



# STUDENT HANDBOOK 2026–27

**FEATURING**  
New Technical  
Vocational  
Education (TVE)  
Programming



**PEMBINA TRAILS**  
COLLEGIATE

[pembinatrails.ca/ptcollegiate](https://pembinatrails.ca/ptcollegiate)

 [ptcollegiatewpg](https://www.instagram.com/ptcollegiatewpg)

## TREATY RELATIONS & THE LAND

Pembina Trails Collegiate for grades 9-12 along with Bison Run School, for grades K-8 is a campus privileged to be situated on lands that are steeped in rich history – the Pembina Trail. The names of both new schools are deeply rooted in the history of this “place”. In the spirit of reconciliation, we honour the history and show respect by acknowledging the land and the people. Treaty relations is a key part of how we travel together with Indigenous Peoples now and in the future.

## LAND ACKNOWLEDGEMENT

*We acknowledge we are on the lands of Turtle Island where Indigenous Peoples have lived since time began. These are the ancestral lands of the Anishinaabe, Ininew, and Dakota Nations as well as the traditional trade and travel routes of the Anishinew, Dene, and Inuit. We also acknowledge we are on Treaty One territory and the homeland of the Red River Métis. The water we drink comes from Shoal Lake 40 First Nation and our hydro is sourced from numerous First Nations here in Manitoba. We are thankful for these resources as a community. Pembina Trails Collegiate is committed to working together in partnership with Indigenous communities in a spirit of reconciliation.*

It is important to situate ourselves with where we have come from and where we are going. The Pembina Trail has significant history where Indigenous Peoples would travel far distances to meet and trade. It was used by First Nations for travel, and later by the Métis and settlers. The Pembina Trail connected the Forks to St. Paul, Minnesota. Pembina is a rough translation of the Ojibwe word niibiminaa or aniibimin which means high-bush cranberry. Pemican (Pimihkan) which is a Cree word, is made with cranberries, dried meat and fat. As both schools are situated in a community named Bison Run, it is important to understand the significance of this community name. The bison was very important to First Nations living on the plains. For thousands of years, the bison provided food, clothing, and shelter. The Métis would later use the Pembina Trail to travel south for the bison hunt.

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# GENERAL INFORMATION

## WELCOME TO PEMBINA TRAILS COLLEGIATE'S (PTC) 2026–2027 SCHOOL YEAR

Pembina Trails Collegiate opened in 2023, celebrated its first graduating class in 2025, and continues to grow as a vibrant learning community. In September 2026, we are excited to open our state-of-the-art divisional Technical Vocational Education (TVE) wing. This expansion will allow us to offer programs to all Pembina Trails students in Welding, Machining, Culinary Arts, Pastry Arts, and enhanced Human Ecology and PreEngineering courses to PTC students.

PTC is an innovative high school built around our motto, "Creating Innovative Pathways".

We offer diverse programming to support every learner, including:

- PTEC (Pembina Trails Early College)
- Technical Vocational Education (TVE)
- AP Capstone
- Advanced Placement courses
- Interdisciplinary learning opportunities
- Ambassador Think Time, a career enhancing course is offered to all grade 9 and 10 students to better prepare them for life after high school, setting goals that will enhance their educational journey.

Our school model is grounded in Michael Fullan's Deep Learning framework and a whole child approach inspired by the Circle of Courage. We focus on the six global competencies identified in Manitoba's K-12 Education Plan: critical thinking, creativity, communication, collaboration, citizenship and connection to self. These are the skills we want every PTC student to develop and carry with them beyond graduation.

At PTC, we think differently about learning environments. Instead of "rooms," we talk about spaces—flexible areas designed to support collaboration, creativity, and multiple ways of learning. We embrace the theory of a Two-Eyed Seeing approach to teaching and learning. This is a guiding principle introduced by Mi'kmaq Elders Albert and Murdena Marshall. It encourages people to learn to see the world through different perspectives. It promotes respect for multiple knowledge systems, collaboration across cultures, holistic problem-solving and a shared responsibility for learning and understanding. Two-Eyed Seeing helps students recognize that knowledge comes from many sources and that combining perspectives leads to deeper insight and more meaningful learning.

Together, our students and staff have shaped our identity as the Trailhawks. Hawks symbolize intelligence, clarity, vision, and the pursuit of goals. The Trail represents each student's unique pathway, supported and nurtured by our staff.

Artist Dee Barsy's installation at our entrance reflects this evolving identity, and we are proud to showcase it as part of our story.

Welcome to the Pembina Trails Collegiate community. We look forward to learning, growing, and creating innovative pathways together.

In gratitude and partnership,

*Jacqui Kroeker*      *Linda Eden*  
*David Gamble*      *Bryce Edie*

**JACQUI KROEKER, LINDA EDEN, DAVID GAMBLE  
AND BRYCE EDIE (Your PTC admin team)**

*Mashkode:  
Dee Barsy*





# DEEP LEARNING

Students are the hope of the world and as we help students navigate this journey, we know individual development and societal development go hand in hand. We want to prepare every student to develop a strong sense of identity, purpose and hope. We know that youth wellness is the key to a prosperous future for every student, so with this knowledge Pembina Trails Collegiate adopts

the Deep Learning theory that Michael Fullan has provided to lead educational change. We apply all aspects of the Deep Learning theory to how the school is structured, how we teach and learn and will better prepare students for their world beyond their K-12 education. If we engage students to the world, they will change the world.

Deep learning increases engagement in the learning process through personalization and ownership. It connects students to the real world which is often more reflective of their own reality and cultural identity. Deep learning builds skills, knowledge, self-confidence, rigor and self-efficacy through inquiry.

## MANITOBA EDUCATION AND EARLY CHILDHOOD LEARNING GLOBAL COMPETENCIES

**CREATIVITY** involves the interaction of intuition and thinking. It is about exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways.

The competency of creativity facilitates the generation and expression of ideas, concepts, solutions, and opportunities that are novel and have meaning and value for self, others, or the natural world. It fosters open-mindedness, curiosity, flexibility, risk-taking, and perseverance to put ideas into action.

Creativity is fundamental to finding and expressing a sense of wonder, initiative, ingenuity, and hope.

**CITIZENSHIP** involves engaging and working toward a more compassionate and sustainable world through the development and value of relationships with self, others, and the natural world.

The competency of citizenship facilitates an understanding of the complex interactions among cultural, ecological, economic, political, and social forces and their impacts on individuals, communities, and the world. Citizenship fosters consideration of diverse perspectives for ethical, responsible, reciprocal, and sustainable decisions and actions.

Citizenship is fundamental to understanding who we are and how we have the capacity to make a difference and to make choices that contribute to our communities—for the well-being of all.

**CONNECTION TO SELF** involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth, well-being, and well-becoming.

The competency of Connection to Self facilitates the development of reflection, regulation, advocacy, and management, which empower one to act with mindfulness and intention. The learner will come to know their gifts, culture, and history. They will build initiative, perseverance, flexibility, and manage failure and success as part of the learning process.

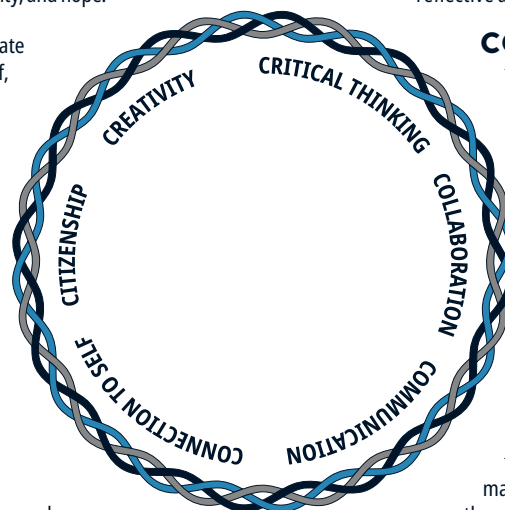
Connection to Self is fundamental to knowing oneself, and one's relationship to others and the natural world, as well as developing hope, resilience, self-respect, and confidence. It is recognizing your role in your learning, happiness, and well-being.

Manitoba defines global competencies as complex ways of knowing, being, doing, and becoming that are multi-faceted, interdependent, transdisciplinary, and developed over time. The learner accesses their ways of knowing, being, doing, and becoming to engage effectively and with purpose while living, growing, learning, and working to create and live The Good Life.\*

**CRITICAL THINKING** involves the intentional process of analyzing and synthesizing ideas using criteria and evidence, making thoughtful decisions, and reflecting on the outcomes and implications of those decisions.

The competency of critical thinking facilitates the in-depth examination of situations, questions, problems, opportunities, and perspectives. It encompasses a willingness to challenge assumptions, thoughts, beliefs, and actions.

Critical thinking is fundamental to learning more broadly and deeply, and making ethical decisions as reflective and contributing citizens.



**COLLABORATION** involves learning with and from others and working together with a shared commitment to pursue common purposes and goals.

The competency of collaboration facilitates the co-construction of meaning to support collective understanding through the exchange and negotiation of ideas. The process of collaboration demands deeper reflection, an openness to different perspectives, and the sharing of responsibilities and planning. Effective collaboration results in the creation of something better.

Collaboration is fundamental to knowing oneself as a learner (in relation to others/working in a group), developing positive relationships, and participating in the learning process with confidence and motivation.

**COMMUNICATION** involves interacting with others and allowing for a message to be received, expressed, and understood in multiple ways and for a variety of purposes.

The competency of communication facilitates the acquisition, development, and transformation of ideas and information as well as the awareness, understanding, management, and expression of emotions. It allows one to make connections with others, share ideas, express individuality, deepen learning, and celebrate accomplishments.

Communication develops the ability and capacity to navigate personal, local, and global perspectives, and societal and cultural contexts.

Communication is fundamental to connecting to others and sharing/thinking about ideas, and to developing one's identity and sense of belonging.

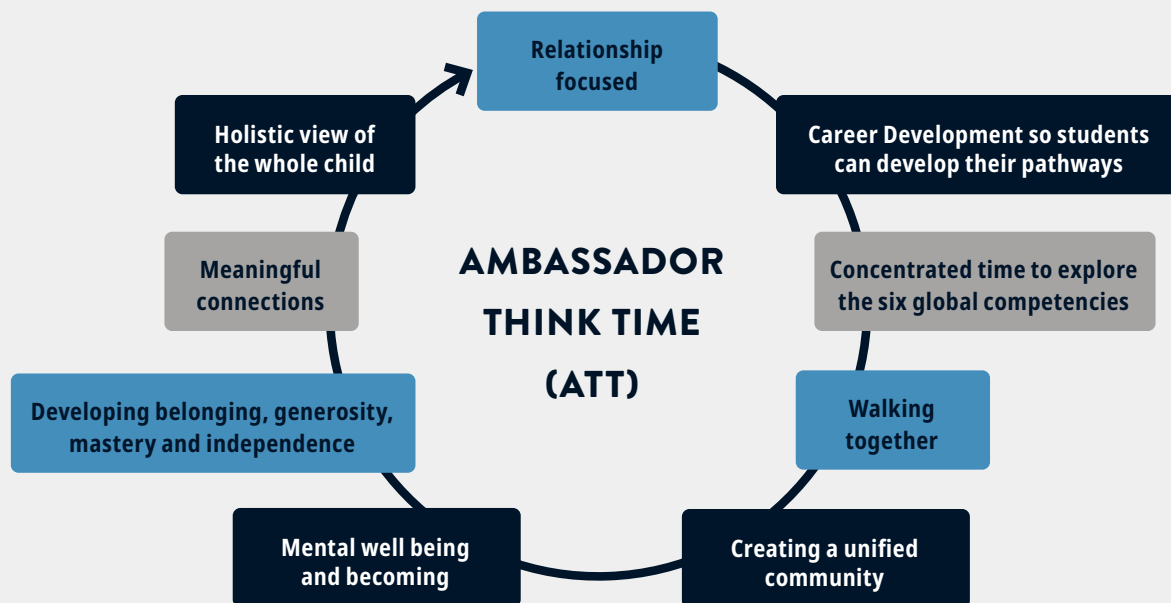
## THE SIX GLOBAL COMPETENCIES

The six global competencies (critical thinking, creativity, citizenship, connection to self, communication and collaboration) is being used as a lens to teach curriculum at PTC. This is based on the Manitoba Education K-12 Action Plan which best describes the skills and attributes needed for learners to flourish as citizens of the world. Learning experiences will involve higher order cognitive processes to reach a deep understanding of curriculum and issues in a contemporary world. Learning experiences will take place in a range of learning zones for example, the STEM lab (Science, Technology, Engineering and Math), learning spaces, the outdoors and we will bring external mentors into PTC to provide a connection to the outside world and career pathways for students to explore.

Using the six global competencies to teach curriculum attends to language, thinking and emotions simultaneously because we know students learn best in an environment that acknowledges the inter-connectivity of both cognitive and emotional development.

## INDIGENOUS WAYS OF KNOWING

At Pembina Trails Collegiate we have Elders, Knowledge Keepers and Indigenous Student Success Teachers working in partnership with all staff and students. We are committed to our journey of reconciliation, and we will infuse Indigenous ways of knowing and being in all teaching and learning. Divisional Indigenous Student Success teachers collaborate with Pembina Trails Collegiate teachers to support student learning and to ensure that school is a safe space for all Indigenous students, families, and communities. As you can see in our welcome message from the admin team, we infuse a Two-Eyed seeing approach to teaching and learning at PTC, a theory introduced by Mi'kmaq Elders Albert and Murdena Marshall. We are expanding this theory to offer land based learning opportunities to all students including an AP Seminar course which has a deep integration of land based learning.



## AMBASSADORS, CAREER DEVELOPMENT & MENTORSHIP

Students in grades 9–10 will begin their day from 8:30-9:05am with Ambassador Think Time (ATT). Each student will work towards a Career Development credit by attending this required Pembina Trails Collegiate course. Each cohort of students during this time will keep their teacher lead for the two years. This will foster a community that is focused on relationships and will help us deliver on our motto – **Creating Innovative Pathways** for every student. Please refer to frequently asked questions for more detailed information.

**Grade 9's will work towards receiving a Life/Work Exploration 10S credit**

**Grade 10's will work towards receiving a Life/Work Planning 20S credit**

During ambassador think time which runs all year and is not semesterized in grades 9–10, students will explore careers and their own skills and attributes that they offer the world. As a community we will teach well-being strategies for all students as well as build a culture of learners that leave PTC with a strong sense of the six global competencies (critical thinking, creativity, citizenship, connection to self, communication and collaboration). During this dedicated time, we can bring outside mentors into their learning zones to help students explore the world beyond the classroom as well as mentor others to build their leadership skills inside and outside of the classroom.

**For Grade 11-12 students, our recommended Ambassador Think Time credit is: Ambassador Leadership Lifework Building: LWB30S and Lifework Transitioning 40S LWT40S.**

## DIGITAL LITERACY

Technology has changed and will continue to change. We will teach all PTC students how and when to use the tools available to them to learn and grow in a digital world. The humane use of technology can lead to student achievement and wellbeing. We will leverage technology to enhance teaching and learning.

In the words of Malcolm X “education is the passport to the future, for tomorrow belongs to those who prepare for it today”. Deep learning leverages digital literacy to help students move to a new moral imperative and with the use of digital literacy we can better prepare students with a lens of social responsibility.

## LEARNING ZONES

Innovative education at PTC extends beyond traditional classrooms, emphasizing a culture of innovation. The learning environment incorporates various spaces, including learning spaces, labs, outdoor spaces, library learning commons, and off-campus locations. This fluid model promotes interdisciplinary learning and critical thinking, preparing students to tackle complex problems. The architectural design supports both individual and group learning experiences, fostering a dynamic educational approach.

## PEMBINA TRAILS COLLEGIATE PATHWAYS



## COURSE CHANGES

When selecting courses at the time of registration, students are making their choice for the entire school year. Students and their families are urged to consider the following:

- 1. In the event that a change is requested, some opportunity to adjust timetables exists. However, any changes are subject to space availability.**
- 2. Course changes for each semester should be made as soon as the need is recognized.**
- 3. Students who need or want to repeat a course from the first semester in the second semester will be accommodated where space permits.**
- 4. Students who do not succeed at courses in the first semester may be required to make their next attempt in the following school year.**

Students are required to complete a minimum of thirty credits throughout their high school journey with a combination of compulsory and optional courses. Courses are listed by grade but students can take courses above or below their grade levels. Grade 9 course codes end in 10, grade 10 course codes end in 20, grade 11 course codes end in 30 and grade 12 course codes end in 40.

It is recommended that in grade 9 students complete 8 credits, in grade 10 they complete 8 credits and in grade 11 and 12 they complete 7 credits each year to a total of 30 credits. It is healthy to have a spare or two in high school. This allows students to build their independence and study skills.

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.

# INTERDISCIPLINARY PROGRAMMING

PTC uses an interdisciplinary model for many of its core programs. An interdisciplinary lens allows students to explore real world issues in an authentic way. This challenges students to apply knowledge from various disciplines through deep critical and creative thinking. The interdisciplinary model intentionally focuses on connections between these disciplines so students gain a deeper understanding beyond single-subject silos, which draws from Indigenous ways of knowing, being, and doing. Often, students will explore ideas collaboratively and focus on good communication skills and citizenship. Through regular reflection, students will develop a strong connection to themselves and their learning.

Many topics covered in ID classes are taught through interdisciplinary strategies, while some curricular outcomes require more subject-specific approaches. Students will explore multiple organic interdisciplinary themed units throughout the school year to cover the required curricula. At the end of each year, students will be awarded the appropriate credits based on their understandings in each subject area.

Grade 9	ELA 10F + Social Studies 10F + Science 10F
Grade 10	ELA 20F + Geography 20F + Science 20F
Grade 11	Comprehensive ELA 30S + Canadian History 30F
Grade 12 (Optional)	AP Seminar 42S + Transactional ELA 40S (taken in grade 11); AP Research 42S (taken in grade 12)





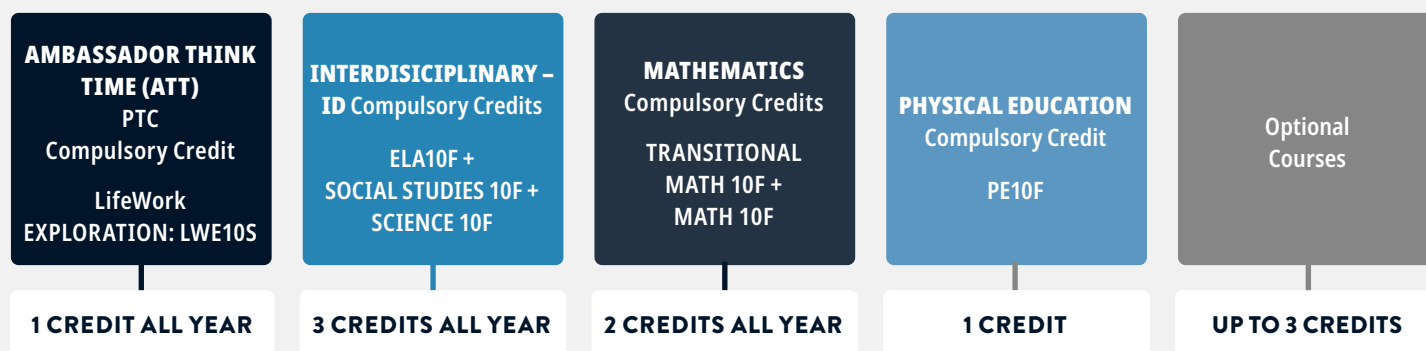
# CREATING INNOVATIVE PATHWAYS

At Pembina Trails Collegiate, we are dedicated to creating individualized innovative pathways for every student. Pathways refer to the specific courses, academic programs, and learning experiences that individual students complete as they progress in their education toward graduation. Students may know what their pathway is towards their chosen career, and some may not. There is no right or wrong pathway. Students can pick courses from a number of different pathways to gain experiences in all curricular areas, or they may pick one pathway if they feel confident in their chosen passion.

