

# STUDENT HANDBOOK 2024



**PEMBINA TRAILS**  
COLLEGIATE

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## TREATY RELATIONS & THE LAND

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

## LAND ACKNOWLEDGEMENT

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

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

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# GENERAL INFORMATION

## WELCOME TO THE PTC COMMUNITY

Welcome to the second year at PTC! We achieved so much in such a short period of time, and we continue to grow and welcome grade 12's into our community in the 2024-25 school year. PTC is a new 117 000 square foot state of the art high school planned around a large two-storey student commons and library learning commons that opens on to an exterior landscaped courtyard.

Our motto is “creating innovative pathways” for every student, and therefore we provide diverse and innovative pathways and programs for ALL students. We host PTEC (Pembina Trails Early College) and TVE (Technical Vocational Education) programs along with AP Capstone and other advanced placement courses and innovative pathways. Our teaching and learning pedagogy is built upon the theory of Deep Learning by Michael Fullan. We have adopted a whole child approach to teaching and learning through the lens of [the Circle of Courage](#) and the [six global competencies](#) (critical thinking, creativity, communication, collaboration, citizenship, and connection to self), as outlined in the new Manitoba Education K-12 plan. These are the skills we want every student at PTC to graduate with. This model along with our new methods of teaching and learning in an interdisciplinary style helps us to deliver our school motto for all students.

We have designed the school to reflect this model therefore bringing it alive for students and staff daily. You will see the words that capture our school model as you walk into the building along with ‘welcome” in multiple languages. We have changed the way we name spaces; we talk about space instead of a room as this is an illustrative way of describing how these spaces are designed in a more flexible way to support new ways of learning. A learning zone demonstrates the different levels

of challenge that we face when trying to learn something new. A studio is a place for the study of an art (such as dancing, singing, or acting).

As a community of learners that hold diverse understandings of the world and by acknowledging and respecting a diversity of perspectives (without perpetuating the dominance of one over another) we can build a mutual understanding.

Battiste, an educational researcher who states, “knowledge is not a commodity that can be possessed or controlled but is a living process to be absorbed and understood”.

We are building our identity together as we grow as a community of staff and students. During our time together we have created an identity of being the “Trailhawks” which reflects what is important to us. Hawks represent intelligence; they have a deep understanding of where they're going and have incredible vision. Hawks represent change, clarity, pursuing goals and dreams. Trail represents students' individual pathways that PTC staff will foster and help students develop so they can thrive. The art installation created by Dee Barsy, was chosen to represent this educational evolution and we are incredibly proud to display this as soon as you walk through the doors.

We welcome you to the Pembina Trails Collegiate community.

In gratitude and partnership,

*Jacqui Kroeker*      *Jane Bachart*

**JACQUI KROEKER & JANE BACHART  
(YOUR ADMIN TEAM)**

*Mashkode:  
Dee Barsy*



# DEEP LEARNING

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

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

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

## MANITOBA EDUCATION AND EARLY CHILDHOOD LEARNING GLOBAL COMPETENCIES

**CREATIVITY** involves the interaction of intuition and thinking. It is about exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. The competency of creativity facilitates the generation and expression of ideas, concepts, solutions, and opportunities that are novel and have meaning and value for self, others, or the natural world. It fosters open-mindedness, curiosity, flexibility, risk-taking, and perseverance to put ideas into action. Creativity is fundamental to finding and expressing a sense of wonder, initiative, ingenuity, and hope.

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

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

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

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

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

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

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

**CRITICAL THINKING** involves the intentional process of analyzing and synthesizing ideas using criteria and evidence, making thoughtful decisions, and reflecting on the outcomes and implications of those decisions. The competency of critical thinking facilitates the in-depth examination of situations, questions, problems, opportunities, and perspectives. It encompasses a willingness to challenge assumptions, thoughts, beliefs, and actions.

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

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

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

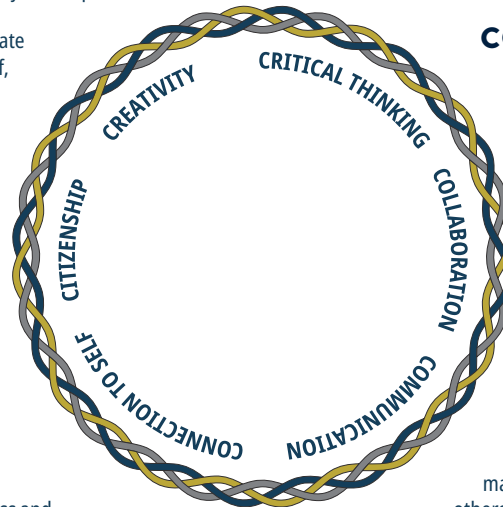
Collaboration is fundamental to knowing oneself as a learner (in relation to others/working in a group), developing positive relationships, and participating in the learning process with confidence and motivation.

