue broadly-based general courses, or more rigorous courses in the separate disciplines of Biology, Chemistry and Physics. Each of these three follows a two-year curriculum**

### SCIENCE DEPARTMENT COURSES



**to university entrance level. AP courses are offered in Chemistry, Physics and Biology.**

#### **Science 10F (SCI10F)**

In this compulsory Grade 9 course students will employ scientific processes such as observing, measuring, inferring, classifying, predicting, organizing data, and problem-solving. There are four areas of study, including Reproduction and Heredity, Atoms and Elements, Nature of Electricity, and Exploration of the Universe.

#### **Science 10E (SCI10E)**

EAL students are provided learning activities that parallel the Science 10F course. However, the materials and instructional methods used are specifically designed for students whose

first language is not English. Please see course description for Science 10F.

#### **Science 20F (SCI20F)**

Science 20F introduces students to basic scientific principles in biology, chemistry, physics and weather. This course provides an excellent basis for future science programs. The biology component emphasizes abiotic and biotic relationships, ecological associations and environmental impacts. The chemistry unit focuses on a review of matter and energy, chemical reactions, and an introduction to acids and bases. The physics component focuses on topics in kinematics, and includes the use of computer-based motion sensors. The weather section involves data collection and analysis, with an emphasis on prediction. The interdisciplinary nature of Science 20F facilitates human impact studies of each topic. This course is a prerequisite for S level courses in physics and chemistry.

### **Science Honours 20FH (SCI20FH)**

The Science 20FH Honours course addresses the same topics and outcomes of the Science 20F course, with an accelerated, and more rigorous approach. Extensions of each of the four units are explored, and students are expected to develop research skills and lab techniques beyond the 20F level. This challenging course provides a springboard into the AP program. This course is designed for highly motivated students with a strong standing in Grade 9 Math and Science.

### **Science 20E (SCI20E)**

EAL students are provided learning activities that parallel the Science 20F course. However, the materials and instructional methods used are specifically designed for students whose first language is not English.

## **BIOLOGY**

**The design of Biology courses reflects the nature of science and its importance to the individual. Through the development of biological concepts and process skills these courses attempt to provide students with an understanding of how biological concepts can be applied to themselves. Research projects are a component of most Biology courses offered, and students are encouraged to utilize information technologies to access the most recent information on the topic that they are researching.**

### **Biology 30S (BIO30S)**

This course emphasizes the understanding of how the human body functions, concentrating on the structure and function of human systems with an ongoing focus on wellness. The following systems will be covered: Digestion and Nutrition, Transportation and Respiration, Excretion and Waste Management, Protection and Control, and Homeostasis. Dissection activities are also included within this course.



### **Biology 40S (BIO40S)**

Biology 40S is organized into three major areas for study. Each topic involves a combination of field, laboratory and/or research components. Students may participate in extra-curricular events (i.e. workshops and competitions). Biodiversity: The study of the theories of the origin of life, classification and an overview of the kingdoms of living organisms. This topic involves participation in extensive dissection activities. Classical Genetics: The study of Mendelian principles of inheritance and problem solving by applying principles. This topic also includes analysis of pedigree and human karyotypes. Molecular Biology: The study of the chemical basis of inheritance. Extensive discussions on DNA structure, protein synthesis, and regulatory processes. An overview of theories, applications, and a debate on ethical implications of biotechnology are included. (Recommended prerequisite: BIO 30S)

### **Biology 40SH (BIO40SH)**

The Biology 40SH course (Honours) addresses the same topics and outcomes of the Biology 40S course with an accelerated and more rigorous approach. In addition to the Biology 40S outcomes, this course includes portions of the Advanced Placement Biology 42S outcomes. This challenging course provides an introduction to the Advance Placement Biology course. This course is designed for highly motivated students with a strong standing in Biology 30S and Grade 10 Math and Science. This course is intended for students who would continue on to Biology 42S.

### **Advanced Placement Biology 42S (BIO42S)**

AP Biology is a rigorous program that is at the academic level of a first-year university Biology course. It provides excellent groundwork for students who wish to pursue a future in biological fields of study. This program includes the study of data collection, statistics, the chemistry of life, cellular communication, cell signaling, cellular energetics, gene regulation and ecology. The course is designed to increase student's critical thinking and problem-solving skills and 25% of the course is dedicated to hands on lab work. One desired outcome of the program is for students to successfully write the Advanced Placement exam in May. This course is for students who have a high aptitude for biology and have a high standing in Biology 40SH or Biology 40S. Students must have a final mark of 80% or higher in BIO40SH or 90% or higher in BIO40S to enroll in BIO42S. Priority will be given to students who have completed BIO40SH.

## **CHEMISTRY**

**Chemical reactions are occurring all around us on a daily basis: in the kitchen, our vehicles, the environment, our bodies, etc. We believe that all students will benefit from exploring chemistry as a discipline. Several courses are currently offered.**

### **Chemistry 30S (CH30S)**

This course includes a significant laboratory component. Topics include Physical Properties of Matter, Gases and the Atmosphere, Chemical Reactions, Solutions and Organic Chemistry. (Prerequisites: Science 20F (with a strong performance in the Chemistry Unit) and Introduction to Applied and Pre-Calculus Math 20S).

### **Chemistry 32S (CH32S)**

Chemistry 32S (Advanced Placement Chemistry) is designed to be a rich and rigorous mathematical and conceptual course. It is strongly based on experimental experience and provides the first half of the university level course. Every

student will build a portfolio of laboratory work representing a significant part of their overall evaluation. Topics include: Atomic Structure, Mass & Mole Relationships, Reactions in Solution, Gases, Thermochemistry, Introductory Quantum Theory and Chemical Bonding. The pace is often accelerated with topics tending to be either abstract or mathematically challenging. Students are expected to be able to work independently as well as cooperatively. This course is designed for students who have a high standing in Science 20F or Science 20FH and Introduction to Applied and Pre-Calculus Math 20S. Students are required to have a minimum final mark of 80% in SCI20FH or 85% in SCI20F in order to enroll in CH32S.