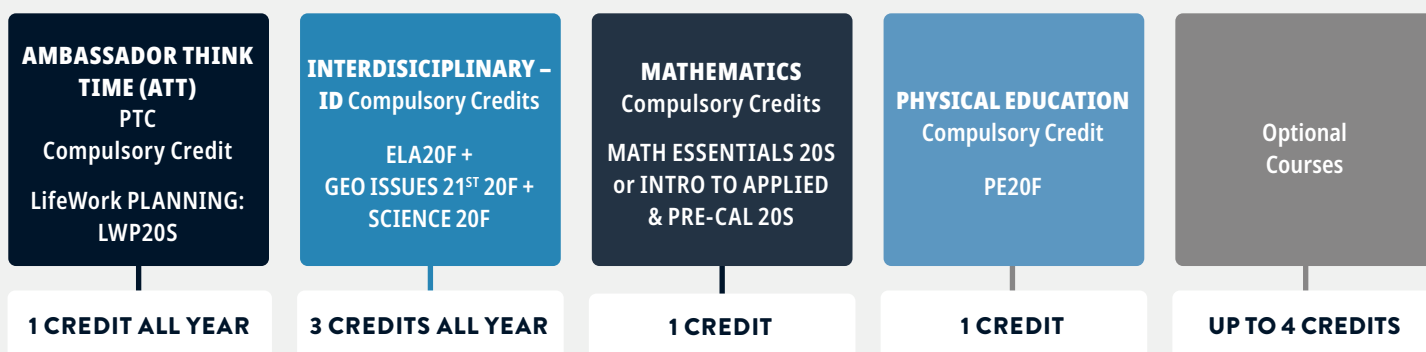
The following diagrams describe the Manitoba Education compulsory credits, PTC's compulsory credit during the ambassador think time for grades 9–10, and how many option courses students can choose in each grade. Each student can pick courses from the innovative pathways that Pembina Trails Collegiate offers. Grade 9 students can pick up to 3 option courses, grade 10 students can pick up to 4 options and grade 11/12 students can pick up to 5–7 options. Please note that courses will only run with sufficient enrolment.

Students must complete 30 credits to graduate with a high school diploma.

## GRADE 9 = UP TO 10 CREDITS (7 COMPULSORY, UP TO 3 OPTIONS)

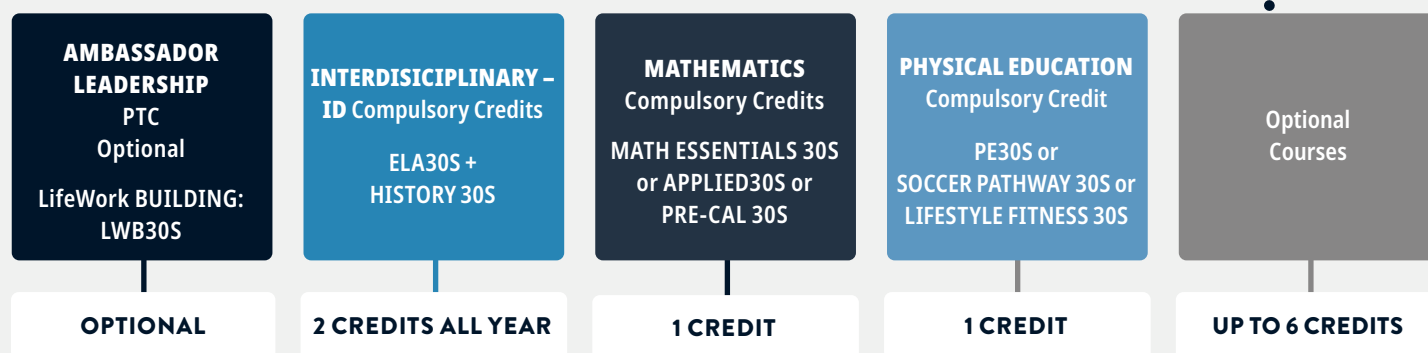


## GRADE 10 = UP TO 10 CREDITS (6 COMPULSORY, UP TO 4 OPTIONS)

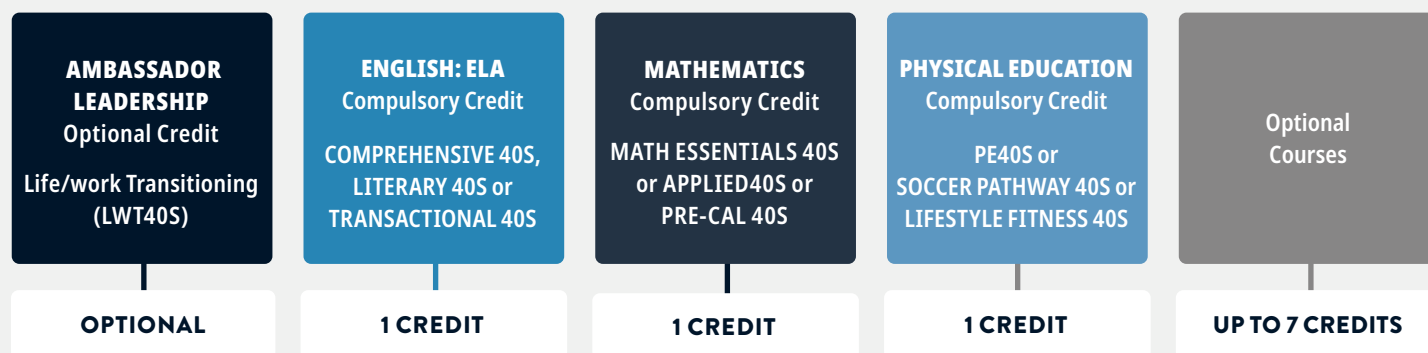




## GRADE 11 = UP TO 10 CREDITS (4 COMPULSORY, UP TO 6 OPTIONS)



## GRADE 12 = UP TO 10 CREDITS (3 COMPULSORY, UP TO 7 OPTIONS)



### AMBASSADOR LEADERSHIP COURSE (LWB 30S - GR.11 OR GR. 12)

Students will focus on building their Leadership knowledge and skills preparing them for life and their future careers. Through meaningful leadership-related opportunities, leadership mentors, and class lessons, students will focus on building a solid foundation to grow and reach their leadership potential. Students will learn a diverse selection of leadership topics such as: Group Dynamics, Conflict Resolution, Customer Service, Time Management, Public Speaking, Decision Making, Teamwork, Communication Skills, Resume Writing and Event Planning. Throughout the school year, students enrolled in this unique leadership course will be expected to complete the course requirements, attend once a week lunch hour classes, document a set amount of class lessons (theory time) and volunteer opportunities (practice time).

### LIFE/WORK TRANSITIONING 40S (LWT40S)

This course equips students with practical knowledge for the transition to the workplace or postsecondary studies. It recognizes the evolving nature of careers, emphasizing a complex and multi-dimensional view of career development. The focus is on creating individual life/work designs through a holistic approach and exploring the education which integrates with all subject areas, fostering active learning, problem-solving, and critical thinking skills in students. The goal is to connect learning concepts to powerful ideas that shape their future. This course supports students who are planning their futures in a timely manner.

# INDIVIDUALIZED AND INNOVATIVE PATHWAYS

## APPLIED COMMERCE EDUCATION

Applied Commerce Education (ACE), a cluster of courses designed for high school students with a keen interest in forging a path towards a rewarding career in commerce-related fields. ACE opens doors to diverse domains such as economics, entrepreneurship, business, marketing, technology, and finance. It is a valuable experience for any student aiming to comprehend their role in the intricate web of our global economy.

### Primary goals and benefits for students:

- **Career Readiness:** ACE equips students with the essential skills and knowledge needed for success in commerce-related careers. Whether it's understanding market dynamics, managing finances, or navigating the intricacies of entrepreneurship, ACE paves the way for future leaders.
- **Holistic Development:** The courses in the Applied Commerce area are crafted to nurture well-rounded individuals. Beyond specific applied commerce skills, students will enhance their critical thinking, problem-solving, and communication abilities—attributes crucial for effective leadership and innovation. ACE encourages students to analyze situations and solve complex problems—an invaluable skill set applicable across various facets of life.
- **Global Citizenship:** In a world that is more interconnected than ever, ACE fosters a sense of global citizenship. Students gain insights into the global

economy, understand the impact of their decisions on a larger scale, and appreciate the cultural nuances that play a role in international commerce.

- **Versatile Skill Set:** ACE is not just about preparing students for a specific job; it's about empowering students with a versatile skill set. From financial literacy to effective communication, these courses provide practical knowledge applicable to academics, daily life, and future employment. Whether pursuing further studies in business or any other field, ACE provides a solid foundation, enhancing students' readiness for higher education and future academic pursuits. Please visit our website for further information about extending this learning into post-secondary and careers

### FINANCE PATHWAY

**GRADE 9:**  
**BUSINESS INNOVATIONS 10S:** is an introductory course that provides students with a broad overview of different commerce topics. Some include economics, entrepreneurship, business, marketing, and finance. The course involves hands-on application of concepts through creative business projects and simulations. Business Innovations is the recommended starting point for all other Applied Commerce Education courses.

**GRADE 10:**  
**PERSONAL FINANCE 20S:** aims to equip students with essential skills necessary for effective financial planning and budgeting in their adult lives. The curriculum emphasizes

the development of fundamental financial literacy skills, encompassing concepts like the importance of money, basic economics, budgeting techniques, saving strategies, understanding financial institution services and investing. This course is relevant to all high school students as they will soon be making major financial decisions like buying a car, travelling or pursuing post-secondary education.

**GRADE 11:**  
**ACCOUNTING ESSENTIALS 30S:** students will be introduced to manual accounting procedures to develop an understanding of introductory accounting concepts, principles and processes. With an emphasis on accounting for a service business, students will apply their knowledge and skills to complete the stages of the accounting cycle. This course will incorporate both manual accounting procedures and common digital accounting software on an ongoing basis.

**GRADE 12:**  
**ACCOUNTING SYSTEMS 40S:** students will build on the accounting principles found in Accounting Essentials 30S. Students will explore how businesses make and assess decisions related to operations, financing, and investing. Students will explore how accounting systems help provide the data required to make different business decisions. The course emphasizes creating and managing computer accounting records through different accounting software. Students will develop business ethics, communication problem-solving skills. This course sets a strong foundation for post-secondary accounting courses moving forward. (Completion of Accounting 30S is required)



## COMMERCE & ENTREPRENEURSHIP PATHWAY

### GRADE 9:

**BUSINESS INNOVATIONS 10S:** is an introductory course that provides students with a broad overview of different commerce topics. Some include economics, entrepreneurship, business, marketing, and finance. The course involves hands-on application of concepts through creative business projects and simulations. Business Innovations is the recommended starting point for all other Applied Commerce Education courses.

### GRADE 10:

**CREATIVE PROMOTIONS 20S:** is designed to help students increase their knowledge of creative and effective communication in business. Students will learn about advertising strategies, direct marketing, personal selling, sales promotion and public relations. These concepts will be applied through the creation of a variety of promotional and advertising materials.

### GRADE 11:

**VENTURE DEVELOPMENT 30S:** is a project-based course 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. Students will learn many skills necessary for the 21st Century entrepreneur to build a successful business venture, such as building a website, use social media for marketing, use various forms of online software and apps to organize and create an effective business plan.

### GRADE 12:

**APPLIED BUSINESS TECHNOLOGIES 40S:** focuses on integrating advanced software features commonly used in business. This course is designed for students interested in learning about collaboration, digital communication, and the customization of presentation software to create, edit and manage business documents through different digital applications. In this course, students will learn transferable skills, which will increase their success in the business world.

**BUSINESS MANAGEMENT 40S:** is a course built upon the skills and knowledge acquired in Venture Development 30S. Business Management focuses on developing skills in planning, leading, organizing, controlling, and staffing different businesses. Students will study various management styles and participate in activities related to human resources, inventory, finance, and project management. This course is designed for students interested in furthering their knowledge of management strategies used in various settings and furthering their knowledge of business ownership.





# EXPRESSIVE ARTS EDUCATION

Welcome to the vibrant world of Arts Education, where students embark on a journey of self-discovery, creativity, and meaningful connections. The high school Arts program offers a diverse range of courses, including Band, Choir, Art, Drama, and Performing Arts, each contributing to the development of crucial competencies for both academic success and a fulfilling life in our interconnected world.

## Primary goals and benefits to students:

- **Disciplinary and Cross-Curricular Competencies:** Arts education goes beyond the canvas, stage, or musical notes. It cultivates essential disciplinary skills while fostering cross-curricular competencies that prepare students for a holistic understanding of the world. Students delve into artistic processes, honing their creative skills, critical thinking, and problem-solving abilities. Disciplinary skills, knowledge, and competencies become integral aspects of their learning.
- **Academic, Social, and Emotional Benefits:** Beyond the artistic realm, arts education contributes to a spectrum of positive effects. It enhances academic performance, fosters social connections, and nurtures emotional intelligence, creating well-rounded individuals ready to navigate the complexities of life. Collaborative projects, group performances and artistic expression in various forms require students to work together, communicate effectively, and empathize with others.
- **Diverse and Powerful Perspectives:** Arts education provides learners with diverse and powerful ways of perceiving and interpreting the world. Whether through visual arts, music, or dramatic expression, students gain unique insights that enrich their understanding of human experiences and cultural diversity.

## BAND PATHWAY:

### **CONCERT BAND: (BA10S/20S/30S/40S & BA15S/25S/35S/45S)**

Students will develop their performing and ensemble skills sequentially through the grade 9, 10, 11, and 12 band courses. The music selections serve as the central course material and will advance as the grade level increases. Grade 9 and 10 students will receive sectionals in addition to their regular band class and will therefore receive 1.5 credits in band for the year. Grade 9 students will register for both BA10S and BA15S and grade 10 students will register for both BA20S and BA25S. Grade 11 students will only register for BA30S and grade 12 students will only register for BA40S. These courses provide development in instrumental technique, reading skills, active listening skills, historical perspective, musicianship, expression, and creativity. Each grade level will perform and study music from diverse genres and periods in music history. Performance opportunities are available to the students in the form of clinics, workshops, festivals, day trips and overnight trips. These courses run for a full year across the first and second semesters.

### **JAZZ BAND: (JB10S/JB20S/JB30S/JB40S)**

These courses are designed for students who wish to perform in a specialized group studying the various styles of jazz music. They are available to all band students in grades 9-12 and students must be participants in their respective grade-level concert bands. Students must register for their respective jazz band grade level (10S/20S/30S/40S). In the fall, you will be organized into the following experience levels:

#### **Intro to Jazz Band**

This band is for students with little to no previous experience in jazz band. All grade 9 band students are encouraged to be in jazz, regardless of the instrument they play in band. Students will study and perform a variety of jazz selections with special attention given to improvisation, technical competencies, jazz style, jazz concepts, and jazz history. Emphasis will be placed on developing jazz instrumental techniques. This course runs for the full year across the first and second semesters and occurs

inside the timetable on alternating days with grade 9 concert band across both semester 1 and 2.

#### **Jazz Band 1 and Jazz Band 2**

This course is designed for band students with previous experience in jazz band. Placement in Jazz Band 1 or Jazz Band 2 is based on students' existing knowledge of the jazz language. Students will study and perform a variety of intermediate level jazz selections with special attention given to improvisation, technical competencies, jazz style, jazz concepts, and jazz history. Emphasis will be placed on developing further jazz instrumental techniques and deepening the understanding of history, form, style, and orchestration. This course runs for the full year across the first and second semesters and occurs outside the timetable at the lunch hour.

#### **Jazz Orchestra**

This course is designed for band students with extensive experience in jazz band. Jazz Orchestra is intended to provide an opportunity for students to achieve a higher level of competency in the expression of the jazz language through performance, improvisation, arrangement, composition, and ensemble management. Students will perform University level music and will be challenged beyond the Intro to Jazz Band, Jazz Band 1 and Jazz Band 2 courses. This course is available to band students in grades 9-12, all of whom must be participants in their respective grade level concert bands. This course occurs outside of the regular timetable with students receiving a full credit for the year.





### **WIND ENSEMBLE: (WIND10S/20S/30S/40S)**

Wind ensemble is an extension of and enrichment to the regular band program (BA 10/20/30/40S). It is intended to provide further inspiration and an opportunity for students to achieve a higher level of competency in the physical and cognitive skills of music through ensemble performance. Students will perform University level music and will be challenged beyond what the regular band program affords. This course is available to all band students in grades 9-12 and all students must be participants in their respective grade level concert bands. This course occurs outside of the regular timetable and students receive a full credit for the year.

### **BEGINNER BAND: (BEBAND10S)**

This course is designed specifically for students of any grade level, who have not had the opportunity to learn a musical instrument in previous years, or who are new players. There is no band or music experience necessary to register for this course. Students intending to successfully earn this credit will be self-motivated and willing to practice their instruments outside of class hours. This is for students who wish to develop skills on a wind band instrument of their choice with the aim to join their grade level concert band in the following year. The instruments that students may choose from include the flute, clarinet, saxophone, trumpet, trombone, euphonium, tuba or percussion. Students will first engage in an instrument selection process to choose their instrument. Students will be asked to rent or purchase an instrument once this selection process is complete. Financial considerations will be made where necessary, as it is a priority to remove any barriers from a student receiving this valuable music education. This course will provide beginner development in instrumental technique, reading skills, active listening skills, historical perspective, musicianship, expression, and creativity. This course runs for a full year across the first and second semesters. Performance opportunities are available to the students in the form of clinics, workshops, festivals, day trips and overnight trips. We strive to make band accessible to all and we welcome registration from any students who wish to add music to their lives.

### **DRAMA PATHWAY:**

#### **DRAMATIC ARTS: (DRAMA10S/DRAMA20S/DRAMA30S/DRAMA40S)**

Learning in dramatic arts is an ongoing, recursive, and organic process. It involves four essential learning areas: making, creating, connecting, and responding with increasing intensity and rigor in each grade level. Each year will build on the previous year's skills, and will vary depending on the experience, interests and needs of the students. The program encompasses improvisation, script analysis, scene study, characterization, physical and vocal development, monologues, acting techniques, movement and play analysis. Students in 40S will work toward creating and/or performing a one-act play or collection of scenes and monologues for the community at the end of the semester.

#### **THEATRE PRODUCTION: (THP10S/THP20S/THP30S/THP40S)**

PTC's Theatre Production course consists of two major areas of study: Performance and Production. The course outcomes allow students to prepare and perform a musical or play as a culmination of the course work. Students taking this course will participate in either the Performance or Production component, according to their personal areas of skill and interest. Placement auditions (Performance) and interviews (Production) will take place early in the school year. All who complete placement auditions or interviews will have a role in the school musical. These students will be instructed on performance techniques focusing on all aspects of "Onstage" work: sung and spoken vocal technique, movement and choreography, and the craft of acting, character development, improvisation, and stage work. Students in the area of Production will receive instruction that focuses on all aspects of "backstage" work: stage and house management, assistant direction, sets, sound, lighting, costumes, make up, hair, props, stage crew, pit band, ticket sales and marketing. Attendance at production performance dates is mandatory for all enrolled students.



### **CHOIR PATHWAY:**

#### **CHOIR: (10S/20S/30S/40S)**

Choir is a place where we hope you feel like part of a community and where you form new connections while singing together. This is a performance-based course that will help you find and further develop your vocal abilities through singing and teach you basic music reading skills. We will sing a wide variety of music styles. This choir performs at school concerts as well as other performance opportunities throughout the year. This ensemble is open to all students of all skill levels.

#### **CHAMBER CHOIR: (20S/30S/40S)**

This is a performance-based ensemble for students who are looking for a challenge and who are interested in singing more challenging choral repertoire. The Chamber Choir will have various performance opportunities throughout the school year. Students will also learn music theory and further develop their music reading skills. A goal for this course is to create a community within the choir and to develop global awareness amongst singers. Pre-requisite for this course: Audition or with permission from the instructor. Students must be registered in their respective grade level choir to register for this course.

## VISUAL ARTS PATHWAY:

Students will develop their skills sequentially through the grade 9, 10, 11, and 12 Art courses and the learning will expand in depth and breadth; the artistic, creative, and critical thinking challenges advance as the grade level increases and each course builds skills on understanding from the previous level. Studio time and engagement in the creative process is an essential component of this course, and students are expected to do most of their coursework in-studio during class. Students may engage with a variety of art media and tools, including design work, drawing, painting, textile works, sculpture, ceramics, printmaking, mixed media, installation, performance, animation/video, or experimental / conceptual works. In these courses, students develop risk-taking and problem-solving skills and gain increased confidence in their own creative processes.

Work in these process-based visual art courses accommodates students who intend to enter creative careers (fine arts, design, architecture, curation, etc.) and those who simply wish to develop their skills.