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

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

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

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



## THE SIX GLOBAL COMPETENCIES

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

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



## AMBASSADORS, CAREER DEVELOPMENT & MENTORSHIP

Students in grade 9–11 will begin their day from 8:30-9:05am with Ambassador Think Time (ATT). Each student will work towards a Career Development credit by attending this required Pembina Trails Collegiate course. Each cohort of students during this time will keep their teacher lead for the four years that they attend PTC. This will foster a community that is focused on relationships and will help us deliver on our motto – **Creating Innovative Pathways** for every student. Please refer to frequently asked questions for more detailed information.

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

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

**Grade 11's will work towards receiving a Life/Work Building 30S credit**

During ambassador think time which runs all year and is not semesterized in grade 9–11, students will explore careers and their own skills and attributes that they offer the world. As a community we will teach well-being strategies for all students as well as build a culture of learners that leave PTC with a strong sense of the six global competencies (critical thinking, creativity, citizenship, connection to self, communication and collaboration). During this dedicated time, we can bring outside mentors into their learning zones to help students explore the world beyond the classroom as well as mentor others to build their leadership skills inside and outside of the classroom.

**For Grade 12 students, our recommended Ambassador Think Time credit is: Transition to Work, College and University 40S in semester one.** Please see a description in the Applied Commerce Education pathway under Commerce and Entrepreneurship sub category under grade 12 courses.

## DIGITAL LITERACY

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

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

## LEARNING ZONES

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

## PEMBINA TRAILS COLLEGIATE PATHWAYS



## COURSE CHANGES

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

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

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

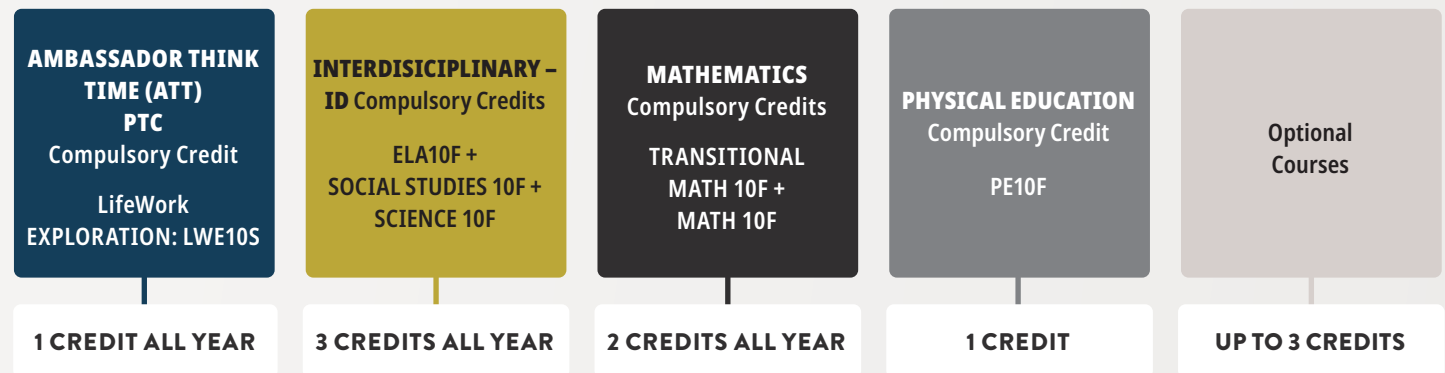
All students are required to take one compulsory credit of Physical Education/Health at each of the Grade 9, 10, 11 and 12 levels in order to qualify for graduation.