### **Chemistry 40S (CH40S)**

The Chemistry 40S course is a rigorous analytical challenge. Topics are increasingly abstract and theoretical – building on a strong foundation of fundamentals from Chemistry 30S. Students must have a strong mathematical background. Topics include: Atomic Structure, Kinetics, Chemical Equilibrium, Acid-Base Equilibria, Solubility Equilibrium and Oxidation Reduction. (Prerequisites: Chemistry 30S (a minimum standing of 65% recommended) and Pre-Calculus Math 30S).

### **Chemistry 42S (CH42S)**

Chemistry 42S (Advanced Placement Chemistry - level II) is intended to provide students with the equivalent of first year university (college) Chemistry. Significant laboratory work is a requirement. Students will extend the portfolios started in the Chemistry 32S course. This program has both abstract and mathematically demanding topics. Students must be prepared to engage in topics both independently and cooperatively. Topics include: Intermolecular Forces, Properties of Solutions, Kinetics, Equilibrium, Acids and Bases, Electrochemistry, Entropy and Free Energy and miscellaneous topics. One of the desired outcomes is for students to successfully write the Advanced Placement Exam. This course is designed for students who have high a standing in Chemistry 32S and Pre-Calculus Math Honours 30SH. Students must complete CH32S before registering for CH42S.



## PHYSICS

**The physics courses stress the basic procedures of physics and develop physics as a continuing activity rather than a fixed set of knowledge or facts. Emphasis is placed on the thinking involved rather than memorization of facts and formulae. The course is a well-planned growing network of ideas with lab work playing a role in the development of the concepts. Pre-requisite for Physics 30S is Science 20F. Also, prior exposure to Introduction to Applied and Pre-Calculus Math 20S is strongly recommended.**

### **Physics 30S (PHY30S) and Physics 40S (PHY40S)**

Physics 30S and Physics 40S courses comprise the same four units: Introduction to Physics, Mechanics, Fields and Waves. The Grade 11 program is designed to examine relationships which are primarily linear in nature while the Grade 12 Physics curriculum proceeds to more advanced non-linear relationships. Physics 30S is required before taking Physics 40S and Physics 42S.

### **Advanced Placement Physics 1 and 2**

AP Physics 1 and 2 cover the provincial curriculum and continue with additional topics to help prepare students to write the College Board AP Physics exams in May for Grade 11 and 12. Students with a desire to gain a broader background in Physics before university benefit from taking these courses. The courses also provide an excellent background for the physics contests which are written at FRC. Students who have been successful in SCI 20F and 20FH classes should consider AP Physics PHY(1)42S in Grade 11 and AP Physics PHY(2)42S in Grade 12.



### **Advanced Placement Physics 1 (PHY(1)42S)**

This course is taken in grade 11 and follows Physics 30S. It is equivalent to a first-year algebra based physics course. Topics include the kinematics of uniformly accelerated motion, Newton's laws of motion, circular motion, torque, rotational motion, linear and angular momentum, gravitation, mechanical work and energy, oscillations, waves and sound and an introduction to electrical circuits. A score of four or five on the College Board standardized exam may qualify a student for a university credit in physics. Physics content, reasoning and inquiry learning are emphasized throughout the course. The inquiry learning component poses a special challenge to students unaccustomed to formulating questions that guide inquiry and research. Students progress from teacher-directed learning to open inquiry and self-directed learning. Students demonstrate understanding of physics through problem-solving and communicate their understanding verbally, and in writing. Successful completion of this course is a prerequisite for entry into AP Physics 2.

### **Advanced Placement Physics 2 (PHY(2)42S)**

This course is equivalent to a second semester, algebra-based, college physics course. Topics covered include electrostatics, electric current and electrical circuits, magnetism and electromagnetism, kinetic theory and thermodynamics, fluid mechanics and physical and geometric optics. Selected topics from modern physics are covered in the half-credit Modern Physics course outlined below. A score of four or five on the College Board standardized exam may qualify a student for a university credit in physics. Like AP Physics 1, physics concepts, analytical reasoning and inquiry learning are central. (Prerequisite: (Physics 1) 42S)

### **Topics in Science (SCI(1)30S) and Interdisciplinary Topics in Science (SCI(1)40S)**

Innovation, Leadership and Science, Technology, Engineering, Mathematics. These courses are for students interested in pursuing independent study and extra involvement in STEM along with mentorship and leadership. The courses are student-centered, inquiry-based and resemble the approach taken by professionals working in industry. Students will learn communication skills as they complete a number of required blocks towards completion of the course. Students would be encouraged to produce a research project in an area of their choosing. Participation in international exchange programs, wetland ecology, citizen science, elementary science mentorship, field research, bio-innovation, virtual (online) science symposiums and math challenges will be considered for credit.



# SOCIAL STUDIES



## SOCIAL STUDIES

### Geography/History

Citizenship is the core concept of social studies in Manitoba. Students will find that citizenship touches many of the activities and lessons that they encounter. Specific learning outcomes elaborate on the core of citizenship.