*The school has assembled an Art Supply Kit for students, which includes all the personal supplies necessary to complete the required coursework. Provided that the materials are cared for and that any used-up supplies are replaced, this kit will last students through ART 10/20/20/40S.*

### **GRADE 9:**

#### **ART10S: INTRODUCTION TO ART**

This introductory art course is focused on exposure to a variety of art tools, media and ways of making through guided art exercises and project work. Emphasis is on exposure to a variety of 2D and 3D media, and developing idea generation strategies. Students will be introduced to art appreciation and analysis.

### **GRADE 10:**

#### **ART20S: INTERMEDIATE ART**

Students will continue to engage in hands-on art-making activities to develop technical competency in a variety of art media, as well as the ability to communicate their ideas visually. Art history and appreciation are continued, with a focus on the work of contemporary artists. Course goals include using art language and design strategies, creative expression and the development of original, meaningful ideas through the artistic development process. (Previous credit in Art 10S is recommended.)

### **GRADE 11:**

#### **ART30S: ADVANCED ART 1**

In this course, students will be guided through the artistic inquiry process and will grow their skills in a variety of two dimensional and three dimensional art media. Art analysis skills are expanded, and students are expected to keep a visual idea journal in addition to their major class projects. Art history and appreciation are continued, with a focus on deconstructing the work and processes of contemporary artists. Emphasis will be on conceptualization and idea development, as well as understanding materials and their design possibilities. Students will be introduced to the critiquing process. (Previous credit in Art 20S is recommended.)

### **GRADE 12:**

#### **ART40S: ADVANCED ART 2**

This course is for students who want to pursue creative expression in greater depth. Through advanced hands-on art-making exercises and projects designed to expand technical, creative and conceptual skills, students will grow their skills in a variety of two- and three-dimensional art media. Art history and appreciation are continued through critiquing, with a focus on the work and processes of contemporary artists. This course involves self-reflection, and a more detailed documentation of one's personal idea development and artistic process. *For students planning on entering post-secondary studies in Fine Arts, portfolio requirements can be incorporated into coursework. (Previous credit in Art 30S is recommended.)*



# ENGLISH LANGUAGE ARTS EDUCATION

## GRADE 9:

Grade 9 is a year-long, interdisciplinary course which integrates the curricular outcomes of **ENGLISH LANGUAGE ARTS: ELA10F**, Science 10F, and Social Studies 10F.

In the grade 9 interdisciplinary course, students hone their language proficiency through listening, speaking, reading, writing, viewing, and representing, using a diverse range of texts. In addition to literary analysis and practical communication skills, students learn to connect real-world applications in scientific and social contexts. Students also develop the critical thinking skills foundational to becoming active democratic citizens with strong scientific literacy.

## GRADE 10:

Grade 10 is a year-long, interdisciplinary course which integrates the curriculum outcomes of **ENGLISH LANGUAGE ARTS: ELA20F**, Science 20F, and Geographic Issues of the 21st Century 20F.

In the grade 10 interdisciplinary course, students continue to develop language skills through listening, speaking, reading, writing, viewing, and representing. Students engage with a wide variety of texts throughout the course. Students practice

literary analysis, practical communication skills, and real-world applications such as scientific writing and geographic thinking. This program builds on the six global competencies to develop strong critical thinking, communication, collaboration, creativity, citizenship, and reflexive connections to self.

## GRADE 11:

Grade 11 is a year-long, interdisciplinary course which integrates the curricular outcomes of **ENGLISH LANGUAGE ARTS: COMPREHENSIVE FOCUS ELACF30S** and History of Canada 30F.

In the grade 11 interdisciplinary course, students continue to work on their language skills through listening, speaking, reading, writing, viewing, and representing. Students regularly read and analyze a variety of primary and secondary historical sources in addition to fiction texts, with an emphasis on developing historical thinking skills and big picture thinking. The course is built on both pragmatic and aesthetic texts to engage in historical inquiry and building connections through practice of the six global competencies.

## GRADE 12:

In grade 12, students have a choice of one of three options for their English credit in grade 12. Each option includes a mandatory provincial exam that is worth 20% of the final grade.

### ENGLISH LANGUAGE ARTS COMPREHENSIVE

**FOCUS 40S:** This course balances practical and literary purposes of language through the six global competencies. Students think about purpose, context, and audience for a variety of written, spoken, and visual forms. They engage with fiction and non-fiction texts to consider big questions together. They also explore the literary use of language in texts that promote understanding and empathy, reflect culture, express feelings and experiences, and bring enjoyment.

### ENGLISH LANGUAGE ARTS TRANSACTIONAL

**FOCUS 40S:** This course focuses on the day-to-day use of language for a variety of practical purposes. Students read, watch, listen, and respond to various forms of communication. They engage regularly with a variety of pragmatic texts, honing their research skills and critical media literacy. While the course focuses largely on non-fiction texts, students also do a small component of fiction analysis and discussion.

### ENGLISH LANGUAGE ARTS LITERARY FOCUS 40S:

This course is for students who wish to focus on creative and literary forms of language. Students study and produce a variety of spoken, written, and visual texts with an emphasis on literary analysis. While the courses focuses largely on fiction texts, students also do a small component of non-fiction analysis and discussion.





# LANGUAGES EDUCATION

In a multicultural society, language competencies and intercultural understanding are essential components to global citizenship. Learning alternative languages, such as Spanish and French, is a transformative journey that broadens perspectives and enriches lives.

## Primary goals and benefits for students:

- **Global Citizenship and Intercultural Fluency:** Students develop global awareness and the skills needed to engage meaningfully with people from different linguistic and cultural backgrounds.
- **Linguistic Proficiency and Effective Communication:** Language programming strengthens student communication skills and prepares them for a world where multilingualism is increasingly valuable.
- **Cultural Appreciation and Inclusivity:** Language and culture are interrelated, and language programs deepen student understandings of various cultural perspectives within the school community.

## GRADE 9:

### **FRENCH: COMMUNICATION AND CULTURE 10F:**

This introductory course for Grade 9 students is designed to cultivate practical French language skills with a primary focus on communication. While fundamental vocabulary and grammar are covered, the emphasis is on developing the confidence through interactive experiences to express oneself in real-world scenarios.

## GRADE 10:

### **FRENCH: COMMUNICATION AND CULTURE 20F:**

In this course, students build upon their basic language skills, with a focus on real-world exchanges. Cultural exploration is woven into the curriculum and interactive activities are structured to promote teamwork and communication, ensuring that students develop practical language skills applicable in various scenarios.

**SPANISH 20F (3 YEAR PROGRAM):** is a combined course that introduces students to the Spanish language. Students will learn the basic principles of the language and how to communicate in everyday situations. They will also learn about the countries in Latin America where Spanish is spoken.

## GRADE 11:

### **FRENCH: COMMUNICATION AND CULTURE 30S:**

Building on previous French learning, students engage in various interactive activities with their peers, refining their language proficiency in a positive, collaborative setting. While grammar and vocabulary are addressed, the focus is on developing French fluency. The curriculum integrates authentic cultural materials, and projects are designed to encourage peer-to-peer communication.

**SPANISH 30S (3 YEAR PROGRAM):** is a continuation of Spanish 20F. Students will strengthen their understanding of the basic principles of the language and improve their ability to communicate in everyday situations. They will also be introduced to a variety of verb tenses and improve their reading and writing skills.

## GRADE 12:

### **FRENCH: COMMUNICATION AND CULTURE 40S:**

In their final year, Grade 12 students actively participate in an advanced exploration of French communication and culture. Interactive projects, discussions, and activities with peers focus on refining students' abilities to express themselves fluently in real-world situations. This collaborative and interactive approach ensures that students graduate with strong communication skills, well-prepared for practical language applications in the interconnected Francophone world.

**SPANISH 40S (3 YEAR PROGRAM):** This is a continuation of Spanish 30S. Students will continue to work on their speaking, listening, reading, and writing skills while also exploring the diverse cultures of the Spanish speaking world. A focus will be placed on more advanced grammatical concepts than in previous courses as well as reading authentic Spanish texts.

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Our EAL program is designed to facilitate the acquisition and progression of the English language. It builds upon prior skills of students whose previous schooling was in a language other than English. The focus will be to develop English language proficiency in the areas of reading, writing, speaking and listening. In addition, they will gain confidence in their ability to use English in a variety of contexts. The courses are offered in progressional levels. Each focuses on functional, academic, and social language, while increasing cultural awareness.

The courses are as follows:

English as an Additional Language (EALLIT10F)

Beginner level students

English as an Additional Language (EALLIT20F)

High Beginner and Intermediate level students

English as an Additional Language (EALLIT30F)

Intermediate level students

*Referral of students to EAL courses will be made based on the recommendation of their advisor.*

**EAL FOR ACADEMIC SUCCESS (EALAS40S):** This course is an extension of the already existing EAL continuum in place at PTC. This course further supports grade 12 students who have already completed the EALLIT30F course. It acts as a bridge between EALLIT30F and ELA40S courses. Students will interact with material drawn from a variety of subject areas to improve their skills in reading, writing, listening, and speaking. EAL for Academic Success is intended to help advanced EAL learners to develop the academic language requirements of grade 12 courses and post-secondary education. This course is accepted as an academic grade 12 option for post-secondary entrance.



# MATH EDUCATION

These courses are designed to provide students with a comprehensive understanding of the importance of mathematics and its applications in various fields. Through a combination of theoretical concepts and practical examples, students will explore the fundamental principles of mathematics and delve into high-level mathematical concepts. The course aims to foster critical thinking, problem-solving skills, and an appreciation for the beauty and universality of mathematical structures that are around us.

## Primary goals and benefits to students:

- **Foundation for Further Education:** Build a solid foundation in fundamental mathematical concepts to prepare students for advanced studies in STEM fields. Integrate computational mathematics and exposure to relevant software tools, enhancing students' technological literacy and adaptability.
- **Career Readiness:** Equip students with the mathematical skills necessary for success in a wide range of careers, including science, technology, engineering, economics, and business. Develop critical thinking and problem-solving skills

through the application of mathematical principles to real-world scenarios. Strengthened logical reasoning abilities that extend beyond mathematics, benefiting students in a wide range of academic subjects and careers.

- **Interdisciplinary Connections:** Foster an understanding of the interdisciplinary nature of mathematics and its connections to other academic disciplines. Encouragement of intellectual curiosity and a growth mindset, promoting a positive approach to challenges and learning.

## GRADE 9:

### TRANSITIONAL MATH 10F (MTR10F) & MATHEMATICS 10F (MATH10F) (Taken concurrently).

Grade 9 Transitional Mathematics is a comprehensive program designed to bridge gaps in students' mathematical comprehension during the transition from Grade 8 to Grade 9 Mathematics. The curriculum focuses on key skills development, addressing fractions, decimals, integers, and rational numbers. These foundational skills are continually reinforced throughout the Math 10F course, ensuring students navigate Grade 9 outcomes successfully over the academic year. While Grade 9 Mathematics

(MATH10F) remains a compulsory core credit, the Transitional Mathematics course strategically aligns topics to engage students and foster connections among mathematical concepts.

In the combined Grade 9 Mathematics, students delve into a diverse range of topics, including rational numbers, powers and exponents, polynomials, algebra, linear relations, transformations, symmetry and surface area, circle properties, inequalities, and probability and statistics. The course is thoughtfully structured to encourage student engagement, promoting connections between various mathematical concepts. The thematic organization facilitates a holistic approach to learning, allowing students to develop a well-rounded understanding of mathematics. By emphasizing both conceptual and procedural aspects, the Grade 9 Mathematics curriculum aims to empower students with a robust mathematical foundation and equip them with essential skills for future academic success. Each student receives two Math credits in grade 9 as we believe this provides a strong foundation as Math branches out into different Math pathways in grade 10, 11 and 12.

\*At Pembina Trails Collegiate we believe that students in grade 9 should attend to math skills all year round to prepare them for the rigor and choices provided in grades 10, 11 and 12. We have supported this by having all grade 9 students complete an all-year-round math course. They will receive two full credits during this time.

This graphic helps you understand the math pathway which is designed by Manitoba Education.

"All pathways lead to post-secondary opportunities".

## GRADE 10

Essential Mathematics 20S

An Introduction to Applied and Pre-Calculus Mathematics 20S

## GRADE 11

Essential Mathematics 30S

Applied Mathematics 30S

Pre-Calculus Mathematics 30S

## GRADE 12

Essential Mathematics 40S

Applied Mathematics 40S

Pre-Calculus Mathematics 40S

\*Above chart adapted from Grades 9 to 12 Mathematics: Manitoba Curriculum Framework of Outcomes, 2014 Revisions

#### GRADE 10:

**ESSENTIAL MATHEMATICS 20S (MES20S):** Essential Mathematics 20S supports students in building everyday problem solving skills needed to navigate real world situations with confidence. Students learn personal finance, trigonometry, measurement, consumer choices, angle construction, and transformations. **The course emphasizes meaningful applications of mathematics and prepares students for continued success in Essential Mathematics 30S.**

**INTRODUCTION TO PRE-CALCULUS AND APPLIED MATHEMATICS 20S (MIAP20S):** Introduction to Pre-Calculus and Applied Mathematics 20S develops students' understanding of algebra, relations and functions, trigonometry, and problem solving strategies. Learners strengthen their analytical thinking through problem solving, mental math, and cumulative assessments designed to build confidence and mastery. A scientific calculator is required. **Upon completion, students may register for Pre-Calculus 30S, Applied Mathematics 30S, or Essential Mathematics 30S.**

#### GRADE 11:

**ESSENTIAL MATHEMATICS 30S (MES30S):** Essential Mathematics 30S strengthens students' confidence in applying math to real life situations through practical learning in consumer finance, problem solving, decision making, and spatial reasoning. Learners build on the knowledge and skills developed in Grade 10 Essential Mathematics while deepening their understanding of everyday mathematical concepts. **Upon completion, students will continue to Essential Mathematics 40S.**

**APPLIED MATHEMATICS 30S (MAP30S):** Applied Mathematics 30S develops practical skills in measurement, geometry, logical reasoning, statistics, and relations and functions. Learners build on the skills gained in MIAP20S while strengthening their problem solving strategies and technological fluency. **Upon completion, students may register in Applied Mathematics 40S or Essential Mathematics 40S.**

**PRE-CALCULUS MATHEMATICS 30S (MPC30S):** Pre-Calculus Mathematics 30S deepens students' understanding of algebraic and functional relationships through a focused study of algebra, quadratic functions, reciprocal functions, and trigonometry. Learners build on the knowledge and skills developed in MIAP20S while strengthening their problem solving abilities and mental math strategies. The course emphasizes theoretical foundations of mathematics and prepares students for advanced mathematical concepts. **Upon completion, students may register in Pre-Calculus 40S, Applied Mathematics 40S or Essential Mathematics 40S.**

#### GRADE 12:

**ESSENTIAL MATHEMATICS 40S (MES40S):** Essential Mathematics 40S strengthens students' ability to apply mathematical thinking to real life situations through practical learning in consumer finance, problem solving, decision making, and spatial reasoning. Students deepen their understanding of everyday mathematical concepts and continue to grow as confident, informed learners able to navigate life beyond high school.

**APPLIED MATHEMATICS 40S (MAP40S):** Applied Mathematics 40S strengthens students' ability through practical work in financial mathematics, logical reasoning, probability, relations and functions, and design measurement. Learners build on the knowledge and skills developed in MAP30S or MPC30S while deepening their understanding of numerical and geometric problem solving. The course emphasizes meaningful applications of mathematics and the use of technology as a tool for interpreting mathematical models.

**PRE-CALCULUS MATHEMATICS 40S (MPC40S):** Pre-Calculus Mathematics 40S extends students' understanding of advanced algebraic and functional relationships through a rigorous study of transformations of functions, trigonometric functions, exponential and logarithmic functions, polynomial and radical functions, rational functions, and the binomial theorem. Learners build on the knowledge and skills developed in MPC30S while strengthening their theoretical understandings. The course prepares students for further study in calculus. **Upon completion, students may register in ICAM(I)40S.**

**INTRODUCTION TO CALCULUS AND ADVANCED MATHEMATICS 40S (ICAM(I)40S):** This course offers students an introduction to basic calculus principles, including limits, derivatives, integrals, and their applications. Students require strong theoretical and practical knowledge of pre-calculus concepts to be successful in ICAM(I)40S.

**AP CALCULUS 42S (CAL(AB)42S 1.0):** Building on the concepts learned in ICAM(I)40S, this course challenges learners to deepen their understanding of differentiation and integration through rigorous problem solving and theory. The curriculum mirrors the content of a first-year university calculus course and prepares students for the AP Calculus AB exam. AP Calculus 42S is a full credit course delivered in the second semester and is designed for students ready to commit to an advanced and demanding program. Additional fees apply for all AP College Board assessments.

**AP STATISTICS 42S (STAT42S):** Building on the knowledge and skills developed in Pre-Calculus 40S, this course challenges learners to explore statistical methods. Students develop the ability to question numerical information, evaluate its reliability, and apply statistical reasoning to real world situations. Additional fees apply for College Board assessments.

AP Math Pathway		
Grade	Semester 1	Semester 2
Grade 10	Introduction to Applied and Pre-Calculus MIAP 20S In 1 <sup>st</sup> or 2 <sup>nd</sup> semester	
Grade 11	Pre-Calculus Math 30S MPC30S(1.0)	Pre-Calculus Math 40S MPC40S(1.0)
Grade 12	Introduction to Calculus and Advanced Math1 ICAM(I)40S(1.0)	AP Calculus 42S CAL(AB)42S(1.0)

# PHYSICAL EDUCATION

The Physical Education program at Pembina Trails Collegiate is designed to empower students with the knowledge, skills, and attitudes necessary for a lifetime of personal wellness. Through a well-rounded curriculum that integrates physical and health education, students are given the tools to develop competence, confidence, and a solid foundation of health literacy. This programming is compulsory for all students from grade 9 to grade 12.

## Primary goals and benefits to students:

- **Holistic Development:** PE aims to foster holistic development by addressing the physical, mental, and emotional well-being of students. Health education components cover topics such as nutrition, mental health, substance abuse prevention, and overall well-being, contributing to the development of informed and responsible individuals.
- **Lifelong Physical Activities:** Students are provided with opportunities to engage in a variety of physical activities, encouraging the adoption of a healthy and active lifestyle beyond the school years. Through carefully planned activities, students build competence in various physical skills and gain the confidence to participate in a range of physical activities both within and outside the school setting.
- **Inclusive Environment:** The program promotes inclusivity, creating an environment where all students, regardless of their athletic abilities, feel encouraged to participate and achieve personal goals.

**Students must bring appropriate physical education attire to change into at school (indoor runners, sweatpants/shorts and a shirt/long sleeve).**

## GRADE 9:

**PHYSICAL EDUCATION (PE10F):** this course will introduce PTC students to an extensive range of individual,

group, and team activities. Students will be introduced to the PTC Fitness Studio and develop skills to create individual fitness goals and plans. Health components of this course include Personal and Social Management Skills, Mental Health, Healthy Relationships and Human Sexuality.

## GRADE 10:

**PHYSICAL EDUCATION (PE20F):** this course will offer PTC students an extensive range of individual, group, and team activity blocks. Grade 10 students will have some choice in the physical activity blocks that are offered. Students will continue developing skills in the PTC Fitness Studio and work to take greater ownership of their own physical fitness. Health components of this course include Personal and Social Management Skills, Mental Health, Substance Use Prevention, Healthy Relationships and Human Sexuality.

## GRADE 11/12 OPTIONS:

### PHYSICAL AND HEALTH EDUCATION 30F/40F:

The Grade 11 and Grade 12 Physical and Health Education courses promote the importance of health and physical activity as lifelong goals. Students will develop the skills to take greater ownership of their own physical health and wellness. Semesterized Gr. 11 and Gr. 12 Physical Education courses will be offered as a 75% in-class and 25% student-led model. In-class time will consist of the development of personal wellness goals and student-led physical activity plans. Students will have regular individual meetings with their Physical Education Teacher to discuss their activity practicum and personal activity logs. Students will choose and participate in physical activity units/blocks in and outside school and attend mandatory health units that include mental/emotional health, nutrition, substance use prevention and decision making.

\*Note for the 2026-2027 school year, there will be an option to take this course in Period "0" before 8:30 to allow flexibility in timetables. Please see your SST to express interest in this option.