# CREATING INNOVATIVE PATHWAYS

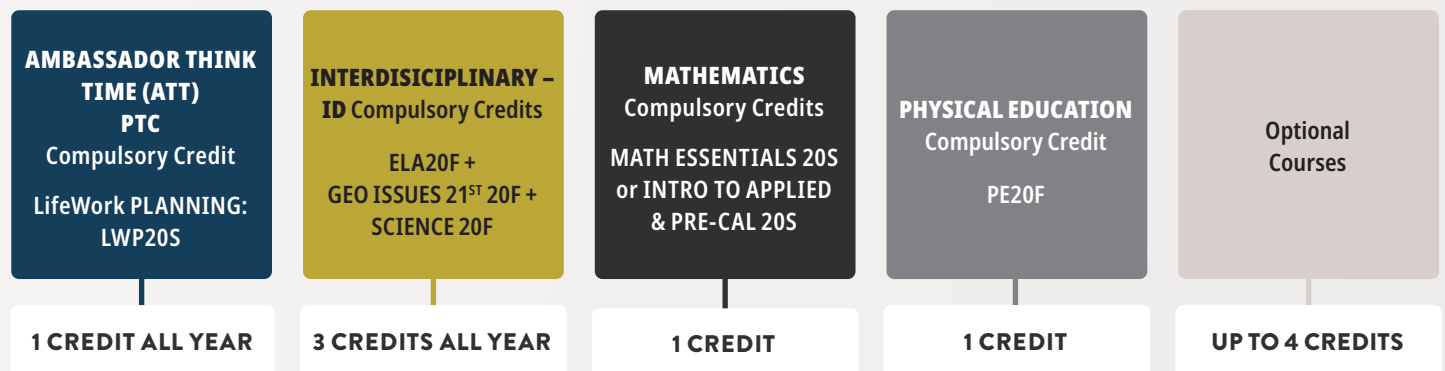
At Pembina Trails Collegiate, we are dedicated to creating individualized innovative pathways for every student. Pathways refer to the specific courses, academic programs, and learning experiences that individual students complete as they progress in their education toward graduation. Students may know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

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

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



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



## GRADE 11 = UP TO 10 CREDITS (5 COMPULSORY, UP TO 5 OPTIONS)

<p><b>AMBASSADOR THINK TIME (ATT) PTC</b> Compulsory Credit LifeWork BUILDING: LWB30S</p>	<p><b>INTERDISCIPLINARY – ID</b> Compulsory Credits  ELA30S + HISTORY 30S</p>	<p><b>MATHEMATICS</b> Compulsory Credits MATH ESSENTIALS 30S or APPLIED30S or PRE-CAL 30S</p>	<p><b>PHYSICAL EDUCATION</b> Compulsory Credit  PE30S or SOCCER PATHWAY 30S/40S or LIFESTYLE FITNESS30S/40S</p>	<p>Up to five Optional Courses</p>
<p>1 CREDIT ALL YEAR</p>	<p>2 CREDITS ALL YEAR</p>	<p>1 CREDIT</p>	<p>1 CREDIT</p>	<p>UP TO 5 CREDITS</p>

## GRADE 12 = UP TO 10 CREDITS (5 COMPULSORY, UP TO 5 OPTIONS)

<p><b>AMBASSADOR THINK TIME (ATT)</b> Recommended Credit Transitioning to work, University and College 40S</p>	<p><b>ENGLISH: ELA</b> Compulsory Credit COMPREHENSIVE 40S, LITERARY 40S or TRANSACTIONAL 40S</p>	<p><b>MATHEMATICS</b> Compulsory Credit MATH ESSENTIALS 40S or APPLIED40S or PRE-CAL 40S</p>	<p><b>PHYSICAL EDUCATION</b> Compulsory Credit  PE40S or SOCCER PATHWAY 40S or LIFESTYLE FITNESS 40S</p>	<p>Up to five Optional Courses</p>
<p>1 CREDIT</p>	<p>1 CREDIT</p>	<p>1 CREDIT</p>	<p>1 CREDIT</p>	<p>UP TO 5 CREDITS</p>





# INDIVIDUALIZED AND INNOVATIVE PATHWAYS

## APPLIED COMMERCE EDUCATION

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

### Primary goals and benefits for students:

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

and appreciate the cultural nuances that play a role in international commerce.

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

### FINANCE PATHWAY

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

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

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

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

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

## COMMERCE & ENTREPRENEURSHIP PATHWAY

### GRADE 9:

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

### GRADE 10:

**ENTREPRENEURSHIP 20S:** is an introductory course into entrepreneurship that focuses on developing the foundational skills and ideas needed to plan and develop a business. Students will evaluate innovative ideas and then work toward creating ideas of their own. They will learn the process of planning, marketing, and implementing a business venture. This course is designed for students interested in business principles related to ownership and management of a business in the future.

### GRADE 11:

**VENTURE DEVELOPMENT 30S:** is a project-based course designed for students interested in starting their own business. Students will become entrepreneurs during this course as they focus on planning, creating, implementing, evaluating, and operating their own business ventures. Students will learn many skills necessary for the 21st Century entrepreneur to build a successful business venture, such as building a website, use social media for marketing, use various forms of online software and apps to organize and create an effective business plan.

