



# Institut collégial Vincent Massey Collegiate

Course Description  
Guide & School  
Handbook  
2026-2027



"Learning to walk in a good way towards  
knowing, being, doing and living together."

# Table of Contents

- 3 [Welcome to ICVMC! Bienvenue à Massey!](#)
- 4 [All About Us](#)
- 7 [Registration](#)
- 8 [Student Fees](#)
- 9 [Student Support Services](#)
- 11 [Grade 9 Information](#)
- 12 [Sport and Art School](#)
- 13 [Graduation Requirements](#)
- 14 [Honours Pathways](#)
- 15 [Standard of Behaviour](#)
- 16 [Course Descriptions and Selection](#)
- 17 [Arts: Visual and Performing -Arts: Visuel et du spectacle](#)
  - [Business and Production Arts](#)  
[Programme des affaires et de la production des arts](#)
- 22 [English Language Arts](#)
- 29 [French Language Arts - Français arts langagières - French Immersion](#)
- 32 [Languages - Langues](#)
- 34 [Mathematics - Mathématiques](#)
- 37 [Physical Education - Éducation physique](#)
- 41 [Sciences - Sciences de la nature](#)
- 43 [Social Sciences - Sciences humaines](#)

# Welcome to ICVMC!

# Bienvenue à Vincent Massey!

Institut collégial Vincent Massey Collegiate (ICVMC) is a dual-track English and French Immersion school for grades 9 -12 with more than 1300 students. Supported by 120 caring professionals, our students thrive in a community committed to excellence in the academics, arts, athletics and community involvement.

At ICVMC, we offer meaningful, challenging experiences that nurture creativity, leadership and a sense of belonging. As a proud UNESCO school, we promote peace, intercultural dialogue and sustainable development inspiring our students to become responsible global citizens.

In our French Immersion program, we encourage students to take as many courses as possible in French and to use the language authentically every day. Nous offrons à nos élèves l'occasion de vivre et d'utiliser la langue de manière authentique au quotidien.

Guided by our mission, "Learning to walk in a good way towards knowing, being, doing, and living together," we help every student reach their potential and prepare for life beyond high school. This guide will help you explore courses and plan a well-rounded education. Our counsellors are here to support you in making choices for post-secondary success.

On behalf of the entire ICVMC team, welcome to Vincent Massey! We look forward to supporting you on your high school journey. See you in September! À bientôt!

Sharon Labossière  
Principal/Directrice

Cheryl Smith  
Vice-Principal

Sarah Millar  
Vice-Principal



## Our School Mission and Vision

*Learning to walk in a good way toward knowing, being, doing and living together. (Mino-Pimatisiwin)*

- We strive for academic excellence, nurturing curiosity, critical thinking, and a lifelong love of learning. (KNOWING)
- We prioritize personal growth, fostering resilience, belonging and self-discovery within a supportive, inclusive and culturally safe community. (BEING)
- We empower students to apply their knowledge and unique skills for the betterment of society through service-learning and leadership opportunities. (DOING)
- We value cooperation, kindness and citizenship with the purpose of promoting active participation and reconciliation in a global society. (LIVING TOGETHER)

# About us

As you join us here at Vincent Massey, there are some important pieces of information that we would like to highlight.

## Semester System

At ICVMC, we follow the semester system where the school year is divided into two equal parts (semesters). Semester one runs from September through to the end of January, and semester two from February to June. Most courses are completed within a single semester with a student taking up to five courses per semester and receiving final marks at the end of each. While a few courses run all year, the majority are semester-based.

1	8.30 - 9.40
2	9.40-10.50
3	10.50-12.00
LUNCH	12.00 -13.10
4	13.10 - 14.20
5	14.20 - 15.30

## School Day

Our school day is made up of 5 periods. Each period is an individual course with a different teacher. Attendance is taken in each class. Some classes run outside the timetable either before or after school or during the lunch period.

## Attendance

**Attendance** is essential for student learning. According to Manitoba Education, “Being present in class is a strong predictor of student success. Going to school regularly helps children and youth do well academically, feel better about themselves, develop healthy lifestyle habits, avoid unsafe behaviours, and graduate from high school.”

- If students are away due to illness or for medical reasons such as appointments, please enter this information into Edsby.
- We encourage families to plan vacations during our school closure times. We are not able to support students who take extended absences with online support. If it is necessary for a student to be away for an extended period, parents must set up an appointment with a member of our Administrative Team to discuss a plan which may involve adjusting courses.
- We will be communicating with families if students are not attending regularly. You will receive messages through Edsby. We are here to support and encourage students to be in class and engaged in their learning.

Families have a crucial role in supporting student regular attendance. Please contact your child’s teacher if you have any concerns.

## Homerooms

We do not have Homerooms at ICVMC.

Each student is assigned a School Counsellor and Resource Teacher. You will find the terms, Advisor and Homeroom Teacher listed in Edsby and on student timetables. The Homeroom lists the name of the Resource Teacher assigned to particular grades. These teachers support students with Student Specific Plans and assist with concerns around academic progress.

The Advisor is the School Counsellor assigned to your child. If you or your child have any questions about course selection, post-secondary requirements, timetable issues, or if they need support in the areas of social-emotional or career, they are available. Students and families are welcome to contact them to set up an appointment.

## About Us Continued

### **Age of Majority**

According to Sections 42.3(3) of the Public Schools Act, students who reach the age of eighteen (age of majority) are legally entitled to be the sole recipients of information relating to matters of academic progress, school attendance and discipline. Schools will comply with this regulation unless the age of majority student advises them to do otherwise. A form is mailed to families prior to the student's eighteenth birthday. The student must sign this form after they turn eighteen providing the school with permission to share information with parents/guardians. Written permission must be provided to the school.

### **Communication - Edsby**

We communicate with our families through Edsby. This platform allows parents and students to track and communicate around attendance and classroom information. Families are able to access report cards and make appointments on this platform. Please visit <https://pembinatrails.edsby.com/p/BasePublic/> on the divisional website for information on how to log in. We will also send information to families prior to the start of the school year.

### **Parking**

We have NO student parking at Vincent Massey. There is limited parking available on the streets around the school and this is monitored by the Parking Authority. Our school parking lot is filled with staff who pay for their spots. Students are not permitted to park in our school parking lot. The spots adjacent to the pool and the library belong to the city and they are regularly ticketed. There is no public parking in the Cottage Bakery parking lot. If students would like to have a designated spot, the Fort Garry Community Centre does have some spots that students can rent. Please contact them for further information.

We have had concerns shared about our students parking in front of neighbours' homes and leaving garbage on their property as well as concerns about safe driving around the school. We will be reminding our students of the importance of being good neighbours both to the residents and to the neighbouring businesses.

### **Cell Phone Policy - Personal Mobile Devices**

Personal Mobile Devices in Pembina Trails schools follow the formal direction by our provincial government. At ICVMC, students are not permitted to use Personal Mobile Devices in class. We will review the rules with students on the first day. Please remind your child that this is a provincial, divisional, and school rule and that they will not have access to them during class time. If there is an emergency and families need to communicate with their child, we are more than happy to give a message to students. Please call 204-453-8023 and we will make sure that we give them the message. Students will be able to use their devices during lunch, breaks, and spares following the Technology Acceptable Use Policy which was signed by all families.

### **Assessment and Reporting:**

Assessment Week takes place at the end of each semester in January and June. Students are expected to be available for the entire assessment week.

Parent-teacher conferences are scheduled approximately 6 to 7 weeks after the beginning of each semester. The first report card is issued approximately halfway through each semester. Final report cards are issued in February and June. Students and families are able to see daily progress through the Edsby platform.

Parents/guardians are invited to contact classroom teachers regarding any questions or concerns about their child's performance.

### **Academic Recognition- Award Criteria:**

At ICVMC, we celebrate academic excellence. For Grade 12 students, we acknowledge Honours and Honours with Distinction on provincial diplomas at the time of graduation. For grade 9, 10 and 11, students are recognized at our Undergrad Award Certificates in the Fall.

#### **Awards Calculations**

Honours: - Based on an 80% average with no course mark below 70% used in the calculations.

Honours with Distinction: - Based on an 90% average with no course mark below 70% used in the calculations.

Grade 9 English: ELA, MATH, SCIENCE, GEOGRAPHY, ONE OPTIONAL

Grade 9 French Immersion: ELA, XMATHÉ, XSCI, XSH, XFR

Grade 10 ENG: ELA, MATH, SCIENCE, GEOGRAPHY, ONE OPTIONAL

Grade 10 FI: ELA, XMATHÉ, XSCI, XGEOIC, XFR

Grade 11 ENG: ELA, MATH, CANADIAN HISTORY, TWO OPTIONAL Grade 11 Courses

Grade 11 FI: ELA, XMATHÉ, XFRIC, XHIC, ONE OPTIONAL Grade 11 Course

# 2026-2027

## REGISTRATION

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### OUR CATCHMENT AREA:

Institut collégial Vincent Massey Collegiate's catchment area is defined as Fort Garry (Abinjii Mikanah) and Whyte Ridge. Based on the student's residency, our primary catchment area schools include General Byng, Henry G. Izatt (depending on address), South Pointe (French Immersion), and Viscount Alexander. Please refer to the Pembina Trails School Division Website for information and maps on our catchment area.

#### **Do you live in our catchment area and attend one of our catchment feeder schools?**

Students in our catchment feeder schools will receive a registration form along with a course selection checklist at their school. We have coordinated visits and tours and our team will help support students with their course selection.

#### **Do you live in our catchment area, but do not attend one of our catchment feeder schools?**

If you do not attend our catchment feeder schools or have just moved into our catchment area, you will need to complete the forms online. They can be found on the school division website at [www.pembinatrails.ca](http://www.pembinatrails.ca) or in our school office. Course selection forms will need to be completed in addition and can also be found on our website and in our school office. We have school counsellors who will be able to support you with course selection.

### OUT OF OUR CATCHMENT AREA:

If students live out of our catchment area as noted above, they must complete a Schools of Choice application form **even if they are currently in one of our feeder schools.** Schools of Choice applications are divided into two categories:

**Schools of Choice Within Division** – for students who reside within the Pembina Trails School Division.

**Schools of Choice Out-of-Division** – for students who reside in other school divisions in the province.

Please see the Pembina Trails School Division website for further information:

<https://www.pembinatrails.ca/page/798/school-of-choice>.

### Schools of Choice

To ensure fairness and accessibility, we are using a system this year that balances both email and in-person applications for Schools of Choice. Because many applications can arrive by email at the exact same time as families waiting in line, we will group all applications received between 8:30am and 9:30am on January 6<sup>th</sup>, 2026 into one block and use a random draw to determine the order within that block. This prevents an advantage to those who submit at the exact start time either by email or by arriving in-person and reduces congestion. Applications received after 9:30am will be processed in the order they are received based on time and date stamps. Divisional priority factors will still apply to all applications. Any applications sent prior to the time listed above will be returned to sender.

#### **Process for Submission on January 6<sup>th</sup>, 2026.**

1. Submission Methods
  - a. Applications may be submitted in person or by email
  - b. **No applications will be accepted before 8:30am on Tuesday, January 6, 2026. If they are sent or dropped off prior to 8:30, they will not be considered.**
2. Draw Block
  - a. All applications received between 8:30am and 9:30am will be grouped together.
  - b. A random draw will determine the order within this block.
3. After 9:30am
  - a. Applications received after 9:30am will be processed in the order they arrive (time and date stamped).

**Please visit the Pembina Trails School Division website and review the guidelines on Schools of Choice.**

If you are here on a **study permit or visa**, if you are an **international student**, or if you are a **newcomer to Canada**, you must contact our Pembina Trails School Division ISP Department at 204-488-4757 to initiate the process of registration.

# 2026-2027

# STUDENT FEES

## General Student Fee

General Student Fee of \$65.00 paid by all students is collected at registration time via Permission Click.

This Fee is directed towards costs attributed to:

- Co-curricular programming opportunities, guest speakers, school events, etc.;
- Maintenance, repair and replacement of locks for lockers;
- Operation (equipment, supplies) of ancillary and cafeteria spaces;
- School wide communications for students (i.e. handbooks, school-life promotions, etc.);
- Support for arts, clubs, social action, sport, intramurals, student council and UNESCO events/initiatives;
- Student Council events and activities;
- Partial subsidy towards transportation costs for course-based field trips;
- Limited project and assignment printing;
- Partial subsidy for cafeteria and hallway supervision during lunch hours
- School Yearbook is included

\*If families prefer to not receive a yearbook, the cost of the Student Fees will be reduced to \$40.00.