#### ***Canada and the Contemporary World 10F (SSCCW10F)***

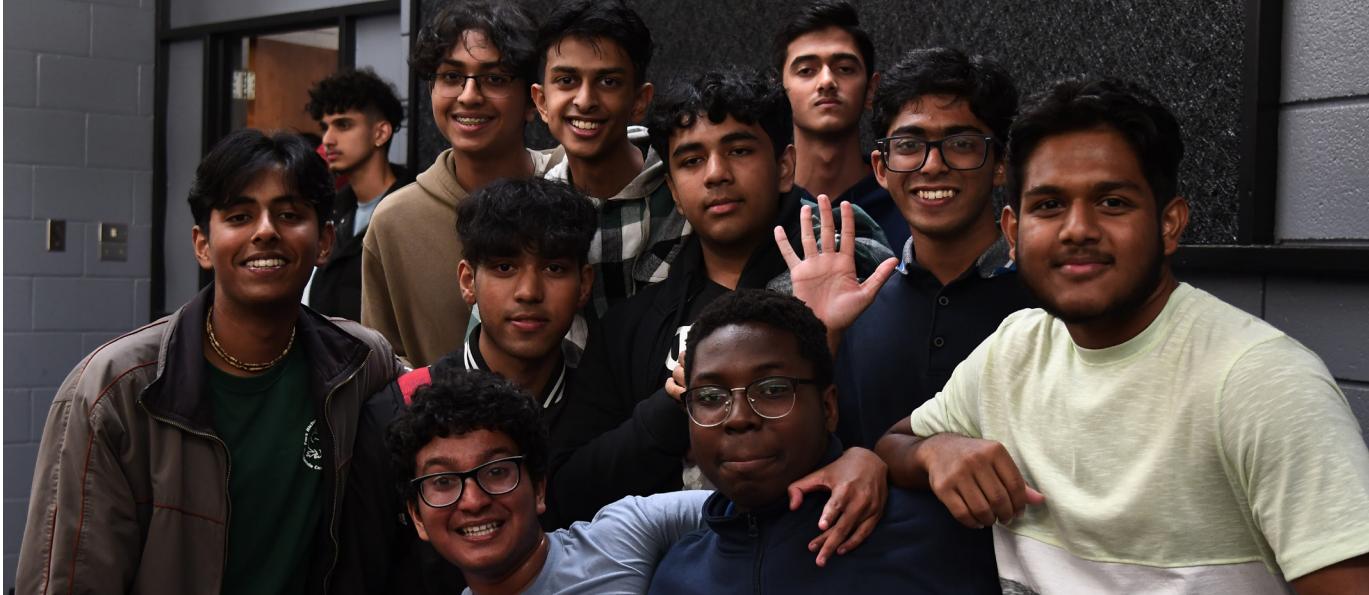
This is a compulsory grade nine course. This course provides an understanding of Canadian society, its government, and the role and responsibilities of Canadian citizens. Students reflect on the question, "What is a Canadian?" and examine the multicultural nature of Canadian society.

#### ***Canada and the Contemporary World 10E (SSCCW10E)***

This course is designed for English as an Additional Language students with limited background knowledge of our Social Studies curriculum. The course will help EAL students learn basic Social Studies vocabulary and skills while studying government, citizenship and multiculturalism in Canadian society. (Prerequisite: EALLIT20F and EALLIT30F)

#### ***International Conflict and Cooperation 11G (SSICC11G)***

Students will engage in the study of global conflict and relationships. Using a timeline of modern history, students will focus on the changing factors around the world that instigate, continue, and resolve conflict. Various wars, economic conflicts, ideological conflicts and political conflicts will create our continuum of study, leading us toward our current day. Specific focus will be spent on understanding conflict



and extrapolating these understandings onto a global scale. This course is recommended for students in grade 9 and 10

#### ***Learning from the Land 11G (LFL11G)***

The aim of Learning from the Land 11G is for students to learn about land-based knowledge, skills, and attitudes from an Indigenous worldview. This course has a specific focus on plants and trees. Students learn in relation to the seasons. This course is an opportunity for students to revitalize their connection with the land.

#### ***Gifts from the Land 21G (GFL21G)***

The aim of Gifts from the Land 21G is for students to learn about the Indigenous knowledge, skills, and attitudes needed to live on the land. This course has a specific focus on the gifts animals provide. Students learn in relation to the seasons. Students will explore the interconnectedness of all living things through the Indigenous worldview. This involved learning about Indigenous ways of knowing, being, and doing, with respect to our animal relatives.

#### ***Geo Issues 21st Century 20F (GEOIC20F)***

The intent of this course is to provide students with an appreciation and understanding of Canadian Geography. They will examine Canadian resources, industry and trade looking at various environmental, political and cultural perspectives. Further topics include, basic geography literacy skills, contemporary issues related to food production and the analysis of urbanization. Within the course, students will gain an appreciation for sustainable development while making informed judgments regarding environmental and social issues.

#### ***Geo Issues 21st Century 20E (GEOIC20E)***

This course is designed for English as an Additional Language students with limited background knowledge of our Social Studies curriculum. The course will help EAL students learn basic Social Studies vocabulary and skills while studying the physical, economic, and social environment

of North America. (Prerequisite: EALLIT20F and EALLIT30F)

### ***Cultural Exploration 11G/21G/31G/41G (CULTEX11G/21G/31G/41G)***

Students can enhance their knowledge of their own cultural origins as well as the cultural origins of classmates. Through class discussions, interaction with community members such as elders and other members of cultural organizations, students will gain skills, knowledge and attitudes that will enhance self-esteem and maturity, strengthen cultural identity and promote greater intercultural understanding and an appreciation of cultural diversity. Only one credit may be earned although it is offered at different grade levels.



### ***History: Canadian 30F (HIS30F)***

This course is designed to have the students think critically about the events and issues of our past. As they learn to “think historically” they will examine the question “what is history” and the “concepts of historical thinking”. Then, as they proceed to study Canada’s history from the beginning of time to the present moment, they will be encouraged to apply these skills in the analysis of events and issues in pursuit of the development of informed judgments. As they move through this process, the essential question for the course – How has Canada’s history shaped the Canada of today – will be emphasized. To this end, current events will be followed on a regular basis as the shaping of Canada and Canadian society is ongoing. (Prerequisite: GEOIC20F)

### ***History: Canadian 30E (HIS30E)***

History 30E should be taken by EAL students who have completed Geography 20E. The course will be delivered at a level which corresponds to the language abilities of the students. The material covered will parallel that in the regular Canadian History course but will be dealt with in a manner that takes into account the student’s limited background knowledge of the content and the language. (Prerequisite: GEOIC20E)

### ***History: American 20G (HIS20G)***

The aim of the course is to investigate the history of the United States from 1600-2000. As our close and powerful neighbour, the United States has an incredible impact on Canada. This course will give students some insight into the historical development of the American nation and how it became the dominant country in North America and a power in the world. This course is open to all grade levels.

### ***Global Issues 40S (GI40S)***

Global Issues is aimed at students who have a real interest in the world around them and contemporary issues affecting the world. The intent of Global Issues 40S is to encourage students to examine major global issues with a view to developing an informed response. Students conduct inquiry so as to learn about the interdependence of environmental, social, political, and economic systems, and develop competencies for thinking and acting as ecologically literate citizens committed to social justice.

Considerable emphasis is placed on current events and students will be expected to follow major issues through the media. As a mandatory component of the course, students plan and implement a school or community-based action-research project.