### LIFESTYLE HEALTH AND WELLNESS 30F/40F:

This 30 and 40 level physical education course is an option for female identifying students that prefer to focus on fitness, health, and wellness in an all-female environment. This 100%

"in-class" course is led by female-identifying teachers who strive to understand and empower students on their health and wellness journey. Students will learn the skills to lead healthy, active lifestyles into adulthood. The course will reflect the class's interests and introduce new and exciting health and wellness topics. Students will participate in a diverse range of activities including various sports, group fitness and individual pursuits.

**SOCCER PATHWAY PE30F/40F:** This course is designed to help students develop skills and confidence to enhance their life through active living. There will be a multitude of areas that will be covered in this school's Soccer Pathway option in Physical Education. Students who enroll in PTC Soccer Pathway, will have the advantage of earning a physical education credit while playing a sport they enjoy. Students will be able to do this while improving their skill development individually, and in small and large groups sessions. There is a high level of engagement and learning that will meet the provincial curriculum while playing and learning with passion in a soccer environment. These sessions will take place in the classroom, field & gym training sessions along with small & large, sided games. Students will continue to build and focus their development of PTC's 6 Global Competencies while instilling their personal and group wellness.





# PRE-ENGINEERING AND APPLIED TECHNOLOGY EDUCATION

Thank you, Bison Run School for providing space for our Pre-Engineering, Human Ecology, and Foods and Nutrition programming. Beginning September 2026, Pembina Trails Collegiate will open dedicated spaces on campus that strengthen Applied Technology/Pre-Engineering and Human Ecology pathways.

**Pre-Engineering**- a high school course blending engineering principles with hands-on woodworking in the context of STEM (Science, Technology, Engineering, and Mathematics). Develop practical skills in woodworking techniques, materials selection, and project design. This course provides a unique pathway to explore STEM through the lens of craftsmanship, offering a dynamic and creative approach to engineering education.

**Graphics Communication**- delves into diverse skills while emphasizing the principles of design. From precise digital modeling using CAD to airbrushing techniques, this dynamic curriculum covers prototyping, sublimation printing, laser engraving, and advertising design. Explore the principles of design in the context of raster and vector graphics, photography, and video production, and apply these concepts to product design.

**Electronics and Robotics**- a dynamic course that introduces students to the exciting world of modern technology. Dive into the fundamentals of electronics, learning to design and build circuits while exploring the principles of robotics. Through hands-on projects, students will develop practical skills in electronic componentry, programming, and robotic systems.

## Primary goals and benefits to students:

- **Hands-On Application of Engineering Principles:** Enable active engagement with technological tools and processes through hands-on experiences that develop deeper understanding of materials in real-world scenarios.
- **Understanding of Product Development:** Guide students through the entire product development lifecycle, including product creation and testing of the design process which is foundational to engineering.
- **Promote Relevance Across Diverse Life Areas:** Develop problem-solving skills and knowledge applicable beyond engineering contexts, including practical tools, craftsmanship, and technological explorations.

## GRADE 9:

### DIGITAL DRAFTING AND DESIGN TECHNOLOGY

**10G:** This course introduces architectural and engineering design with a strong focus on pre-engineering and problem-solving skills. Students will use industry-standard software (both 2D and 3D) to design a custom house and create 3D models, which they will then prototype using a 3D printer. Student teams will tackle mini design challenges, applying engineering principles to projects such as designing a dome, chair, bridge, and tower. Students will develop critical problem-solving abilities while gaining practical experience in the fields of engineering and design.

### GRAPHIC COMMUNICATIONS TECHNOLOGY

**10G:** Students will develop and assess designs using industry vocabulary. Gain hands-on skills with digital software, integrating button press, sublimation printing, vinyl cutting, and large format printing. Students will refine both new and existing designs, applying design principles.

**PRE-ENGINEERING TECHNOLOGY 10G:** *When registering for this course, please choose Woodwork Technology 10G.* Students will delve into machine and shop safety, imperial measurement, CAD design for production, joinery, problem-

solving, and the exploration of hydraulics and simple machines. Discover CAM techniques, including CNC production, Laser engraving cutting, and 3D printing. Gain hands-on skills for a tech-driven future!

**ELECTRONICS & ROBOTICS 10G:** *When registering for this course, please select Electricity/Electronics Technology 10G.* Students will explore essential DC electrical components and understand fundamental concepts like AMPS, OHMS, Voltage, gates, and transistors. Utilizing icon and text-based programming, students will apply these skills to construct automated systems and robots for real-world challenges.

## GRADE 10:

### DIGITAL DRAFTING AND DESIGN TECHNOLOGY

**20G:** This course provides an introduction to drafting and design. Students will explore topics such as 2D and 3D drawing techniques, multi-view projections, floor plan design, and core engineering concepts. They will gain hands-on experience with industry-standard CAD (Computer-Aided Design) software to create technical drawings and use Envisioneer software to design a custom house and generate 3D architectural models. This course is ideal for students planning to pursue further education in Engineering, Architecture, Design, or Manufacturing.

### GRAPHIC COMMUNICATIONS TECHNOLOGY 20G:

Students will enhance their skills from GCT 10G. They will gain hands-on proficiency in digital software, digital drafting, CAD for 3D printing, digital photography, AI based image generation and laser engraving/cutting. Students will refine both new and existing designs, apply design principles, and learn to design for clients.

**PRE-ENGINEERING TECHNOLOGY 20S:** *When registering for this course, please choose Woodwork Technology 20G.* Students will deepen their machine skills, gaining proficiency in CAD for production, joinery, and carpentry. They will also develop a robust set of machine and shop safety skills, in addition to practical problem solving in structural and aeronautical engineering.



**ELECTRONICS & ROBOTICS 20S:** *When registering for this course, please choose Electricity/Electronics Technology 20F.* Students will develop proficiency in DC electrical components, applying AMPS, OHMS, Voltage, gates, and transistors for DC circuitry. Using text-based programming, they'll construct automated systems and robots for real-world challenges. Additionally, students will refine CAD and CAM skills to create bespoke parts, enhancing problem-solving in diverse challenges.

#### **GRADE 11:**

##### **DIGITAL DRAFTING AND DESIGN TECHNOLOGY**

**30G:** This course blends mechanical and architectural drafting with a strong focus on pre-engineering principles. Students will develop advanced multi-view drawings, technical illustrations, and architectural designs, including both presentation and construction drawings. Emphasis is placed on 3D modeling, prototype development, and hands-on fabrication using 3D printers and laser engravers, offering practical experience in engineering design and manufacturing. Projects at the 30G level require higher precision and attention to detail than those at the 20G level. Additionally, students will participate in monthly problem-solving design challenges, applying engineering concepts to create innovative solutions.

##### **GRAPHIC COMMUNICATIONS TECHNOLOGY 30S:**

Students will advance hands-on proficiency in digital software-based design, digital drafting, 3D and 2D CAD software, laser engraving/cutting, airbrushing, advertising art, and packaging design. They will refine designs, apply principles, and collaborate with clients for diverse events and products.

**PRE-ENGINEERING TECHNOLOGY 30S:** When registering for this course, please choose Woodwork Technology 30S. Students will advance their machine skills, gaining proficiency in CAD for production, joinery, and manufacturing. They'll refine their machine and shop safety skills, with problem-solving extending to construction, structural, and automobile design engineering challenges. Emphasis on hands-on learning builds practical skills while applying STEM concepts broadens their skill set for a comprehensive educational experience.

**ELECTRONICS & ROBOTICS 30S:** *When registering, please choose Electricity/Electronics Technology 30S.* Students will design 'Green Energy' systems and convert DC to AC. They will construct automated systems and robots for real world challenges. Additionally, students will refine CAD and CAM skills, creating bespoke parts using 3D printing, CNC production, and laser cutting, enhancing problem-solving in diverse challenges.

#### **GRADE 12:**

##### **DIGITAL DRAFTING AND DESIGN TECHNOLOGY**

**40G:** This course combines mechanical and architectural drafting with a strong emphasis on pre-engineering principles. Students will work on advanced multi-view drawings, technical illustrations, and architectural designs, including presentation and construction drawings, while learning key concepts in engineering design. The course emphasizes 3D modeling and prototype development, providing hands-on experience in creating functional prototypes using 3D printers and laser engravers. Projects at the 30G level require greater precision and attention to detail, preparing students for real-world engineering challenges.

##### **GRAPHIC COMMUNICATIONS TECHNOLOGY 40S:**

Students will excel in hands-on processes, mastering digital photography, image editing, AI-driven image creation, digital drafting, digital design, CAD software, 3D printing, laser cutting, airbrushing, production art, and product design. They'll refine designs, apply principles, and collaborate with clients on a range of events and products.

**PRE-ENGINEERING TECHNOLOGY 40S:** *When registering for this course, please choose Woodwork Technology 40S.* Students will leverage skills from pre-engineering 10G, 20G, and 30S, refining machine proficiency in CAD for production, joinery, and manufacturing. They'll cultivate exceptional machine and shop safety expertise, tackling construction, structural, and design engineering challenges. The emphasis on hands-on learning nurtures practical skills and applying STEM concepts enhances student mastery.



**ELECTRONICS & ROBOTICS 40S:** *When registering for this course, please choose Electricity/Electronics Technology 40S.* Students will build upon skills acquired in Electronics 20S, and 30S, leveraging their knowledge to explore alternative "green" solutions in transportation, energy production, and manufacturing through problem-solving in diverse challenges. Additionally, they will be challenged to utilize electronics and robotics to monitor and benefit the environment.

**APPLIED TECHNOLOGY 40S:** This is the capstone course for Applied Technology at PTC. In this course, students will design and complete a full-scale project of their own creation, applying the skills they have developed throughout the Applied Technology pathway. They will strengthen their project planning, time-management, and technical skills while using a variety of digital and fabrication tools to bring their ideas to life. Students can choose to explore a new area of technology or build deeper expertise with a focus on hands-on learning.

# SCIENCE EDUCATION

We recognize that each student is a unique and curious learner, bringing a wealth of prior knowledge, diverse experiences, and individual interests to the table. Our Sciences program is designed to harness and cultivate these qualities, providing a dynamic and engaging learning experience that is rooted in real-world contexts.

At the heart of our science program is the belief that students learn best when they actively connect their studies to the world around them. We understand that learning is a dynamic process that involves building on prior knowledge, connecting concepts to real-world situations, and continually expanding understanding through diverse experiences. Our curriculum is crafted to reflect these principles, offering students a pathway to progressively deepen their conceptualization of scientific ideas.

These courses would fit well with the AP Capstone program to extend learning and understanding.

## Primary goals and benefits for students:

- **Holistic Understanding of the World:** Cultivating scientific literacy through comprehensive exploration of fundamental scientific principles allows students to acquire a holistic understanding of the natural world. This not only fosters scientific literacy but empowers them to make informed decisions, engage in meaningful discussions, and comprehend the global implications of scientific advancements.
- **Critical Thinking and Problem-Solving Proficiency:** Building Critical Thinking and Problem-Solving Skills. Engaging in hands-on experiments, real-world applications, and challenging projects enhances students' critical thinking and problem-solving abilities. This proficiency extends beyond the classroom, enabling them to analyze complex issues systematically, formulate

hypotheses, and find innovative solutions. These skills are invaluable for success in higher education and diverse professional settings.

- **Diverse Career Opportunities and Specialization:** Promoting Career Readiness and Specialization. The science pathway not only prepares students for a variety of career opportunities but also allows for specialization based on individual interests. Whether pursuing further education or entering the workforce directly, students are equipped with the knowledge and skills aligned with their passions. This personalized approach enhances their professional prospects and sets the stage for a fulfilling career journey.

## GRADE 9:

Grade 9 is a year-long, interdisciplinary course which integrates the curricular outcomes of English Language Arts 10F, **SCIENCE 10F**, and Social Studies 10F.

In the grade 9 interdisciplinary course, students work on their scientific literacy through hands-on experiments, critical thinking exercises, and collaborative projects. Curricular topics include reproduction, atoms and elements, the nature of electricity, and exploring the universe. Students use their scientific knowledge to apply it to real-world applications.

## GRADE 10:

Grade 10 is a year-long, interdisciplinary course which integrates the curriculum outcomes of English Language Arts 20F, **SCIENCE 20F**, and Geographic Issues of the 21st Century 20F.

In the grade 10 interdisciplinary course, students develop their scientific literacy further by practicing lab skills and scientific reasoning, using this knowledge in real-world applications. Students use hands-on experiments, critical thinking exercises, and collaborative projects with a curiosity-driven approach to topical exploration. Curricular topics include dynamics of ecosystems, kinematics, weather dynamics, and chemistry in action.



#### GRADE 11:

**BIOLOGY 30S:** Biology 30S focuses on the role and importance that bodily systems and organs play in order to maintain homeostasis – a constant internal environment in the body. The anatomy and physiology of the human body will be explored through the digestive, respiratory, circulatory, immune, excretory, and nervous systems. Through the significant laboratory component that this course requires, students will develop collaboration, communication, and critical thinking skills.

**CHEMISTRY 30S** is for students who were interested in the study of chemistry in grade 10 science, such as the interactions between elements as they form compounds through chemical reactions. Topics in grade 11 chemistry include physical properties of matter, gases and the atmosphere, chemical reactions, solutions, and organic chemistry. Through the significant laboratory component that this course requires, students will develop collaboration, communication, and critical thinking skills. To excel in this course, students should have good mathematical skills.

**PHYSICS 30S** is for students who were interested in the study of motion in grade 10 science. Topics in grade 11 physics include kinematics, vectors, dynamics, waves, sound, electrical forces, charges and fields. Through the significant laboratory component that this course requires, students will develop collaboration, communication, and critical thinking skills. In order to excel in this course, students should have good mathematical skills.

#### GRADE 12:

**BIOLOGY 40S:** Biology 40S encompasses three primary study areas, each integrating fieldwork, laboratory analysis, and/or research components. The topics covered are as follows: biodiversity, classical genetics, and molecular biology. Through the laboratory component that this course requires, students will develop collaboration, communication, and critical thinking skills.

**CHEMISTRY 40S** offers a challenging and rigorous analytical experience, progressing into more abstract and theoretical concepts while building upon the strong foundational knowledge gained in Chemistry 30S. A robust mathematical background is essential for success in this course.

The topics covered encompass Atomic Structure, Kinetics, Chemical Equilibrium, Acid-Base Equilibria, Solubility Equilibrium, and Oxidation-Reduction.

**PHYSICS 40S** is an extension of the grade 11 counterpart (Physics 30S) and intended for any student who may pursue studies in science or engineering. Topics in grade 12 physics have a strong emphasis on Newtonian mechanics, including 2-dimensional kinematics, circular motion, and gravitation. This course also re-visits the basics of electricity and circuitry. To excel in this course, students must have strong mathematical skills.

**INTERDISCIPLINARY TOPICS IN SCIENCE 30S/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 would be encouraged to produce a research project in an area of their choosing.





# SOCIAL SCIENCES EDUCATION: HUMAN ECOLOGY

The Human Ecology Pathway is an engaging and interdisciplinary exploration within the realm of social sciences, designed to provide high school students with a comprehensive understanding of the intricate relationships between individuals, communities, and the environment. This dynamic course empowers students to analyze, question, and contribute to the complex web of human interactions, societal structures, and environmental factors that shape our world.

Throughout the Human Ecology Pathway, students will delve into various disciplines within the social sciences, including sociology, anthropology, geography, and environmental studies. The curriculum is crafted to foster critical thinking, global awareness, and a sense of responsibility towards sustainable living.

## Primary goals and benefits for students:

- **Interdisciplinary Understanding:** Develop a holistic understanding of the complex relationships between human societies, cultures, and the environment. Students gain a broad perspective by integrating knowledge from sociology, anthropology, geography, and environmental studies, fostering critical thinking and a comprehensive worldview. This interdisciplinary approach equips students with the versatility to navigate diverse fields and tackle multifaceted challenges.
- **Global Awareness and Cultural Competence:** Foster an appreciation for cultural diversity and a sense of responsibility toward global issues. Students develop cultural competence, empathy, and a global perspective, preparing them to navigate an interconnected world and collaborate across diverse communities. This heightened awareness not only enriches their personal development but also positions them as informed and engaged global citizens capable of fostering positive cross-cultural relationships.

- **Applied Learning and Community Engagement:** Apply theoretical knowledge to practical situations through projects and community-based initiatives. Students gain hands-on experience, honing their teamwork, communication, and leadership skills. Community engagement projects instill a sense of civic responsibility, encouraging students to become active participants in creating positive social and environmental change. This practical application of learning ensures that students graduate not only with theoretical knowledge but also with the skills and motivation to make a tangible impact in their communities and beyond.

## GRADE 9:

**FAMILY STUDIES 10S** explores 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.

**FOOD AND NUTRITION 10S** focuses on the individual and the relationships and influences that affect food choices. Students will examine the fundamentals of nutrition and learn how to apply the information to their lives. The course provides opportunities for students to develop safe food handling and food preparation skills in a practical setting.

**HUMAN ECOLOGY 10S** will encompass areas of study within family studies, food and nutrition, and textile arts and design. Family studies explores adolescent development from the perspective of the adolescent student. Food and nutrition focuses on the individual and the relationships and influences that affect food choices. Students will examine the fundamentals of nutrition and develop safe food handling and food preparation skills. The textile arts and design component will explore a basic understanding of textiles available to the individual consumer and how those textiles can be constructed, designed, used, and obtained. Students will examine personal use of textiles, sustainability of local communities, and an introduction to environmental design.

**TEXTILE ARTS & DESIGN 10S** focuses on the basic knowledge and skills required to design and create textile products. Students will explore the impact that fashion has on consumer choices and its influence on relationships, as well as citizenship and sustainability through knowledge, action, and projects. Students will explore issues in the textile industry and their impact on the environment and people through social justice and clothing security challenges. Students develop sewing and textile skills in a practical setting. This course also provides a brief introduction to the study of environmental design.

## GRADE 10:

**FAMILY STUDENTS 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.

**FOOD AND NUTRITION 20S** focuses on the individual within the family unit and the influence that marketing and media have on family food choices. Students will gain a strong understanding of the categories of nutrients, why our bodies need them, and what foods are consumed for health and well-being. The course provides opportunities for students to further develop food preparation skills in a practical setting.

**TEXTILE ARTS & DESIGN 20S** focuses on the skills required to design and create textile products. Students will explore the basics of creative costuming, cultural fashion design, and consumer practices that have an impact on individuals within their community, the impact of fashion on consumer choices and its influence on relationships are explored in more depth. Students develop sewing and textile skills in a practical setting.



#### GRADE 11:

**ENVIRONMENTAL DESIGN 30S** focuses on the development of skills and knowledge in the field of architecture, interior design, landscape design and urban design. The principles and elements of design form the foundation of the course through the application of sketching, drafting, designing, and modeling living spaces. Students will identify social justice, sustainability, consumer decisions, and housing security issues within the built environment, and demonstrate the ability to meet the needs of individuals, families, and communities.

**FAMILY STUDIES 30S** explores the relationship between children and adolescents within their families. Students will learn about developmental needs, effective care, and positive interactions with children/adolescents. The skills and knowledge that students gain will provide them the opportunity to make informed decisions related to parenting, relationships, and families.

**FOOD AND NUTRITION 30S** focuses on the individual within the community and Canada, including the influence regions have on our food choices and personal practices. Students will be exposed to food and production in Manitoba and examine food availability within Manitoba. Students will analyze the nutritional composition of food and reflect on their own nutritional choices. This course provides opportunities for students to apply food preparation skills in a practical setting.

**TEXTILE ARTS & DESIGN 30S** focuses on skill development in textile design and construction. Students will examine the areas of creative costuming, cultural fashion design, and consumer practices that have an impact on individuals and communities. This course will follow the fashion industry through design and illustration, marketing, and merchandising while acknowledging the environmental and social justice influences on local communities.

#### GRADE 12:

**ENVIRONMENTAL DESIGN 40S** focuses on the development of skills, terms, and knowledge in the field of architecture, interior design, landscape design and urban design. Students explore the principles and elements of design through the application of digital Drafting, sketching, designing, and modeling living spaces. Students will identify social justice and designing living spaces. Students will investigate social justice, sustainability, consumer decisions, housing security, economic and legal considerations within the built environment.