## Convocation Fee

Convocation Fee for Grade 12 Graduating Students of \$65.00 is also collected at registration time via Permission Click.

This fee pays for normal budgeted costs associated with convocation (not the graduation dinner nor Safe Grad). The fee covers costs for cap/tassel, diploma covers, gown cleaning, gown repair/replacement, programme printing, stage dressings, venue rental, etc. There is no cost for gown/ stole because Massey owns its inventory. The fee allows for unlimited family members and friends to attend without the purchase of tickets. All Grade 12 students are expected to pay this fee.

## Course Fees

Certain classes will have course fees which covers regular field trip or supplies that students will keep at the end of the course.

***Any family or student who may experience hardship by any fees applied at Institut collégial Vincent Massey Collegiate is asked to please contact Mme Sharon Labossière.***

## Permission Click

As part of our registration process, our school general student fee, with or without a yearbook is required. Fees may be paid through the Permission Click site with credit card. If you wish to pay by cheque, by cash or through direct credit card payment, you can pay at the school.

We also use Permission Click for parents to sign off on any permissions for field trips or other school related matters.

# STUDENT SUPPORT SERVICES SERVICES AUX ÉLÈVES

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## STUDENT SERVICES AND ADDITIONAL PROGRAMMING – SERVICES AUX ÉLÈVES ET AUTRES PROGRAMMES OFFERTS

The Student Services team at ICVMC consists of both School Counsellors and Resource Teachers. The team provides a variety of extended planning for all students to help them reach their educational and career goals. They support them in their learning at Vincent Massey and help with their transition to the workplace and to post-secondary educational opportunities. The team assists in transitions, teaming, and programming for student success.

### **School Counsellors**

All grade 9 to 12 students are assigned a counsellor upon admission to ICVMC. Counsellors provide students with support in the areas of academic guidance, career development, and social and personal development.

### **Resource Teachers**

Resource teachers support the diverse needs of all students. Working as part of a collaborative team, they ensure appropriate educational programming is developed that fosters student growth.

### **Student Centre**

The Student Centre is open and supervised throughout the day. It is accessible to all students who are seeking extra academic support.

### **Peer Tutoring**

The Peer Tutoring Program matches students seeking academic support with a student who is experienced in the required course material. Students who sign up to be Peer Tutors offer their free time to help their peers and gain volunteer experiences. Students may request a peer tutor to help with course work, test/exam prep and overall organization. Peer tutoring can be available for most core courses in French and English and option courses depending on tutor availability.

### **E-Designated Courses**

In the course description section in this guide, some courses offered begin with EAL and end with an E in the course code. These courses are designated for newcomers, who do not have a strong grasp of the English language. Following an assessment, students may be designated as English as an Additional Language (EAL) learners. All E-designated courses have a lower student-teacher ratio in the classroom.

### Clinical Services

Our divisional supports students through our Clinical Services Team. All requests for support go through our Student Services Team - counsellors and resource teachers.

## STUDENT SERVICES AND ADDITIONAL PROGRAMMING – SERVICES AUX ÉLÈVES ET AUTRES PROGRAMMES OFFERTS (CONTINUED)

### ADDITIONAL OPPORTUNITIES

There are other opportunities for students to receive credits outside of the ICVMC classroom. If students are interested in acquiring credits as described below, they must see their school counsellor for further information. Please note that for some of the programs listed below, the credits are recognized only as additional credits beyond the 30 credits required for graduation.

#### **InformNet**

InformNet is an internet-based alternative instructional environment where students participate in online learning experiences to achieve credits in high school courses approved by Manitoba Education. InformNet courses provide students with daily instruction, assignments, and evaluation through regular email and web-based interaction from a certified high school teacher. The student's home school provides the course credit when subject requirements are met. Registration is limited and each school determines how seats are allocated.

#### **High School Apprenticeship Program (HSAP)**

With grade 9 and 10 compulsory courses completed, Grade 11 and 12 students have an opportunity to begin an apprenticeship in a trade of their choice while working on completing their high school diploma requirements. Students must be a minimum of 16 years of age. The program requires students to complete all compulsory courses at the Grade 11 and 12 levels. Students can gain practical, paid work experience and benefit from:

- choice of an apprenticeship in 1 of 40 trades
- hands-on learning
- 8 supplemental credits for graduation based on 110 working hours per credit
- wages greater than minimum wage
- on-the-job training hours that can be applied to full-time apprenticeship training after graduation
- lifelong skill and career development while still in high school

#### **Manitoba Institute of Trades and Technology (MITT)**

Students who are interested in registering for courses offered through Manitoba Institute of Trades and Technology (MITT) must be residents of Pembina Trails School Division. The MITT website has complete course information. Course brochures are available from Vincent Massey Students Services and your school counsellor can facilitate the registration process at MITT.

#### **Community Service and Peer Tutoring (Student-Initiated Program-SIP)**

Students can acquire credit for volunteer service. Volunteer hours are not retroactive and cannot include any hours prior to having the credit approved. Students must meet with their counsellor for more information.

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

Students can earn high school credit for paid work experience, up to a maximum of 2 CFE credits towards graduation. One of Career Development Life/Work Exploration 10S or Life/Work Planning 20S is a prerequisite.

#### **Private Music Option**

Students can earn up to 4 credits beyond the minimum 30 credits required for graduation. Theory and performance music exams through the Western Board of Music or the Royal Conservatory of Toronto are requirements.

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

Senior Years students who can demonstrate their proficiency in a language other than English or French may earn up to 4 special language credits.

# New Opportunity for Vincent Massey Students!

Pembina Trails School Division Offers Technical Vocational Education (TVE) at Pembina Trails Collegiate (PTC)

**Pembina Trails School Division is proud to announce the opening of our new Technical Vocational Education (TVE) Wing located at Pembina Trails Collegiate in Waverley West. The new wing will open in September 2026. This \$17 million, 19,000-square-foot addition will expand opportunities for Pembina Trails students to gain hands-on skills and career-ready training in high-demand fields.**

## Programs Offered

The TVE Wing will house four apprenticeship-level programs:

### **Welding:**

- Apprenticeship Manitoba Level 1 standards.
- Training in welding processes, thermal cutting, advanced positional welding, and fabrication.
- Capstone prepares students for the Canadian Welding Bureau (CWB) Level 1 qualification exam.

### **Machining:**

- Apprenticeship Manitoba Level 1 Common Core technical training.
- Skills in precision measuring, technical drawings, manual lathes, milling, and grinding machines.
- Advanced curriculum includes Computer Numerical Control (CNC) machine operation.

### **Culinary Arts:**

- Apprenticeship Manitoba Level 1 Cook technical training.
- Skills in professional sanitation, Garde-Manger, and advanced food preparation.
- Curriculum includes menu design and foundational culinary management.

### **Pastry Arts:**

- Apprenticeship Manitoba Level 1 Pastry Arts program.
- Training in breads, doughs, tarts, and modern/classic desserts with advanced plating.
- Emphasis on sanitation, ingredient science, and production management.

## What is TVE?

Technical Vocational Education (TVE) equips students with the essential knowledge and practical skills needed to perform specialized tasks and responsibilities across various trades. By blending theoretical instruction with hands-on training, TVE prepares learners to:

- Transition directly into the workforce.
- Continue into post-secondary education in their chosen trade.
- Explore related disciplines with a strong foundation of applied skills.

These divisional programs will be hosted at Pembina Trails Collegiate (PTC) following a semester system:

### **TVE programming in Grade 11 - semester 2**

- Students will attend their home high school in semester 1 (ICVMC) to attend to core subjects.
- Students will transition to Pembina Trails Collegiate for TVE programming in semester 2.

### **TVE programming in Grade 12 - semester 1**

- Students will attend Pembina Trails Collegiate in semester 1 for TVE programming.
- Students will attend their home high school for semester 2 to attend to core subjects.
- For more information about applying for these programs, please see your home school student support teams.

Visit the following website for detailed information: <https://www.pembinatrails.ca/ptcollegiate/technical-vocational-education-tve>

## GRADE 9 INFORMATION

We welcome our new grade 9 students to Institut collégial Vincent Massey Collegiate. In grade 9, students are encouraged to explore the various courses that we offer in English and French. You will see through this Course Description Guide the many courses and programs that we hope you will explore. We encourage creativity through the many creative, visual, dramatic, and visual arts offerings. We also encourage you to learn new technology skills, foster business knowledge, and learn other languages.

At the grade 9 level, students in the English program require 5 provincially mandated courses. In the French Immersion program, there are 6 provincially mandated courses. We require students to also take the Thinking and Learning 10S/Penser et apprendre 10S course. Students will have the opportunity to take up to 10 courses in total.

### **Thinking and Learning 10S (RIT10S) – English Program Penser et Apprendre 10S (RIT10SFI) – French Immersion Program**

Thinking and Learning/Penser et Apprendre 10S/SFI develops essential academic, literacy and critical thinking skills for high school success. Students build interpersonal, study and research skills through collaboration, while media literacy fosters the ability to evaluate information critically. Emphasizing a growth mindset, the course promotes resiliency, creativity and innovative thinking in order to prepare students for success in high school and beyond. Students in French Immersion will be taking this course in French.

## Grade 9 Courses

English Program	French Immersion Program
English Language Arts ELA10F	English Language Arts ELA10F
Math MAT10F	Mathématiques XMAT10F
Science SCI10F	Sciences de la nature XSCI10F
Social Studies SSCCW10F	Sciences humaines XSSCCW10F
Physical Education PE10F	Éducation physique XEP10F
Thinking and Learning TL10S	Penser et apprendre XPA10S
+ up to 4 options	Français 10F XFR10F +up to 3 options

# ICVMC

# SPORT & ARTS SCHOOL



## **SPORT PROGRAM**

The Canadian Sport Centre and ICVMC established a program that enables high performance athletes to pursue their sport goals without forfeiting their academic development. This program is designed for athletes participating in individual sports at a provincial elite level. Supports include:

- Individually constructed timetable with the athlete's training and travel schedule in mind (including optional courses designed for the high-performance athlete)
- internet access while students are away for training and competition
- teacher advisor/mentor who is the primary contact for coaches, parents and teachers
- tutorial support
- regularly scheduled meetings and community-building events for all athletes (recognizing that many students are 'new to Massey', and require peer connections)

## **ARTS PROGRAM**

Additionally, the school provides an equally valuable opportunity for elite artists (typically actors, dancers, singers) to pursue their artistic goals without forfeiting their academic goals. Supports include:

- individually constructed timetable with the artist's training and travel schedule in mind (including optional courses)
- internet access while students are away for rehearsals, performances, or competitions
- teacher advisor/mentor who is the primary contact for the student, parents, and teachers
- regularly scheduled meetings and community-building events for all artists (recognizing that many students are 'new to Massey' and require peer connections).



## GRADUATION REQUIREMENTS

All students are required to have 30 credits to graduate. These are made up of a mix of compulsory courses and optional courses. For post-secondary programs, there will be additional specific requirements depending on the course of study the student selects. It is important that students and families explore these prior to course selection particularly at the grade 10 level and beyond. Each student has a school counsellor who can help with this exploration and guidance.

### ENGLISH PROGRAM

For students to graduate with a Manitoba Provincial Diploma, they are required to complete a combination of required courses and optional courses for a total of 30 credits BY the end of grade 12. Please note that there are specific requirements in addition to the graduation requirements depending on the post-secondary studies or training that a student is interested in pursuing following graduation.

### FRENCH IMMERSION PROGRAM

For students to graduate with a Manitoba French Immersion Provincial Diploma, they are required to complete a combination of required courses and optional courses for a total of 30 credits. A minimum of 14 credits must be completed in French. This requirement is increasing to 15 credits for those graduating June, 2028 and beyond. Please note that there are specific requirements in addition to the graduation requirements depending on the post-secondary studies or training that a student is interested in pursuing following graduation.