### ***History: Western Civilization 40S (HWC40S)***

In this course, we will study a broad range of western civilizations from the ancient era (like ancient Egypt, Greece and Rome), the medieval era (in England, Germany and France), and the modern era (like the Renaissance, the Reformation, and Enlightenment), and how these eras, events, people and ideas that have shaped what is considered the “Western

World". The Senior 4 Western Civilization curriculum is organized around six major concepts (religion, ideology, humanism, individualism, secularism, and skepticism) to examine the rise and fall of each civilization, the influence these civilizations had on one another, and to make connections between past events and present situations. (Prerequisite: GEOIC20F/20FH)

#### ***Geo: World Human 40S (GEO40S)***

The aim of this course is to introduce the student to basic concepts related to the role humans have played in adapting to and shaping their environment, society and government. An exploration of cultural, social and economic developments in different areas of the world should lead to a greater awareness of and concern for present-day issues. The influence of culture, economics and politics. Students will be expected to research topics, and form opinions based on analysis, comparison and discussion. (Prerequisite: GEOIC20F/20FH)

#### ***Current Topics in First Nations, Métis and Inuit Studies 40S (FNMI40S)***

This course explores the histories, traditions, cultures, world views and contemporary issues of Indigenous peoples in Canada and worldwide. Students will use critical thinking, communication, analytical and inquiry skills that will enable them to better understand past and present realities of Indigenous peoples. Additionally, exploration of topics such as self-determination, self-government, and language and cultural recovery allows students to understand and work towards a positive future envisioned by Indigenous peoples and all Canadians.

#### ***World Religions 40S (WR40S)***

This course explores the diversity of religions and religious perspectives in Canada and globally. In this course students will explore 5-6 different religions or perspectives and the diversity across and between these different traditions or perspectives. Students will have the authentic learning experience of interacting with guests of different faiths. The course is intended to help students develop a basic level of 'literacy' (a greater awareness, understanding and appreciation)

about several specific world religions and/or religious perspectives. As well, they will be able to explore the similarities and differences across different religions, and the historical and continued significance of religious diversity in Manitoba, Canada and the world. (Prerequisite: GEOIC20F/20FH)

#### ***Cinema as a Witness to Modern History 40S (CVMH40S)***

The course deals with historical developments and themes that have influenced the world history of the last one hundred years as part of a focused study of significant 20th Century historical events such as World War I, the Russian Revolution, the Great Depression, the Holocaust, World War II, the Cold War, the Vietnam War, the Civil Rights Movement, the Iranian Revolution and the Civil War in Rwanda. Throughout the course, the students will enrich their understanding of the past as they apply the Concepts of Historical Thinking, conduct historical inquiry using a variety of sources, and view and deconstruct films based on the major topics in world history. (Prerequisite: GEOIC20F/20FH)

#### ***Law 40S (LAW40S)***

Interested in becoming a lawyer? Do you want to see what it takes to develop a case for a criminal trial? Do you enjoy crime scene investigations? Law focuses on basic legal principles and practices in Canada's



legal system from both a law and law enforcement perspective. Using a hands-on, activity-based approach to learning, this course discusses major legislation in Canada such as the Criminal Code of Canada and the Charter of Rights and Freedoms. Students will be exposed to a variety of different topics such as human rights and the law, criminal investigations, types of crimes and court room trial proceedings. Current event issues, mock trials, controversial debate topics and possible career choices in law and law enforcement are explored.

## **FAMILY STUDIES**

**In Manitoba, the content of the Senior Years Family Studies outcomes are arranged as a series of goals under the following topics that span across the grade levels: Fundamentals of Human Development, Relationships and Influences, Health and Wellness, Fundamentals of Parenting and Caregiving, Citizenship and Sustainability, and Career Development.**



**Each grade requires that students develop their conceptual knowledge base and skill set. Some learning outcomes will be similar for all grade levels; in other situations, each level will scaffold on previous knowledge and progress from simple to more complex conceptual understandings. However, each level is not a prerequisite for the next. Please note that topics connected to development of healthy sexuality exist as curriculum outcomes within each grade level.**

#### **Family Studies 10S (FS10S)**

Family Studies 10S explores adolescent development from the perspective of the adolescent student. Topics include building skills and knowledge in developing positive relationships to enhance personal health and wellness within the context of their own family dynamics and the community in which they live.

#### **Family Studies 20S (FS20S)**

Family Studies 20S focuses on the skills and knowledge parents and caregivers need, with emphasis on maternal health, pregnancy, birth, and the early years of human development. Students will learn about the developmental needs, effective care, and guidance of young children. The development of these skills and knowledge will enhance their overall well-being now as adolescents and in the future as parents and caregivers.

#### **Family Studies 30S (FS30S)**

Family Studies 30S explores mental health in relation to children and adolescents, diversity amongst families and parenting styles, the social/emotional, cognitive, and physical development of children and adolescents, and lastly the development of financial wellness within families and students themselves. Throughout the course, theorists, psychologists, students' experiences, and current research are used to learn about the course topics.

#### **Family Studies 40S (FS40S)**

Family Studies 40S places a focus on late adolescence to elderly adulthood life stages. Students will gain skills and knowledge in the areas of personal identity and development, relationships, parenthood, diversity in families, and the aging adult. Students will increase their exposure and knowledge as to how individuals and families function in society during different stages of life. The skills and knowledge will provide the opportunity for students to make informed and responsible life management choices now and in the future.

#### **Applied Family Studies 40S (AFS40S)**

Grade 12 Applied Family Studies prepares students for a caregiving role with infants, toddlers, and children through the study of child development. This course provides a foundation for further study within the field of early childhood education and related careers.

The skills and knowledge learned in the course are applied to a 40-hour practical experience with children where students will observe, guide behaviour, ensure health and safety, and participate in play-based learning experiences.

Grade 12 Applied Family Studies students participate in a supervised setting for a 40-hour practicum as part of this full-credit course. Practicum locations will be assigned by the teacher. Students are responsible for their own transportation to and from practicum sites; attempts will be made to find practicum sites within walking distance of FRC. Practicum experiences may take place outside of course hours. There are no prerequisites for the course. A student may earn credits for both Family Studies 40S and Applied Family Studies 40S.