**FAMILY STUDIES 40S** emphasizes the transition from adolescence to adulthood. Students examine the importance of interpersonal skills in developing positive interactions with others. Students gain knowledge and skills to make informed and responsible life management choices in preparation for independent living.

Specific topics explored in this course include effective communication skills, problem solving and conflict resolution, dating and intimate relationships, dating violence, sexuality, sexual education, reproduction, parenting styles, and aging.

**FOOD AND NUTRITION 40S** focuses on the individual as a responsible citizen. This course will explore sustainability and ethical practices within food production and access. Students will examine food security and barriers that exist to achieve food security for all people. Students will investigate solutions to local and global food accessibility. This course will provide the opportunity for students to apply food preparation skills in a practical setting.

**TEXTILE ARTS AND DESIGN 40S** focuses on skill development in textile design and construction. Students will examine in depth the areas of creative costuming, cultural fashion design, and consumer practices that have an impact on individuals and communities. This course will follow the fashion industry through design and illustration, marketing, and merchandising while acknowledging the environmental and social justice influences on global communities.



**INDIGENOUS ART 30/40S (Can be taken in grades 9, 10, 11 OR 12):** Develops students' beading skills while strengthening cultural awareness, confidence, and respectful relationships with Indigenous cultures. Learning from Indigenous artists benefits all learners. Indigenous students gain meaningful opportunities to connect with their culture, supporting pride and self-confidence. Non-Indigenous students learn about Indigenous culture in positive and authentic ways. Through hands-on beadwork and collaboration with Indigenous artists, all students develop appreciation, understanding, and skills that promote inclusivity and respect within the school community.

# SOCIAL SCIENCES EDUCATION: INDIGENOUS STUDIES

The Indigenous Studies Pathway offers a comprehensive exploration of the rich and diverse cultures, histories, and contemporary issues of Indigenous peoples. These courses are designed to foster a deep understanding and appreciation for the unique perspectives and contributions of Indigenous communities locally and globally. Through a multidisciplinary approach, students will engage with topics such as history, literature, social justice, environmental sustainability, and cultural practices.

## Primary goals and benefits for students:

- **Cultural Competency and Awareness:** Develop a deep understanding and appreciation for the cultures, histories, and traditions of Indigenous peoples. Cultivate cultural competency, fostering an inclusive mindset and respect for diverse perspectives. This awareness enables students to navigate a globalized world with sensitivity and open-mindedness.
- **Treaty Education and Relationship Building:** Provide students with knowledge and understanding of treaties, emphasizing the importance of building respectful relationships between Indigenous and non-Indigenous communities. Enhance awareness of historical and contemporary treaty relationships, promoting empathy

and contributing to the process of reconciliation. Students develop skills for building positive and mutually beneficial connections.

- **Empowerment and Advocacy:** Empower students to advocate for social justice and equity, particularly in the context of Indigenous rights. Students become advocates for positive change, using their knowledge to address social injustices and contribute to a more equitable society. They gain a sense of agency and responsibility in addressing systemic issues.

**LEARNING FROM THE LAND 11G:** 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:** 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 and the gifts animals provide. Students will learn skills necessary out on the land, tracking and trapping, the gifts animals provide of food and clothing, hide tanning and processing furs, and learning about animals and how they live.

**TREATY AND TREATY RELATIONS 41G (can be taken in grades 10, 11 or 12):** This course has been designed to give students a deep understanding and awareness of the relationship between Indigenous and non-Indigenous (settler) peoples in Canada, both historically and in the present day. Understanding treaties as a relationship to land is a central component in this class. As such, students can expect to spend a significant amount of time interacting with nature, both individually and as a class throughout the course. Sharing circles, smudges, as well as other aspects of Indigenous spirituality are incorporated throughout this course and require open mindedness. Critical thinking, collaboration, citizenship, connection to self, communication, and creativity will be crucial in achieving success in Treaty and Treaty Relations.

**CURRENT TOPICS IN FIRST NATIONS, MÉTIS AND INUIT STUDIES 40S (can be taken in grades 10, 11 or 12):** This course supports the empowerment of students through the exploration of the histories, traditions, cultures, worldviews, and contemporary issues of Indigenous peoples in Canada and worldwide. Students gain knowledge and develop the values, as well as the 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 reclamation allows students to understand and work towards the post-colonial future envisioned by Indigenous peoples.

Learning experiences in Current Topics in First Nations, Métis, and Inuit Studies facilitate personal growth through a balanced and holistic approach to learning. All aspects of self are addressed through the physical, emotional, spiritual, and intellectual dimensions of the learner. Through the use of learning logs, reflection journals, talking circles, graphic expressions such as winter counts, and other strategies, learners are encouraged to examine, record, and share their convictions, thoughts, understandings, and behaviours.

**CULTURAL EXPLORATION STUDENT-INITIATED PROJECT (CESIP) CREDIT:** In addition to the courses offered at PTC, students can gain valuable educational experience by enhancing their knowledge of their own cultural origins or a cultural group that interests them through interaction with community members such as Elders and members of cultural organizations. The knowledge, skills, and attitudes obtained from such activities can increase a student's self-esteem and maturity, strengthen cultural identity, and/or provide greater intercultural understanding and an appreciation of cultural diversity. The process for obtaining the credit is similar to the one used for the Community Service SIP (CSSIP) where students provide evidence of project completion by presenting written documentation for activity in which they participate outside the school system.



# SOCIAL SCIENCES EDUCATION: SOCIAL STUDIES

Our comprehensive program for grades 9 to 12, “Navigating Global Perspectives,” is designed to cultivate informed, critical thinkers who understand the interconnectedness of societies, cultures, and historical events. This holistic approach encourages students to explore diverse perspectives, engage in meaningful inquiry, and develop essential skills for active citizenship. In grades 9, 10 and 11, social studies are infused into our interdisciplinary approach to education. In grade 12, students can find their way through the optional courses offered for some university entrance requirements or personal interest.

## Primary goals and benefits to students:

- **Global Competence and Cultural Fluency:** Is to foster global competence by deepening students’ understanding of diverse cultures, perspectives, and global issues. The focus is on developing cultural fluency, open-mindedness, and the ability to navigate and appreciate the complexities of an interconnected world.
- **Active Citizenship and Social Responsibility:** Cultivate a strong sense of social responsibility and active citizenship. Empower students to engage in civic life, advocate for social justice, and contribute positively to their communities. The goal is to inspire students to recognize their role in shaping a more equitable and inclusive society.
- **Digital Literacy and Information Fluency:** Equip students with essential digital literacy skills, including the ability to navigate digital resources, discern reliable information from misinformation, and communicate effectively in a digital environment. This skill is crucial for success in academia, the workforce, and civic engagement.

## GRADE 9:

Grade 9 is a year-long, interdisciplinary course which integrates the curricular outcomes of English Language Arts 10F, Science 10F, and **SOCIAL STUDIES 10F**.

In the grade 9 interdisciplinary course, students engage deeply with the idea of active democratic citizenship, analyzing the relationship between Canada’s political and legislative processes and their impact on issues pertaining to governance, rights, citizenship, and identity. Students will gain knowledge about topics such as colonialism, imperialism, discrimination, and global demographic shifts.

**INTERDISCIPLINARY: CANADA IN THE CONTEMPORARY WORLD 10F:** Social Studies 10F is taught alongside ELA and Science using the interdisciplinary approach. Students will analyze the relationship between Canada’s political and legislative processes and their impact on issues pertaining to governance, rights, citizenship and identity. Through a critical thinking lens, they will delve into topics related to the continuing effect of imperialism and colonialism on indigenous peoples in Canada. Through inquiries and project-based learning, students will examine discriminatory policies, attitudes, and historical wrongs. Students will gain knowledge on global demographic shifts, including patterns of migration and population growth, and explore Canada’s path to nationhood.

## GRADE 10:

Grade 10 is a year-long, interdisciplinary course which integrates the curriculum outcomes of English Language Arts 20F, Science 20F, and **GEOGRAPHIC ISSUES OF THE 21ST CENTURY 20F**.

In the grade 10 interdisciplinary course, students focus on critical geographic literacy. Students will practice mapping, analyzing, interpreting data, and geographic inquiry. This course also helps students to understand more deeply how place connects to one’s worldview and identity, as well as inequalities and social justice.





## **INTERDISCIPLINARY: GEOGRAPHIC ISSUES**

**OF THE 21ST CENTURY 20F:** Utilizing a geographic lens, students will explore various interdisciplinary themes such as Place and Identity, Connection to Land, and Coming of Age. Employing geographic skills which include mapping, analyzing and interpreting, and geographic inquiry, students will gain a stronger understanding of the wide range of themes present within their Grade 10 Interdisciplinary areas of study, while simultaneously appreciating the connection that place has on one's worldview and identity.

## **ADDITIONAL GRADE 10 OPTION COURSE**

**AMERICAN HISTORY 20G:** The purpose of this American History course is to develop a strong understanding of the events, ideas, and people that shaped the United States and influenced the wider world, particularly Canada. The course emphasizes critical thinking by encouraging students to analyze causes, consequences, perspectives, and the lasting impacts of historical change rather than memorizing facts.

Students will study key periods such as colonization, the American Revolution, the Constitution, territorial expansion, and the Civil War and Reconstruction, along with major political, economic, social, cultural, and foreign policy developments. A key focus is Indigenous American history, examining how colonization, displacement, and resistance affected Indigenous peoples in the United States and how these experiences connect to those of Indigenous peoples in Canada.

Through inquiry, discussion, and reflection, students will explore history as a series of complex choices made by individuals and groups and develop the skills needed to think critically about the past and its connections to the present."

## **GRADE 11:**

Grade 11 is a year-long, interdisciplinary course which integrates the curricular outcomes of English Language Arts: Comprehensive Focus 30S and **HISTORY OF CANADA 30F**.

In the grade 11 interdisciplinary course, students deepen their historical thinking. They explore various historical perspectives from histories of this place now called Canada, from First Peoples and Nouvelle France through to contemporary Canada. Students engage with primary and secondary historical sources to contemplate perspectives on

Canada as a nation, including sovereignty, achievements and challenges, and Canadian identities.

## **INTERDISCIPLINARY: HISTORY OF CANADA 30F:**

This is a year-long, interdisciplinary course that will integrate the curricular outcomes of History of Canada 30F and *English Language Arts: Comprehensive Focus 30S*. Throughout this course, students will explore thematic units, using both pragmatic and aesthetic texts to engage in historical inquiry. The course will be structured to enable students to develop the 6 Global Competencies outlined in Michael Fullan's (2018) *Deep Learning*: character, citizenship, collaboration, communication, creativity, and critical thinking.

## **ADDITIONAL GRADE 11 OPTION COURSE**

**INTRODUCTION TO TOURISM 30S** is for students interested in learning about tourism as a global industry with a wide impact and possibilities for future employment in Manitoba and beyond. Students engage critically with questions about tourism's sustainability, both environmentally and culturally, while also learning to plan practical tourism experiences. In addition, students go on several field trips during the course and analyze their experiences.

## **GRADE 12 (OPTION COURSES):**

**CANADIAN LAW 40S** curriculum presents students with the major components of Canadian law, beginning with the foundations of law, followed by the Canadian Charter of Rights and Freedoms, criminal law, civil law, and family law. The course also gives students the opportunity to explore a topic of their choice through inquiry of one of the following: international law, human rights law, youth and the law, labour law, or environmental law.

## **CINEMA AS A WITNESS TO MODERN HISTORY**

**40S:** Learn world history through a cinematic lens. This optional social studies course focuses on global history starting in the 20th century and how these events have been narrated through different films. Students develop critical media literacy skills by analyzing different historical events and their portrayals in film. Themes could include war and peace, revolution, propaganda, human rights, and social change. This course also builds on the historical thinking skills students develop in grade 11 Interdisciplinary class.

## **GLOBAL ISSUES: CITIZENSHIP &**

**SUSTAINABILITY 40S** is for students who are interested in learning more about contemporary events in the world. Students learn to analyze current events from a variety of perspectives and social studies lenses, including political, economic, sociological, geographic, and sustainability. Students dive deeply into the implications and possibilities of large global events and consider responses for the future through a citizenship lens.

**SUSTAINABLE TOURISM 40S** is for students who want to continue their investigation into the tourism industry, with a focus on Manitoba. Students learn about local Indigenous initiatives, environmental sustainability practices, and how Manitoba's tourism industry invests in local communities. Students go on several field trips during the course and analyze their experiences. They also create tourist experiences to highlight the uniqueness of Manitoba geographies and communities.

**PSYCHOLOGY 40S:** Explore the wonders of human nature and why people behave the way they do! Students will study human behaviour through topics including: 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.

**AP PSYCHOLOGY 42S:** This Advanced Placement Psychology course is a one-year, university-level introduction to the systematic study of human and animal behavior, as well as mental processes. Students will explore key topics across psychology's major subfields, including psychoanalytic, biological, cognitive, behavioral, sociocultural, and humanistic perspectives, while also engaging with the ethical guidelines and research methods used by psychologists. The course covers key concepts, leaders, and principles of psychology, and introduces conflicting viewpoints on how these factors can be interpreted. This course encourages students to apply psychological concepts to themselves and the world around them, while promoting self-reflection, emotional awareness, and open sharing of thoughts in class. By successfully completing the AP College Board exam, students can earn high school credit for PSY42S and the equivalent of a first-year university credit in Psychology.

Additional fees apply for all AP College Board assessments.

# TECHNOLOGY DEVELOPMENT EDUCATION

Embark on an exciting journey into the digital world with our engaging Technology Development courses! These programs are tailor-made to inspire and equip PTC students for success in our tech-savvy society. Students will explore the captivating realms of computer science, photography, graphics, and video production, all while enjoying a hands-on and dynamic learning experience.

## Primary goals and benefits to students:

- **Digital Literacy and Technological Proficiency:** Gain proficiency in navigating and utilizing digital tools, enhancing students' ability to adapt to evolving technologies. Acquire practical skills in computer science and digital media, preparing students for the demands of a technology-driven workforce.
- **Global Workforce Readiness:** Ensure students are well-prepared for the global job market by providing them with a strong foundation in digital literacy and technological expertise.
- **Digital Literacy and Information Fluency:** Develop the ability to present ideas effectively, a crucial skill in professional and academic settings. Prepare students to collaborate with diverse teams and communicate effectively across cultural boundaries, promoting a sense of global citizenship and understanding.

- **Critical Thinking and Problem-Solving Skills:** Develop critical thinking skills through coding and algorithmic challenges in computer science, fostering the ability to tackle complex problems.

Apply logical reasoning to real-world scenarios, empowering students to approach challenges with a systematic and analytical mindset.

## COMPUTER SCIENCE PATHWAY

### GRADE 9:

#### APPLYING INFORMATION & COMMUNICATION

**TECHNOLOGY I & II 15F:** (This pair of courses have to be taken together) This comprehensive course introduces students to emerging technologies, computer science fundamentals, cybersecurity essentials, and practical computer skills. Its fourfold purpose is:

1. **Exploring Emerging Technologies:** Gain hands-on experience with relevant and innovative tools such as Microsoft Suite, Canva, and Adobe Suite, while understanding their applications across various industries.
2. **Foundations of Computer Science:** Dive into the basics of computational thinking, programming concepts, and problem-solving techniques, laying a strong foundation for further exploration in technology.
3. **Cybersecurity Awareness:** Learn key concepts of digital security, safe online practices, and introductory cybersecurity techniques to protect systems and data in today's connected world.
4. **Building Computer Literacy:** Develop essential computer skills to create high-quality digital products suitable for academic, personal, and professional contexts.

This course also provides exposure to advanced technology-related pathways offered at PTC, fostering curiosity and preparing students for specialized courses and certifications in the field of information and communication technology.

### GRADE 10:

**COMPUTER SCIENCE 20S:** Learn the basics of computer programming and game development. The C# programming language and the Unity development platform will be used to teach students about topics including, but not limited to, variables, control structures, arrays, methods, and the basics of 2D game development in Unity (i.e., Rigidbody and Collider components, game loops, etc.).

### GRADE 11:

**COMPUTER SCIENCE 30S:** Build upon previous computer programming and game development knowledge to deepen understanding of computer science. The C# programming language and the Unity development platform will be used to teach students about topics including, but not limited to, file manipulation, parallel and 2D arrays, ArrayLists, classes and objects, and game design principles (i.e., story, theme, player, board, art, etc.). Prior study of CS20S is strongly encouraged.

### GRADE 12:

**COMPUTER SCIENCE 40S:** Learn advanced computer science concepts by building upon previously acquired knowledge. The C# programming language and the VS Code IDE will be used to teach students about topics including, but not limited to, encapsulation, inheritance, polymorphism, searching and sorting algorithms, data structures, and recursion. Prior study of CS30S is strongly encouraged.

**AP COMPUTER SCIENCE 42S:** With a focus on university-equivalent instruction and using learning developed in previous study, the Java programming language is applied to topics including primitive data types, using objects, Boolean expressions and if statements, iteration, writing classes, arrays, ArrayLists, 2D arrays, inheritance, and recursion. Prior study of CS40S is strongly encouraged.

Additional fees apply for all AP College Board assessments.



## DIGITAL MEDIA PATHWAY

### **GRADE 9:**

#### **APPLYING INFORMATION & COMMUNICATION**

**TECHNOLOGY I & II 15F:** (This pair of courses have to be taken together) This comprehensive course introduces students to emerging technologies, computer science fundamentals, cybersecurity essentials, and practical computer skills. Its fourfold purpose is:

1. Exploring Emerging Technologies: Gain hands-on experience with relevant and innovative tools such as Microsoft Suite, Canva, and Adobe Suite, while understanding their applications across various industries.
2. Foundations of Computer Science: Dive into the basics of computational thinking, programming concepts, and problem-solving techniques, laying a strong foundation for further exploration in technology.
3. Cybersecurity Awareness: Learn key concepts of digital security, safe online practices, and introductory cybersecurity techniques to protect systems and data in today's connected world.
4. Building Computer Literacy: Develop essential computer skills to create high-quality digital products suitable for academic, personal, and professional contexts.

This course also provides exposure to advanced technology-related pathways offered at PTC, fostering curiosity and preparing students for specialized courses and certifications in the field of information and communication technology.

### **GRADE 10:**

#### **DIGITAL PICTURES 25S & DESKTOP**

**PUBLISHING 35S:** This collection of courses leans heavily on photo editing skills. In this course, we explore a variety of common photoshop techniques. Once we have developed some foundational skills, we move towards taking our own photos, focusing on utilizing design principles. The final component of this course looks at editing photos and designs to develop business logos and public images.

### **GRADE 11:**

#### **DIGITAL FILMMAKING 25S & BROADCAST**

**MEDIA 35S:** This collection of courses is an introductory film course which covers the basics of filmography. In this course we learn about various types of video media and use our skills to create our own products using Adobe Premiere Elements. We explore Adobe After Effects to learn about special effects and use audio tools, like Audacity, to blend audio to fit our projects.

### **GRADE 12:**

#### **INTERACTIVE WEBSITES 35S & INTERACTIVE**

**MEDIA 35S:** This course exposes students to many concepts required to be a Front-End Developer by discussing HTML, CSS, and (if time permits) JavaScript. Throughout the course, many web projects are developed building on previous skills acquired throughout the course. Concepts covered include, but are not limited to, building web content with HTML, styling web pages with CSS, and basic interactivity with JavaScript.

#### **YEARBOOK (LEADERSHIP(0.5) 31G & PRINT COMMUNICATIONS (0.5) 25S (can be taken in grades 9, 10, 11 or 12):**

This course offers students a comprehensive introduction to the world of yearbook production, blending skills in photography, writing, and graphic design. Students will actively contribute to the creation of the school's yearbook, engaging in hands-on, real-world experiences such as documenting school events, conducting interviews, and marketing the Yearbook for sale. Emphasis will be placed on developing journalistic skills, including storytelling and ethical reporting, while also gaining proficiency in tools like Adobe InDesign and Photoshop.





# INNOVATIVE PROGRAMS

## 1. AP CAPSTONE

Pembina Trails Collegiate strives to meet the needs of all learners using interdisciplinary learning and the 6 global competencies. Every course at PTC provides students the opportunity to learn new information and challenge themselves in many different ways. Although every course offered provides opportunities for students to enrich their learning, the AP Capstone program may be of interest to students who are passionate in going even deeper in their subject area of passion. AP Capstone™ is a diploma program based on two yearlong AP courses: AP Seminar and AP Research. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. College Board developed the AP Capstone Diploma program at the request of higher education professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college.