	Grade 9 – 9 <sup>e</sup> année		Grade 10 – 10 <sup>e</sup> année		Grade 11 – 11 <sup>e</sup> année		Grade 12 – 12 <sup>e</sup> année	
	English Program	French Immersion	English Program	French Immersion	English Program	French Immersion	English Program	French Immersion
English	ELA10F	ELA10F	ELA20F	ELA20F	ELA30S (choice)	ELA30S (choice)	ELA40S (choice)	ELA40S (choix)
Français		XFR10F		XFR20F		XFRLC30S		XFRLC30S
Physical Ed. Éd. physique	PE10F	XEP10F	PE20F	XEP20F	PE30F (choice)	XEP30F (choix)	PE40F (choice)	XEP40F (choix)
Math Mathématiques	MAT10F	XMAT10F	MATH 20S (choice)	XMATH 20S (choix)	Math 30S (choice)	XMath 30S (choix)	Math40S (choice)	XMath 40S (choix)
Social Studies Sciences humaines	SSCCW10F	XSSCCW10F	GEOIC20F	XGEOIC20F	HIS30F	XHIC30F		
Science Sciences de la nature	SCI10F	XSCI10F	SCI20F	XSCI20F				
Optional Courses	4 options	3 options	3+ options	2+ options	2+options	1+option	2+option 3-university	1+option 2-university

All students who meet the graduation requirements above will receive a provincial high school diploma. Students in the English program require 17 compulsory credits and 13 optional credits for a total of 30 credits. Students in the French Immersion program require 21 compulsory credits and 9 optional credits for a total of 30 credits (14 of which must be French Immersion credits for students graduating in 2026 and 2027; students graduating in 2028 will require a minimum of 15 credits in French).

### Additional Diploma Options

- French Immersion Enrichi Diploma - Awarded to students who have completed 20 French Immersion credits
- French Immersion Approfondi Diploma - Awarded to students who have completed 22 or more French Immersion credits
- Vincent Massey UNESCO Diploma - Awarded to students who contribute to the UNESCO Pillars and Study Areas through action in their communities



# HONOURS COURSE PATHWAYS

## HONOURS MATH

Honours Math program is a challenging program designed for students who enjoy learning math and/or intend to study math or science in university.

The focus of this program is theoretical math. Marks will be based on tests and exams. Daily homework is an expectation. Honours Math is recommended for students who have at least 80% in Grade 9 Math.

Program	Grade 10	Grade 11	Grade 12
Math	First Semester <input type="checkbox"/> MIAP20SH or XMIAP20SA	Either Semester 1 or 2: <input type="checkbox"/> MPC40SH or XMPMC40SA	First Semester <input type="checkbox"/> MPC40SH or XMPMC40SA (if not)
	Second Semester <input type="checkbox"/> MPC30SH or XMPMC30SA	Second Semester <input type="checkbox"/> ICAM(I)40S (optional provided MC40SH has been	Second Semester <input type="checkbox"/> UWCAL42U & MAD(II)45S <input type="checkbox"/> ICAM(I)40S (optional)

## HONOURS SCIENCE

Honours Science (English or French) demands self-reliance, independent study and curiosity. Topics are covered in more depth (and at a quicker pace) than the regular courses. It is highly recommended that students who register for the honours courses have at least a mark of 75% in the prerequisite course. Students must have completed Chemistry 40SH or Chimie 40SA prior to taking the final grade 12 Interdisciplinary Topics in Science Honours (SCI40SH). Students are required to take PreCalculus Math 40S/40H/40A as well as Biology 30S and 40S either prior or simultaneous to taking SCI40SH.

Program	Grade 10	Grade 11	Grade 12
Science	Either Semester SCI20SH or XSCI 20SA	Either Semester CH30SH or XCH30SA	First Semester <input type="checkbox"/> CH40SH or XCH40SA
			Second Semester <input type="checkbox"/> SCI40SH
Other required courses	MIAP20S or XMIAP20S	<input type="checkbox"/> MPC30S or XMPMC30S <input type="checkbox"/> BIO30S or XBIO30S (either sem.)	<input type="checkbox"/> MPC40S or XMPMC40S (1st sem.) <input type="checkbox"/> BIO40S or XBIO40S (either sem.)

# Standard of Behaviour

At ICVMC, we work to provide a safe, respectful and caring school environment. Students, staff and families are expected to adhere to the Pembina Trails Standard of Behaviour.

According to this document, all students should experience:

- the freedom to risk learning new things without fear of making a mistake, in an environment of respect and acceptance
- encouragement, support, recognition, effective instruction, guidance and appropriate resources
- recognition and acknowledgment of their unique talents, skills and qualities
  - the freedom from harassment, intimidation (e.g. labelling, name-calling, ridicule, taunting, criticism or contempt) and threat of physical harm from adults or peers
- the freedom to make choices and influence their own learning and pursue personal interests
- the freedom to have (and appropriately express) their own feelings and opinions without fear of recrimination.

One of the priorities of the Pembina Trails School Division is “preparing students for their role as citizens and active participants in a safe and democratic society”.

Students are responsible for:

- complying with the Standard of Behaviour of the Pembina Trails School Division and its individual schools
- showing respect for the rights, property and safety of themselves and others
- respecting and appreciating the diversity of all school members regardless of their race, culture, ethnicity, religion, gender, sexual orientation, age or ability
- expressing themselves with respectful and inclusive language and behaviour
- using electronic devices and technologies in an ethical and appropriate manner
- exhibiting behaviour that avoids all forms of intimidation, harassment and discrimination of any kind
- dressing in accordance with school dress standards
- treating school property and the property of others with reasonable care

# Course Descriptions & Selection

## COURSE SELECTION PROCESS

This handbook is intended to help with the course selection process. For optional courses, it is important to note that not all courses will be offered. Many factors go into determining whether courses will run including sufficient student interest. Please be aware that students may not see a course on their timetable because it may not be offered, or it may conflict with another course requested (it may be running at the same time). We work with students and families to ensure that their requests are fulfilled as much as possible. This process sometimes takes time in the fall, but please know that we are working diligently to fulfill all requests as quickly as possible.

Current students will receive course selection forms in February in order to select courses. Students in our Feeder Schools will also receive them at that time. All courses selected will be entered online. Students will receive a login number and a password.

Students new to Massey in other grades will receive a form to complete once they are registered.

## UNDERSTANDING THE COURSE CODES

All course codes are established by the school division and linked to Manitoba Education course codes. The first letters in the course code represent an abbreviation of the course name. French Immersion courses will begin with an “X”.

### **First Character:**

Indicates the course level (“1” for Grade 9; “2” for Grade 10; “3” for Grade 11, and “4” for Grade 12)

### **Second Character:**

- 0 Developed or approved by the Province of Manitoba for 1 credit
- 1 Developed by school or division and registered with Manitoba Education as School Initiated Credit (SIC)
- 2 Developed by external authorities, and in the case of dual-credit, a post-secondary institution or Advanced Placement (AP)
- 5 Developed or approved by the Province of Manitoba for 0.5 credit

### **Third Character:**

- A** Avancé - Honours courses in French Immersion
- E** English as an Additional Language courses
- F** Foundation compulsory courses- required for graduation
- G** General education experiences for all students
- H** Honours course in English instruction
- S** Specialized learning experiences focused on specific skill and content
- M** Modified curriculum for students who meet specific needs
- I** Individualized educational experiences intended for students with significant cognitive needs
- U** University based courses that provide dual-credit between the high school and the University of Winnipeg

For example: English 20F is a course intended for Grade 10 students (2) developed by Manitoba Education for 1 credit (0), reflecting broadly based educational experiences that are appropriate for all students (F)



# ARTS - (VISUAL & PERFORMING) PROGRAMMES DES ARTS VISUELS ET LES ARTS DU SPECTACLE



## VISUAL ARTS

### Visual Arts 10S–40S - ART10S, ART20S, ART30S, ART40S

The Visual Arts program offers a sequential, studio-based experience from introductory to advanced levels. Students engage in hands-on art making using a wide range of 2D and 3D media, including drawing, painting, sculpture, ceramics, and printmaking. Across all levels, learners develop artistic skills and literacy, explore diverse forms of personal expression, and build confidence through project-based creative problem solving. Throughout the program, students also engage with the Connecting wing of the Manitoba Visual Arts curriculum—drawing meaningful links to art of the past, cultural traditions, and contemporary artistic practices as they inform and inspire studio work. A \$15.00 course fee supports consumable materials and supplies used throughout the year.

### Indigenous Art 10S/20S/30S40S – INDART10S, INDART20S, INDART30S, INDART40S

This course is open to all students interested in exploring a variety of Indigenous art mediums that highlight and build upon traditional and contemporary practices from First Nations, Inuit, and Métis communities. Indigenous knowledge, respect for the land, community, and storytelling are woven into hands-on activities, which may include beading, hand sewing, drawing, and painting.



## Dance

### Dance 10S, 20S, 30S and 40S

This comprehensive dance course develops skills across multiple levels beginning with fundamental techniques and progressing to advanced applications. Students explore formal styles such as hip-hop, ballet, tap, modern, and jazz along with selected social and world dance forms. Emphasis is placed on building flexibility, strength, health and performance skills while fostering creativity and expression. Coursework includes viewing and analyzing dance performances, writing about dance, and incorporating in choreography through teacher-led, group and individual projects. This course encourages both technical growth and artistic exploration.

## MUSICAL ARTS

### **Band 10S, 20S, 30S, 40S, Musique Fanfare 10S**

These courses are designed for students who wish to further their studies of instrumental music in a Concert Band setting. Students will develop their individual technique and musicianship through a wide variety of Concert Band literature, and particular attention is given to developing ensemble skills such as empathy, resilience, listening, collaboration, and collective responsibility. Students will participate in a variety of performance opportunities throughout the year, and are also given opportunities to travel and perform outside of our school community. Prerequisite of the previous year's band course, or the permission of teacher is required. Students must also enroll in the half credit BA15S/25S/35S/45S course that corresponds to their grade level.

### **Band 15S, 25S, 35S, 45S, Musique Fanfare 15S**

These courses are designed for students enrolled in BA10S/20S/30S/40S to meet for sectional / chamber group rehearsals, and are a mandatory component of the respective BA10S/20S/30S/40S course. Students are given the opportunity to meet in smaller groups and develop skills specific to their chosen instrument in an intensive setting. This course is an additional half credit, and must be taken in conjunction with Concert Band.

### **Jazz Band 10S, 20S, 30S, 40S**

These courses are designed for students who have an interest in other genres of music beyond Concert Band and want an opportunity to play in a smaller group. Students' technical skills and musicianship are developed through jazz performance, and students will participate in school concerts, special events, and additional opportunities beyond their Concert Band engagements. Students must be registered in their respective grade level Concert Band to enroll in this course.

### **Wind Ensemble 10S, 20S, 30S, 40S**

These courses are designed for students who desire an additional challenge beyond their grade level concert band. Students from all grade levels are integrated into this ensemble and share a common passion for music making and artistic development. The Wind Ensemble explores music at a very high level and is designed to mimic a more professional musical environment. This course meets outside of the regular school timetable (Tuesdays and Thursdays after school), and students must be registered in their respective grade level Concert Band to request this course. Enrollment is determined by audition which are held in September of every year.

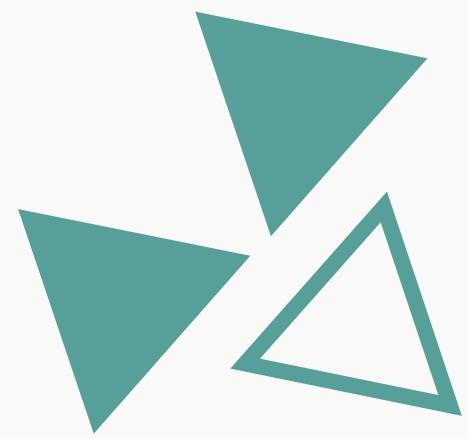


### **Guitar 20S – GUI20S**

This is an introductory course that focuses on beginner acoustic guitar skills and ensemble. The program is designed to teach guitar technique through a number of different styles including pop, rock, folk, country and classical guitar. Previous music experience is not necessary, but it is an asset. The course will cover the following topics: rhythm playing and picking, basic note reading, introductory music theory, chords in first position, finger picking guitar techniques and movable chord shapes. A classroom recital is held at the end of the semester.

### **Guitar 30S – GUI30S**

This is an intermediate course that provides more ensemble experience for students using a variety of styles. Emphasis is placed on small group presentation and solo playing.



## DRAMA AND IMPROVISATIONAL THEATRE

### **Drama 10S – English – DRAMA10S**

### **Arts dramatiques 10S - French Immersion - XDRA10S**

In this introductory course, students will develop skills in teamwork, confidence-building, and self-expression. They will participate in drama games, vocal and physical warm-ups, character development, improvisation, and thematic scenes. This course focuses on building confidence, managing anxiety, and developing respectful collaboration skills which supports students to present individual and group work in front of peers. Students work to demonstrate an increasingly sophisticated application of and engagement with all dramatic elements.

### **Drama 20S – English – DRAMA20S**

### **Arts dramatiques 20S – French Immersion – XDRAMA20S**

This fun and focused course introduces students to a sampling of a variety of approaches to making drama/theatre such as puppetry, mask and mime work, musical theatre, improv, monologues, skits, children's theatre, collective creations, as well as the obvious foundational stage, voice, and character work. Students learn the basics in a dynamic, active class.