## **PSYCHOLOGY**

#### **Psychology 40S (PSY40S)**

This course is designed for students who are interested in learning about human behaviour. An overview of topics include: Human Development, The Brain, Sleep, Learning, Memory, Motivation, Emotion, Personality, Sensation and Perception, Psychological Disorders and their treatment, and Social Psychology. Students will also gain insight into their own behaviour and that of others.



## SKILLED TRADES AND TECHNOLOGY EDUCATION

Students from Fort Richmond Collegiate are eligible to attend the Technical Vocational Education (TVE) program at Pembina Trails Collegiate (PTC) or complete programs in trades and technology at the Manitoba Institute of Trades and Technology (MITT).

These programs and apprenticeships equip students with the essential knowledge and practical skills needed to perform specialized tasks. Students earn credits towards high school graduation while completing theory and hands-on training that prepares learners to transition directly into the workforce.

Contact a counsellor for more information about applying for these programs, or visit their websites:

**MITT** at [Programs and Courses - MITT](#)

**Pembina Trails Collegiate** at <https://www.pembinatrails.ca/ptcollegiate/technical-vocational-education-tve>

## INTERNATIONAL STUDENT PROGRAM

Fort Richmond Collegiate is proud to be part of the Pembina Trails International Student Program. This program welcomes students from around the world who wish to attend one or more years of secondary school in our division. The International Student Program recognizes the importance of cultural awareness for the International student. Monthly cultural activities are offered to the International students to assist them in learning about life in Winnipeg, Manitoba and Canada. These activities include field trips to museums, historic sites and other venues of local interest.

International students have the opportunity to take a full high school program which may include English as an Additional Language. Local Fort Richmond students have the opportunity to befriend students from around the world, thus preparing them to be citizens of an increasingly international society.

The International Student Program Homestay Coordinator identifies homestay families for international students. She meets them at the airport and helps them with practical adjustments to life in Winnipeg. For information regarding fees and the homestay program, please contact the Director of the International Student Program or visit [www.pembinatrails.ca](http://www.pembinatrails.ca) and select What we Offer, International Student Program.

Ms. Tess Cordeiro  
Director, International Student Program  
Pembina Trails School Division, 181 Henlow Bay Winnipeg, MB R3Y 1M7  
phone: 204 488-1757 ext 1246 | fax: 204 487-4021  
email: [tcordeiro@pembinatrails.ca](mailto:tcordeiro@pembinatrails.ca)

## INFORMNET

Students have the opportunity of taking InformNet courses online if they require courses outside of their regular classroom schedule. InformNet offers core courses at the Grade 9, 10, 11 and 12 levels, as well as a limited number of option courses. Students are encouraged to refer to the [website](#) to view the most up to date information on course availability and registration information. Students are strongly encouraged to discuss this option with their school counsellor as planning is required in order for a successful experience to take place. If students choose to take an InformNet Course, there is generally a cost to the student.

## OTHER WAYS TO EARN CREDITS

### ***Credit for Employment (CFE)***

CFE allows students to earn high school credit for paid work experience, to encourage and recognize the skills development and experience gained through employment. Students may earn a maximum of 2 CFE credits towards graduation. To start earning CFE credits, students must be 16 and have a minimum of a half credit (0.5) Career Development/Life Work course or currently enrolled in the class.

### ***Special Language Credit Option***

Students may be awarded up to four special language credits through two pathways:

- By presenting recognized credentials (transcripts, report cards, certificates of standing, etc.) that demonstrate prior instruction or proficiency in languages other than English or French.
- By successfully completing special language examinations. See your adviser for more information.

### ***Private Music Credit Option***

Students can obtain up to four additional credits beyond the minimum 30 credits required for provincial graduation upon successful completion of Royal Conservatory of Canada or Conservatory Canada exams.

### **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.

### **Community Service Credit**

Up to one high school community service credit may be earned, and used for graduation purposes. This credit may be achieved by completing a combination of Leadership 31G (.5 credit) and Leadership 41G (.5 credit).

If a student would like to achieve this credit by volunteering for an outside organization, the counsellor must be contacted for the student to receive the guidelines for this process and the application must be received by November 1 of each year.

### **Cultural Exploration Credit Student Initiated**

Students can gain valuable educational experience by enhancing their knowledge of their own cultural origins or a cultural group that interests them. All cultural exploration experiences are set up by the student and will happen outside the school day. Students are able to earn either a half or full credit. This credit cannot be held with the Community Service Credit (above). See advisor for details.

## **GENERAL INFORMATION**

### **Student Parking**

Due to limited space, student parking is not available in the parking lot. Limited parking is available in designated areas on the streets surrounding the school. We request that students who live within walking distance of the school or who have easy access to transit service leave their cars at home.

### **Athletic Fee**

Fort Richmond Collegiate assesses an Athletic Fee for all athletes. Funds collected will be used in direct support of the teams involved in interscholastic competition. Athletic fees are used for sport-specific equipment, equipment maintenance, uniforms, first aid (athletic tape), to support provincial championship activities,

wild-card applications and the FRC athletic awards banquet. All athletes will be assessed Athletic Fees with the amount TBD.

### **Attendance**

All students have a responsibility to attend classes for which they are scheduled. Family emergencies, illness, medical appointments and other valid absences may occasionally be unavoidable. We ask that parents phone the school when an absence occurs or is anticipated. In the event that an absence has not been excused, an automated phone message is sent home between the hours of 6:00 and 9:00 p.m. You can also submit a student's absence via email to [frc@pembinatrails.ca](mailto:frc@pembinatrails.ca) or on Edsby.

## **STUDENT SERVICES**

The Student Services Department consists of counselling and resource programming for FRC students. The department provides a variety of supports and services to facilitate students' success during their high school career.

Students requiring additional support for academics, social/emotional, English as an Additional Language or other learning needs will be assigned an advisor. The advisor will monitor the student's progress during their high school career through a systematic progression of interventions each semester. The advisor will serve as the coordinator and contact for students, parents, teachers and other community services. The advisor may be a Counsellor, English as an Additional Language Teacher or Resource Teacher.

### **Guidance Counselling**

The Counsellors provide students with support in the areas of academic guidance, careers, social and personal development. Small group meetings, individual counselling and class presentations are the methods used to offer service to students. The counsellors serve as a liaison for students and parents to outside organizations, agencies and institutions.

