Welcome

JACQUI KROEKER, PRINCIPAL & JANE BACHART VICE PRINCIPAL

Land Acknowledgement

We acknowledge we are on the lands of Turtle Island where Indigenous Peoples have lived since time began. These are the ancestral lands of the Anishinaabe, Ininew, and Dakota Nations as well as the traditional trade and travel routes of the Anishininew, Dene, and Inuit. We also acknowledge we are on Treaty One territory and the homeland of the Red River Métis. Pembina Trails School Division is committed to working together in partnership with Indigenous communities in a spirit of reconciliation.

The water we drink comes from Shoal Lake 40 First Nation and our hydro is sourced from numerous First Nations here in Manitoba. We are thankful for these resources as a community.

PEMBINA TRAILS COLLEGIATE

OPEN HOUSE

6:00 pm – New Collegiate Overview (Gym)
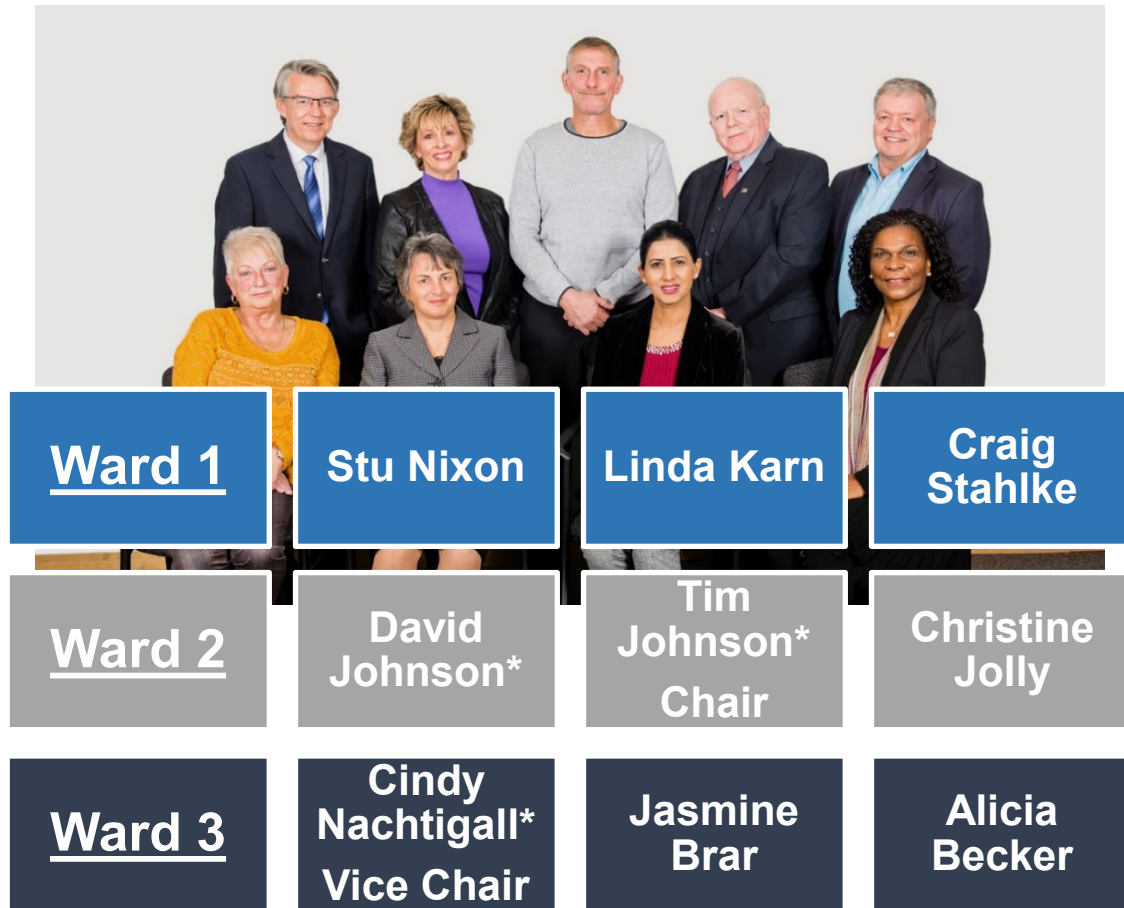
Special Presentations:

6:30 pm – Applied Commerce, Engineering, Technology Development and Technical Vocational Education Pathways (Gym)

7:00 pm – AP Capstone Pathway (Gym)
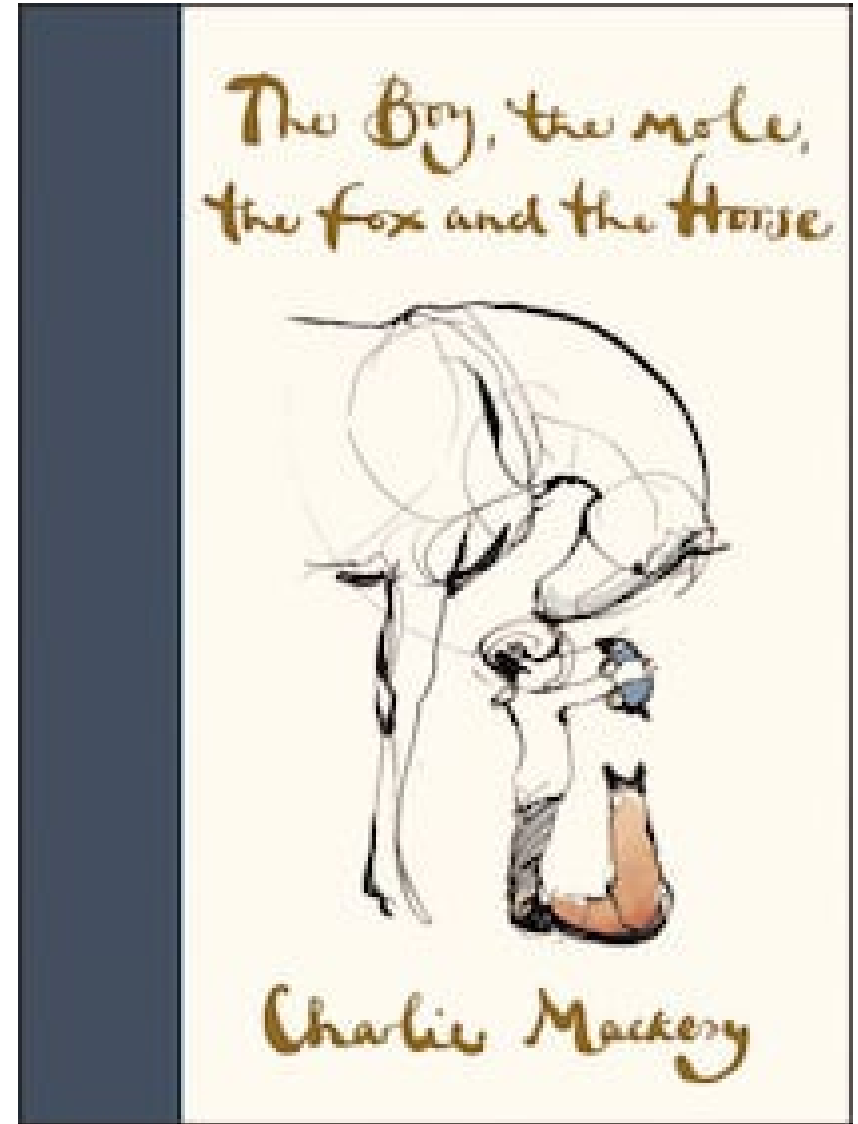
7:15 pm – Arts Education Pathway (Gym)

7:30 pm – Pembina Trails Early College (PTEC) Pathway (MPR)

Pembina Trails Board of Trustees

Ward 1	**Stu Nixon**	**Linda Karn**	**Craig Stahlke**
Ward 2	**David Johnson***	**Tim Johnson*** **Chair**	**Christine Jolly**
Ward 3	**Cindy Nachtigall*** **Vice Chair**	**Jasmine Brar**	**Alicia Becker**

Pembina Trails
School Division

Accomplish Anything

Jacqui Kroeker
Principal

Subheen Suboor
Office Manager

Jane Bachart
Vice Principal

The PTC Team so far…

The Boy, the mole, the fox and the Horse

Charlie Mackesy

What will be covered today?