### **Drama 30S – DRAMA30S**

This intermediate course continues to emphasize the dramatic elements but extends the experience with the history of theatre and the opportunity to audition and perform in a major Massey dramatic or comedic stage production. Students will also attend professional matinée performance and tour Manitoba Theatre Centre. DRAMA20S or permission of teacher is required.

### **Drama 40S – DRAMA40S**

This advanced course aims to increase students' artistic experience and development. At this level, emphasis is placed on Masterpiece Theatre; from learning about major playwrights through-out history, styles of production, directing, scene work, and social drama. Students attend more than one professional stage performance in the evening. Students in this course also audition and perform in the major Massey dramatic or comedic stage production, while also learning all that is involved in producing a show. DRAMA30S or permission of teacher is required.

### **Introductory Improvisational Theatre 10S or 20S – IMP10S/20S**

This introductory class focuses on the basics of Improvisational Theatre. Through games, role playing, and weekly performance, the students will learn to respond to challenges with initiative, energy, and confidence. This class is for someone who wants to learn the very complex, yet rewarding art form of improv, which includes more than comedy. Students will be placed on performance teams with intermediate and advanced students.

### **Intermediate Improvisational Theatre 30S – IMP30S**

In this intermediate class, students will be trained further in creative and divergent thinking skills, listening skills, team building skills as well as furthering their performance skills: voice, physical staging, and character work. Innovative in-class activities are designed to help free the performers creativity and develop technical skills, speed, and higher-level thinking skills. Students will perform weekly in Improv Survivor.

### **Advanced Improvisational Theatre 40S- IMP40S**

This advanced class will train students further in divergent thinking skills, leadership, and teamwork. Students will also advance their performance skills by learning the different schools of thought in improv training. Students will be asked to serve as captains and coaches for newer players, developing leadership skills as well as strong performance skills, performing weekly in Improv Survivor.

## MUSICAL THEATRE

### **Musical Theatre 10S, 20S, 30S, and 40S -MUS10S/20S/30S/40S**

This course focuses on preparing the school's musical production. The course includes the perspectives, contexts, and meanings behind the show, as well as techniques and rehearsals to prepare the show for the stage. You will sing, dance, and act your way through the semester. All students in the course are part of the show. This course includes extra rehearsals for the major roles and some extra rehearsals for the full cast. The show is performed in a professional venue.

### **Choral Music 10S, 20S, 30S, and 40S -CHOR10S/20S/30S/40S**

Course Fee: \$20 for field trip, choir gown and music binder. Each of these courses offers students the opportunity to develop their choral skills and abilities with performance outcomes. Choir is a collective effort, so no student will be required to sing solo. (Solos are auditioned based on interest.) Concert Choir rehearses once a month during Wednesday noon hour. Men's Chorus rehearses every Wednesday during noon hour. (Accommodation is made for choir/band students who need to juggle time between Choir and Band rehearsals.)

### **Choral Music 15S, 25S, 35S, 45S -CHOR15S/25S/35S/450S**

Course Fee: \$20 for field trip, choir gown and music binder. This option is an alternative for choral students who have a timetable conflict or restraints. These students will meet on alternate days the same time as the full credit course. The course description remains the same as the 1.0 Choral Music courses.

### **Vocal Ensemble (Chamber Choir) 10S, 20S, 30S, 40S – VEN10S/20S/30S/40S**

Course Fee: \$20 for field trip and choir gown. Students already registered in a choral music course are not required to pay again. Students must complete a private audition with the Choral teacher in September before placement in the ensemble. This course (Chamber Choir) is designed for those students who wish to pursue advanced choral material in the smaller ensemble.

The group rehearses Mondays and Thursdays during lunch hour. Accommodation is made for choir/band students who need to juggle time between Choir and Band rehearsals.





# BUSINESS AND PRODUCTION ARTS

# PROGRAMME DES AFFAIRES ET DE LA

# PRODUCTION DES ARTS

## COMPUTER SCIENCE

### Computer Science 20S – CS20S

This is an entry-level course in computer science and is designed for students who have an interest in computer programming, problem solving, and understanding technology. CS20S will use a current programming language and development software to introduce the fundamentals of writing code and small programs. Main topics include control structures, systemic problem solving, and how the internet and computers work. Students will be challenged to develop solutions to problems both independently and in a group setting in an increasingly complex manner as the term progresses.

### Computer Science 30S – CS30S

This is an intermediate level course in which students will continue to expand their coding skills and develop an understanding of algorithms to solve problems. Independent project-based assignments are emphasized in this course; allowing students to gain confidence in their programming abilities. Course content includes advanced data types and object-oriented programming within the Java environment, as well as technical communication and presentations. **CS20S or permission of teacher is required.**

### Computer Science 40S – CS40S

This advanced course teaches complex computer science concepts by working through small games and interactive programs and is designed for students who have successfully completed CS20S and CS30S. Students in this course will learn to manage graphics, sounds, and object movement as they pertain to interactive software and in-game actions. Students who take CS40S will continue to explore computer science concepts and expand their coding skills by working in the Greenfoot development environment and will have the opportunity to independently produce their own ideas and code. **CS30S or permission of teacher is required.**

## PRACTICAL ARTS

### Graphic Communication Technology 20G – GCT20S (Grade 9 and 10)

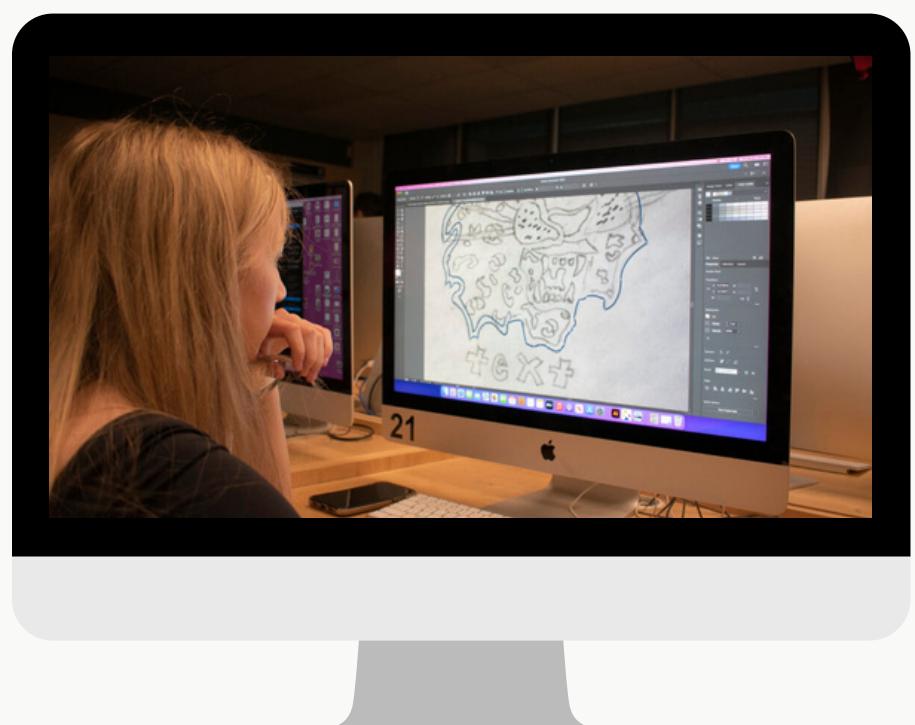
This course will acquaint students with basic design principles used within the graphic art/design industry. These principles are common to design and will build a foundation for students to further understand why the human eye finds specific attributes in a graphic design message more attractive than others. Using Apple OS, Adobe Creative Suite and specific design criteria, students will manipulate images and create logo solutions for common design problems found within the graphic arts industry.

### Graphic Communication Technology 30S – GCT30S

This intermediate course is built upon foundations learned in GCT20G and further develops creative thought and technical ability within this discipline. Through a series of projects emphasizing print media, students will create design pieces demonstrating correct use of elements and principles of design. Using Adobe, students will be creating design pieces to be used within a digital Adobe Creative Suite and will provide solutions to problems common to those challenged by designers within the graphic design industry. Each student will create an art portfolio exhibiting the skills and knowledge acquired to this point of their young design career. **GCT20S or permission of teacher is required.**

### Applied Graphic Technology 40S – GCT40S

This advanced course will expand the skills acquired in Graphics Communication Technology 30S and encourage students to continue to build their personal design portfolios. The course is based on assignments focused on creative design and illustration in graphic technology. Incorporating a video component, students will create a digital art portfolio emphasizing creative growth and accomplishments, showcasing personal triumphs and challenges over the art career. **GCT30S or permission of teacher is required.**



### **Woodwork Technology 10S/20S – WOOD10S or WOOD20S**

These introductory courses will provide an opportunity to explore the fundamentals of woodworking. Students will be exposed to a variety of modules of study, including shop safety, introductory design and planning, hand and power tools, wood joinery and its applications, and finishing techniques. During the course of study, students will be expected to use the above-learned skills to analyze and solve the many challenges that will go into the construction of both minor and major projects completed in the shop.

### **Woodwork Technology 30S – WOOD30S**

This intermediate course is a direct extension of the 20G program. Whereas students will now be familiar with the basic fundamentals of woodworking, this program is intended to give students a taste of more advanced woodworking joinery and finishing techniques. Cabinetry will be an important focus of this course. Along with the advanced machine techniques, students will be instructed in the use and care of basic hand tools available to most home shops. WOOD20S or permission of teacher is required.

### **Woodwork Technology 40S – WOOD40S**

This advanced course is a direct extension of the 30S Woodworking course. Students will explore advanced design fundamentals, advanced furniture and cabinet construction and basic construction technology. As well, students will explore careers in woodworking through various topics of study. Along with a variety of woodworking skills, when completed, students will also have the knowledge required to design a functional home workshop. As with the 20 and 30 level courses, students will be expected to continue developing techniques to analyze and problem-solve situations as they relate to woodworking and basic construction. WOOD30S or permission of teacher is required.

## **CREATIVE ARTS**

### **Video Production 10S – VP10S**

Video Production at Massey focuses on introducing basic skills, techniques and fundamentals in various engaging projects and activities. Beginning with the fundamentals, students will explore industry standard equipment and professional editing software such as Adobe Photoshop, Premiere Pro, Audition and After Effects. Utilizing a student-centered and hands-on approach, students will collaborate with others as a team to create a variety of media productions such as short films, music videos, and YouTube/Instagram videos. After successfully completing this introductory course, students will have the opportunity to take advanced Video Production courses in Grade 10-12.

### **Video Production 20S -VP20S**

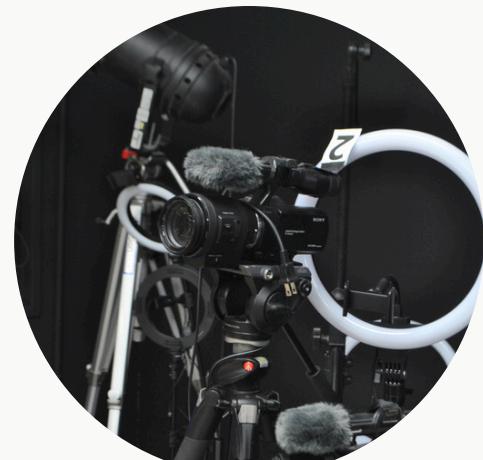
This introductory course is designed to introduce students to the technical and artistic skills necessary to tell a story through the use of video. Using Apple OS and Adobe software, students will apply creative skills learned in class to a series of project work demonstrating video pre-production and production techniques cultivated throughout the semester.

### **Video Production 30S -VP30S**

This intermediate course is designed to continue working with the students from where they concluded in Video Production 20S, exploring the technical and artistic skills of storytelling through video. VP20S or permission of teacher is required.

### **Video Production 40S -VP40S**

This advanced course is a culmination of the skills acquired through previous video courses with a strong focus on independent film making. This will include a variety of productions used for public relations within Vincent Massey, the community and beyond. VP30S or permission of teacher is required.



## CREATIVE ARTS

### Digital Photography 10S

This beginner-level course introduces the major aspects of digital photography using DSLR cameras provided as part of the program. Some of the topics students will learn include composition, key camera settings—aperture, shutter speed, ISO, and white balance—and environmental portraiture. The course aims to develop confidence in shooting fully in manual mode. Collaboration and peer critique are integral, culminating in a public gallery showcase of student work.