Students are assigned a counsellor upon admission to FRC. Counsellors are available to meet individually or in groups with students by appointment. Students may schedule an appointment with their counsellor, and are encouraged to schedule appointments during their spares. If the student's needs are urgent, then they are welcome to make an appointment at anytime. Students may also be referred for counselling by parents, teachers or administration.

### **Resource**

Students are assigned a Resource Teacher upon admission to FRC. Those with specialized learning needs can be supported through three different types of

programming: adapted, modified or individualized. Programming decisions are made on an individual basis through formal assessments and consultation with parents/guardians and specialized personnel.

The Resource Education teacher's role is to best accommodate the individual needs of the student in the most appropriate environment. Programming will be determined through the collaborative development of a student specific plan that supports student learning.

#### **School Resource Officer**

The schools in Pembina Trails School Division have partnered with the Winnipeg Police Service to provide School Resource Officers in our school. Our SRO is in our school several days per week and is available to provide education, consultation and other police services to our school community.

#### **CREDIT PROGRAM**

The Credit Program provides students with an opportunity to complete high school credits in an alternative setting. Students are referred by the classroom teacher and advisor for concurrent classroom support, or placement in the Credit Program for course continuation/completion.

#### **LIBRARY LEARNING COMMONS**

The Fort Richmond Collegiate Library Learning Commons is both a physical and virtual space. Both spaces provide a multitude of print and online resources to help students succeed and realize their full learning potential. The physical space has a large collection of print books and magazines. The virtual collection includes numerous databases, online encyclopedias and thousands of eBooks, all of which can be accessed from school or home. The physical library learning commons is a place where students can study, research, discuss, use the computers, print, and read. It can be accessed before and after school, at lunch and during spares.

The mission of the FRC LC is to create a culture of learners and readers who are actively engaged in authentic learning experiences. Our goal is to provide equal access to information and teach students the skills necessary to participate in a democratic society. Working in conjunction with teachers in all subject areas, the library program challenges students to think critically, inquire, locate, evaluate and synthesize knowledge in creative ways. Our teacher librarian and library technician are ready and available to assist students and staff with their 21st century learning needs.

#### **MANITOBA POST-SECONDARY SCHOOLS**

Entrance requirements vary between post-secondary institutions. Students are encouraged to discuss career and educational plans with a counsellor. It is imperative that students make themselves aware of prerequisites and entrance requirements for the various faculties at the universities and for programs at community colleges. Please see this handbook on the FRC website for live links to the Manitoba institutions below.

[University of Manitoba](#)

[University of Winnipeg](#)

[Brandon University](#)

[Canadian Mennonite University](#)

[Booth University](#)

Requirements for Admission to Manitoba Colleges

[Red River College](#)

[Assiniboine Community College](#)

[University College of the North](#)

[Manitoba Institute of Trades & Technology](#)



## AWARDS / SCHOLARSHIPS / BURSARIES

Students are encouraged to contact counsellors regarding available support for post-secondary education. Students apply for awards and scholarships in April. Applications are reviewed by the FRC staff committee and awarded to students who meet the criteria of the award or scholarship. Academic Proficiency awards presented by FRC are based on the final mark a student achieves in a Grade 12 course.

### Awards Presented At Graduation

**Bammeke Family Aspiring Entrepreneur Scholarship** – Presented to a BIPOC student who is entrepreneurial or business – savvy and demonstrates strong academic performance and leadership.

**Bert Kroeker Centurion Spirit Award** – This award is presented to an enthusiastic leader who has contributed outstanding time and effort to school activities throughout high school.

**U of M Chown Centennial Scholarship** – The Chown Award is an additional U of M entrance scholarship presented to an outstanding academic student who makes significant contributions to the school and/or community.

**CUPE Local 4588 Memorial Scholarship** – is presented to a son, daughter, or grandchild of a member of the CUPE locals who best combines academic excellence with extra-curricular activities in school and community.

**EAPT Pat MacDonald Scholarship** - is awarded to the child, grandchild, stepchild, or a child of legal guardianship of a member in good standing of EAPT attending FRC. Grade twelve (12) average of 75% or higher, based on an average of five (5) full credit grade twelve (12) subjects.

**Food Systems Management Award** - is awarded to a student demonstrating entrepreneurial acumen and/or desire to pursue advanced education in culinary arts.

**Fort Garry Canadian History Award** - is presented to a student or group of students who has excelled in the study of history and who have produced a project.

**Fort Richmond MLA Award** - is presented to a student who has demonstrated a commitment to social, economic, or environmental justice.

**Fort Garry Rotary Club Award** - is presented to 2 students who have had community involvement and who have volunteered with Rotary, good academic standing and plan to attend post-secondary studies.

**FRC Achieve Award** - recognizes a student's ability to demonstrate critical thinking, innovation, and adaptability to enhance both their own learning and the experience of the members of their learning community.

**FRC Create Award** - is presented to a student who contributes to the school community in pursuit of creative passions.

**FRC Inspire Award** - recognizes a student who strengthens the community through leadership in diversity and inclusion. This student inspires others by modeling resiliency and positive well-being.

**FRC Humanitarian Award** – is presented to two students, one who has overcome learning difficulties in order to succeed, and to another who shows compassion and support for others.

**FRC Additional Language Award** – is presented to a graduating student who has shown a passion for learning an additional language in French or Spanish and strives to make the language relevant for life.

**FRC Proficiency Awards** - are presented to students who achieve the highest standing in each Grade 12 subject.

**FRC "Student of the Year" Award** – is presented to the student who along with academic achievement and leadership qualities, has participated in a variety of school activities and exemplified the Centurion Spirit.

**Governor General's Award** - is presented to the student who achieves the highest average upon graduation. The average includes all Grade 11 and Grade 12 courses as listed on the student's official transcript.

**Henry G. Izatt Award** - is presented to a student who has demonstrated active participation in their community and school activities while maintaining a strong academic record of 90% and over.

**Jerry Oster Memorial Bursary** – is awarded to a student who has a keen interest in Math and Science, has demonstrated financial need and plans to pursue post-secondary studies in the coming year.

**Karen Kochan Scholarship** – is presented to a motivated young woman as she pursues post-secondary education. This fund will support women with a financial need who are looking to reach their goals through the pursuit of post-secondary education.