Who we are

Who will we become together?

What pathways we offer

How we will work together

The Nitty Gritty

Pembina Trails Collegiate (PTC)
and
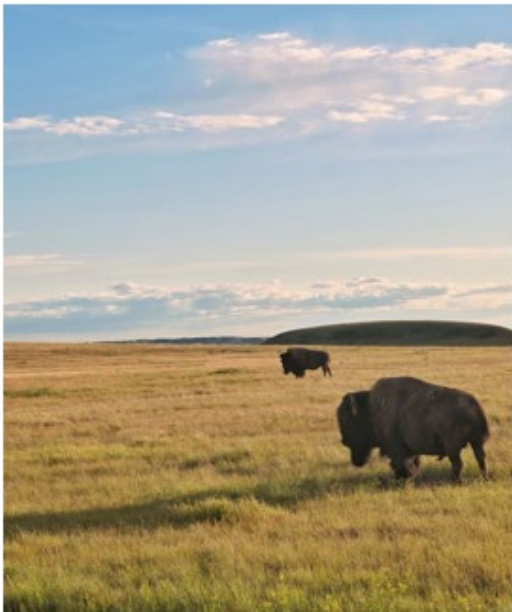# Bison Run School (BR)

As a K-12 Campus we
Believe in endless possibilities…

Interconnectedness, community and relationships

A community that celebrates diversity and inclusion

Honouring the land and connection to where we have come from…

Who we are…..

PEMBINA TRAILS
COLLEGIATE
Creating Innovative Pathways

Bison

Place

- The names of both these new schools are deeply rooted in the history of this place.

- In the spirit of reconciliation, we honour the history and show respect by acknowledging the land and the people.
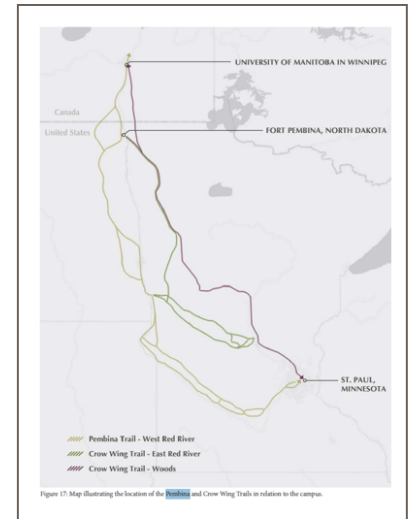
- The bison was very important to First Nations living on the plains.

- For thousands of years, the bison provided food, clothing, and shelter.

- The Metis would later use the Pembina Trail to travel south for the bison hunt.

Travel and Trade

- Indigenous peoples would travel far distances to meet and trade.

- The Forks, where the Red and Assiniboine Rivers meet, was used as a gathering place for thousands of years.

- The Pembina Trail would have been used by First Nations for travel.

- Later, the Metis and settlers also used these trails.

Pembina

- The Pembina Trail, connected the Forks to St. Paul Minnesota.

- Pembina is a rough translation of the Ojibwe word niibiminaa or aniibimin which means high-bush cranberry.

- Pemican (Pimihkan) which is a Cree word, is made with cranberries, dried meat, and fat.
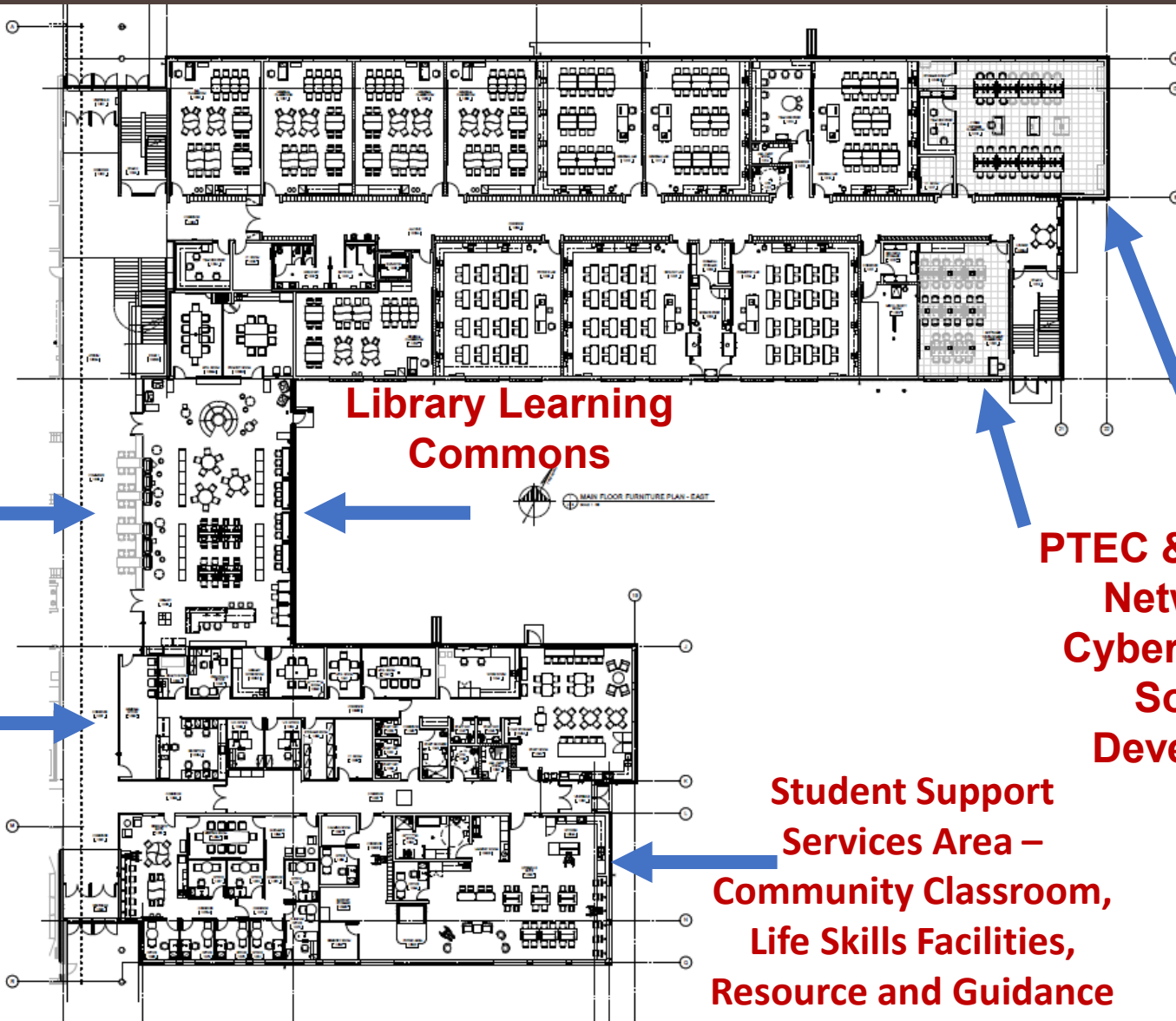