### GRADE 12:

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

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

### TRANSITIONING TO THE WORKPLACE, UNIVERSITY, AND COLLEGE 40S:

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



# EXPRESSIVE ARTS EDUCATION

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

## Primary goals and benefits to students:

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

## BAND PATHWAY:

### **CONCERT BAND: (BA10S/20S/30S/40S & BA15S/BA25S)**

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

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

These courses are designed for students who wish to perform in a specialized group studying the various styles of jazz music. Students will study and perform a variety of jazz selections with special attention given to technical competencies, jazz style, jazz concepts, jazz history and improvisation. Emphasis will be placed on developing instrumental techniques unique to jazz and understanding of the history, form, style, and orchestration of jazz. The music selections and improvisational skills will advance as the grade level increases. These courses run for the full year across the first and second semesters. The grade 9 jazz band occurs inside of the timetable on alternating days with concert band across both semester 1 and 2. The grade 10 and 11/12 jazz bands occur outside of the timetable. It is available to all band students in grades 9-12 and students must be participants in their respective grade-level concert bands. Concert band students are encouraged to register for this course regardless of previous jazz band experience.

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

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

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

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

## **DRAMA PATHWAY:**

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

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

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

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

## **CHOIR PATHWAY:**

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

Choir is a place where we hope that you will feel part of a community and where you will form new connections while singing together. This is a performance-based course that will help students find and further develop vocal abilities through singing and will teach basic music reading skills. Students will learn various vocal and breathing techniques and develop aural and reading skills through choir music. This choir music will represent various cultures, languages, and styles. Musical interpretation will be taught through phrasing, dynamics, while incorporating expressions for refined presentation. This choir will perform at school concerts as well as other performance opportunities throughout the year. This ensemble is open to all students of all skill levels.

## **VOCAL JAZZ: (20/30/40S)**

This performance-based course will teach students jazz music through singing and vocal performance. Students will develop vocal techniques specific to the vocal jazz genre. Students will learn to sing in a variety of styles, including swing, Latin and ballades, as well as having opportunities to develop jazz improvisation. They will convey musical interpretation with the use of dynamics and phrasing to create a refined presentation to an audience. This group will perform at school concerts as well as for other performance opportunities throughout the year. This ensemble is open to choir students in grades 10, 11 and 12. Students must be registered in their respective grade level choir to register for this course.



## **VISUAL ARTS PATHWAY:**

Students will develop their skills sequentially through the grade 9, 10, 11, and 12 Art courses and the learning will expand in depth and breadth; the artistic and creative challenges advance as the grade level increases and each course builds skills on understanding from the previous level. Studio time and engagement in the creative process is an essential component of this course, and students are expected to do most of their coursework in-studio during class. In these courses, students develop risk-taking and problem-solving skills and gain increased confidence in their own creative processes.

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

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

### **GRADE 9:**

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

This introductory art course is focused on exposure to a variety of art tools, media and ways of making through guided art exercises and project work. Emphasis is placed on developing skills in design work, drawing, painting, textile works, sculpture, or printmaking. Students will be introduced to idea generation strategies, art history and art appreciation.

### **GRADE 10:**

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

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

### **GRADE 11:**

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

In this course, students will grow their skills in a variety of two- and three-dimensional art media, which may include painting, drawing, sculpture, printmaking, installation, textile works, performance, animation/video or experimental mixed media works. Art analysis skills are expanded, and students are expected to keep a visual idea journal in addition to their major class projects. Art history and appreciation are continued, with a focus on the work and processes of contemporary artists. Emphasis will be on conceptualization and idea development, as well as understanding materials and their design possibilities. Students will be introduced to the critiquing process. (Previous credit in Art 20S is recommended.)

### **GRADE 12:**

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

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



# ENGLISH LANGUAGE ARTS EDUCATION

English Language Arts (ELA) is a comprehensive curriculum that aims to develop students' skills in communication, critical thinking, and appreciation of literature. The ELA curriculum is designed to equip students with the language skills necessary for success in both academic and real-world contexts.

## Primary goals and benefits for students:

- **Communication Proficiency:** The primary goal of English Language Arts (ELA) is to develop students' communication proficiency. This includes honing their abilities to read, write, speak, and listen effectively.
- **Critical Thinking and Analytical Skills:** ELA aims to cultivate critical thinking skills by encouraging students to analyze, interpret, and evaluate a wide range of texts, including literature, media, and informational sources.
- **Personal and Cultural Enrichment:** ELA seeks to enrich students personally and culturally by exposing them to diverse voices, perspectives, and literary traditions.

## GRADE 9:

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

In ELA10F, students hone their language proficiency through listening, speaking, reading, writing, viewing, and representing, using a diverse range of texts. The unique feature of this program lies in its integration of Science and Social Studies, fostering connections between language skills and real-world applications in scientific and societal contexts. Students engage in hands-on scientific experiments, exploring critical thinking, while also delving into social and historical topics, developing a comprehensive set of skills for effective communication and analytical thinking. The interdisciplinary method aims to produce well-rounded graduates ready to navigate the complexities of the modern world.