**Kirstin and Robbie Schaldemose Memorial Scholarship** - is presented to a student who has overcome adversity and shows compassion for others. The recipient would have a high academic standing and has plans to go on to post-secondary education.

**Pembina Trails School Division & FRC Academic Excellence Awards (2nd & 3rd Place Awards)** – are awarded to two students who have demonstrated academic excellence in Grades 9, 10, 11 & 12. A minimum average of 85% in all grades is required.

**Pembina Trails School Division Citizenship Award** – is awarded to a student who has shown an outstanding display of genuine concern for the improvement of the human condition demonstrated through leadership in school and community activities.

**Pembina Trails School Division General Award (Academic Excellence of Citizenship)** - is awarded to a student who has shown an outstanding display of genuine concern for the improvement of the human condition demonstrated through leadership in school and community activities.

**Pembina Trails School Division & MITT Entrance Scholarship** - is awarded to a student who has maintained high academic achievement and plans to attend MITT immediately after graduation.

**Pembina Trails School Division & Red River Partner in Education Scholarship** - is awarded to a student who has maintained high academic achievement and plans to attend Red River College as a full-time student immediately after graduation.

**Pembina Trails Teacher's Association Scholarship** – is presented to a worthy student who plans to enter the Faculty of Education.

**Rupert and Florence Fultz Scholarship** - is awarded to the student with the highest mark in Grade 12 AP English.

**Staff Recognition Award** – One student is chosen by each teacher to receive a certificate of recognition.

**Steinbach Credit Union Scholarship** – is presented to a student who has had significant involvement in school and/or community activities and plans to pursue post-secondary study.

**Winnipeg South Member of Parliamentary Leadership Award** – is presented to a graduating student in recognition of consistent and outstanding dedication to student leadership and an interest in science and innovation.

## AWARDS

**Awards Day Ceremony** – The Awards Day ceremony in June provides an opportunity for staff and students to celebrate their non-academic accomplishments. School pins and Student Council awards are presented to students who have participated in a variety of co-curricular activities and Student Council affairs.

**Sports Recognition** – Participation and excellence in sports are recognized each June. Teams and individuals from each team are awarded trophies and certificates to celebrate their efforts and accomplishments in high school athletics.

**WWAC Scholar - Athlete Award** - This Award will be presented to Athletes in the West Winnipeg Athletic Conference who take part in school-based athletic activities and have met or surpassed the following criteria:

1. Compete on a minimum of the following:
  - 1 major sport and 1 minor sport or
  - 4 minor sports
2. Attain an average of 80% or higher in their Grade 9, 10, 11, or 12 year's courses based on the term three marks, while being enrolled in the equivalent of 6 full credit courses or more. Grade 12 students who are eligible to graduate must be enrolled in the equivalent of 3 full credit courses or more.

## ENTRANCE SCHOLARSHIPS

Most universities and colleges have entrance scholarships. Some universities require a separate application form to be completed. Some universities and colleges consider students automatically when they apply for early admission and if their grades meet a certain standard. Please refer to the online version of our course handbook for live links to the information below.

### **University of Manitoba Entrance Scholarships**

Students with a minimum average of 85% or higher from the list of eligible high school courses are considered for a wide range of entrance scholarships and awards.

### **University of Winnipeg Entrance Awards**

Some awards will be granted automatically based on the admission average and some will require application.

### **Brandon University**

Additional scholarships are awarded to students entering first year at Brandon University upon the completion of criteria outlined on their website.

### **Red River College**

There are awards, scholarships and bursaries available to students entering Red River College.

## BURSARIES AND LOANS

Financial assistance is available for post-secondary education including university undergraduates, mature students, community college, and some private trade schools. The maximum amount of money awarded by [Manitoba Student Aid](#) is determined by a formula. Your counsellor who can support you as you apply online.

## FAIR NOTICE

### **Age of Majority/Communication Consent**

Students reaching the age of majority are legally entitled to be the recipient of all school reports and documents. All school information will be sent directly to the

student unless the student gives the school permission to remain in contact with the parents.

### **Threat Assessment**

At registration, all students will receive an electronic copy of the Pembina Trails School Division Threat Assessment Fair Notice Brochure. It outlines the division's commitment "to responding seriously to a range of behaviours including but not limited to: serious violence, verbal or written threats, possession of weapons, bomb threats and fire setting." We will respond to threats in a judicious way that provides a safe and caring learning environment.

### **Computer Use Agreement**

All students and parents are asked to review the Technology Acceptance Use Policy Agreement at the time of registration. This agreement outlines the responsibilities and commitment of students with respect to the use of technology. Users who exhibit inappropriate behaviour will be subject to appropriate discipline, which may include the loss of computer privileges, suspension from classes or school and/or legal action. We have a number of computer labs at Fort Richmond Collegiate that are used during class time. These labs are supervised by staff members and are utilized to enhance student learning. Students sometimes bring their own technological devices as well which also enhances learning as long as appropriate protocol is followed.

### **Drug and Alcohol Protocol**

Fort Richmond Collegiate is committed to providing appropriate programming and interventions for drug and alcohol issues. All staff members are responsible for identifying students who may be involved with alcohol or other drugs and bringing them to the attention of the Student Services Department and Administration. The use or possession of alcohol and drugs will not be tolerated and is a breach of the school rules. All consequences will be consistent with the guidelines included in our Standard of Behaviour and the Divisional Policies.

### **Smoking / Use of Vaping Products**

If students are found to be smoking cigarettes, vaping or having a vape/cigarettes/etc. in view, and given that most of our students are underage, we will confiscate the vape/cigarettes/etc. Other consequences may include sending the student home and/or suspending the student from school on the following day. This may also be followed by a fine/ticket issued by Winnipeg Police Service that we understand can reach \$672.00. A parent/guardian will be contacted. Should the parent/guardian want items returned, arrangements will be made for pick-up. We encourage students to approach their counsellor for support if they require support in discontinuing the use of these products. We provide non-judgmental counselling that can support positive life-long decisions.

## **Hazing**

The Division's Standard of Behaviour strictly prohibits students "from engaging individually, collectively, or as a bystander, in any form of hazing or related initiation on or off school property, in conjunction with any school activity". Further information will be shared with parents and students at the time of registration and in September.