UNIVERSITY OF MANITOBA IN WINNIPEG

Canada
United States

FORT PEMBINA, NORTH DAKOTA

ST. PAUL, MINNESOTA

Pembina Trail - West Red River
Crow Wing Trail - East Red River
Crow Wing Trail - Woods

Figure 17: Map illustrating the location of the Pembina and Crow Wing Trails in relation to the campus.

Student Commons
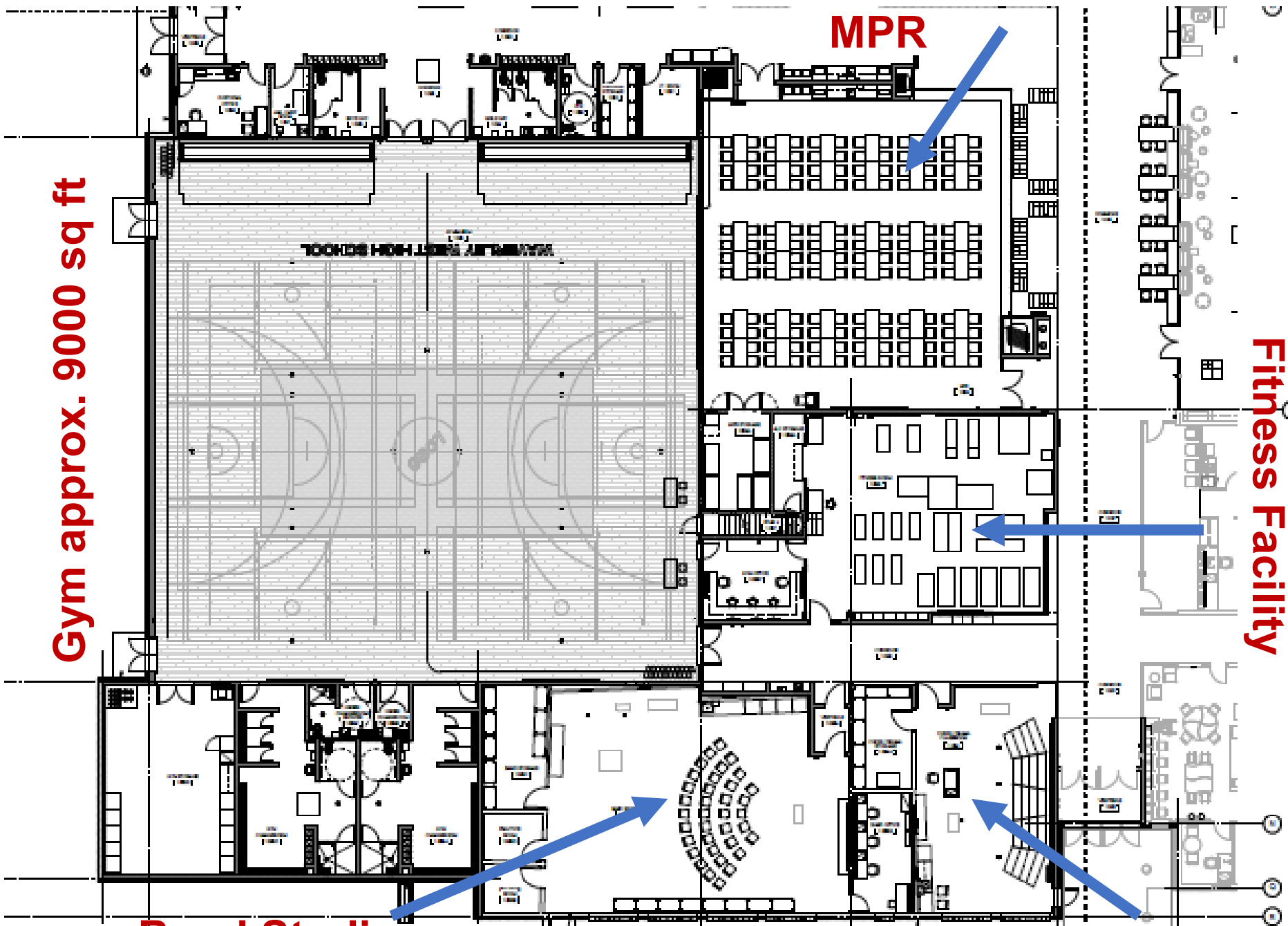
Entrance & Offices

Library Learning Commons

PTEC & TVE Labs: Networking, Cybersecurity & Software Development

Student Support Services Area – Community Classroom, Life Skills Facilities, Resource and Guidance Counsellor Offices