## GRADE 10:

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

In ELA20F, students utilize a humanities lens to better understand and contextualize the thematic units being covered in their Interdisciplinary study. Topics covered have included Identity, Illusion Vs. Reality, Connection to Land, and many more. Using a variety of texts including novels, visual art, non-fiction and film, students will gain a humanistic understanding of the diverse range of themes covered in Grade 10 Interdisciplinary.

## GRADE 11:

**INTERDISCIPLINARY (ELACF 30S)** is a year-long, interdisciplinary course that will integrate the curricular outcomes of **ENGLISH LANGUAGE ARTS: COMPREHENSIVE FOCUS 30S** and *History of Canada 30F*.

Throughout this course, students will explore thematic units, using both pragmatic and aesthetic texts to engage in historical inquiry. The course will be structured to enable students to develop the 6 Global Competencies outlined in Michael Fullan's (2018) *Deep Learning*: character, citizenship, collaboration, communication, creativity, and critical thinking.

## GRADE 12:

### ENGLISH LANGUAGE ARTS COMPREHENSIVE FOCUS 40S:

This course balances practical and literary purposes and uses of language. Students explore and use language for practical purposes such as to inform, direct, persuade, plan, analyze, and explain. They also explore the literary use of language in texts that promote understanding and empathy, reflect culture, express feelings and experiences, and bring enjoyment. During the course, students communicate orally, in writing and visually.

### ENGLISH LANGUAGE ARTS TRANSACTIONAL FOCUS 40S:

This course focuses on the day-to-day use of language for a variety of practical purposes. Students read, watch, listen and respond to various forms of communication. They speak, write, and communicate visually for different purposes including informing, persuading, analyzing, and explaining. Students may, for example, critically examine television commercials and news broadcasts, write articles and editorials, or listen to radio broadcasts and speeches to gather information and ideas.

### ENGLISH LANGUAGE ARTS LITERARY FOCUS 40S:

This is a course for students who wish to focus on creative and literary forms of language. Students study and produce a variety of spoken, written and visual texts that promote understanding and empathy, reflect culture, express feelings, and experiences, and bring enjoyment. Students may also study and produce reviews, discussions, or interpretations of various texts.

# LANGUAGES EDUCATION

In an ever-evolving, multicultural society, language competencies and intercultural understanding are no longer just optional skills but essential components of being a global citizen. The movement of ideas and people across the globe, coupled with advances in technology and the integration of economies, underscores the importance of linguistic diversity. Learning alternative languages, such as Spanish and French, is not merely a choice; it is a transformative journey that broadens perspectives and enriches lives.

## Primary goals and benefits for students:

- **Global Citizenship and Intercultural Fluency:** Cultivate global citizens with a deep understanding of diverse cultures and the ability to communicate effectively in an interconnected world.

Through the study of Spanish and French, students develop intercultural fluency, fostering a sense of global awareness and the skills needed to engage meaningfully with people from different linguistic and cultural backgrounds.

- **Linguistic Proficiency and Effective Communication:** Promote linguistic diversity and enhance communication skills. Offering Spanish and French broadens students' linguistic capabilities, fostering proficiency in multiple languages. This not only strengthens their communication skills but also prepares them for a world where multilingualism is increasingly valuable.
- **Cultural Appreciation and Inclusivity:** Instill an appreciation for cultural diversity and foster inclusivity. The study of Spanish and French goes beyond language acquisition; it involves an exploration of rich cultural traditions. This goal aims to create an inclusive environment that celebrates diversity, promoting a deeper understanding of various cultural perspectives within the school community.

## GRADE 9:

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

This introductory course for Grade 9 students is designed to cultivate practical French language skills with a primary focus on communication. Through interactive learning experiences, students engage in numerous peer interactions thus fostering an open collaborative environment that prioritizes effective communication as the goal. While fundamental vocabulary and grammar are covered, the emphasis is on developing the confidence to express oneself in real-world scenarios through regular interactions with peers.

## GRADE 10:

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

In this course, students build upon their basic language skills through collaborative and applied learning, placing a strong emphasis on practical communication. The course encourages students to express themselves confidently through frequent interactions with peers, with a focus on real-world exchanges. Cultural exploration is woven into the curriculum and interactive activities are structured to promote teamwork and communication, ensuring that students develop practical language skills applicable in various scenarios.

### **SPANISH 20F (3 YEAR PROGRAM):**

is a combined course that introduces students to the Spanish language. Students will learn the basic principles of the language and how to communicate in everyday situations. They will also learn about the countries in Latin America where Spanish is spoken.