## **GENERAL REGISTRATION INFORMATION**

### **Mature Students**

The Mature Student status provides an opportunity for students who have been out of school for a period of time to complete high school graduation requirements. To qualify the student must meet the following requirements:

- a) be 19 years of age or over upon enrolling in an institution, or will reach the age of nineteen before completion of the course(s) in which he/she is enrolling and,
- b) has been out of school for six months or more.

Acceptance of students with Mature Student status is contingent upon space in courses being available.

### **Non-Resident Students (Within Manitoba)**

Non-resident students are Manitoba students who are not living in our Division or not residing with parents/legal guardians in our Division.

Students who are already attending a school in Manitoba and wish to transfer to a school in another Division must:

1. Complete a "Schools of Choice" form.
2. Receive an acceptance to the school requested.
3. Receive a computer printed timetable of the courses selected, prior to being in attendance.

### **Priority of Admission Under Schools of Choice**

Under Bill 47, students may choose to attend a school inside or outside of the home school division. Schools of Choice application must be submitted as early as possible, will be date-stamped and must be submitted by May 15th. The applications are reviewed and approved by the principal and the Assistant Superintendent: Personnel & Education Services. Schools will enroll students in the following order of priority:

1. students designated to attend that school
2. students residing in the school division
3. other Manitoba students

## **INTERNATIONAL STUDENTS**

An International Student is one who does not hold Canadian Citizenship or Permanent Resident status. Students desiring admission to a school in our Division may seek admission under the International Student Program.

### **Admission of International Students**

A student seeking admission to a school in our Division under the International Student Program should follow the procedure below:

1. Formally apply to the Director, International Student Program, Pembina Trails School Division. Include official documents.
2. Receive an official letter of acceptance from the ISP office.
3. Use the letter of acceptance to obtain a Student Visa from Immigration Canada.
4. Pay the International Student fee.
5. Register in the school to which the student was accepted.

## **REGISTRATION STEPS AT FRC**

1. Determine compulsory courses you must take.
2. Check that prerequisite requirements are met.
3. Choose option courses.
4. If seeking post-secondary admission, choose subjects according to the requirements of the faculty or school you plan to enter.
5. If you choose to attend Manitoba Institute of Trades and Technology you must register with a Fort Richmond Collegiate counsellor. Registration forms for both MITT and FRC must be completed.

## **STUDENT FEES**

Student Fees \$50.00      Yearbook (optional) \$40.00

## **TIMELINES**

- Registration takes place in February and March.
- "Schools of Choice" students must apply by May 15th. Applications are considered in the order in which they are received.
- Student timetables and first day information will be available prior to the start of school.

## EXTRA-CURRICULAR OPPORTUNITIES

### **SPORTS TEAMS**

Badminton, Baseball, Basketball, Cricket, Cross-Country, Curling, Dragon Boat Racing, Golf, Hockey, Indoor & Outdoor Track, Indoor & Outdoor Soccer, Team Handball, Ultimate, Volleyball, Water Polo.

### **INTRAMURALS**

3 on 3 Basketball, Badminton, Basketball, Beach Volleyball, Indoor Soccer, Low-Organized Games, Table Tennis, Touch Football, Ultimate, Volleyball.

*\* Intramurals are open to all students in the school, and provide students with an opportunity to compete in sports at a fun level.*

### **STUDENT COUNCIL COMMITTEES**

- Advertising Committee
- Fashion Show
- Fundraising Committee
- Graduation Committee
- Social Committee
- Student Council Executive
- Tech Committee

## GRADUATION REQUIREMENTS

A minimum of 30 credits is required for graduation.

*\* At least one optional course must be at the Grade 11 level and at least two optional courses must be at the Grade 12 level. Remaining optional courses can be from a combination of all grade levels.*



## PATH TO 30 CREDITS FOR GRADUATION: COMPULSORY COURSES

GRADE 9	GRADE 10	GRADE 11	GRADE 12
ELA	ELA	ELA	ELA
Math	Math	Math	Math
Phys. Ed.	Phys. Ed.	Phys. Ed.	Phys. Ed.
Social Studies	Geographic Issues of the 21st Century	History of Canada	* Optional Course
Science	Science	* Optional Course	* Optional Course

# FORT RICHMOND COLLEGIATE

## CLUBS WORD SEARCH

- Y.I.P
- Women's Empowerment
- TADD
- Student Council
- Speech and Debate
- Sources of Strength
- Scribbler
- Robotics
- Reach for the Top
- A Quiet Place
- Post-Secondary
- Math
- Internet Games
- Interfaith
- Interact
- Indigenous Youth Leadership
- Habitat for Humanity
- Guitar
- Green Thumbs
- Gender Alliance
- F.R.U.N.
- Dance
- Ethics
- eSports
- Earth
- Dungeons and Dragons
- Drumline
- Crochet
- Coding
- Book Bites
- Black Student Union
- Big Brothers Sisters
- Beading
- ASL
- Art

I	P	W	C	V	Z	S	B	H	F	U	C	G	W	N	P	X	T	P	H
Q	D	D	V	R	Q	R	I	A	A	F	T	L	Z	H	H	I	O	M	A
S	D	K	K	Y	I	P	G	J	B	R	D	Z	N	K	D	T	D	K	B
I	Y	Q	W	O	M	S	B	T	B	I	C	S	S	E	E	M	S	N	G
M	S	D	S	P	S	C	R	D	L	N	V	E	B	H	F	C	I	W	E
M	U	N	F	T	N	R	O	X	A	R	M	I	T	C	I	U	D	T	N
D	U	N	G	E	O	N	T	A	C	D	D	R	A	G	O	N	S	Y	D
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J	S	J	M	S	F	L	R	N	T	F	O	R	A	T	R	H	P	W	A
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U	B	T	E	G	S	C	T	S	O	W	A	N	R	K	B	Z	T	Z	X
X	R	F	X	B	F	M	A	S	N	Y	A	P	B	Y	I	F	V	D	Z



**Pembina Trails**  
School Division

*Accomplish Anything*



**FRC**

**FORT RICHMOND COLLEGIATE**

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[www.pembinatrails.ca/fortrichmond](http://www.pembinatrails.ca/fortrichmond)

**INSPIRE. CREATE. ACHIEVE.**