Main Floor

MAIN FLOOR FURNITURE PLAN - EAST

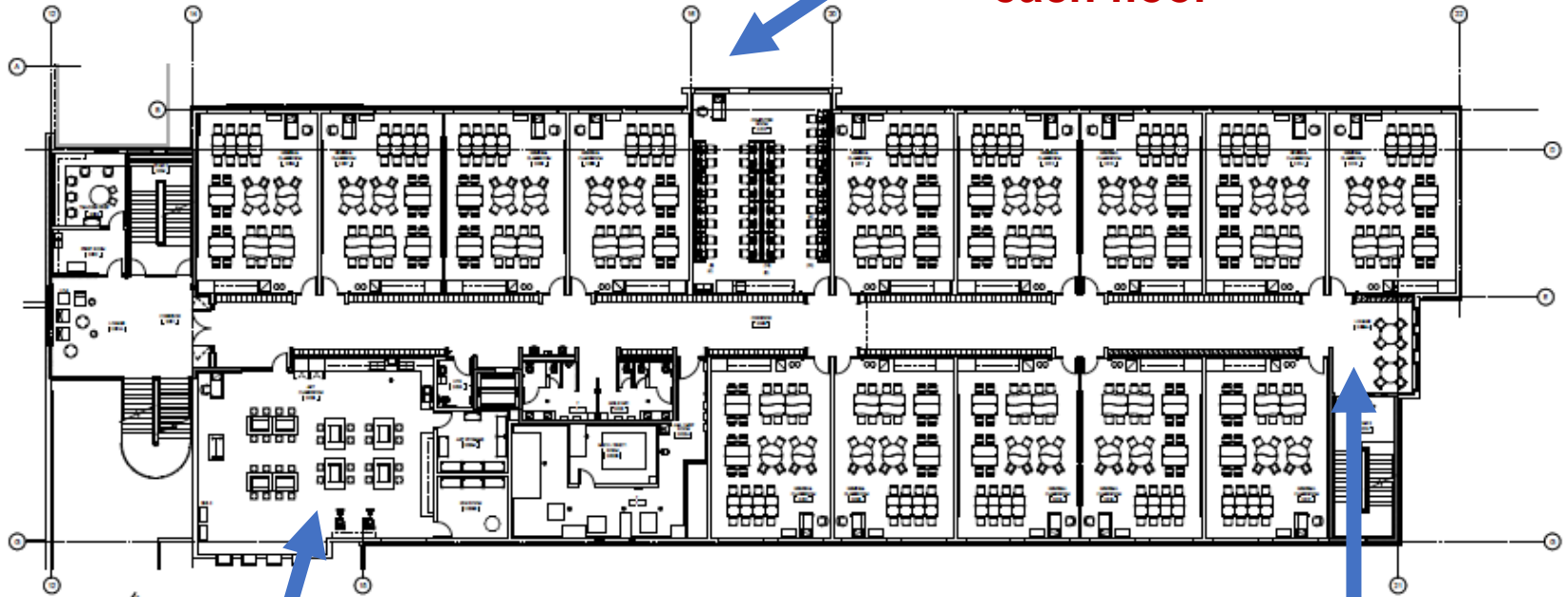**MPR**

Gym approx. 9000 sq ft

Fitness Facility

Band Studio

Choir/Theatre Studio

Furniture for everyone…. Standing desks, round tables for collaboration, individual desks, flexible seating!
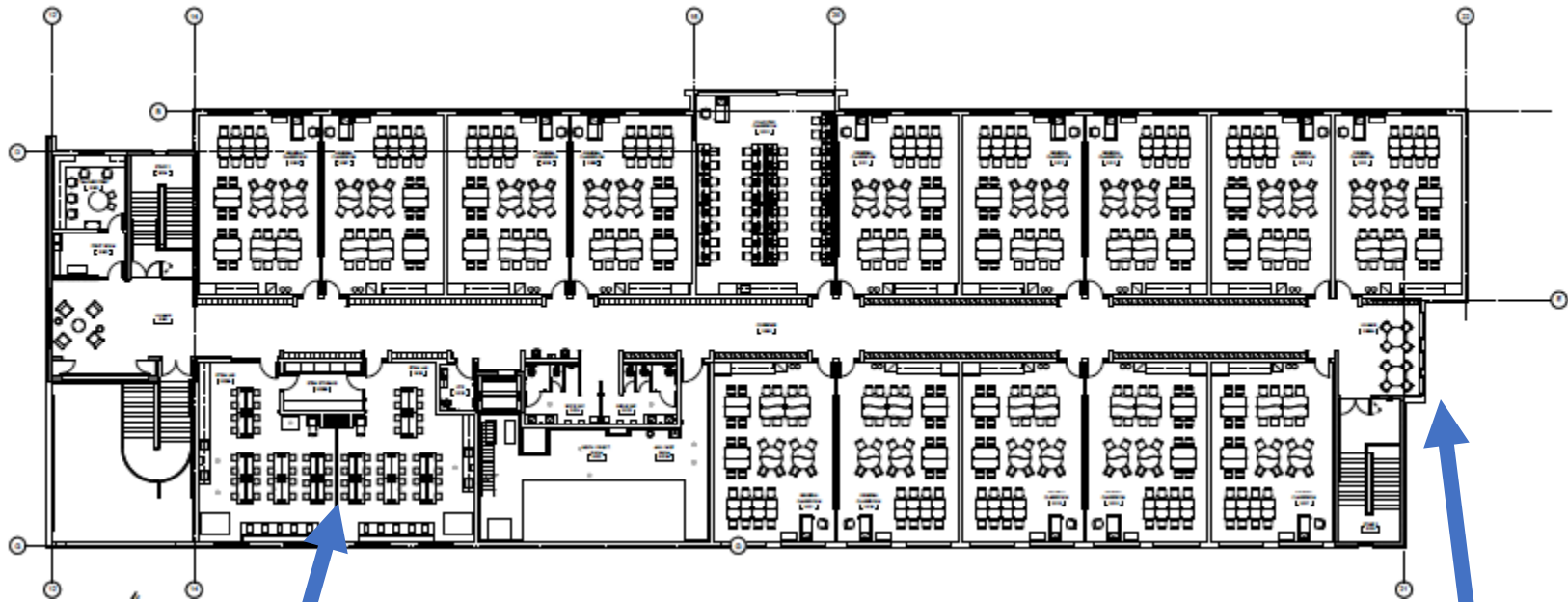
Computer lab on each floor

Student collaboration areas, flexible seating.

Art room with lots of natural light

2nd Floor

Furniture for everyone…. Standing desks, round tables for collaboration, flexible seating!

STEM Lab

On each floor there is a male and female washroom along with a gender-neutral washroom. All are accessible.

Student collaboration areas, flexible seating.

3rd Floor

It's not about what it is, it's about what it can become.

Dr. Seuss

What will be covered today?

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Who will we become together?

The Nitty Gritty

How we will work together

PEMBINA TRAILS COLLEGIATE

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PEMBINA TRAILS COLLEGIATE
Creating Innovative Pathways

Who will we become together…

Share your hopes for this K-12 learning community

Describe an inclusive K-12 learning campus

Voice what is important to you in K-12 education

World Café Style Community Gathering
November 15 & 16 5:30-6:30pm

Community Gathering Feedback – Share your hopes for this K-12 Learning Community

The Questions the Community is Asking…

Why don't you have grade 12's? Where will they go after?

Will there be transportation?

AP options

I heard it will be a vocational school? What options?

What is the school offering for intellectually disabled?

What are the programs that PTC will be offering? Will there be arts programming?

What sports programs will be expected to be up and running?

Can I attend if I am not in catchment?

What will
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today?

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Gritty

How we
will
work
together

Pembina Trails Collegiate….Creating Innovative Pathways

Manitoba Education and Early Childhood Learning
Global Competencies

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

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

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

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

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

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

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

Citizenship involves engaging and working toward a more compassionate and sustainable world through the development and value of relationships with self, others, and the natural world.
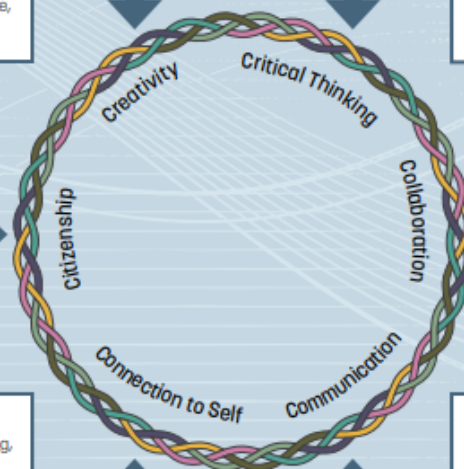
The competency of citizenship facilitates an understanding of the complex interactions among cultural, ecological, economic, political, and social forces and their impacts on individuals, communities, and the world. Citizenship fosters consideration of diverse perspectives for ethical, responsible, reciprocal, and sustainable decisions and actions.

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

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

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

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

Connection to Self involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth, well-being, and well-becoming.