## GRADE 11:

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

Moving into Grade 11, this course takes an interactive approach to intermediate-level French communication and culture, prioritizing real-world interaction and effective communication skills. Students engage in various interactive activities with their peers, refining their language proficiency in a positive, collaborative setting. While grammar and vocabulary are addressed, the primary focus is on developing the ability to

communicate fluently in diverse French-speaking contexts. The curriculum integrates authentic cultural materials, and projects are designed to encourage peer-to-peer communication.

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

## GRADE 12:

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

In their final year, Grade 12 students actively participate in an advanced exploration of French communication and culture, with an increased emphasis on persistent engagement through peer interaction in the language. The course places a strong emphasis on refining students' language proficiency through ample opportunities for collaborative learning. Interactive projects, discussions, and activities with peers focus on refining students' ability to express themselves fluently in real-world situations. This collaborative and interactive approach ensures that students graduate with strong communication skills, well-prepared for practical language applications in the interconnected Francophone world.

### **SPANISH 40S (3 YEAR PROGRAM):**

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

# MATH EDUCATION

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

## Primary goals and benefits to students:

- **Foundation for Further Education:** Build a solid foundation in fundamental mathematical concepts to prepare students for advanced studies in STEM fields. Integrate computational mathematics and exposure to relevant software tools, enhancing students' technological literacy and adaptability.

- **Career Readiness:** Equip students with the mathematical skills necessary for success in a wide range of careers, including science, technology, engineering, economics, and business. Develop critical thinking and problem-solving skills through the application of mathematical principles to real-world scenarios. Strengthened logical reasoning abilities that extend beyond mathematics, benefiting students in a wide range of academic subjects and careers.
- **Interdisciplinary Connections:** Foster an understanding of the interdisciplinary nature of mathematics and its connections to other academic disciplines. Encouragement of intellectual curiosity and a growth mindset, promoting a positive approach to challenges and learning.

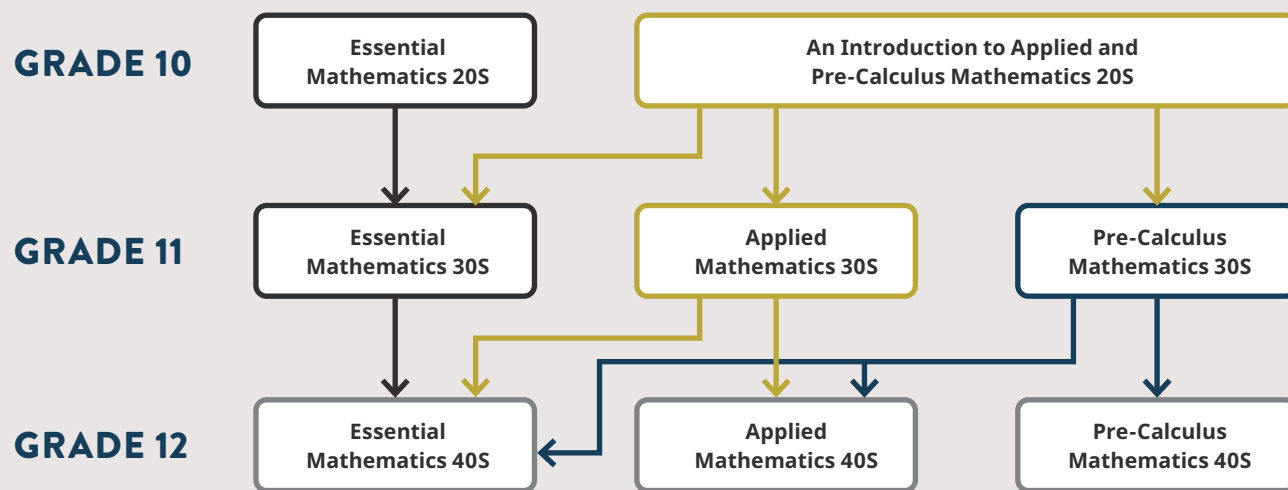
**GRADE 9:**  
**TRANSITIONAL MATH 10F (MTR10F) & MATHEMATICS 10F (MATH10F)** (Taken concurrently).  
 Grade 9 Transitional Mathematics is a comprehensive program designed to bridge gaps in students' mathematical

comprehension during the transition from Grade 8 to Grade 9 Mathematics. The curriculum focuses on key skills development, addressing fractions, decimals, integers, and rational numbers. These foundational skills are continually reinforced throughout the Math 10F course, ensuring students navigate Grade 9 outcomes successfully over the academic year. While Grade 9 Mathematics (MATH10F) remains a compulsory core credit, the Transitional Mathematics course strategically aligns topics to engage students and foster connections among mathematical concepts.