### Digital Photography 20S

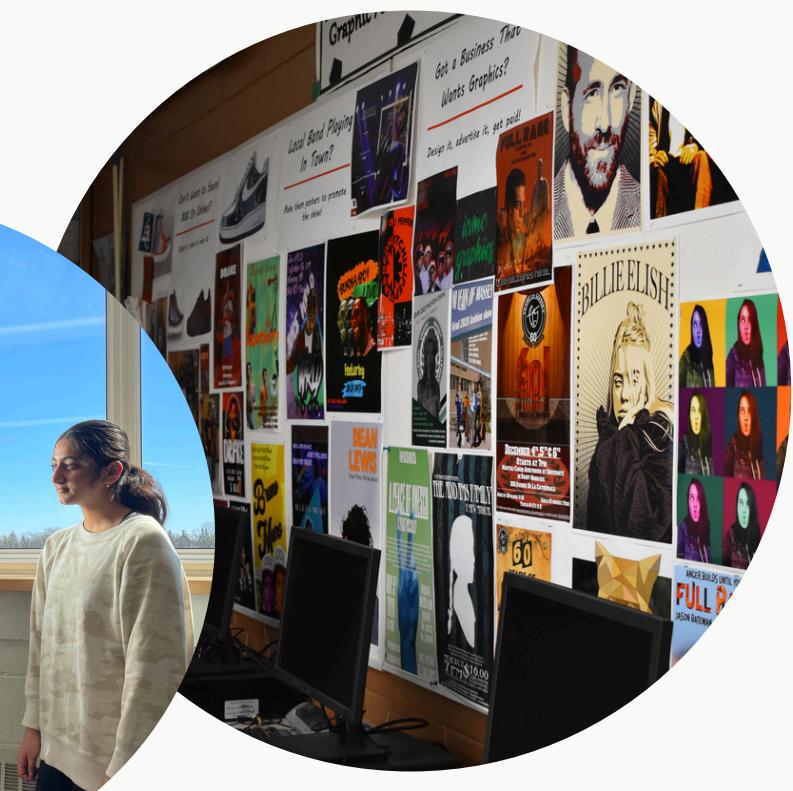
This novice-level course builds on the foundational skills developed in DP10S. Students will deepen their understanding of manual shooting while enhancing technical abilities and creativity. Some topics include depth of field experimentation, long exposure techniques, and storytelling through photography. Students will also experiment with editing software to refine and enhance their images. Collaboration and peer critique are integral, culminating in a public gallery showcase. Prerequisite: DP10S or teacher permission.

### Digital Photography 30S

This intermediate-level course expands on skills from DP10S and DP20S. Students will explore various photography styles, including macro, still life, abstract, and photo editing/manipulation. Collaboration and peer critique remain essential, with students showcasing their work in a public gallery show. DP10S and DP20S, or teacher permission is required.

### Digital Photography 40S

This advanced-level course builds on skills from DP10S, DP20S, and DP30S, focusing on developing a personal style as a photographer. Topics include studio lighting, nature, portraits, animals, and architectural photography. Students will go off-site for portions of the course to broaden their skills through real-world experiences. Collaboration and peer critique are integral, culminating in a public gallery showcase. DP30S or teacher permission is required.



## HUMAN ECOLOGY

Human Ecology education provides students with opportunities for:

- solving problems,
- designing,
- performing essential life skills,
- constructing products, and
- addressing current trends and issues

Through our Human Ecology courses, students explore their ideas, gain practical experiences, and work through thinking processes in a safe and supportive environment.

### **Family Studies 15S – FS15S (0.5 credits) Combined with Food and Nutrition 15S**

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

### **Family Studies 20S – FS20S**

This introductory course 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. This course is a theory-based course with a simulated baby (BTIO).

### **Family Studies 30S – FS30S**

This course focuses on children and adolescents' relationships 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.

### **Family Studies 40S – FS40S**

This advanced course is for students seeking to understand themselves (adolescent development, personal development, relationships, and life decisions) and their family situations (planning a family, diversity in families, aging). The best way to make wise decisions about life is to be knowledgeable. Through research, guest presentations, journals, discussion, group and written assignments, students will have the opportunity to examine relationships and future choices.

## FOOD AND NUTRITION

### **Food and Nutrition 15S – FN15S (0.5 credit) - Combined with Family Studies 15S**

This introductory course focuses on basic introductory level kitchen skill acquisition. Kitchen safety and sanitation, health and wellness are unit topics. Planning and preparing nutritious meal items takes place during the lab section of the course. Note: This course is for Grade 9 students only.

### **Food and Nutrition 20S- FN20S**

This introductory course focuses on the individual and how food customs, fitness levels, nutritional needs, and consumer behaviour influence food selection. Choosing the appropriate foods to meet lifestyle needs and developing skills in planning and preparing nutritious foods are integral parts of the course.

### **Food and Nutrition 30S -FN30S**

In this intermediate course, food choices, fitness levels and nutritional needs are examined. Contemporary, ethnic, and Canadian foods are studied and presented as regional specialties in the food lab. Study of lifestyle diseases and nutrient deficiencies are integral parts of the course.

### **Food and Nutrition 40S -FN40S**

This advanced course is designed to provide information about food and nutrition that can be used in everyday life. Topics studied are related to health, current trends, technological developments and careers. Lab work consists of the study and preparation of foods from different countries. FN30S or permission of teacher is required.

## BUSINESS STUDIES



Business Studies are about the business and professional worlds. These include hands-on financial and entrepreneurial experiences. If you wish to learn about business and practical financial concepts or are considering post-secondary in Business, then Business Studies is right for you.

### **Business Innovations 10S - BUSINN10S**

This introductory course provides the students the opportunity to explore Business related topics, such as retailing, entrepreneurship, marketing, finance, and business communication skills. Trends, technology and sustainability in business are also looked at. Throughout the course, students will be involved in hands-on business projects and activities. They develop an awareness of the impact culture and society have on business. This course is a great introduction to all of the other courses offered in the Business Education subject area.

### **Personal Finance 20S – PERFIN20S**

This introductory course to the world of finances will focus on the development of fundamental financial literacy skills, including the value and management of money, basic economics, budgeting, saving, financial institution options, credit and calculating taxes. This course is especially relevant to high school students, since they are entering the workforce and are considering future purchases that require financial planning, such as buying a car, house, traveling, investing, or pursuing post-secondary education. Practical, hands-on projects are key aspects of this course. Students will create their own ‘Funny Money’, research budgeting concepts, and prepare their own vision boards. Since financial literacy is a life skill, this course is a great option for ALL students.

### **Creative Promotions 20S – CRPROM20S**

This introductory course provides students with an understanding of promotional communication from both a theoretical and a practical approach. This course focuses on advertising strategies, direct marketing, personal selling, sales promotions, and public relations. Students will apply these concepts to design a variety of promotional and advertising material, such as digital media and print messages. Creative Promotions is a course designed for students to gain business knowledge regarding effective brand, company, and message communication in a creative, yet logical, thoughtful way.

### **Accounting Essentials 30S – ACCESS30S**

This introductory course will expose students to the financial principles and practices important for personal and business uses. Budgeting and personal finance will also be explored. Students will explore the steps involved in an accounting cycle; prepare financial statements required by various sources involved in the operation of a small business. Students will use a computerized accounting program and Excel spreadsheets to prepare these statements and schedules. This a very practical course to take and an excellent life and work skill to develop.

### **Business Management 40S – BUSMGT40S (This course will be offered every other year. It will be offered next during the 2027-2028 school year.)**

This advanced course focuses on developing or honing in on skills in planning, leading, organizing, controlling and staffing. Students will study various management styles by analyzing effective leaders both in the business world and in life. Students will participate in and prepare activities related to team building and effective leadership skills. This course is a great Grade 12 option for students with strong leadership, mentorship, and organizational skills as you will be planning and running your very own school event. For example, in the past, students have organized the collection for Cheer Board hampers.

### **Economic Principles 40S – ECOPRIN40S (This course will be offered every other year. It will be offered next during the 2026-2027 school year.)**

This advanced course focuses on both microeconomic and macroeconomic principles including systems and structures, supply and demand, market influences, the global market and decision making related to economic factors. This course is designed for students wanting to learn more about how the economy impacts their personal and business decisions. This is an excellent course for students interested in pursuing post-secondary studies in the area of business, accounting or economics but would benefit all because we’re all part of our economic system.

## CAREER DEVELOPMENT

### Life/Work Exploration 10S – LWE10S

This introductory course provides students with an overview of career development skills with an emphasis on building positive self-esteem, exploring self-assessment, locating work information, and reflecting upon course and program choices. In this program, students will explore a wide range of occupations, focusing on the effect of educational and career goals on lifestyle. We will learn through guest speakers, in-class discussion, and on-line resources.

### Life/Work Planning 20S – LWP20S

In this introductory course, students will gain an understanding of the skills needed for success in work, learning, and life. There is a greater emphasis on communication skills, career information, work trends, self-assessment, matching personal skills to occupations, stereotyping and discrimination in the workplace, and work-search tools including resumes and interview skills. Students will gain the confidence and tools needed to pursue employment opportunities. We will learn through guest speakers, in-class discussion and on-line resources.

### Credit for Employment 30G or 40G (1.0 credit) or 35G or 45G (0.5 credit) -CCE30G/40G or CCE35G/45G

Through their own paid, part-time employment, students will have an opportunity to apply and refine the knowledge and skills acquired in the Career Development Life/ Work courses. This course is completed independently from school programming and the students are responsible for securing their job. *Students must complete the necessary paperwork through the Student Services Department before earning hours toward this credit. A maximum of 2 credits may be earned. It is a requirement that a student must be 16 years of age and must have completed one of the following courses: LWE10S/LWP20S/LWB30S or LWB40S*





# ENGLISH LANGUAGE ARTS



# ENGLISH

## English Language Arts - Required Courses

### English Language Arts 10F – ELA10F

This introductory course focuses on the acquisition of language and literacy skills through listening, speaking, viewing, and representing, as well as reading and writing. In keeping with the literacy demands placed on them, students now learn to read and produce a wide range of texts.

### English Language Arts 20F – ELA20F

This foundational course examines many types of text and language. Students experience text from different points of view. Individual and group work help students interpret and respond to texts using different forms. Prerequisite of ELA 10F is required.

## Grade 11 and 12 ELA Courses

English is a compulsory course each year in high school. The English program is designed to provide the study of language and various types of text. **In grade 11 and grade 12**, course offerings are more specialized. They are different in focus to connect more to your interest. All English Language Arts (ELA) programs will deal in varying degrees with the following types of language:

- Literary Language: includes forms of communication intended to stimulate emotions and imagination, provide aesthetic pleasure, reveal truth about human nature, and cultivate universal moral values. Literary materials include novels, short stories, plays, films, poetry, articles, and biographies.
- Transactional Language: is defined as language with purpose to achieve a result: to inform, advise, persuade or instruct people. Transactional materials include essays, letters, articles, graphic novels, podcasts, speeches, book reviews and summaries.
- Technical Language: is a part of transactional language specifically related to areas such as science, engineering and industry. Technical materials include manuals, instructions, surveys, and a wide range of reports. Technical writing involves communication for practical and educational purposes.

### English Comprehensive Focus 30S – ELACF30S

This intermediate course looks equally at literary and transactional texts and a balance of practical or analytical and creative responses to them. ELA 20F is required.

### English Literary 30S – ELALF30S

This intermediate course focuses on literary texts in a variety of genres, with a growing emphasis on the art and craft of writing. Students will read, discuss, and interpret literature and will write both creative and analytical texts in response. ELA 20F or ELA 20FH is required.

### English Transactional Focus 30S - ELATF30S

This intermediate course focuses on reading and writing non-literary texts, journalistic forms and creative non-fiction, but includes some literary texts as well. ELA 20F is required.

## Grade 12 Requirements

In order to graduate in Manitoba, all students are required to have at least one of the following 40S English Focus courses - Comprehensive, Literary, or Transactional. For some post-secondary programs or schools, students are required to have a second 40S English courses. Please see your school counsellor for information on this.

### English Comprehensive Focus 40S – ELACF40S

This Grade 12 course builds on experiences in ELACF30S, but any student who has completed a Grade 11 focus course may register for this course. Students look equally at literary and non-literary texts and a balance of practical or analytical versus creative responses to them. ELA30S or ELA30SH is required.

### English Literary Focus 40S – ELALF40S

This Grade 12 course builds on experiences in ELALF30S but any student who has completed a Grade 11 focus course may register for this course. Students focus on literary texts and creative responses to them. ELA30S or ELA30SH is required.

### English Transactional Focus 40S – ELATF40S

This Grade 12 course builds on experiences in ELATF30S, but any student who has completed a Grade 11 focus course may register for this course. Nonfiction reading and writing are emphasized. Research skills and using technology are some activities students will explore. ELA30S or ELA30SH is required.