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

Connection to Self is fundamental to knowing oneself, and one's relationship to others and the natural world, as well as developing hope, resilience, self-respect, and confidence. It is recognizing your role in your learning, happiness, and well-being.
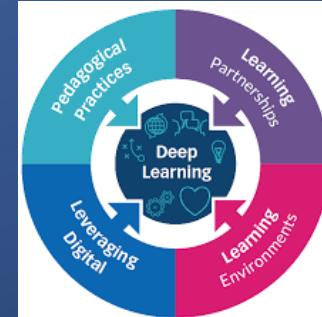
Communication involves interacting with others and allowing for a message to be received, expressed, and understood in multiple ways and for a variety of purposes.

The competency of communication facilitates the acquisition, development, and transformation of ideas and information as well as the awareness, understanding, management, and expression of emotions. It allows one to make connections with others, share ideas, express individuality, deepen learning, and celebrate accomplishments. Communication develops the ability and capacity to navigate personal, local, and global perspectives, and societal and cultural contexts.

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

Creativity · Critical Thinking · Collaboration · Communication · Connection to Self · Citizenship

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"Deep learning is quality learning that 'sticks' with you for the rest of your life..."

Michael Fullan, Joanne Quinn & Joanne McEachen in Ed Week Teacher

EDUCATION NEEDS TO BE RADICALLY RETHOUGHT PARTLY TO STOP THE BOREDOM, BUT MOSTLY TO BLOW THE LID OFF LEARNING, WHEREBY STUDENTS AND TEACHERS AS ACTIVE PARTNERS BECOME CAPTIVATED BY EDUCATION.

Michael Fullan & Maria Langworthy in *Towards a New End: Pedagogies for Deep Learning.*

Deep Learning

Pedagogical Practices · Learning Partnerships · Leveraging Digital · Learning Environments

Will there be tests/exams?

Sources of Learning Data

Pembina Trails School Division — *Accomplish Anything*

"Evidence of student achievement is collected over time from three different sources—observations, conversations, and student products. Using multiple sources of evidence increases the reliability and validity of the assessment of student achievement." Manitoba Provincial Assessment Policy, Kindergarten to Grade 12, (2015).

Observations
What evidence can I see?

- Group work
- Checklists and Rubrics
- Reading conferences
- Speaking and Listening
- Visible thinking routines
- Anecdotal records of learning g
- Presentations and Book talks
- Time on task
- Shared writing or Quick write
- Oral reading
- F&P, GB+

Assessments
Gathering a Body of Learning Evidence

- Portfolio conferences
- KWL
- 3-2-1 statements
- One sentence summaries
- Video Essay
- Self reflection
- Exit Ticket
- Think-Pair-Share
- Number Talks
- Inside Outside Circle
- Questioning
- F&P, GB+
- Literature circles

Conversations
What evidence can I hear?

Products
What evidence can I hold?

- Double en
- Portfolios
- Reading R
- Graphic O
- Notebooks
- Projects
- Quick Writ
- Writing Sa
- Report Ca
- Provincial Data
- Tests, Qui
- F&P, GB+

Adapted from: Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning, Manitoba Education, Citizen and Youth (2006)

Celebration of Learning

Career Development Education

STUDENTS ENTER SENIOR YEARS WITH

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

GRADE 9 CAREER DEVELOPMENT LIFE/WORK EXPLORATION

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

Students

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

GRADE 10 CAREER DEVELOPMENT LIFE/WORK PLANNING

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

Students

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

GRADE 11 CAREER DEVELOPMENT LIFE/WORK BUILDING

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

Students

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

GRADE 12 CAREER DEVELOPMENT LIFE/WORK TRANSITIONING

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

Students

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

STUDENTS TRANSITION INTO VARIOUS LIFE PATHWAYS INCLUDING

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

with agency and efficacy to create and innovate in a rapidly changing world.

CREDIT FOR EMPLOYMENT (CFE)

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

COMMUNITY SERVICE STUDENT-INITIATED PROJECT (CSSIP)

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

CAREER DEVELOPMENT INTERNSHIP (CDI)

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

Manitoba

What will be covered today?

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The Nitty Gritty

How we will work together

How does all this work?

CLASS TIMES

PERIOD	TIME
1 Ambassador Think Tank	8:30–9:05
2	9:05–9:40
3	9:40–10:50
4	10:50–12:00
5 Lunch	12:00–1:10
6	1:10–2:20
7	2:20–2:55
8	2:55-3:30
9	3:30-4:05

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

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

Student Handbook

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

Ambassador Think Time – PTC Compulsory Credit (Lifework Exploration 10S with a focus on the 6 C's)	Interdisciplinary Compulsory Credits (ELA10F, Social Studies 10F & Science 10F)	Compulsory Math Credits (Transitional Math 10F & Math 10F)	Physical Education 10F Compulsory Credit	Optional Credits
1 CREDIT	3 CREDITS ALL YEAR	2 CREDITS ALL YEAR	1 CREDIT IN 1 SEMESTER	UP TO 3 CREDITS OVER 2 SEMESTERS

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

Ambassador Think Time – PTC Compulsory Credit (Lifework Planning 20S with a focus on the 6 C's)	Interdisciplinary Compulsory Credits (ELA20F Geo Issues 21st Century & Science 20F)	Compulsory Math Credit (Math Essentials 20S OR Intro to Applied & Pre-Calculus 20S)	Physical Education Compulsory Credit	Optional Credits
1 CREDIT	3 CREDITS ALL YEAR	1 CREDIT IN 1 SEMESTER	1 CREDIT IN 1 SEMESTER	UP TO 4 CREDITS OVER 2 SEMESTERS

GRADE 11 = UP TO 10 CREDITS (5 COMPULSORY, UP TO 5 OPTIONS)
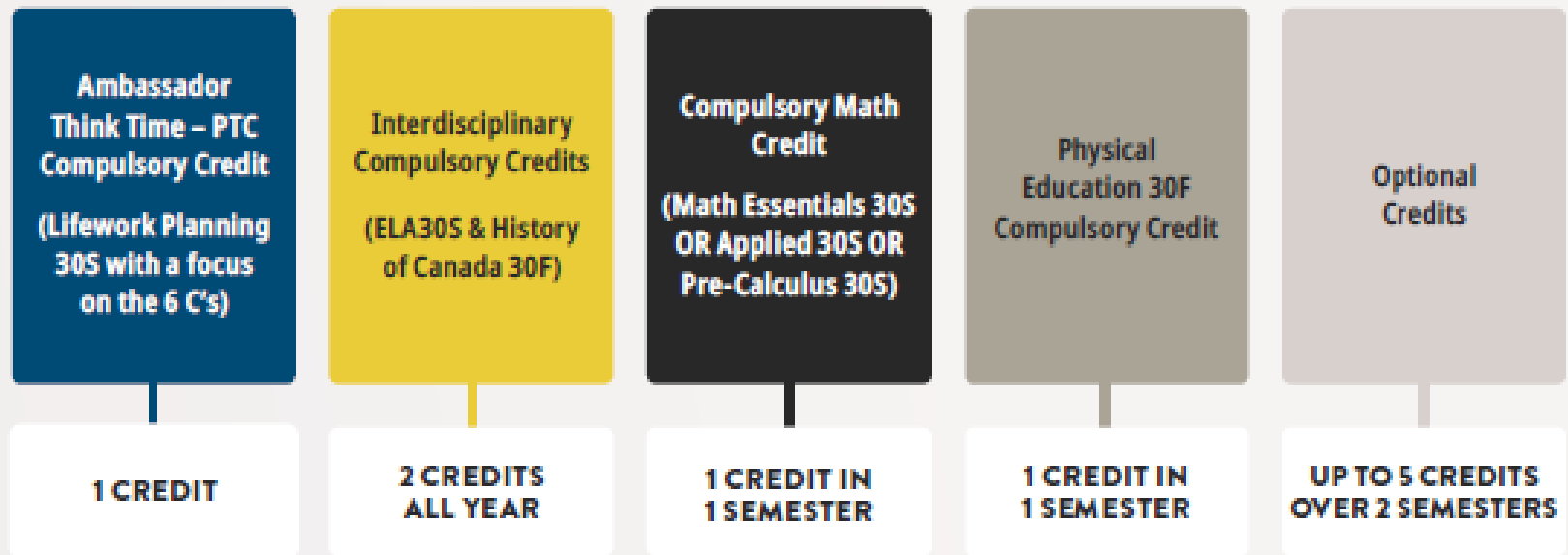
Ambassador Think Time – PTC Compulsory Credit (Lifework Planning 30S with a focus on the 6 C's)	Interdisciplinary Compulsory Credits (ELA30S & History of Canada 30F)	Compulsory Math Credit (Math Essentials 30S OR Applied 30S OR Pre-Calculus 30S)	Physical Education 30F Compulsory Credit	Optional Credits
1 CREDIT	**2 CREDITS ALL YEAR**	**1 CREDIT IN 1 SEMESTER**	**1 CREDIT IN 1 SEMESTER**	**UP TO 5 CREDITS OVER 2 SEMESTERS**