In the combined Grade 9 Mathematics, students delve into a diverse range of topics, including rational numbers, powers and exponents, polynomials, algebra, linear relations, transformations, symmetry and surface area, circle properties, inequalities, and probability and statistics. The course is thoughtfully structured to encourage student engagement, promoting connections between various mathematical concepts. The thematic organization facilitates a holistic approach to learning, allowing students to develop a well-

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

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



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



rounded understanding of mathematics. By emphasizing both conceptual and procedural aspects, the Grade 9 Mathematics curriculum aims to empower students with a robust mathematical foundation and equip them with essential skills for future academic success. Each student receives two Math credits in grade 9 as we believe this provides a strong foundation as Math branches out into different Math pathways in grade 10, 11 and 12.

#### **GRADE 10:**

##### **ESSENTIAL MATHEMATICS 20S (MES20S):**

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

##### **INTRODUCTION TO PRE-CALCULUS AND APPLIED MATHEMATICS 20S (MIAP20S):**

Introduction to Pre-Calculus and Applied Mathematics is intended for students who are interested in pursuing post-secondary studies that could include the study of theoretical calculus. Problem solving activities, mental mathematics exercises and cumulative testing are featured in this course. In addition, students will require a scientific calculator.

#### **GRADE 11:**

##### **ESSENTIAL MATHEMATICS 30S (MES30S):**

Essential Mathematics is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Essential Mathematics is a course consisting of consumer applications, problem solving, decision making, and spatial sense. This course builds on the knowledge and skills of Grade 10 Essential Mathematics and provides a foundation for the topics studied in Grade 12 Essential Mathematics. Upon completion of the course, it is suggested students enroll in Essential Mathematics 40S.

##### **APPLIED MATHEMATICS 30S (MAP30S):**

Applied Mathematics is intended for students considering post-secondary studies that do not require a study of theoretical calculus. It is context driven and promotes the learning of numerical and geometrical problem-solving techniques as they relate to the world around us. It builds upon the foundation, knowledge, and skills from Grade 10 Introduction to Applied and Pre-Calculus Mathematics and builds a foundation for Grade 12 Applied Mathematics. The course includes measurement, geometry, logical reasoning, statistics, and relations and functions. Students may be required to purchase a graphing calculator for this course. Upon completion of the course, it is suggested students enroll in Applied Mathematics 40S.

##### **PRE-CALCULUS MATHEMATICS 30S (MPC30S):**

Pre-Calculus Mathematics is designed for students who intend to study calculus and related mathematics as part of post-secondary education. The course builds on the topics studied in Grade 10 Introduction to Applied and Pre-Calculus Mathematics and provides background knowledge and skills for Grade 12 Pre-Calculus Mathematics. The course provides a high-level study of theoretical mathematics with an emphasis on problem solving and mental mathematics. Topics include the study of algebra, quadratic functions, reciprocal functions, and trigonometry. Upon completion of the course, it is suggested students enroll in Pre-Calculus 40S.

#### **GRADE 12:**

##### **ESSENTIAL MATHEMATICS 40S (MES40S):**

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

##### **APPLIED MATHEMATICS 40S (MAP40S):**

Applied Mathematics is intended for students considering post-secondary studies that do not require a study of theoretical calculus. It is context driven and promotes the learning of numerical and geometrical problem, solving techniques as they relate to the world around us. The course includes the

following topics: Financial Mathematics, Logical Reasoning, Probability, Relations and Functions, and Design Measurement. Additionally, students will complete a Mathematics Research Project. Students may be required to purchase a graphing calculator for this course.

##### **PRE-CALCULUS MATHEMATICS 40S (MPC40S):**

Pre-Calculus Mathematics is intended for students who intend to study calculus and related mathematics as part of a post-secondary education and have earned at least 65% in Pre-Calculus 30S. It builds on the topics studied in Grade 11 Pre-Calculus Mathematics and provides background knowledge and skills for the study of calculus in post-secondary institutions.

The course comprises high theoretical mathematics with emphasis on problem solving and mental mathematics. The topics include the study of transformations of functions, trigonometric functions, exponential functions, logarithmic functions, polynomial functions, radical functions, rational functions, and the binomial theorem. Upon completion of the course, students may enroll in Introduction to Calculus 45S.

##### **INTRODUCTION TO CALCULUS 45S (MCI45S):**

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

##### **AP CALCULUS 42S (CAL(AB)42S):**

The Advanced Placement Program is designed for students who can benefit from university level studies while in high school. This course is intended for students who have taken Calculus 45S. Students who choose to take this course are committing to a challenging program that requires a high degree of dedication. The content of the calculus portion of the program is similar to that offered in a first-year calculus course at university. It explores differentiation and integration at a level comparable to first year university in preparation for the Advanced Calculus AB42S exam. This course is a full credit course offered in the second semester.