Participating in AP Capstone can help students stand out to colleges, become independent thinkers, develop key academic skills, and more.

AP Capstone helps students develop key skills that they will use over and over in college: conducting research and communicating their results.

Each course is yearlong, and AP Seminar is a prerequisite for AP Research according to the AP College Board. In both courses, students investigate a variety of topics in multiple disciplines. Both courses guide students through completing a research project, writing an academic paper, and making a presentation on their project. There is an exam as part of the AP Capstone programming.

- AP Seminar is a foundational course in which students explore the complexities of academic and real-world issues.
- AP Research allows students to deeply explore an academic topic, problem, issue, or idea of individual interest.

The AP Capstone program Compliments: Introduction to Tourism 30S, Global Issues 40S, Treaties and Treaty Relations 41G, Biology, Chemistry or Physics. Other courses can be considered based on the AP Capstone structure. Over the course of the two-year program, students are required to:

- Analyze topics through multiple lenses to construct meaning or gain understanding.
- Plan and conduct a study or investigation.
- Propose solutions to real-world problems.
- Plan and produce communication in various forms.
- Collaborate to solve a problem.
- Integrate, synthesize, and make cross-curricular connections.

**AP Seminar 42S:** is the first part of the AP Capstone program, which offers high school students the opportunity to learn university-level curricula. It is an inquiry-based course that teaches research and critical thinking skills, engaging students in all aspects of the research process. Students are expected to read, analyze, evaluate, and synthesize

research from a variety of credible sources to construct cohesive arguments, both individually and as a team. Students learn how to conduct university-level research and practice through several group and individual projects. They also have the opportunity to write an AP course exam.

**AP Seminar Land Based:** Following the structure and format of AP Seminar, students will engage in authentic land-based experiences around Manitoba and Canada. In this context, land-based is understood as experiencing the land through an Indigenous lens, and guided by Indigenous philosophy. Students will bring these experiences back into the classroom where they will be understood through local Indigenous scholarship. By the end of the course, students will have created two original Land-based scholarly works, as well as present and defend their findings to their peers and the College Board. This course requires the ability to travel, and a willingness to participate in new and unfamiliar tasks.

**By engaging with various real-world transactional communication techniques (including collaboration, presentation, and research writing), students will also earn their English Transactional 40S credit in conjunction with this course.**

**AP Research 42S:** is the second part of the AP Capstone program. Students conduct a university-level research project based on an area of their interest while receiving individualized project supervision from the course instructors. Building on the skills they learned in AP Seminar, students then do a university-level research paper to accompany their results. Both Seminar and Research are required as part of the AP Capstone program.

Additional fees apply for all AP College Board assessments.

## 2. PEMBINA TRAILS EARLY COLLEGE (PTEC)

Pembina Trails Early College (PTEC) teaches students fundamental concepts in two Information Technology (IT) fields: Software Development and Networking and Cybersecurity. Individuals passionate about and interested in a future career in software development, web development, computer hardware/software, computer networking, cyber security, and other related technology fields can graduate from grade 12 with a high school diploma, a post-secondary certificate and a head start in a rewarding career.

While in PTEC, students take their mandatory high school courses and accelerate through foundational technological programming at Pembina Trails Collegiate to prepare students for beginning their highly technical post-secondary courses in their Grade 11 year in one of two programs at the Manitoba Institute of Trades and Technology (MITT): Full Stack Developer (FSD) or Cloud and Network Technician (CNT). As they experience their technical education at MITT, they will also complete their mandatory Grade 11 and 12 high school courses. For two hours a day in Grade 9, the students are immersed in accelerated programming that explores the various characteristics and features of hardware components inside computers and how to administrate a Windows operating system in Semester 1. In Semester 2 of Grade 9, students explore the primary concepts of computer programming in the C# programming language for two hours each day. Semester 1 of Grade 10 focuses on the principles of Front-End Web Development and Semester 2 delves into the theory of how networks and the Internet function culminating in students using their theoretical knowledge to configure a router and switch network with Cisco devices. In their Grade 10 year, students also take a full-year course examining the theoretical concepts that are vital to an understanding of cybersecurity practices.

PTEC also provides mentorship opportunities for students in their Grades 9 and 10 years through a strong partnership with Tech Manitoba. In Grade 9, students participate in Social Mentorship opportunities, where students receive presentations from and engage professionally with industry experts in the fields of Software Development and Networking and Cybersecurity. In Grade 10, students have the privilege to participate in Project-Based Mentorship, where students will work in teams of three or four to solve a problem that exists in the world by creating a solution in a focus area of interest. Students collaborate with their peers and content-based and project management experts from industry to craft a solution to their proposed problem. The Project-Based Mentorship program culminates in a project presentation to a panel of industry professionals. In the past, areas of focus for the Project-Based Mentorship programming have included App Development, Virtual/Augmented Reality (VR/AR), Machine Learning (ML), Robotics, System Hardening, Penetration Testing, and more.

Upon completing their Grades 9 and 10 years, students begin college courses at the Manitoba Institute of Trades and Technology (MITT) in one of two streams: Full Stack Developer or Cloud and Network Technician. In Grade 11, students complete the first half of one year of college study because they will only be going to MITT in the afternoons, and in Grade 12, students complete the second half of one year of college study due to attending MITT all morning. By the end of Grade 12 in their chosen stream, students will receive a certificate acknowledging the completion of their studies.

Prior to the start of Grade 11, all PTEC students are required to purchase a laptop with specifications provided by MITT. Specifications can be found on MITT's website for both programs: Full Stack Developer and Cloud and Network Technician.

Pembina Trails School Division is committed to providing innovative opportunities for students. PTEC was established with the vision of equipping students with the skills needed to thrive in the competitive technology industry through hands-on learning, mentorship, and work experience. Whether engaging in designing and testing future products, analyzing software defects, or driving quality improvements for global customers, PTEC graduates will contribute to creating a better future. Graduates can pursue further education at MITT, apply to universities, or seamlessly enter the workforce.



## HOW TO APPLY:

Students currently in grade 8 who reside in the Pembina Trails School Division boundary can apply. Currently International students and those outside of the Pembina Trails boundary cannot apply.

Please complete the application form located on the Pembina Trails Collegiate website under "What We Offer > PTEC"

The application form must be accompanied by 2 references letters and a letter of interest including the following:

- Name
- Current School
- Why did you apply to the PTEC program?
- Something interesting about yourself.
- What about technology and PTEC interests you?

Please email the application form, reference letters and letter of interest to the attention of Lana Francis [ptcollegiate@pembinatrails.ca](mailto:ptcollegiate@pembinatrails.ca).

For more information, please email Lana Francis at [lafrancis@pembinatrails.ca](mailto:lafrancis@pembinatrails.ca) or call Pembina Trails Collegiate at 204-489-8989.

## GRADE 9

**Grade 9 Web Development:** This course exposes students to many concepts required to be a Front-End Developer by discussing HTML, CSS, and (if time permits) JavaScript. Throughout the course, many web projects are developed building on previous skills acquired throughout the course. Concepts covered include, but are not limited to, building web content with HTML, web design principles, styling web pages with CSS, and website responsiveness for mobile devices.

**Grade 9 Hardware/Software Essentials:** This course examines how computers work by investigating the different hardware components that make up a computer and how an operating system interacts with these hardware components. Concepts covered include, but are not limited to, the functions of PC components, factors to consider when upgrading components, installing a Windows operating system, and important features of the Windows operating system.

**Grade 9 Physical Education:** students in PTEC will need to select the PTEC Phys Ed which is carefully timetabled to support students in their accelerated courses.

## GRADE 10

**Grade 10 Introduction to Software Development:** Beginning with Processing and ending with Unity, this course will explore the basics of computer programming in both a Java-esque language (Processing) and C#. The course also introduces students to the industry-popular IDE, Visual Studio Code. Concepts covered include, but are not limited to, data types and variables, decision structures, iteration structures, arrays, and game development basics.

**Grade 10 Cybersecurity Essentials:** Students learn the theory related to cybersecurity and how to approach cybersecurity as a cybersecurity specialist. The course develops understanding of concepts including, but not limited to, the different types of attackers, the CIA triad, states of data, cybersecurity countermeasures, symmetric vs. asymmetric encryption, data masking, hashing, digital signatures and certificates, and five-nines availability.

**Grade 10 Networking Essentials:** This course explores the theoretical concepts related to how networks interconnect to create the global Internet. Concepts covered include, but are not limited to, the TCP/IP vs. OSI model, the characteristics of network media, how communication occurs in a local network, how communication with remote networks occurs, MAC vs. IPv4 vs. IPv6 addressing, classful vs. classless addressing, configuring a switch and router network, and configuring a home wireless router.



### 3. TECHNICAL VOCATIONAL EDUCATION

#### CYBER DEFENSE (PTC Students only)

At Pembina Trails Collegiate, we recognize the pivotal role that information technology and cybersecurity play in today's interconnected world. Our CyberDefense Pathway is designed to equip students with the technical expertise, critical thinking skills, and industry certifications necessary to thrive in the ever-evolving IT and Information Security landscapes. Completion of this accredited Technical Vocational Education: Technology (TVE) Program will allow students to graduate with their High School diploma and the TVE certificate.

#### STATE-OF-THE-ART CYBERDEFENSE LAB

All courses in this pathway are conducted in our CyberDefense Lab, a cutting-edge learning environment where students engage in real-world simulations. This hands-on approach enables learners to develop practical skills valued in both the current job market and post-secondary IT programs.

#### EMPHASIS ON EMPLOYABILITY & CAREER PREPARATION

Our curriculum focuses on employable skills in cybersecurity, ethical hacking, network management, and system administration. Students gain exposure to industry-recognized certifications, including but not limited too:

- CompTIA Security+
- CCNA (Cisco Certified Network Associate)
- Linux Server Professional
- Google Cybersecurity Specialist
- Microsoft certifications (and more)

By working towards credentials such as these, graduates stand out in a competitive job market and demonstrate proven expertise to future employers. The pathway also prepares students for entry into roles such as:

- Network Associate
- Software Developer
- Risk Analyst
- IT Auditor
- Cybersecurity Specialist
- and many more...
- Incident Responder

Whether aiming for immediate employment or pursuing advanced post-secondary IT studies, students exit the program prepared to excel in the dynamic world of information technology and cybersecurity.

The CyberDefense Pathway at Pembina Trails Collegiate is more than just a route to immediate employment—it's a launchpad for advanced IT education and lifelong career growth. By combining rigorous hands-on training, exposure to industry certifications, and a supportive learning environment, we empower tomorrow's leaders in the field of information technology and cybersecurity.

#### PREPARING TO ENTER THE CYBERDEFENSE PATHWAY

While not mandatory, the following recommended complementary courses can provide foundational skills that enhance success in cybersecurity:

- Applying Information & Communication Technology I & II (15F) Grade 9
- Dramatic Arts (helps with presentation, communication, and social engineering awareness)
- Computer Science (strengthens programming, logic, and analytical thinking)
- Electronics & Robotics
- Pre-Engineering Technology

#### CYBERDEFENSE PATHWAY BY GRADE LEVEL

##### GRADE 10

- Information Systems: Ethical Hacking & Global IT Concepts (INFOSYS20S)

##### GRADE 11

- Cybersecurity Tactics: Ethical Hacking Essentials (CYTAC30S):  
*Completion of INFOSYS20S is required.*
- Cyber Offense and Defense I (CODI30S):  
*Completion of INFOSYS20S is required.*

##### GRADE 12

- Cyber Offense and Defense II (CODII40S):  
*Completion of CODI30S is required.*  
*Completion of CYTAC30S is highly recommended.*
- Cyber Offense and Defense III (CODIII40S):  
*Completion of CODII40S is required.*  
*Completion of CYTAC30S is highly recommended.*
- Cybersecurity: Analysis and Forensics (CSAF40S):  
*Completion of CODI30S is required.*  
*Highly recommended to take CSMGT40S with this course.*
- Cybersecurity and IT Management (CSMGT40S):  
*Completion of CODII40S is required.*  
*Highly recommended to take CSAF40S with this course*

##### GRADE 10:

#### INFORMATION SYSTEMS: ETHICAL HACKING & GLOBAL IT CONCEPTS (INFOSYS20S):

This course explores the interplay between information systems, emerging technologies, and global IT concepts, focusing on ethical, social, and legal implications. Students examine how technological advancements impact society, considering data privacy, security, and the ethics of IT practices. The course also introduces threat intelligence and proactive measures for safeguarding information systems. Interactive discussions and case studies provide real-world context, rounding out students' understanding of today's IT landscape.

##### GRADE 11:

#### CYBERSECURITY TACTICS: ETHICAL HACKING ESSENTIALS (CYTAC30S):

Students delve into ethical hacking principles, studying how to identify and responsibly exploit vulnerabilities in operating systems and hardware. Core topics include system architecture, vulnerability assessment, and foundational hacking techniques—always taught through an ethical lens that ensures system security and data integrity. A blend of theoretical knowledge and hands-on practice equips students to mitigate security risks in real IT environments.

*Completion of INFOSYS20S is required.*

### **CYBER OFFENSE AND DEFENSE I (CODI30S):**

This course lays the groundwork for advanced cybersecurity studies by covering both offensive and defensive strategies. Students learn:

- Command Line Fundamentals
- Programming & Scripting (essential for developing and analyzing security tools)
- Social Engineering (understanding human vulnerabilities in security breaches)

Through hands-on labs, students develop a practical toolkit for recognizing and countering cyber threats, making them confident in foundational security practices.

*Completion of **INFOSYS20S** is required.*

#### **GRADE 12:**

### **CYBER OFFENSE AND DEFENSE II (CODII40S):**

Building on CODI30S, this second-level course covers more complex programming, scripting, and ethical hacking approaches. Students refine their ability to identify, exploit, and patch vulnerabilities in a controlled, legally compliant setting. Key areas include:

- Network Defense & Intrusion Detection
- Incident Response
- Threat Intelligence & Analysis

This well-rounded approach prepares students to tackle intricate cybersecurity challenges from both an offensive and defensive standpoint.

*Completion of **CODI30S** is required.*

*Completion of **CYTAC30S** is highly recommended.*

### **CYBER OFFENSE AND DEFENSE III (CODIII40S):**

The final stage in this trilogy elevates students' expertise in areas such as:

- Specialized Security Practices
- Penetration Testing Tools
- Advanced Security Frameworks & Tools

Emphasis is placed on innovative approaches to protect and exploit digital systems ethically, ensuring students develop the confidence to manage complex cybersecurity threats.

Practical labs and projects deepen their ability to operate in high-stakes security environments.

*Completion of **CODII40S** is required.*

*Completion of **CYTAC30S** is highly recommended.*

### **CYBERSECURITY: ANALYSIS AND FORENSICS (CSAF40S):**

Focusing on incident handling, legal considerations, and advanced Linux, this course also introduces students to digital forensic methodologies. Through realworld simulations and case studies, learners discover how to investigate, document, and mitigate breaches while adhering to legal regulations. Mastery of these skills enables students to conduct thorough security assessments and respond effectively to cyber incidents.

*Completion of **CODI30S** is required.*

*Highly recommended to take **CSMGT40S** with this course.*

### **CYBERSECURITY AND IT MANAGEMENT (CSMGT40S):**

This comprehensive course blends project management, advanced troubleshooting, and a capstone project to unify all prior learning. Students:

- Explore IT and cybersecurity project management fundamentals
- Address intricate system troubleshooting scenarios
- Execute a capstone project that encompasses strategic planning and hands-on technical solutions

Graduates of CSMGT40S emerge with the managerial acumen and practical know-how to lead cybersecurity initiatives in real-world contexts.

*Completion of **CODII40S** is required.*

*Highly recommended to take **CSAF40S** with this course.*

### **INTEGRATED PROFESSIONAL DEVELOPMENT CYBERSECURITY AND NETWORKING**

**PROFESSIONALISM 30S (CSNP30S):** Throughout their journey in the CyberDefense Pathway, students accumulate experiences and achievements in a student portfolio, demonstrating growth in teamwork, communication, project management, and professional ethics. This course thread emphasizes the "soft skills" that complement technical expertise, ensuring graduates are well-rounded, industry-ready professionals.

## **MANITOBA INSTITUTE OF TRADES AND TECHNOLOGY (MITT)**

MITT has been a long-standing partner to Pembina Trails School Division and has offered extended programming in the technical vocational fields.

MITT High School programming is a tuition-free, dual-track program where students graduate with both a high school diploma and technical training in an apprenticeship level-1 eligible field.

Available for students starting Grade 11, the following are courses which students can apply to:

- [Automotive Technology](#)
- [Culinary Arts](#)
- [Electrical Trades Technology](#)
- [Hairstyling](#)
- [Welding Technology](#)

#### **HOW DOES IT WORK?**

Students spend half their day in one of five apprenticeship-accredited skilled trade programs with a dedicated cohort of high school-aged learners.

The other half of the day, students study the compulsory academic courses required to graduate from high school.

Students should start planning with their student advisor when they are entering into grade 10.

# DIVISIONAL TECHNICAL VOCATIONAL EDUCATION

## DIVISIONAL TECHNICAL VOCATIONAL EDUCATION (TVE) PROGRAMMING — NEW FOR 2026

Beginning in September 2026, Pembina Trails Collegiate will expand its Technical Vocational Education (TVE) programming with a new, state-of-the-art facility featuring modern labs, professional equipment, and industry-aligned workshops. Students will learn in an advanced environment that supports hands-on skill development, safety, collaboration, and preparation for post-secondary training and apprenticeship pathways.

This expansion offers apprenticeship-aligned training in Welding, Machining, Culinary Arts, and Pastry Arts. These immersive programs support multiple pathways, including direct workforce entry, continued study at RRCP, or progression toward Red Seal and technical careers.

**Program structure:** Full-day programs designed for deep, immersive learning in Grades 11 and 12.

### WELDING PROGRAM:

In this program, students develop the core knowledge and hands-on skills needed in today's welding and fabrication industry. Training takes place in shop environments that simulate real industrial settings, where students use modern equipment to safely cut, join, and assemble materials. They learn multiple welding and cutting processes, practice layout and fabrication techniques, interpret blueprints, and build confidence with tools while following rigorous safety standards. Career pathways include Red Seal Welder, Welding Inspector, Welding Engineer, Fabricator, Boilermaker, Pipefitter, Ironworker, Millwright, Mechanic, and roles in trades supervision or small business ownership. This training supports apprenticeships and post-secondary study.

#### COURSE SUMMARIES

**GRADE 11 INTRODUCTION TO WELDING:** Students learn welding fundamentals, including safety, industry standards, tools, and materials. Through hands-on practice,

they develop basic welding techniques and oxyacetylene cutting skills. By course end, students can perform essential welding tasks while meeting quality and safety requirements.

#### GRADE 11A BASIC SMAW (STICK) PROCEDURES:

Students develop skills in Shielded Metal Arc Welding (SMAW), focusing on safety practices, power sources, electrode characteristics, and weld joint design. Hands-on practice include welding in the flat, horizontal, vertical, and overhead positions using a variety of electrodes.

#### GRADE 11B BASIC GMAW (MIG) PROCEDURES:

This course covers assembly, setup, and operation of Gas Metal Arc Welding (GMAW). Students gain hands-on experience using GMAW equipment while applying skills to real-world tasks. Emphasis is on safety, proper tool use, and selecting filler metals and shielding gases.

#### GRADE 11C BASIC METAL DESIGN, FABRICATION, AND OXY ACETYLENE PROCEDURES:

Students learn design, fabrication, and oxyacetylene techniques through hands-on projects using various welding and cutting processes. Skills in measuring, layout, and fitting are reinforced alongside math concepts like conversions and fabrication calculations.

#### GRADE 12A ADVANCED SMAW (STICK) PROCEDURES:

Students advance SMAW skills, learning additional weld types, joint preparation, positional welding, and quality inspection techniques for higher-level proficiency.

#### GRADE 12B ADVANCED GMAW (MIG) PROCEDURES:

Students deepen GMAW skills and learn Flux Cored Arc Welding (FCAW). Focus includes advanced positional wire-feed welding and enhanced quality control.

#### GRADE 12C ADVANCED METAL DESIGN FABRICATION:

Students refine fabrication and fitting skills through complex layouts and designs. A capstone project strengthens blueprint reading and weld symbol interpretation.