## English Language Arts - Optional Courses

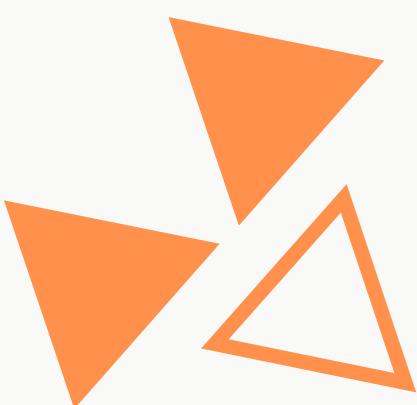
The following Grade 12 English optional courses are not mandatory; however, these courses provide essential skills for those continuing on to post-secondary studies.

### English Language and Technical Communication 40S – ELATC40S

This course covers practical approaches to communication and academic writing to improve clarity and accuracy in students' everyday communication, as well as to ensure success at university/ college. This course is an asset to anyone, but may be of particular interest to those interested in studies in Medicine, Business, Education, and Engineering. There is no final exam; instead, students will choose a research topic of their choice. This course will familiarize students with the types of formatting and writing expected in university. Prerequisite of ELA30S or ELA30SH is required. \*To be used as a second 40S English requirement.

### Cinema as a Witness to Modern History 40S – CWMH40S

This course will engage students in an exploration of the connections among cinema as an art form, cinema as a product of history, and cinema as an interpreter of history. Students will respond to and discuss the aesthetic and emotional elements of cinema and will apply historical thinking concepts to the analysis of historical themes as represented in various films and other sources. Throughout the course, students will apply critical media literacy skills in order to understand that film does not simply reflect the past, but interprets and retells the past and, at times, reconstructs it. Throughout the course, students will engage in guided viewing, write film critiques that show evidence of historical thinking and critical media literacy, and conduct historical research to evaluate and to reflect on representations of history in film. This course fulfills an option credit for those with interest in ELA and fulfills an option credit for those with an interest in History.





# FRENCH LANGUAGE ARTS

## FRANÇAIS ARTS LANGAGIÈRES- FRENCH IMMERSION

## FRENCH LANGUAGE ARTS – FRANÇAIS ARTS LANGAGIÈRES- FRENCH IMMERSION

Français 10F, 20F, 30S, and 40S courses (French Language Arts) provide students with the opportunity to broaden and deepen their skills in oral and written comprehension, speaking and writing. This language proficiency will allow students to use French in various context, both academic and social. These are required courses for those students in French Immersion.

### FRENCH LANGUAGE ARTS – FRANÇAIS ARTS LANGAGIÈRES – REQUIRED COURSES

#### Français 10F – XFR10F

This introductory course will help students develop their skills in a second language through guided projects targeting oral and written comprehension and productions. Students will focus on developing strategies for planning and managing their newly developed abilities.

#### Français 20F – XFR20F

In this course, students are asked to continue their acquisition of the French language by exploring a variety of texts to better understand their formats and structures. XFR10F is required.

#### Français langue et communication 30S – XFRCL30S

In this course, students are asked to refine their perspective on various topics and explain analytical and argumentative reasoning according to the rules of these types of communications. The course pays special attention to the characteristics of media communication. XFR20F is required.

#### Français langue et communication 40S – XFRCL40S

In this course, students are expected to exercise their critical thinking on various topics and to clarify an argumentative reasoning according to the rules of these types of communications. XFRCL30S is required.

### French Language Arts – Français arts langagières – Optional Courses

#### Français oral – XFI11G/21G/31G/41G

This course will benefit French Immersion students wishing to improve their French oral skills. Students will participate in activities such as games, improvisation, group discussions, project presentations, theatre, film, and song analyses. This course will include guest speakers and field trips.





# LANGUAGES

## LANGUES

## LANGUAGES - LANGUES

### French: Communication and Culture 10F – FCC10F

At this level, students will demonstrate comprehension while listening and reading. They will continue to develop their ability to communicate their ideas effectively and logically both verbally and in writing. They will demonstrate a general knowledge of francophone cultures and the advantages of learning French.

### French: Communication and Culture 20F – FCC20F

Students will develop basic grammar skills, expand their vocabulary and develop an appreciation of French culture. Students will speak French more independently (with some pauses, reformulations and self-corrections). A variety of classroom activities will be experienced in order to acquire the necessary French skills. Topics covered may include: first jobs, self-identity, world events and urban legends. FCC10F or permission of teacher is required.



### French: Communication and Culture 30S – FCC30S

In this intermediate course, students will build on the vocabulary, grammar, and language learning strategies they have acquired. Students will participate in increasingly complex, spontaneous, and sustained conversations related to their personal lives, as well as to social and global issues. Language and cultural proficiency will continue to be developed through participation in a variety of activities. Topics may include: the Francophone world, media, music, and relationships. FCC20F or permission of teacher is required.

### French: Communication and Culture 40S – FCC40S

The aim of this advanced course is to further develop skills in comprehension, speaking, reading, and writing in French. Students will use their language strategies to communicate their own ideas and opinions. Students will continue to use verb tenses and moods appropriate to the context. They will speak French with a certain sophistication, confidence, and independence. More challenging texts will be presented. This course will prepare students for post-secondary studies and the skills needed for basic communication in a French environment. FCC30S or permission of teacher is required.

### Japanese

Japanese is an integrated 3-credit program designed for beginners. The course centers on communication and cultural understanding acquired through classroom activities and independent study.

### Japanese 20G – JPN20G

This entry level course uses the day-to-day life of Japan to help students acquire basic communication skills and cultural understanding. Students will be able to write hiragana and katakana scripts, as well as up to 20 kanji characters. Students learn to communicate at a basic level in speaking, listening, reading and writing.

### Japanese 30S – JPN30S

Japanese 30S is a continuation of Japanese 20G. It focuses on increasing the student's ability to communicate. Cultural activities are incorporated into the course. Students will be introduced to 100 kanji characters. JPN20G or permission of teacher is required.

### Japanese 40S – JPN40S

Japanese 40S is a continuation of the skills introduced in both Japanese 20G and 30S. It is designed to increase the student's awareness of Japan and to provide increased skill in communication in Japanese. JPN30S or permission of teacher is required.

### **First Year Spanish Learners:**

#### **Spanish 10F Beginner – SPA(4Y)10F - English (grade 9)**

#### **Espagnol 10F Débutant – XESP(4Y)10F – French Immersion (grade 9)**

This beginner course is a prerequisite for the other Spanish courses offered in Grades 10-12. Students will work on developing proper pronunciation and intonation while using an appropriate and practical vocabulary. Students will also be exposed to various Spanish cultures and communities around the world. The XESP designated course will be taught in Spanish with French as a supporting language. The SPA designated course will be taught using English as the supporting language.

#### **Spanish 20S Beginner II – SPA(4Y)20F**

#### **Espagnol 20F Débutant II- XESP(4Y)20F**

Level 2 Spanish/Espagnol II is a continuation of Level 1 Beginner Spanish/Espagnol and focuses on expanding student vocabulary and the knowledge of language structure. Topics include daily routines, sports, food/restaurant, Spanish and Latin-American geography, culture, and traditions. Grammar study focuses on the present, present progressive tenses and introduces the past tense, object pronouns, reflexive verbs and expressions of obligation and desire. Spanish 10F or Espagnol 10F or permission of teacher is required.

#### **Spanish 30S Intermediate – SPA(4Y)30S**

#### **Espagnol 30S Intermédiaire – XESP(4Y)30S**

This intermediate Spanish course develops language skills at a higher level, especially regarding oral comprehension and fluency. Topics include cultural exploration projects, the environment, idiomatic expressions as well as an introduction to Hispanic literature, music and cinema. Grammar study focuses on using prepositions, correct syntax, the past, imperative and future tenses. Spanish 20F or Espagnol 20F or permission if teacher is required.

#### **Spanish 40S Advanced – SPA(4Y)40S**

#### **Espagnol avancé – XESP(4Y)40S**

This advanced Spanish course is a continuation of Level 3 Spanish and develops language skills at a high level. Topics include descriptions, relationships, news/current affairs, art, home, Hispanic culture, literature, music, and cinema. Grammar study focuses on the uses of pronouns and the subjunctive, conditional, future and past tenses. Spanish 30S or Espagnol 30S or permission of teacher is required.



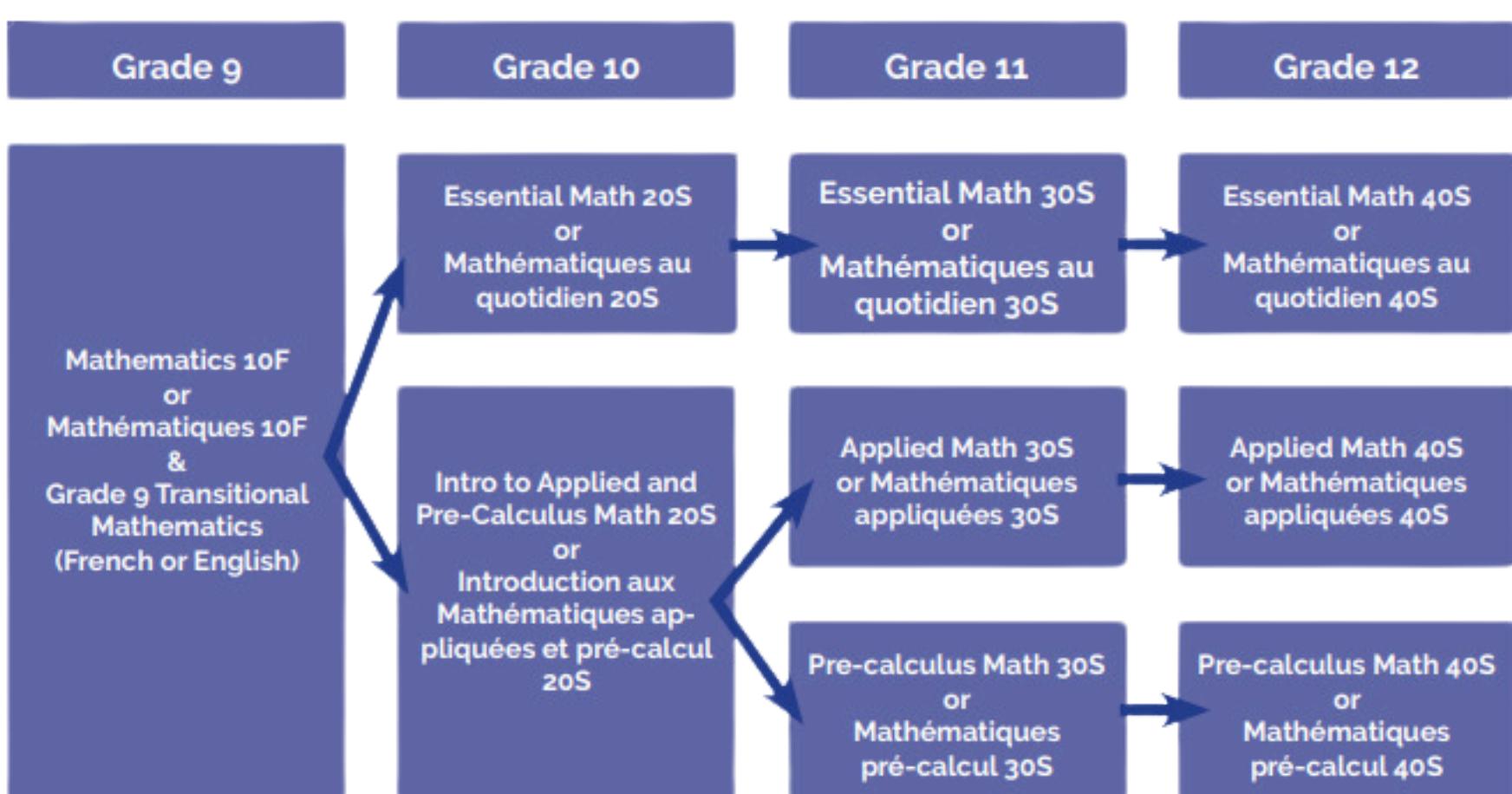


MATH

MATHÉMATIQUES

## MATH- MATHÉMATIQUES

In an effort to assist with students' choices of Mathematics courses, we encourage students to speak with their current Mathematics teacher to help with recommendations based on their previous grades. It is our experience that students who follow these recommendations achieve success. The chart below outlines the basic pathway for mathematics in high school. The course pathway for Honours Math is outlined in the Honours section of this guide.