PTC Extra Curricular

Next Steps...

Catchment Students

✓ Your child will have received their personalized registration package

✓ Provide corrections, if any, on the student update form, hand in to your child's school by **Friday, February 17th**

✓ Browse the student handbook, get to know what PTC offers

✓ Pick your courses online
  ✓ **Due Friday, February 24**

Schools of Choice (In Division & Out of Division)

✓ See Subheen Suboor for more information in the office, forms are also online.

✓ Applications are date and time stamped starting January 5, 2023

✓ Applicants will be notified in April

✓ Register with your catchment school

Pembina Trails Collegiate
50 Frontier Trail | Winnipeg, MB | R3Y 2H1
ph: 204.489.8989 | email: ptCollegiate@pembinatrails.ca

@PTCollegiateWpg   @ptcollegiatewpg

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PEMBINA TRAILS COLLEGIATE PATHWAYS

- Applied Commerce Education
- Arts Education
- Engineering IA Education
- Languages Education
- PTEC
- Sciences Education
- Social Sciences Education
- Technology Development Education
- Technical Vocational Education

APPLIED COMMERCE EDUCATION

FINANCE

9 — Personal Finance 20S

10 — Accounting Essentials 30S

11 — Accounting Systems 40S*

12 — Economic Principles 40S*

COMMERCE & ENTREPRENEURSHIP

9 — Business Innovations 10S

10 — Venture Development 30S

11 — Business Management 40S

12 — Marketing & Digital Commerce 40S*

Course offerings in the Applied Commerce Education pathway allow students to develop the skills needed to be effective business leaders, innovators, entrepreneurs, citizens, and consumers. Students will gain valuable local and global business skills, alongside academic and employability skills.

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Creating Innovative Pathways

ENGINEERING (IA) EDUCATION

ENGINEERING / INDUSTRIAL ARTS

9   Graphic Communication Technology 10G & Engineering Technology 10G

10   Graphic Communication Technology 20G & Engineering Technology 20G

11   Applied Technology 40S & Manufacturing Technology 40S

12   You tell us :)

Engineering (IA) education provides lifelong learning patterns for living and working effectively in a changing technological environment. Students in the engineering pathway, participate in a hands-on environment with tools, materials, and processes which transform concepts and ideas into products and services. Problems, ideas, and concepts are explored from the research and investigation stage to product construction, and ultimately to final testing and assessment/evaluation of the goods produced.

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COLLEGIATE
Creating Innovative Pathways

ENGINEERING (IA) EDUCATION

Woodworking & Human Ecology Facilities coming soon….
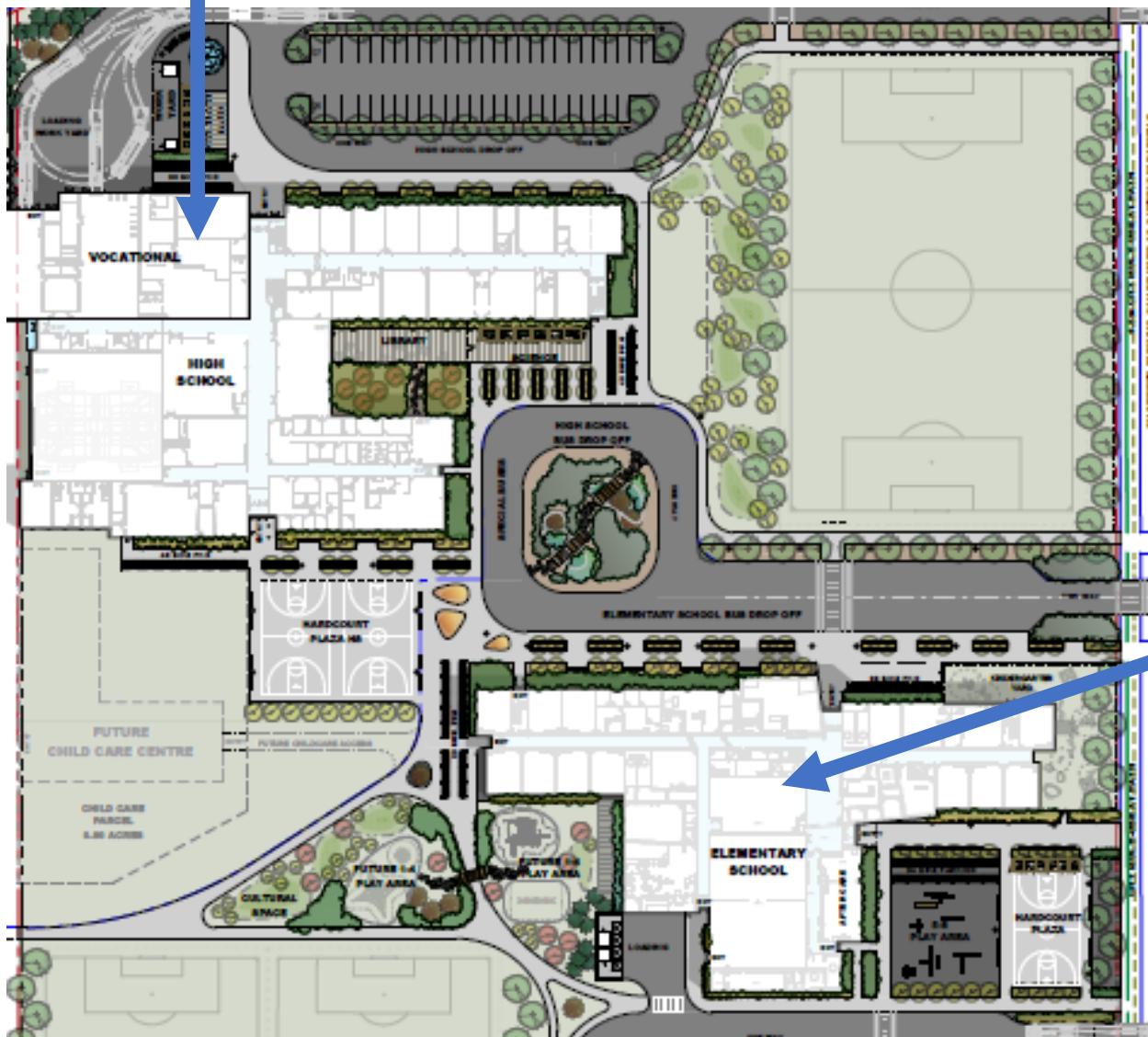
Bison Run School Manufacturing & Human Ecology Facilities