#### GRADE 12D APPLIED SPECIALTIES AND QUALIFICATIONS:

Students prepare for the Manitoba Welder Practical Examination (Canadian Welding Bureau

Structural Level 1) while advancing safety, equipment operation, and material selection skills.

### MACHINING PROGRAM:

The Machining program develops the practical skills, technical knowledge, and problem-solving abilities needed in modern manufacturing. Students learn to operate conventional and CNC equipment while building strong foundations in measurement, materials, precision machining, and safe shop practices. Working with steel, aluminum, brass, and plastics, they explore manufacturing processes and the applied use of math and science in creating or repairing components. Students interpret technical drawings, communicate ideas, and design or refine parts through hands-on learning. Career pathways include Machinist, Tool and Die Maker, Millwright, CNC Operator, and Manufacturing Technician. Students begin in Grade 11 and progress toward apprenticeship opportunities.

#### COURSE SUMMARIES

**MACHINE SHOP TOOLS (20S):** Students learn safe work practices, measurement, layout, and interpretation of engineering drawings while operating and maintaining hand and power tools. Practical projects reinforce calculations, setup, and cutting tasks to build confidence and accuracy for advanced machining.

**APPLIED MACHINE SHOP TOOLS (30S):** Students strengthen tool selection and maintenance skills while performing drilling and sawing operations to produce machine-quality parts. Emphasis is on accuracy, safety, sharp cutting tools, and efficient setup.

#### LATHE OPERATIONS AND GRINDING I (30S):

Students learn conventional lathe setup and operation for cylindrical parts, applying proper speeds, feeds, and work holding. Offhand grinding for tool maintenance and an introduction to CNC lathe concepts may be included.

**MILLING OPERATIONS I (30S):** Students are introduced to milling machine setup and operation for flat surfaces and angles, applying correct speeds, feeds, and work holding. CNC milling concepts may be introduced.



### **LATHE OPERATIONS AND GRINDING II (40S):**

Students advance lathe skills with taper turning, carbide tool use, and shaping high-speed steel cutters. CNC lathe theory and practice emphasize safety, inspection, and quality results.

**MILLING OPERATIONS II (40S):** Students deepen milling skills using accessories like dividing heads and rotary tables for precision work. CNC milling concepts and troubleshooting improve efficiency and accuracy.

### **APPLIED MACHINING AND MANUFACTURING**

**(40S):** Students apply accumulated skills to produce industry-standard projects, often including work experience. Focus is on meeting first-year apprentice expectations and preparing for employment or an apprenticeship.

**CNC MACHINES (40S):** Students build CNC machining skills from planning and setup to safe operation using CAD/CAM. Instruction emphasizes interpreting drawings, program development, and quality control.

### **CULINARY PROGRAM:**

The Culinary Arts program introduces students to the essential skills needed in today's professional kitchens. Through hands-on practice, students learn knife skills, cooking techniques, measuring, mixing, seasoning, plating, and working with a wide range of recipes. Grounded in classical French foundations, the program embraces multicultural ingredients, dishes, and methods, including Indigenous foodways that shape Canada's culinary landscape. Students experience the fast pace, teamwork, organization, safety, and sanitation required in real kitchen environments. With curiosity and commitment, students build the confidence needed to take their first steps into a dynamic, demanding, and in-demand industry.

### **COURSE SUMMARIES**

**COOKING PRINCIPLES 20S:** Students learn kitchen safety, sanitation, and proper use of tools and equipment. Instruction covers knife skills, workstation setup, cooking methods, seasoning, flavour development, recipe reading, and accurate measurement and scaling.

**GARDE MANGER 30S:** Students prepare salads, dressings, and sandwiches while refining knife skills and learning plating and garnishing techniques for cold kitchen presentations.

**Vegetables and Starches 30S:** Students study theory and preparation of yeast and non-yeast doughs, pies, pastries, cookies, dessert sauces, and sweet fillings.

**PÂTISSERIE AND BAKING 30S:** Students study the theory and preparation of yeast and non-yeast doughs, pies, pastries, cookies, dessert sauces, and sweet fillings.

**BREAKFAST AND DAIRY 40S:** Students prepare a variety of breakfast items and explore culinary uses and properties of dairy products.

**STOCKS, SOUPS, AND SAUCES 40S:** Students learn to prepare stocks, soups, and sauces, including the five leading sauces and related small sauces.

**MEATS, POULTRY, FISH, AND SEAFOOD 40S:** Students explore the theory and preparation of beef, pork, poultry, fish, and seafood, including grading and basic fabrication cuts.

### **CULINARY MANAGEMENT AND MENU DESIGN**

**40S:** Students learn menu planning, food costing, recipe development, ordering, inventory, and management practices, integrating nutrition principles and Canada's Food Guide.

### **PASTRY ARTS PROGRAM:**

The Pastry Arts program offers a dynamic, creative introduction to professional pastry work. Designed for students who love baking or enjoy hands-on craftsmanship, the program builds foundational knowledge in ingredients, terminology, mixing methods, and baking science while strengthening communication, teamwork, and problem-solving skills. From day one, students measure, mix, shape, decorate, and taste a wide range of products, including cookies, pies, breads, pastries, mousses, frozen desserts, and modern creations. As they refine precision, creativity, and presentation skills, students are encouraged to take risks, practise their craft, and prepare for opportunities in an exciting, evolving pastry industry.

### **COURSE SUMMARIES**

#### **INTRODUCTION TO BAKING AND PASTRY ARTS**

**20S:** Students learn safety, sanitation, and professionalism while preparing foundational products such as cookies, cakes, quick breads, yeast dough items, pies, and pastries.

#### **QUICK BREADS, COOKIES, DOUGHNUTS AND**

**PIES 30S:** Students deepen skills in mixing methods, shaping techniques, and troubleshooting for quick breads, cookies, doughnuts, and pies.

**YEAST DOUGH PRODUCTS 30S:** Students explore fermentation, gluten development, shaping, proofing, and baking while preparing breads, rolls, pretzels, and cinnamon buns.

#### **CAKES, FILLINGS, ICINGS AND DECORATIONS**

**30S:** Students study cake production and decorative techniques, including fillings, icings, glazes, piping, and design elements.

**TARTS AND SPECIAL PASTRIES 40S:** Students prepare refined French, international, and modern pastries, focusing on precision, flavour development, and professional finishing.

#### **MODERN AND CLASSIC DESSERTS AND PLATING**

**TECHNIQUES 40S:** Students create modern and classic desserts, including frozen and plated creations, emphasizing flavour pairing, textures, and presentation.

**ADVANCED BREAD PRODUCTS 40S:** Students explore artisan bread techniques, including fermentation control, shaping, scoring, and baking specialty breads such as Bannock and crackers.

**ADVANCED BAKING AND PASTRIES 40S:** Students master chocolate work, marzipan, sugar artistry, and advanced cake design, demonstrating creativity and technical skill for industry readiness.



# STUDENT LIFE

## ACADEMICS, CELEBRATIONS, SCHOLARSHIPS AND INTEGRITY

### THE AGE OF MAJORITY

According to Section 42.3(3) of the Public School Act, students who reach the age of 18 are legally entitled to be the sole recipients of all school reports and documents. Schools will comply with this regulation. As students turn 18, the legal guardian of the student will be notified of the change of the information flow. The legal guardian may continue to receive school reports only if their 18 year old child provides the school with written consent.

### SCHOLARSHIPS AND CELEBRATIONS

Every Pembina Trails Collegiate student is supported and inspired to grow in academics, athletics, the arts, and community involvement. Students may be recognized for their achievements in a variety of ways: in individual team and/or club awards, through individual course certificates, by earning recognition awards, or via scholarships and other awards granted at our celebration of learning event and/or convocation. Graduating Pembina Trails Collegiate students can apply for a wide variety of school- based, divisional, university, college and community- initiated scholarships. While different awards and scholarships have varying criteria, it is worth noting that while most scholarships do request that applicants demonstrate strong academic achievement, there are many different awards that place a heavy emphasis on leadership, volunteerism, and participation in a number of school and community initiatives. Details regarding scholarships will be available on the school website.

Students may visit [Scholarships Canada](#), or read the announcements on the grade 12 Edsby page. Please note not all awards are offered every year and there may be awards offered that are not listed. Please remember to provide your references at least two weeks to support your application.

### ACADEMIC INTEGRITY

Integrity means that the teacher and the student accept the inherent value of learning and enter into a collegial relationship that honours commitment, participation, and honesty. We strive to provide accommodations, flexibility, and support to enable every student to achieve success in their studies. Likewise, students are expected to attend classes and maintain serious efforts to achieve success in their programs.

Students receive direct instruction about academic ethics at PTC. Students are expected to create projects and assignments that represent their own organic thoughts, ideas, and words. Students are expected to quote or paraphrase, giving credit to sources. Plagiarism is unacceptable, and students will learn appropriate consequences if trust is broken.

Similarly, the use of generative AI and other online tools are only acceptable in specific circumstances as described by the teacher. **Generative AI tools must be used ethically, responsibly, and intentionally** to support student learning, not to bypass it. PTC prioritizes critical thinking for students, which means using generative AI as a shortcut is unacceptable. Students will be held accountable to their decisions to ensure quality critical thinking in these learning spaces.



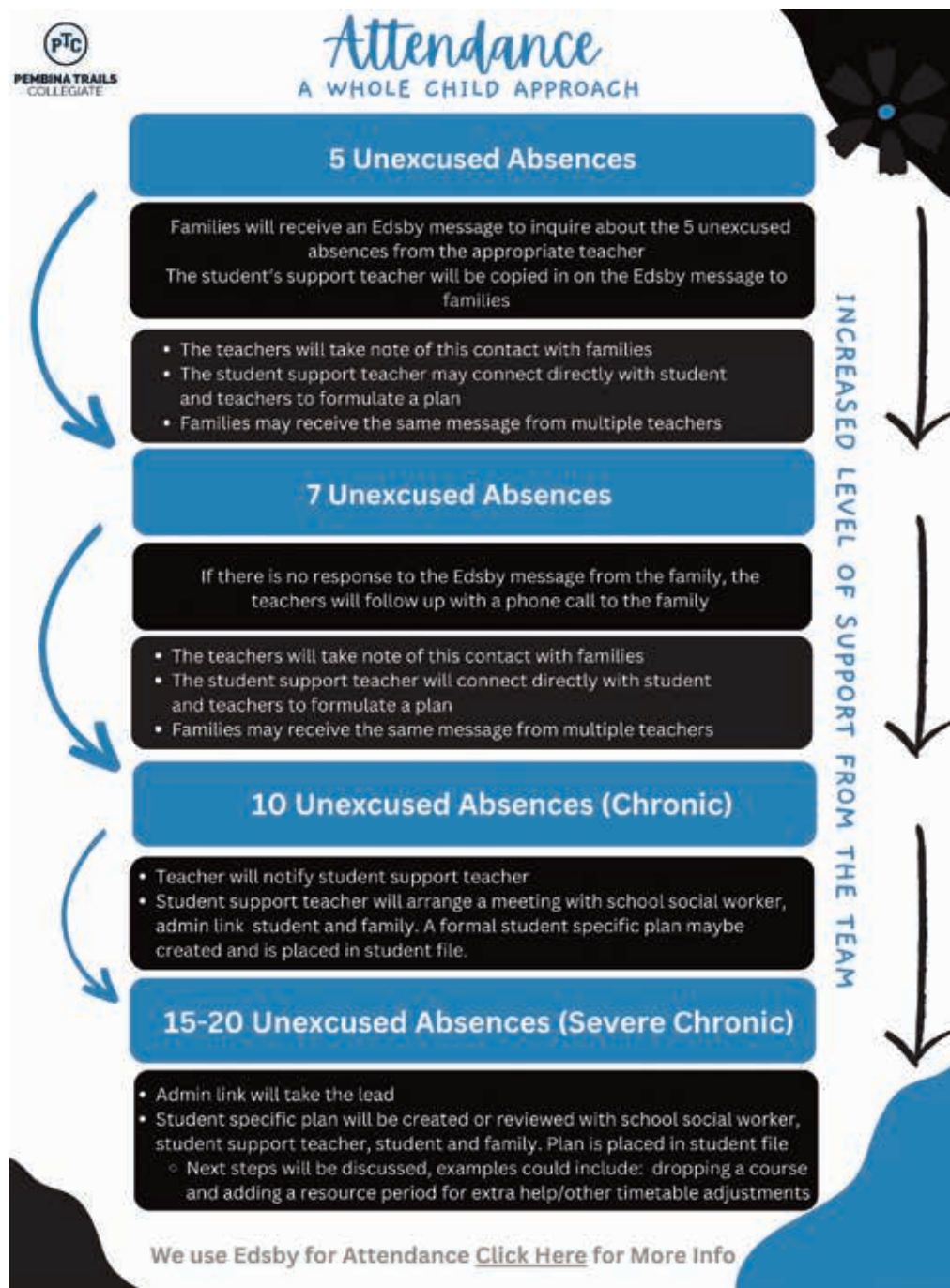


## ATTENDANCE

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. 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 [ptcollegiate@pembinatrails.ca](mailto:ptcollegiate@pembinatrails.ca) or on Edsby.

We want to encourage all families to set up an Edsby account and use this to record any absences.

Illustrated here is our attendance flow chart which demonstrates our whole child approach to supporting all students. If you are planning an extended absence, you must complete our form that can be found at our website by [clicking here](#). As most extended absences are a matter of choice, we appreciate in advance for your understanding that teachers cannot provide remote learning for vacations or travelling opportunities. Teachers, as professionals, continuously assess and adjust the pace and methods of teaching required for their classes to reach the curricular outcomes through products, observations and conversations, making it difficult to gauge what work will be covered during extended absences. In addition, replication of the rich class communications, the inquiry process and collaboration that takes place at school on a daily basis is impossible.





CIRCLE OF COURAGE

We teach all students to connect to the world around them respectfully and holistically. At Pembina Trails Collegiate we follow the Circle of Courage model that considers the whole person and their wellbeing and well-becoming. We have adopted this model along with the 6 global competencies to ensure students at Pembina Trails Collegiate are prepared for life during and after high school.



Please refer to the Pembina Trails Standard of Behaviour document that guides how we interact with each other at PTC. Everyone belongs at Pembina Trails Collegiate and we strive to ensure we are an inclusive community that celebrates diversity and individual strengths.

CLASS TIMES

PERIOD	TIME
1 Ambassador Think Time	8:30–9:05
2	9:05–9:40
3	9:40–10:50
4	10:50–12:00
5 Lunch – Some classes run during period 5. Students will be scheduled an alternate lunch break.	12:00–1:10
6	1:10–2:20
7	2:20–2:55
8	2:55–3:30
9	3:30–4:05

\*Period 9 is outside of the regular school day 8:30am–3:30pm to create flexibility for student programming.

\*\*Period 7 and 8 or 8 and 9 can be combined to create a full credit course time allotment to create flexibility for student programming.

The year is divided into two semesters beginning in September and February, and each of these semesters have two terms. There are nine slots in a day to allow for flexibility for learning zones, compulsory, and option courses. Most courses are full credits, however there is some flexibility in offering half credits in a semester or courses.

Some courses run all year, in-particular our interdisciplinary courses.

COMMUNICATION

At Pembina Trails Collegiate our beliefs are built around community, belonging, inclusion and relationships. As a school community we will communicate with students and their families on a regular basis to ensure that everyone feels informed.

Our main means of communication to students and families will be via Edsby and at the start of the year, you will receive log in information if you do not already have this from your previous Pembina Trails school.

We will utilize school messenger, which pushes time sensitive information to families via their email address that we have on file for families.

You can call our school office during our regular office hours of 8:00am–4:00pm at 204 489 8989, email anytime to [ptcollegiate@pembinatrails.ca](mailto:ptcollegiate@pembinatrails.ca) or follow us on instagram.

 @ptcollegiatewpg

SCHOOL CALENDAR

Visit our school calendar and athletics calendar on our website. You can subscribe to all events which is handy as we add and update this central location in a timely manner.

## EXTRA-CURRICULAR ACTIVITIES

Pembina Trails Collegiate will offer a wealth of extra-curricular programs outside of regular course times. In addition to our enriching extra-curricular activities in athletics and fine arts, we have many opportunities for students to become more involved. There truly is something for everyone at Pembina Trails Collegiate. Our student advisory council and leadership council will increase the ability for student voice at PTC to ensure every student experiences a well-rounded Pembina Trails Collegiate experience. The many activities, groups, and committees will help to develop students' talents and gain experience. Extra-curricular activities are an important part of school life and, in addition to providing an opportunity to develop leadership skills, they provide students with the chance to gain confidence, acquire knowledge, and meet new classmates and staff members. We encourage all students to get involved and try new things. If a student ever has a question about a club or activity, they are encouraged to ask their teachers for more information. All extracurricular communication will be via Edsby.

## LIBRARY LEARNING COMMONS

Our ever-changing world demands new ways of organizing learning environments and we involve staff, students, and families in maintaining an innovative and state-of-the-art facility. The 4000 square foot library learning commons, with two-story high ceilings and fully glazed windows, opens onto an exterior landscaped courtyard. This innovative and inspiring space is open to individual students and classes for homework, studying, and research throughout the day as well as before and after school.

# Pembina Trails Collegiate

## Student Voice & Leadership

Empowering students to lead, connect, and create change.

Generosity Belonging Safety Citizenship



### Student Advisory Council (SAC)

**Student voice in school decisions and culture:**  
Works with admin to improve the student experience, discusses ideas and feedback from peers, leads school-wide initiatives and forums - Culturama, open house and tours.

In September there is an application process which includes a presentation to the council.

Leads: Jacqui Kroeker & David Gamble



### Student Leadership Council

**Building community through action and example:**  
Organizes events like PTC games Promotes school pride and inclusion, encourages positive citizenship

In September, there is a call out for members and then there is a voting system within the group.

Leads: Ellie Pociuk & Ashley Schmidt



### Ambassador Leadership

**Building spirit in our school community:**  
Supports spirit weeks and school wide events - Terry Fox, TRC... Represents PTC at school and community events Builds connections.

This is a course for credit and you can choose this in the course selection process.

Lead: Cheryl McCombe

## GET INVOLVED - YOUR VOICE MATTERS!



**Student Wellness**  
Promoting mental health and wellness for all.  
Teacher Lead: Ellie Pociuk



**MSA - Muslim Student Association**  
Building community through connection and understanding.  
Teacher Leads: Cam Clark & Tess Aminian



**GSA - PTC Pride**  
Creating safe and inclusive spaces for all identities.  
Teacher Leads: Christina Fillion & Patrick Dunlop



**Dreamcatchers**  
Celebrating Indigenous ways of knowing and student leadership.  
Teacher Leads: Barbara Bourassa & Tania Barker



**UNESCO**  
Promotes education, sustainable development and global citizenship.  
Teacher Leads: Darlene Nguyen & Lana Francis



**Black Student Voices**  
Empowering Black excellence, culture, and equity in education.  
Teacher Lead: Christina Fillion & Sabrina Longobardi



**BRIDGE - Building Relationships, Diversity & Growth**  
Fostering cross-cultural understanding and belonging through community volunteering.  
Teacher Leads: Jordan Rosenberg & Lindsay Malcolm



**Key Club**  
Service, leadership, and community impact.  
Teacher Leads: Jenna Maksymyk & Robyn Chase



**Art Ambassadors**  
Developing employability skills through volunteering in PTC's Art Studio.  
Teacher Lead: Dawn Knight



**Grad Committee**  
Organizing fundraising for grad and to help ensure a smooth event.  
Teacher Lead: Sabrina Longobardi & Adrianna Joyce



**YIP - Youth in Philanthropy**  
Supporting local charities and social change through giving.  
Teacher Lead: Lindsay Malcolm



**Sikh & Punjabi Student Association**  
Promotes unity, diversity and pride while creating a welcoming space for all students to learn, share and connect.  
Teacher Lead: Sanjeeva Louis

*Your voice*

How to get involved:  
Watch for the Edsby announcements.  
Check out the official instagram account.  
Talk to teacher leads.  
Bring your ideas, your voice, and your energy!