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

### Grade 9 Transitional Mathematics - MTR10F - Optional

### Mathématiques de transition - XMTR10F

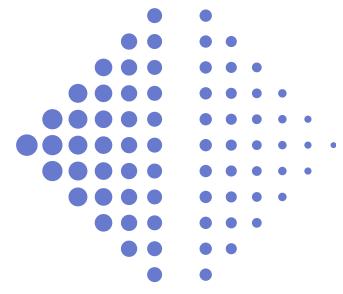
This optional Grade 9 class focuses on the development of positive student attitudes toward learning, mathematical background, communication, motivation, and work habits. This course provides students with the opportunity to solidify their math skills and deepen their knowledge in preparation for Math 10F/XMAT10F.

### REQUIRED COURSES

#### Mathematics 10F – MAT10F

#### Mathématiques 10F -XMAT10F

The Grade 9 mathematics course will help students develop their conceptual knowledge and basic skills that will prove useful in Grade 10. Topics include: powers, rational numbers, linear equations, geometry, measurements and algebra.



## MATH- MATHÉMATIQUES (CONTINUED)

### Grade 10 Math Courses

**Students must choose at least one of the following courses in order to meet the grade 10 Math requirement:**

#### **Essential Mathematics 20S – MES20S**

#### **Mathématiques au quotidien 20S – MQU20S**

This introductory course is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Grade 10 Essential Mathematics emphasizes consumer applications, problem solving, decision making and spatial sense.

#### **Introduction to Applied and Pre-Calculus Mathematics 20S/Honours\* 20S – MIAP20S or MIAP20SH**

#### **Introduction aux mathématiques appliquées et précalcul 20S/avancé\* 20S – XMIAP20S or**

#### **XMIAP20SH**

This introductory course is a very challenging course, developed to prepare students planning on taking either Pre-Calculus or Applied Mathematics in Grades 11 and 12. This course is recommended for students with a mark of 70% or higher in Grade 9 mathematics. For students interested in Honours/Avancé, a mark of 80% or higher is required. Math10F or XMath10F is required. \*Please see information in Honours section of this guide.

### Grade 11 Math Courses

**Students must choose at least one of the following courses in order to meet the grade 11 Math requirement:**

#### **Essential Mathematics 30S – MES30S**

#### **Mathématiques au quotidien 30S – MQU30S**

Grade 11 Essential Mathematics emphasizes consumer applications, problem solving, decision making, and spatial sense. , This intermediate course is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. MES20S or MIAP20S is required.

and/or

#### **Applied Mathematics 30S – MAP30S**

#### **Mathématiques appliquées 30S – XMAP30S**

This intermediate course uses technology. Strong algebra and computation skills are required. Grade 11 Applied Mathematics is intended for students considering post-secondary studies that do not require a study of theoretical calculus. Topics include Measurement, Geometry, Logical Reasoning, Statistics, and Relations and Functions. Additionally, students will complete a mathematics research project. This course is intended for students with a mark of 70% or higher in MIAP20S. MIAP20S or XMIAP20S is required.

and/or

#### **Pre-Calculus Mathematics 30S/Honours 30S – MPC30S or MPC30SH**

#### **Mathématiques pré-calcul 30S/Avancé 30S – XMP30S or XMC30SA**

This intermediate course is designed for students who intend to study Calculus and related mathematics as part of post-secondary education. The course comprises a high-level study of theoretical mathematics with an emphasis on problem solving and mental mathematics. This course is intended for students with a mark of 75% or higher in Introduction to Applied and Pre-Calculus Mathematics 20S MIAP20S or XMIAP20S. For students interested in Honours/Avancé, a mark of 80% or higher is required.

## MATH- MATHÉMATIQUES (CONTINUED)

### Grade 12 Math Courses

Students are required to take at least one of the following required grade 12 courses:

#### Applied Mathematics 40S – MAP40S

#### Mathématiques appliquées 40S – XMAP40S

This advanced course is recommended for students who are not planning to take Calculus in their post-secondary studies. This course uses technology to analyze algebra, personal finance, probability and design. A graphing calculator or a graphing application are required in all Applied Mathematics courses.. A Provincial Standards Test is a required component of this course.



#### Essential Mathematics 40S – MES40S

#### Mathématiques au quotidien 40S – MQU40S

This advanced course is intended for students whose post-secondary planning does not include a focus on mathematics and science related fields. MES40S emphasizes consumer applications, problem solving, decision making, as well as number understanding and use. A Provincial Standards Test is a required component of this course.

#### Pre-Calculus Mathematics 40S/Honours 40S – MPC40S or MPC40SH

#### Mathématiques Pré-calcul 40S/Avancé 40S – XMP40S or XMC40SA

This advanced course is designed for students who intend to study Calculus and related mathematics as part of their post-secondary education. The course combines a high-level study of theoretical mathematics with an emphasis on problem solving and mental mathematics. A Provincial Standards Test is a required component of this course. MPC30S or XMP30S is required.

## Optional Courses



#### Introduction to Calculus and Advanced Math I 40S – ICAM(I)40S

#### Introduction au calcul et mathé avancé I - XICAM(1)40S

This full credit enrichment course may be taken concurrently with Mathematics 40H or 40S. It is NOT a substitute for a Mathematics 40S course. This course combines topics from Calculus and topics from Advanced Mathematics. Calculus topics will include Limits, Derivatives of Algebraic Functions, Implicit Differentiation, Applications of Differentiation, and Integration of Polynomial Functions. Advanced Mathematics topics will include Matrix Algebra, Polar Coordinates and Conic Sections. This course is available to any student taking MPC40S and is strongly recommended for Honours Math Students.

#### University of Winnipeg Calculus/Advanced Mathematics 45S II – UWCAL4SU/MAD(II)45S – Please register for both.

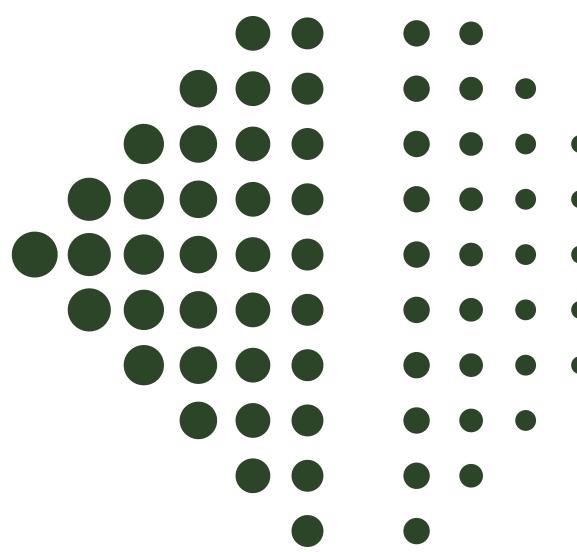
Students who have already completed Pre-Calculus Mathematics 40H or 40S (with a recommended mark of 80% or higher) may take first year university Calculus through the University of Winnipeg. This course is taught at Vincent Massey and is accepted as a university credit at the University of Winnipeg, the University of Manitoba, and at certain other Canadian universities.

Students are required to pay the University of Winnipeg a tuition/application fee of \$210. (Subject to change) Calculus topics will include Limits, Differentiation and Applications of Differentiation. Advanced Mathematics II contains topics that are different from the topics in Advanced Mathematics I. Students who successfully complete this course will obtain a half-credit at the U of W and a half-credit at Vincent Massey. (3.0 university credit hours/0.5 high school credit)



# PHYSICAL EDUCATION

# ÉDUCATION PHYSIQUE



## PHYSICAL EDUCATION/ÉDUCATION PHYSIQUE

### Course Requirements

Students are required to complete a Physical Education credit for each grade level. Only one option of physical education is offered in Grades 9 and Grade 10.

### Grade 11 and 12

Grade 11 and 12 offer a variety of streams to complete the requirements. Students should look at interest and activity level when selecting their stream.

Explanation 75-25 and 50-50 options:

- PE(75)30F is made up of 75% in - school time with 25% out of class activities
- PE(75)40F is made up of 75% in - school time with 25% out of class activities
- PE(50)40F is made up of 50% in - school time with 50% out of class activities . Approval form required with course registration. Students Grade 11 PE teacher must approve.

### French Immersion

If taking a sports stream, they must replace the Grade 11/12 French credit with another French course to meet their French credit requirement.

### ***Sports Stream (Basketball, Volleyball, Football)***

Sports Stream classes are 100% in class, however field trips and out of class activities will be scheduled to enrich the student's experience. Additionally, there is a course fee attached to all Sports Stream classes.

### ***Female Fitness Stream\****

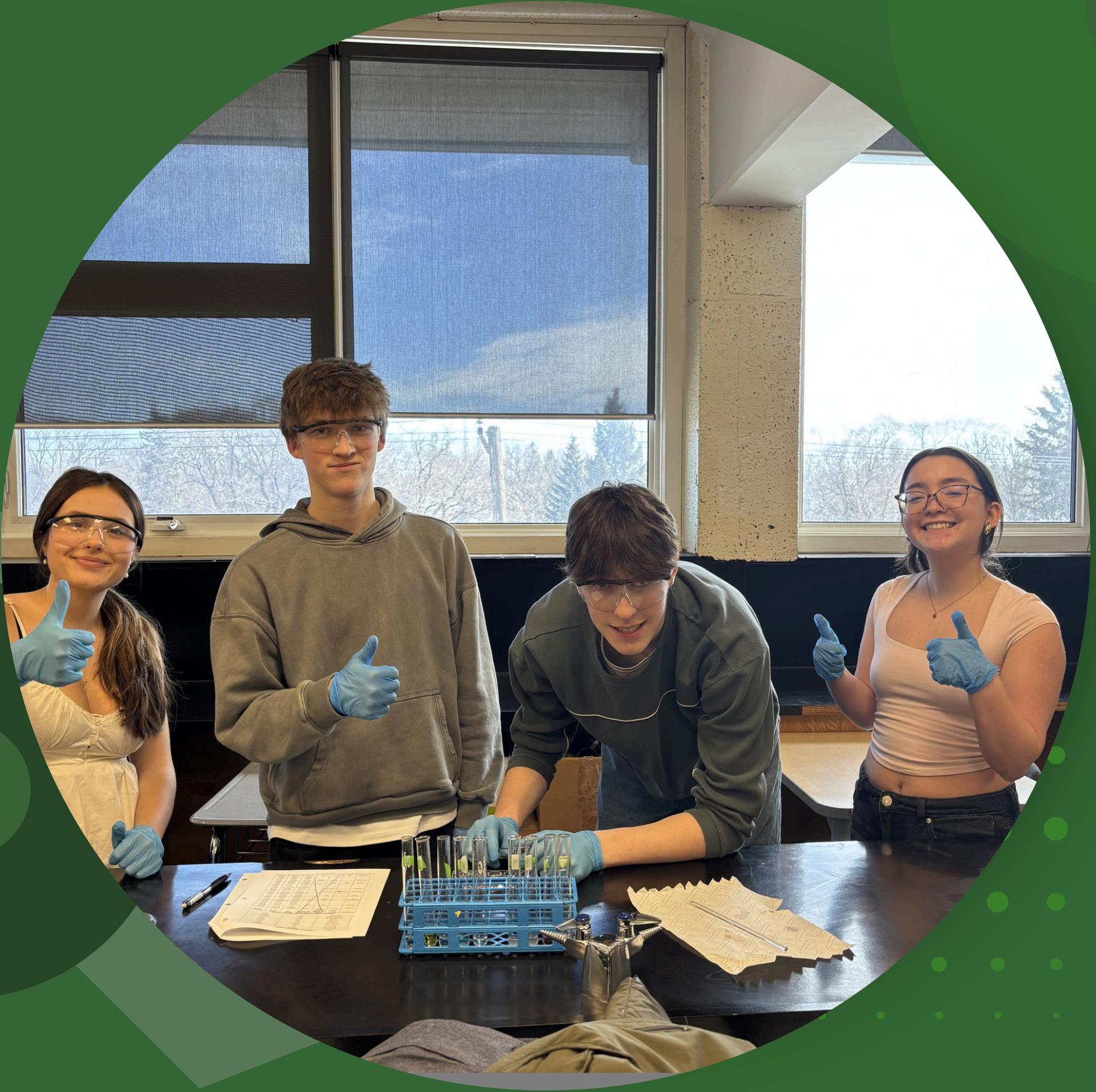
Fitness Stream classes are offered for Gr. 12 only. They place an emphasis on personal fitness and are enriched with community field trips. Additionally, there is a course fee attached to the Female Fitness Stream classes.