LANGUAGES EDUCATION

FRENCH

9	Communication and Culture 10F/20F
10	Communication and Culture 10F/20F
11	Communication and Culture 20F/30S
12	Communication and Culture 30S/40S*

SPANISH (3 YEAR PROGRAM)

|	
9	Spanish 20F/30S
10	Spanish 20F/30S
11	Spanish 20F/30S
12	Spanish 30S/40S*

In an increasingly global society, language, competencies and intercultural understandings are no longer just optional extras; they are an essential part of being a citizen of the world. The movement of ideas and people across the globe is expanding the range of communities in which people operate.

In our journey of reconciliation, we recognize the significance of Indigenous languages. At PTC we will ensure we are exploring the Indigenous languages of Manitoba and engaging students in their cultural significance.

PEMBINA TRAILS
COLLEGIATE
Creating Innovative Pathways

SCIENCE EDUCATION
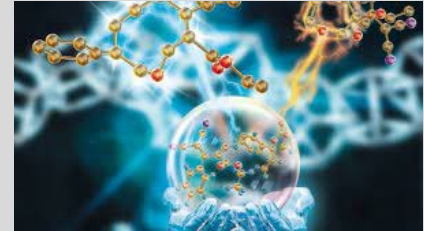
Sciences

9	Science 10F
10	Science 20F
11	Biology 30S, Chemistry 30S, Physics 30S
12	Biology 40S, Chemistry 40S, Physics 40S

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

Students are curious, active learners with individual interests, abilities, and needs. They come to school with prior knowledge and various personal and cultural experiences that generate a range of attitudes and beliefs about science and life, and connections between these realms.

Students learn most effectively when their study of science is rooted in concrete learning experiences related to a particular context or situation and applied to their world of experiences, where appropriate.

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

PEMBINA TRAILS
COLLEGIATE
Creating Innovative Pathways

SOCIAL SCIENCES EDUCATION

HUMAN ECOLOGY

- **9** Foods and Nutrition 10S
- **10** Textile Arts & Design 20S
- **11** Environmental Design 30S
- **12** Human Ecology 40S*

SOCIAL STUDIES

- **9** Social Studies 10F - Compulsory
- **10** Canada in the Contemporary World 20S - Compulsory
- **11** History of Canada - Compulsory
  Introduction to Tourism 30S
  Geography Physical 30S
- **12** Treaty & Treaty Relations 41G
  Global Issues: Citizenship & Sustainability 40S

Social Sciences is the study of people in relation to each other and to the world in which they live. In Manitoba, social sciences bring together the disciplines of history, and geography, and integrate relevant content from the humanities. We will study human beings in their physical, social and cultural environments. Social science courses examine the past and present and look toward the future.

TECHNOLOGY DEVELOPMENT EDUCATION

COMPUTER SCIENCE

DIGITAL ARTS

TECHNOLOGY DEVELOPMENT EDUCATION

COMPUTER SCIENCE

9 Computer Science 20S

10 Computer Science 30S

11 Computer Science 40S

12 Applied Business Technologies 40S

DIGITAL ARTS

9 Applying Info & Communication Tech I & II 15F

10 Digital Pictures 25S & Desktop Publishing 35S

11 Digital Film Making 25S & Broadcast Media 35S

12 Applied Business Technologies 40S

The emphasis in the Technology Development pathway is for students to learn to problem solve, accomplish multi-level tasks, and express creativity, in both individual and collaborative settings. Each student should be knowledgeable about technology and be able to use technology readily and effortlessly when making important digital decisions.

PEMBINA TRAILS
COLLEGIATE
Creating Innovative Pathways

TECHNICAL VOCATIONAL EDUCATION (TVE)

NETWORKING AND CYBERSECURITY

9 Exploration of Networking and Cyber Security 10S
Hardware and Software Essentials 20S

10 Operating Systems 30S
Advanced Operating Systems 40S *

11 Networking Technologies 30S
Advanced Networking Technologies 40S *

12 Cyber Security Essentials 30S *
Applied Networking and Cyber Security 40S *
Server Administration 40S *

Students in the Networking & Cyber Security cluster learn the fundamental skills required to design, install, configure, manage, secure and troubleshoot networks and their associated devices. Students who complete the program are eligible to find entry-level employment in such fields as desktop support, call center technician, network administrator, and computer technician.

PEMBINA TRAILS
COLLEGIATE
Creating Innovative Pathways

Key Items Hindering Career Progression

Cost of cybersecurity certifications — **28%**

Unclear career path opportunities in cybersecurity roles — **27%**

Lack of knowledge about cybersecurity skills within organizations — **26%**

Not enough job experience in a cybersecurity role — **24%**

Cost of formal education to properly prepare for career in cybersecurity — **24%**

"To be an effective cybersecurity professional, you have to have a broad, detailed understanding of all components of IT, and those with cybersecurity certifications have skills far beyond what is required of other certifications."

– Study participant

We are Responding….

Manitoba - Post-secondary cyber security-related programs

Institute	Program title	Certification
CDI College	Network and Internet Security Specialist	Certificate
Manitoba Institute of Trades and Technology	Network Security	Diploma
	Cyber Defence and Cloud Administration	
Red River College	Information Security	Post-graduate Diploma
University of Winnipeg	Information Assurance and Security	Certificate
	Network Security	Diploma

Cyber security is growing as a recognizable discipline that encompasses multiple specialties in science, mathematics, business, social sciences, and computing and engineering faculties.

Governments around the world are expected to increase their spending on Cyber Security, and Canada is among them. Canada's minister of innovation, science and industry, announced that the National Cyber Security Consortium (NCC) will receive up to $80 million to lead the Cyber Security Innovation Network (CSIN).

Technical Vocational Education (TVE)

Coming soon: Machining, Welding & Culinary/Pastry Arts

PEMBINA TRAILS COLLEGIATE

OPEN HOUSE

6:00 pm – New Collegiate Overview (Gym)

Special Presentations:

6:30 pm – Applied Commerce, Engineering, Technology Development and Technical Vocational Education Pathways (Gym)

7:00 pm – AP Capstone Pathway (Gym)

7:15 pm – Arts Education Pathway (Gym)

7:30 pm – Pembina Trails Early College (PTEC) Pathway (MPR)

Why AP Capstone is Different…

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

— *Stu Schmill, Dean of Admissions and Student Financial Services, Massachusetts Institute of Technology*

- Rather than teaching subject-specific content, these courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the two-year program can earn one of two different AP Capstone awards, which are valued by colleges across the Canada, United States and around the world.