*Their voice*

LOCKERS

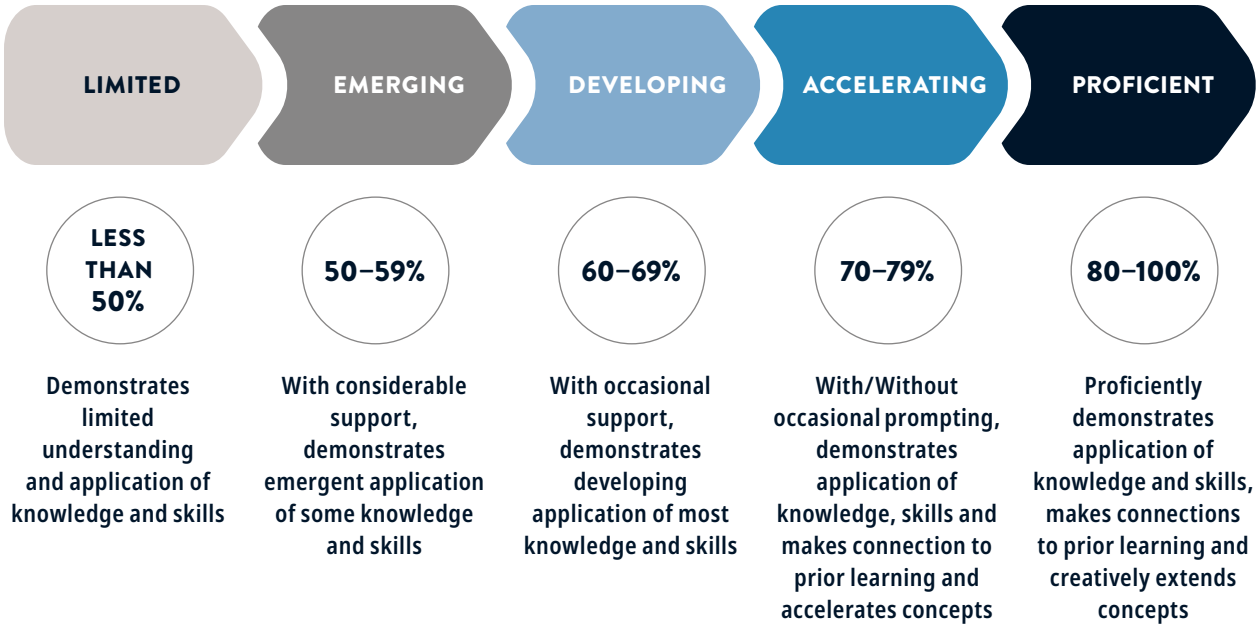
Every student at Pembina Trails Collegiate will be supplied with a locker along with a school supplied lock. No outside locks may be used. This is a space to provide students with peace of mind that they can keep their belongings safe and secure and allows students to not have to carry their belongings around all day. This is a privilege and students need to be reminded that this is Pembina Trails property and should be treated with respect.

STUDENT ASSESSMENT AND CELEBRATIONS

The purpose of assessment is to support and improve student learning through observations, conversations and products. Teachers will choose the types of assessments they see as appropriate and will be a celebration of every students learning. As active learners, students complete assigned work and submit, as required, on time with support of staff and family if necessary. This will ensure that feedback is timely, appropriate, and can be used as a guide for next steps.

Conferences or celebrations of learning will be scheduled once per semester and are intended to demonstrate students’ strengths and stretches. The first report card will be issued approximately halfway through each semester and final report cards will be issued in February and June. Teachers will discuss progress as needed, at any time with students and families. This relationship is key to successfully supporting every student. Families are invited to contact teachers regarding any questions or concerns about the student’s performance.

Please see our deep learning rubric which gives you a guide for success for students and their achievement of learning.



Pembina Trails Collegiate will be using Edsby for all reporting of assessments.

Each semester there will be conferences or celebration of learning which outside stakeholders and families will be invited in events to celebrate student learning. This will be shared in a variety of forms and could consist of but are not limited to written exams, presentations, film, photography, learning fairs and much more. The celebration of learning will also provide an opportunity for staff and students to celebrate their non-academic accomplishments. Student celebrations will be presented to students who have participated in a variety of co-curricular activities and student council advisory committees and projects. This will also be a time to recognize sports achievements and the arts. Participation and excellence in sports, arts and technology development are recognized at Pembina Trails Collegiate and teams, bands, performances as well as individuals are awarded to celebrate their efforts and accomplishments in their high school journey.





## STUDENT BEHAVIOUR

We use the [Circle of Courage](#) to guide every student's journey at Pembina Trails Collegiate. This is a whole child, holistic approach to teaching and learning.

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 for every community member.

## FAIR NOTICES (HAZING, VAPING AND PRANK DAY)

Please [click here](#) to read the letters to be well informed on our fair notices for hazing, prank day and vaping/smoking. The PTC campus will be a place of belonging and safety and these fair notices are in place to build a community that respects each other's safety.

## HOW TO DRESS AT PTC

School dress reflects the mutual respect for self and others. For example, offensive wording or drawings that are not conducive to a community of belonging and safety. The school team reserves the right to have a conversation with the individuals and the school admin team may require a change of clothing. Please remember our commitment to inclusion, diversity and equity for all students.

## TECHNOLOGY USE AGREEMENT

All students and their families 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 consequences.

We have a number of computer labs and laptop carts at Pembina Trails 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. Please note the school does not take responsibility for personal devices.

## SUBSTANCES

We are committed to providing appropriate programming and interventions for students who are struggling with substance abuse and addictions. All staff members will build relationships with students so that they can help to identify students who may be struggling. We will provide a circle of support led by the student support teacher and the principal/vice principal. The use or possession of any illegal substances will not be tolerated for the safety of every community member in Pembina Trails Collegiate. All consequences will be consistent with the guidelines included in our [Standard of Behaviour](#) and divisional policies. We provide non-judgmental circle of supports for every child that can support positive life-long decisions.

## STUDENT FEES & REGISTRATION

- **Student fee \$65.00** (This includes student advisory and leadership council planned functions, interdisciplinary programming opportunities, mentors/guest speakers, locker and student lock, extra-curricular support, fitness studio usage, partial subsidy towards transportation costs for field trips and subsidy towards cafeteria and hallway supervision during lunch hours).
- **Yearbook (optional) \$35.00**

Student fees will be collected in September using Permission Click. A cash or cheque option will be available.

Optional additional fee information will be sent out in September via Permission Click. For example, Pembina Trails 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 Pembina Trails Collegiate celebratory events.



All student-athletes participating in PTC sports will be assessed the following Athletic Fee with a maximum of \$100 within the school year.

**\$50.00 Longer Term Sports** – For example, basketball, volleyball, hockey, indoor soccer.

**\$25.00 Shorter Term Sports** – For example, waterpolo, X-C, badminton, outdoor soccer, indoor track, outdoor track, rugby, ultimate.

Students will be charged for an AP exam if they opt to write. Grade 12s will be charged a graduation fee in their graduating year. More details will follow in September.

### Registration takes place in February and March.

In division and out of division schools of choice students must apply by May 15th. Applications are considered in the order in which they are received (date and time stamped at the point at which the application was received). You can apply for schools of choice after the winter break in January. Students will be informed in April if they have been accepted as a schools of choice applicant.

## REGISTRATION STEPS

1. **Determine** compulsory courses you must take.
2. **Check** that course recommendations or 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 Pembina Trails Collegiate student support services teacher. Registration forms for both MITT and PTC must be completed.

6. Pembina Trails Collegiate uses an on-line registration system. Information will be shared with families and students during the registration period.

## ALL THINGS TRANSPORTATION

**Pick up and Drop Off.** We want to keep all students, staff and community members safe. Not only are high school students present on the Bison Run campus but our neighbours next to us are students from kindergarten to grade 8. Frontier Trail is a school zone and therefore has a 30km speed limit. Safety first!

**Student Parking** will be available in the student parking lot. Pembina Trails School Division applies a standard fee for all student parking if available across the division. This is \$233.85 for electrical and \$116.92 for non-electrical payable to Pembina Trails School Division. In September, we will send out a permission click for you to complete and pay for student parking. Once finalized, you will be required to pay for your parking pass. PTC will take a deposit of \$20 for the parking pass that will be issued to you. This will be refunded when the parking pass is returned.

**Transportation** is provided by the City of Winnipeg for the Waverley West community. Please [click here](#) for more information.

**Bike Racks & Walking to School.** To develop healthy lifestyle choices and for sustainability reasons we ask that students who live within walking or biking distance of the school or who have easy access to transit service leave their cars at home. Bike racks are provided for students who choose to ride their bicycles to school. You must provide your own bike lock. We are a school community that models sustainability practices. Riding your bike or walking to school is a great way to practice taking care of our community. Please be mindful of walking on the sidewalks when they are available. If crossing roads,

please be safe and walk carefully with the guidance of the crossing guards that are provided for PTC and Bison Run School.

## STUDENT SUPPORT SERVICES

Pembina Trails Collegiate follows the Circle of Courage as our school model that focuses on the whole child. We thrive on building interconnectedness through healthy relationships and a holistic approach to teaching and learning. We are a dedicated community that celebrates diversity and inclusion.



We create individualized and innovative pathways for all students. The student support services team is key to providing a whole child approach to supporting students through their educational journey.

Our team consists of teachers who have resource, EAL and guidance counsellor backgrounds. We build on the strengths of our team to provide wraparound support. Each student will have a support teacher assigned to them. They are encouraged to make appointments when they need to see their student support teacher.

Student support services teachers will work alongside staff to facilitate flexible high school programming to allow elite performing artists and athletes to pursue opportunities outside of school. Students are provided a customized graduation program plan and ongoing monitoring of academic success.

### **FLEXIBLE LEARNING SPACES**

The Flex Learning and Prairie Grasslands spaces offer opportunities to students to meet their personal learning goals in a supportive environment. Students attending Flex Learning and Prairie Grasslands are scheduled by their advisor to ensure a plan is in place to meet the needs of the whole child.

### **SUPPLIES**

When entering high school, school supply lists are not provided. Once students meet their teachers during the first few days any special supply requirements will be outlined. The programming in courses are different depending on the courses that students are participating in. The following items are a guide to allow students to feel prepared for their high school experience:

- ✓ *Writing utensils (pens, pencils...)*
- ✓ *Loose leaf paper*
- ✓ *Binder with dividers*
- ✓ *Calculator*
- ✓ *Change of clothing and a pair of runners for physical education class (depending on the semester this is scheduled in)*

### **DIVISIONAL CLINICAL SUPPORT SERVICES**

Our team consists of Occupational Therapists, Physiotherapists, Psychologists, School Social Workers, and Speech and Language Pathologists. The team supports students as required. If you need access to these supports, please reach out to your student support services teacher.

### **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. The relationship that the SRO builds in our school is based on trust and respect for all members of the PTC community.





# FREQUENTLY ASKED QUESTIONS

**WHAT ARE MANITOBA EDUCATION COMPULSORY CREDITS?** [Click here](#) to reference the document online.

17 COMPULSORY CREDITS				
SUBJECT AREAS	5 COMPULSORY CREDITS GRADE 9	5 COMPULSORY CREDITS GRADE 10	3 COMPULSORY CREDITS GRADE 11	3 COMPULSORY CREDITS GRADE 12
<b>ENGLISH LANGUAGE ARTS</b>	English Language Arts 10F/E/M	English Language Arts 20F/E/M	<b>One of the following:</b> <ul style="list-style-type: none"> <li>• ELA: Comprehensive Focus 30S/E/M</li> <li>• ELA: Literary Focus 30S/E/M</li> <li>• ELA: Transactional Focus 30S/E/M</li> </ul>	<b>One of the following:</b> <ul style="list-style-type: none"> <li>• ELA: Comprehensive Focus 40S/E/M</li> <li>• ELA: Literary Focus 40S/E/M</li> <li>• ELA: Transactional Focus 40S/E/M</li> </ul>
<b>MATHEMATICS</b>	Mathematics 10F/E/M	<b>One of the following:</b> <ul style="list-style-type: none"> <li>• Essential Mathematics 20S/E/M</li> <li>• Essential Mathematics I 25S/E/M and Essential Mathematics II 25S/E/M</li> <li>• Introduction to Applied and Pre-Calculus Mathematics 20S/E/M</li> </ul>	<b>One of the following:</b> <ul style="list-style-type: none"> <li>• Applied Mathematics 30S/E/M</li> <li>• Essential Mathematics 30S/E/M</li> <li>• Essential Mathematics III 35S/E/M and Essential Mathematics IV 35S/E/M</li> <li>• Pre-Calculus Mathematics 30S/E/M</li> </ul>	<b>One of the following:</b> <ul style="list-style-type: none"> <li>• Applied Mathematics 40S/E/M</li> <li>• Essential Mathematics 40S/E/M</li> <li>• Essential Mathematics V 45S/E/M and Essential Mathematics VI 45S/E/M</li> <li>• Pre-Calculus Mathematics 40S/E/M</li> </ul>
<b>PHYSICAL EDUCATION/ HEALTH EDUCATION</b>	Physical Education/Health Education 10F/E/M	Physical Education/Health Education 20F/E/M	Physical Education/Health Education 30F/E/M	Physical Education/Health Education 40F/E/M
<b>SOCIAL STUDIES</b>	Canada in the Contemporary World 10F/E/M	Geographic Issues of the 21st Century 20F/E/M	History of Canada 30F/E/M	
<b>SCIENCE</b>	Science 10F/E/M	Science 20F/E/M		
<b>13 OPTIONAL CREDITS</b> <b>Thirteen credits from subject areas such as:</b> <ul style="list-style-type: none"> <li>• English language arts (additional courses for credit)</li> <li>• mathematics (additional courses for credit)</li> <li>• sciences (additional courses for credit)</li> <li>• social studies (additional courses for credit)</li> <li>• French (English Program)</li> <li>• other languages</li> <li>• the arts: visual arts, music, drama, dance</li> <li>• career development</li> <li>• psychology</li> <li>• computer science</li> <li>• technology education               <ul style="list-style-type: none"> <li>• technical-vocational education</li> <li>• human ecology</li> <li>• business and marketing/applied commerce</li> <li>• applied technology</li> </ul> </li> <li>• others as offered by the school including School-Initiated Courses (SICs) and Dual Credits</li> <li>• others as initiated by the student including Student-Initiated Projects (SIPs), Special Language Credit Options (SLCOs), Private Music Options (PMOs), and Royal Winnipeg</li> </ul> <p>See your school for a complete list of course offerings.</p>			<b>NOTES</b> <ol style="list-style-type: none"> <li>1. All subjects are taught in English with the exception of other languages studied.</li> <li>2. Credit cannot be held concurrently for the same course with different course designations (e.g., English Language Arts 10F and 10E).</li> <li>3. Non-Manitoba courses from other jurisdictions may be evaluated and accepted by the school principal for credit to meet Manitoba high school graduation requirements.</li> <li>4. In exceptional circumstances and in discussion with parents, a school administrator may approve the substitution of a maximum of two optional credits for two compulsory credits. All substitution of credits must be reported to Education Administration Services.</li> <li>5. Students following Advanced Placement (AP) or International Baccalaureate (IB) programs must meet the Manitoba graduation requirements, including attaining credits in 40S English language arts and mathematics, and must write the provincial tests associated with these courses.</li> <li>6. ELA: Language and Technical Communication 40S/E/M may be used to satisfy the Grade 12 English language arts requirement for the Technology Education Program diploma.</li> <li>7. At least one optional credit must be at the Grade 11 level and at least two optional credits must be at the Grade 12 level.</li> <li>8. Students may obtain credit for a maximum of 11 SICs, 3 SIPs, 4 SLCOs, and 4 PMOs.</li> <li>9. Students should ensure that they meet the entrance requirements of the post-secondary education (college or university), training, or work situation they intend to pursue.</li> </ol>	

# WHY DOES PEMBINA TRAILS COLLEGIATE USE AMBASSADOR THINK TIME FOR STUDENTS TO GAIN A CAREER DEVELOPMENT CREDIT IN GRADES 9 AND 10 AND OPTIONAL CREDITS IN 11 AND 12??

Career development is an essential component of a student's holistic development and can be intertwined in all subject area learning outcomes. Career development education helps students and teachers connect all learning concepts and student inquiry to the powerful ideas that will shape the rest of their lives.

Career development learning by design helps students become active learners and problem solvers. Students are encouraged to pose problems, seek answers, and test solutions, and to expand and extend their learning to other curriculum units, becoming strong critical thinkers. Their confidence can increase, as they have to take responsibility for their own learning both inside and outside the classroom, becoming capable of researching, asking questions, and finding answers to questions they pose for themselves. Their questions become more complex and interrelated. Curriculum areas are no longer isolated for them; reading, writing, mathematics, science, history, and world issues become connected through design, and open doors to endless career possibilities. [Click here](#) to reference the document online.

## CAREER DEVELOPMENT EDUCATION

### STUDENTS ENTER SENIOR YEARS WITH

- the following skills:
  - critical thinking
  - decision making
  - problem solving
  - citizenship and social responsibility
  - entrepreneurial thinking
  - financial
- engaging career education experiences linked to all areas of learning
- experiential learning opportunities
- habits of mind and curiosity
- leadership and mentorship opportunities
- opportunities to identify personal knowledge, skills, interests, and values
- peer-to-peer learning experiences
- personalized and project-based learning experiences
- an understanding of the importance of knowledge and skills in school, work, leisure, and life

### GRADE 9 CAREER DEVELOPMENT LIFE/WORK EXPLORATION

Students increase their self-awareness and interpersonal skills, and develop knowledge and skills in personal management and career exploration while learning about their interests, personality traits, and values.

Students

- develop connections between school and work
- develop their confidence, personal skills, and abilities
- connect skills and knowledge to tasks and responsibilities of occupations
- explore careers and the world of work, including labour market information and workplace safety and health
- are exposed to meaningful community and career experiences

### GRADE 10 CAREER DEVELOPMENT LIFE/WORK PLANNING

Students plan for their high school career by selecting the courses and programs of interest to them and developing the knowledge and skills to prepare for post-secondary education and training.

Students

- discover how their knowledge and skills relate to the workplace
- explore types of work that they find fulfilling and enjoyable
- make curricular and co-curricular connections to career development
- explore careers and the world of work, including labour market information and workplace safety and health
- are exposed to meaningful community and career experiences and mentors

### GRADE 11 CAREER DEVELOPMENT LIFE/WORK BUILDING

Students focus on building career knowledge and skills, while preparing for life and career transitions. Students focus on building a solid foundation to grow and change throughout their lives.

Students

- build their knowledge, skills, and qualities to establish a career foundation
- explore specific post-graduation options
- refine their knowledge and skills while exploring ways to improve their employability attributes
- explore career information and the world of work, including labour market information, workplace safety and health, and employer and employee responsibilities
- are exposed to meaningful integrated career-related placement(s) and career mentors

### GRADE 12 CAREER DEVELOPMENT LIFE/WORK TRANSITIONING

Students continue to develop skills to help them transition into post-secondary education, the world of work, and other pathways while refining their life-learning and work goals, employability skills, and future visions.

Students

- develop a post-graduation plan including their dreams, and short- and long-term goals
- market their knowledge, skills, and abilities to potential employers
- reflect on their school careers, while enacting their post-graduation plans
- participate in and demonstrate leadership in integrated career-related placement(s), and gain exposure to career teams at the placement(s)

### STUDENTS TRANSITION INTO VARIOUS LIFE PATHWAYS INCLUDING

- apprenticeship
- the workforce
- entrepreneurship
- post-secondary education
- travel
- volunteering
- lifelong learning

with agency and efficacy to plan including their dreams, create and innovate in a rapidly and short- and long-term changing world.

### CREDIT FOR EMPLOYMENT (CFE)

The CFE option provides students with the opportunity to earn up to two high school credits through paid employment, while developing a growth mindset in the workplace. A Career Development Life/Work credit is a prerequisite or co-requisite.

### COMMUNITY SERVICE STUDENT-INITIATED PROJECT (CSSIP)

THE CSSIP option helps students develop strong character skills and citizenship qualities while exploring various career options. The civic and transferable knowledge, obtained in a CSSIP, helps increase students' knowledge of their community's needs and their social responsibility.

### CAREER DEVELOPMENT INTERNSHIP (CDI)

The CDI options provides students with the opportunity to earn up to two high school credits by completing an unpaid internship while reflecting on their knowledge, skills, work preferences, and desired lifestyle. A Career Development Life/Work credit is a prerequisite.



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