### ***Outdoor Education Stream\****

Using the outdoors as a classroom, students will cover the Grade 11/12 PEH curriculum, learning how to live an active and healthy lifestyle. Excursions will be tailored to the seasons. Additionally, there is a course fee attached to this course.

\* Female Fitness and Outdoor Education are offered in both French and English if registration permits

Grade 9	PE10F / XEP10F
Grade 10	PE20F / XEP20F
Grade 11	General - <u>PE(75)30F / XEP(75)30F</u> Outdoor Education - PEOE30F Basketball - PEBB30F Volleyball - PEVB30F Football - PEF30F
Grade 12	General - <u>PE(75)40F / XEP(75)40F</u> General 50-50 - <u>PE(50)40F / XE- P(50)40F*</u> Pre-approval form required Outdoor Education - PEOE40F/XEPOE40F* Basketball - PEBB40F Volleyball - PEVB40F Football - PEF40F Female Fitness - PEFF40F/ XEPFF40F*



# SCIENCES

# SCIENCES DE LA NATURE

## SCIENCES - SCIENCES DE LA NATURE

Science courses give students the opportunity to learn how scientists work and how scientific knowledge is obtained. The inquiry approach, in which students learn through experimentation, is used to help students feel the excitement of science.

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

#### **Sciences de la nature 10F (XSCI10F)**

Students will use scientific methods such as observation, measurement, inference, classification, prediction, data organization and problem solving. Topics include reproduction and heredity, electricity, the periodic table and the elements, and the stars and planets.

### **Science 20F (SCI20F) or Science Honours (SCI20FH)**

#### **Sciences de la nature 20F (XSCI20F) or Sciences avancé (XSCI20FA)**

This course offers a balanced survey of motion, ecosystems, chemical reaction, and meteorology using a blend of mathematical and descriptive elements. SCI10F or XSCI10F is required. For students interested in Honours/Avancé, a mark of 80% or higher is required.

### **Science 10E and Science 20E – SCI10E and SCI20E**

These courses focus on the same topics as Science 10F and 20F but the student resources and teaching materials are chosen to meet the specific English as an Additional Language (EAL) needs of the student. Science 10E and 20E are catered to new Canadians and ISP students whose first language is not English, with an extra emphasis on the writing and use of scientific vocabulary.

### **Biology 30S- BIO30S**

#### **Biologie 30S- XBIO30S**

This course focuses on the anatomy and physiology of human organ systems. Digestive, circulatory, nervous, respiratory, and excretory systems are discussed. SCI20F or XSCI20F is required.

### **Biology 40S- BIO40S**

#### **Biologie 40S- XBIO40S**

This course focuses on genetics and biodiversity. Patterns of inheritance, genetic abnormalities and classification of microbes, fungi, plants, and animals are some of the topics discussed. BIO30S, XBIO30S, or permission of teacher is required.

### **Chemistry 30S/Chemistry 30S Honours – CH30S or CH30SH**

#### **Chimie 30S/Chimie 30S avancé – XCH30S ou XCH30SA**

This course focuses on chemical reactions, physical and chemical properties and changes, states of matter and organic chemistry. The student should have good mathematical skills to excel in this course. MIAP20S/H or XMIAP20S/A is strongly recommended. Prerequisite of SCI20F or XSCI20F is required. For students interested in Honours/Avancé, a mark of 80% or higher is required.

### **Chemistry 40S/Chemistry 40S Honours – CH40S or CH40SH**

#### **Chimie 40S/Chimie 40S avancé – XCH40S ou XCH40SA**

This course focuses on atomic structure, chemical bonding, reaction rates, equilibria, acid-base chemistry and electro-chemistry. It is strongly recommended that the student has obtained marks of at least 60% in the Grade 11 Chemistry course and the Grade 11 Pre-Calculus Math course or a 75% or higher in Grade 11 Applied Math. CH30S or XCH30S is required.

## SCIENCE - SCIENCES DE LA NATURE (CONTINUED)

### Physics 30S – PHY30S

### Physique 30S – XPHY30S

This course focuses on waves, mechanics, fields and the nature of Science. The student should have good mathematical skills to excel in this course. MIAP20S or MIAP20SH is strongly recommended. SCI20F or XSCI20F is required.

### Physics 40S – PHY40S

### Physique 40S – XPHY40S

This course focuses on dynamics, work, energy, electric fields, magnetic fields, electric circuits and electromagnetic induction. It is strongly recommended that the student has obtained marks of at least 60% in the Grade 11 Physics course and the Grade 11 Pre-Calculus Math course (or 75% in the Grade 11 Applied Math course). PHY30S or XPHY30S is required.

### Interdisciplinary Topics in Sciences Honours - Advanced Chemistry and Environmental Science (SCI40SH) - SCI40SH

This advanced honours course offers an in-depth exploration of Nuclear Chemistry, Thermodynamics, Chemistry of Solids and Liquids, Colligative Properties, and Molecular Orbital Theory, alongside Environmental Science topics such as Air and Water Quality, Sustainable Energy, Waste Management, and Climate Change. Students will engage in hands-on experiments, collaborative projects, and field trips to enhance their understanding and application of these concepts, preparing them for further studies in Chemistry and Environmental Science. Students must have completed Chemistry 40S/40SH or Chimie 40S/SA, PreCalculus 40S/40S or PreCalcul 40S or 40SA prior to taking this course. Biology 40S/40SH or Biologie 40S/40SA must have been completed or must be completed at the same time.





# SOCIAL SCIENCES

# SCIENCES HUMAINES



## SOCIAL SCIENCES/SCIENCES HUMAINES

Our Social Sciences course offerings integrate a variety of UNESCO themes within the classroom and beyond. Environmental concerns, inter-cultural learning, human rights, democracy, and acceptance are mainstays within the curricula of our course offerings, and teachers use a variety of tools (guest speakers, video conferences, school-initiated conferences, field trips, and a variety of technological resources) to help students grasp the significance of those UNESCO themes in our present-day world.

### Required Courses

#### **Social Studies: Canada and the Contemporary World 10F – SSCCW10F**

#### **Sciences Humaines: Le Canada dans le monde contemporain 10F - XSSCCW10F**

This introductory course will assure an understanding of Canadian society, focusing on Canada's regional diversities, as well as the roles and responsibilities of everyday Canadians. Students will reflect on the question: "What is a Canadian?", while examining the multicultural components of our society. An emphasis will be placed on the challenges faced by Canada over the course of its existence.

#### **Geographic Issues of the 21st Century - GEOIC20F**

#### **Les Enjeux géographiques du 21e siècle – XGEOIC20F**

This introductory course focuses on contemporary issues in Geography with the intention of using geographic knowledge, skills, and methods to ask geographic questions, evaluate information for validity and/or bias, provide models for decision making, and develop thinking around contributions that young citizens can make to affect positive political, economic, and environmental change.

Canada, and its position in the World is the focus of the following 5 clusters: Geographic Literacy, Natural Resources, Food from the Land, Industry and Trade, and Urban Places. SSCCW10F or XSSCCW10F is required.

#### **Geographic Issues of the 21st Century – GEOIC20E**

This EAL Geography course focuses on the same topics as GEOIC20F, but is designed for the specific English as an Additional Language needs of the student.

#### **History of Canada 30F – HIS30F**

#### **Histoire du Canada 30F – XHIC30F**

This intermediate course supports the development of citizenship through student engagement in historical inquiry into Canada's social and political past, present and future. Themes of study include: First Nations, Métis, and Inuit Peoples; French-English Duality; Canadian Identity; Diversity and Citizenship; Governance and Economics; and Canada's relationship with the World. GEOIC20F or XGEOIC20F is required.

#### **History 30E – HIS30E**

The EAL History of Canada course focuses on the same topics as History 30F, but is designed for the specific English as an additional language needs of the student.

## SOCIAL SCIENCES/SCIENCES HUMAINES (CONTINUED)

### **Learning from the Land 11G - LFL11G**

The aim of Learning from the Land 11G is for students to learn about land-based knowledge, skills, and attitudes from an Indigenous worldview. This course has a specific focus on plants and trees. Students learn in relation to the seasons. Students should be prepared to spend time outdoors.

### **Gifts from the Land 21G - GFL21G**

The aim of Gifts from the Land 21G is for students to learn about the Indigenous knowledge, skills, and attitudes needed to live on the land. This course has a specific focus on the gifts animals provide. Students should be prepared to spend time outdoors.

### **American History 20G – HIS20G**

The primary intent of the American History course is to create a greater understanding of significant events that shaped the United States. Topics of discussion will be colonization and territorial expansion, the American Revolution and the Declaration of Independence, slavery and the Civil War, the World Wars and the United States involvement, the Cold War, the Civil Rights Movement, and, finally, 9-11 and conflicts in the Middle East. Much has happened with the United States of America over the years since colonization, and this course focusses on the significant events that have shaped the US into the country it is today.

### **Anthropology and Sociology 31G – ANTH31G**

This introductory course focuses on human beings and their ancestors, and how they interact with their immediate environment. The anthropological focus is on evolution, and human ancestors adapting to environments and cultural pressures, while sociology focuses on the study of human behavior within cultures and societies. Both components of this course focus on cultures, and how membership within certain groups influences what people do, and how they see the world.

### **Cinema as a Witness to Modern History 40S – CWMH40S**

This course will engage students in an exploration of the connections among cinema as an art form, cinemas as a product of history, and cinema as an interpreter of history. Students will respond to and discuss the aesthetic and emotional elements of cinema and will apply historical thinking concepts to the analysis of historical themes as represented in various films and other sources. Throughout the course, students will apply critical media literacy skills in order to understand that film does not simply reflect the past, but interprets and retells the past and, at times, reconstructs it. Throughout the course, students will engage in guided viewing, write film critiques that show evidence of historical thinking and critical media literacy, and conduct historical research to evaluate and reflect on representations of history in film. This course also fulfills an option credit for those with interest in ELA. This course also fulfills an option credit for those with an interest in History.

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

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

## SOCIAL SCIENCES/SCIENCES HUMAINES (CONT)



### OPTIONAL COURSES (CONT)

#### **Global Issues 40S – GI40S**

#### **Enjeux mondiaux 40S – XEMCD40S**

This advanced course is designed to allow students to acquire a greater understanding of major world issues and analyze the impact of those issues on people living in a variety of political, economic and social systems throughout the world. This course is based on principles of active democratic citizenship, ecological literacy, critical media literacy, and ethical decision making, and consolidates learning across disciplines to empower students as agents of change for a sustainable and equitable future.

#### **History of Western Civilization 40S – HWC40S**

This advanced course engages students in inquiry of how human civilization began and developed over time, through an overview of its ancient beginnings to the modern day. The knowledge gained from this study will help students place their lives and communities in a broader context, think critically about the culture that surrounds them, and become engaged and productive citizens within the global community.

#### **Law 40S – LAW40S**

The study of Law promotes the development of critical thinking and problem-solving skills, while engaging students in conversations about important philosophical and ethical issues. This introductory course provides an overview of the sources of Canadian Law, Alternative Justice Models, the Judicial System, Trial Procedure, and the Charter of Rights and Freedoms. Topics include: Criminal Law, Civil Law, and Family Law.

#### **Psychology 40S – PSY40S**

#### **Psychologie 40S – XPSY40S**

This introductory course engages students in the scientific study of behavior and mental processes. By exploring the scientific methods upon which psychology is based, students can apply what they have learned to their daily lives. Content areas include: Introduction and Research Methods, Biopsychology, Developmental Psychology, Cognitive Psychology, and Variations in Individual and Group Behaviour. Note: Students interested in taking the Advanced Placement Psychology 42S (PSY42S) should sign up for PSY40S in Grade 11 as PSY42S is only offered in semester 1 of Grade 12.

#### **College Board Social Sciences: Advanced Placement Psychology 42S – PSY42S**

This Advanced Placement course is a university level course designed to introduce students to the systematic and scientific study of the behaviour and mental processes of human beings and other animals. Topics include the psychological facts, principles, and phenomena associated with the major subfields within psychology, as well as the ethics and methods psychologists use in their practice.

Students can earn a high school credit in PSY42S, as well as the equivalent of a first year university credit in Psychology by writing the AP College Board exam in May. Note: PSY42S is only offered in Semester 1, and is based on a rigorous academic AP Psychology curriculum, therefore PSY40S in Grade 11 is a prerequisite. The cost to write the College Board AP exam is between \$120 and \$140 (subject to change).

Psychology 40S or permission of teacher is required.

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DIVERSITY

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**CHESS** **KEY CLUB**

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CALLS TO ACTION

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