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

AP Capstone Programming

AP Capstone™ is a diploma program based on two yearlong AP courses: AP Seminar and AP Research.
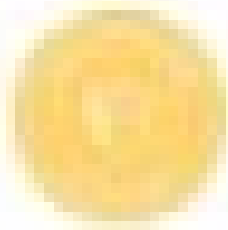
Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.

College Board developed the AP Capstone Diploma program at the request of higher education professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college.

Compliments: Introduction to Tourism 30S & Sustainable Tourism 40S, Global Issues 40S, Treaties and Treaty Relations, Biology, Chemistry or Physics

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https://youtu.be/g9aMO72BmVk

https://youtu.be/yPsQvn6NaLE

AP Capstone

AP Seminar G11 (Exam)

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives.

Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas.

AP Seminar G12 (Research Project)

Students design, plan, and implement a yearlong investigation to address a research question.

Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information.

Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio.

The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

UNIVERSITY TRANSFER CREDITS

Successful completion of AP Capstone provides students with the opportunity to qualify for **transfer credits** at most colleges and universities across Canada and the United States. Furthermore, an AP score of 5 becomes an A+ grade for the transfer credit allowing for students to get a boost to their university GPA. Here are the qualification details for some popular post-secondary choices:

UNIVERSITY OF MANITOBA

- Minimum score of 4 required in AP Research
- Transfer credit of UM ARTS 1000 LVL(3)

THE UNIVERSITY OF WINNIPEG

- Minimum score of 3 required in AP Seminar and AP Research
- Students choose one of the following transfer credits: RHET 1101(3) Humanities, RHET 1102(3) Social Sciences, RHET 1103(3) Sciences, RHET 1104(3) Business and Administration, RHET 1105(3) Multidisciplinary
- RHET 1101/1102/1103/1104/1105 are courses in Academic Writing and students must normally complete one to graduate
- By earning a transfer credit, students would be exempt from having to complete one of the Academic Writing courses

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ARTS EDUCATION

BAND

9	Band 10S
10	Band 20S / Jazz 20S
11	Band 30S / Jazz 30S
12	Band 40S* / Jazz 40S*

CHOIR

9	Choir 10S
10	Choir 20S
11	Choir 30S
12	Choir 40S*

DRAMA

9	Drama 10S
10	Drama 20S
11	Drama 30S
12	Drama 40S*

VISUAL ARTS

9	Visual Arts 10S
10	Visual Arts 20S
11	Visual Arts 30S
12	Visual Arts 40S*

Arts Education is interconnected and promotes authentic, transformative, and lifelong learning. The Arts focus on artistic and creative processes and critical reflection. The significance and purpose of the arts for individuals and groups is disciplinary skills, knowledge and competencies in the fields.

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An artistically literate arts learner is one who can move fluidly in and among the four essential learning areas or wings in each arts curriculum frameworks to make and communicate personal meaning about and through the arts.

Included in the goals of arts education, is the growth of intercultural competencies, sustainability, literacy identity construction, communication and collaboration competencies, and the fostering of human flourishing and well-being.

Dance, Dramatic Arts, Music, and Visual Arts education offer unique, diverse, and powerful ways for grades 9-12 learners to engage with, understand, and respond to their world. Research indicates that well-designed arts education contributes to learning engagement, self-efficacy, and a wide range of positive academic, social, and emotional effects.

Dance, Dramatic Arts, Music, and Visual Arts Education are important because they:

1. have intrinsic value.
2. develop creative, critical, and ethical thinking.
3. expand iteracy choices for meaning making.
4. contribute to identity construction.
5. develop communication and collaboration competencies.
6. are essential for well-being.
7. support sustainable learning.
8. are transformative.
9. foster human flourishing.

Grades 9 to 12
Music

Making
The learner develops language and practices for making music.

Sound Production and Representation
Listening Competencies
Elements of Music

Creating
The learner generates, develops, and communicates ideas for creating music.

Idea Generation
Experimentation, Development, and Use
Revision, Refinement, and Sharing

The Music Learner

Connecting
The learner develops understandings about the significance of music by making connections to various times, places, social groups, and cultures.

People and Practices
Influence and Impact
Roles, Purposes, and Meanings

Responding
The learner uses critical reflection to inform music learning and to develop agency and identity.

Initial Reaction
Listening, Observation, and Description
Analysis and Interpretation
Identity, Action, and Agency

Visit the Manitoba Music Education website at
www.edu.gov.mb.ca/k12/cur/arts/music/index.html

Manitoba landscape photo: *Poplar Bay*, © Stan Milosevic

Manitoba

Making
The learner develops language and practices for making visual art.

Art Elements and Principles
Art Media, Tools, Techniques, and Processes
Observation and Depiction

Grades 9 to 12
Visual ARTS

Creating
The learner generates, develops, and communicates ideas for creating visual art.

Idea Generation
Integration and Development
Revision, Refinement, and Sharing

The Artist Learner

Connecting
The learner develops understandings about the significance of the visual arts by making connections to various times, places, social groups, and cultures.

People and Practices
Influence and Impact
Roles, Purposes, and Meanings

Responding
The learner uses critical reflection to inform visual arts learning and to develop agency and identity.

Initial Reaction
Observation and Description
Analysis and Interpretation
Identity, Action, and Agency

Visit the Manitoba Visual Arts Education website at
www.edu.gov.mb.ca/k12/cur/arts/visual/index.html

Manitoba landscape photo: *Little Saskatchewan River Valley*, © Stan Milosevic

Manitoba

Grades 9 to 12

Dramatic ARTS

The Dramatic ARTS Learner

Making

The learner develops language and practices for making drama/theatre.

Body, Mind, and Voice
Elements of Drama/Theatre
Dramatic Forms and Styles

Creating

The learner generates, develops, and communicates ideas for creating drama/theatre.

Idea Generation
Experimentation, Development, and Use
Revision, Refinement, and Sharing

Connecting

The learner develops understandings about the significance of the dramatic arts by making connections to various times, places, social groups, and cultures.

People and Practices
Influence and Impact
Roles, Purposes, and Meanings

Responding

The learner uses critical reflection to inform drama/theatre learning and to develop agency and identity.

Initial Reaction
Observation and Description
Analysis and Interpretation
Identity, Action, and Agency

Visit the Manitoba Dramatic Arts Education website at
www.edu.gov.mb.ca/k12/cur/arts/drama/index.html

Manitoba landscape photo: *Rural Clouds*, © Stan Milosevic

Manitoba

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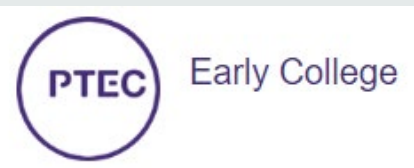
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PEMBINA TRAILS EARLY COLLEGE (PTEC)

PTC / PTEC / MITT

9 PTEC programming: Software Developer & Networking and Cyber Security at PTC

10 PTEC programming: Software Developer & Networking and Cyber Security at PTC

11 PTEC programming at MITT and PTC: One pathway

12 PTEC programming at MITT and PTC: One pathway

Pembina Trails Early College (PTEC) prepares students for jobs in the Information Technology (IT) industry. Students with a passion for software development, cyber security, coding, and more have an opportunity to leave grade 12 with a high school diploma, a post-secondary diploma/certificate, and a head start in an exciting, lucrative career.

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PTEC Early College