# PHYSICAL EDUCATION

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

## Primary goals and benefits to students:

- **Holistic Development:** PE aims to foster holistic development by addressing the physical, mental, and emotional well-being of students. Health education components cover topics such as nutrition, mental health, substance abuse prevention, and overall well-being, contributing to the development of informed and responsible individuals.
- **Lifelong Physical Activities:** Students are provided with opportunities to engage in a variety of physical activities, encouraging the adoption of a healthy and active

lifestyle beyond the school years. Through carefully planned activities, students build competence in various physical skills and gain the confidence to participate in a range of physical activities both within and outside the school setting.

- **Inclusive Environment:** The program promotes inclusivity, creating an environment where all students, regardless of their athletic abilities, feel encouraged to participate and achieve personal goals.

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

### GRADE 9:

**PHYSICAL EDUCATION (PE10F):** this course will introduce PTC students to an extensive range of individual, group, and team activities. Students will be introduced to the PTC Fitness Studio and develop skills to create individual fitness goals and plans. Health components of this course include Personal and Social Management Skills, Mental Health, Healthy Relationships and Human Sexuality.

### GRADE 10:

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

### GRADE 11/12 OPTIONS:

**PHYSICAL AND HEALTH EDUCATION 30F/40F:** The Grade 11 and Grade 12 Physical and Health Education courses promote the importance of health and physical activity as lifelong goals. Students will develop the skills to take greater ownership of their own physical health and wellness.

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

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

This 30 and 40 level physical education course is an option for female identifying students that prefer to focus on fitness, health, and wellness in an all-female environment. This 100% "in-class" course is led by female-identifying teachers who strive to understand and empower female students on their health and wellness journey. Students will learn the skills to lead healthy, active lifestyles into adulthood. The course will reflect the class's interests and introduce new and exciting health and wellness topics. Students will participate in a diverse range of activities including various sports, group fitness and individual pursuits.

### SOCCER PATHWAY PE30F/40F:

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



# PRE-ENGINEERING AND INDUSTRIAL ARTS EDUCATION

**Pre-Engineering-** a high school course blending engineering principles with hands-on woodworking in the context of STEM (Science, Technology, Engineering, and Mathematics). Explore the fundamentals of engineering, mathematics, and physics, applying these concepts to woodworking projects. Develop practical skills in woodworking techniques, materials selection, and project design. Learn to prototype as you engage in project-based learning, collaborating on real-world challenges that integrate engineering concepts with the art of woodworking. This course provides a unique pathway to explore STEM through the lens of craftsmanship, offering a dynamic and creative approach to engineering education. Join us on a journey of discovery and hands-on exploration in the fascinating intersection of engineering and woodworking.

**Graphics Communication-** delves into diverse design skills while emphasizing the principles of design. From precise digital modeling using CAD to airbrushing techniques, this dynamic curriculum covers prototyping, sublimation printing, laser engraving, and advertising design. Explore the principles of design in the context of raster and vector graphics, photography, and video production, and apply these concepts to product design. Through hands-on projects, build skills in graphic design, product development, or multimedia, all while grounding yourself in the foundational principles that drive successful visual communication. Join us on a creative journey to develop a robust skill set for success in the ever-evolving field of design.

**Electronics and Robotics-** a dynamic course that introduces students to the exciting world of modern technology. Dive into the fundamentals of electronics, learning to design and build circuits while exploring the principles of robotics. Through hands-on projects, students will develop practical skills in electronic componentry, programming, and robotic systems. This course provides a stimulating environment for creativity and problem-solving, preparing students for the rapidly evolving fields of electronics and robotics. Join us on a journey of exploration and innovation in this engaging and practical introduction to the future of technology.

## Primary goals and benefits to students:

- **Hands-On Application of Engineering Principles:** Enable active engagement with technological tools and processes. The goal is to provide students with practical experiences that allow them to apply engineering principles in real-world scenarios. This hands-on approach enhances their proficiency and translates theoretical knowledge into practical skills. Students develop a holistic problem-solving mindset by seamlessly applying engineering principles and woodworking skills. They learn to analyze challenges from both theoretical and practical perspectives, fostering a well-rounded approach to finding solutions.
- **Understanding of Product Development:** Guide students through the entire product development lifecycle. This goal emphasizes the importance of a comprehensive understanding of product creation, from initial research and investigation to the final stages of testing and assessment. Students gain a well-rounded perspective on the engineering process. This allows students to apply design principles in a tangible way. They gain experience in translating theoretical concepts into physical creations, enhancing their understanding of design, material properties, and construction methods.

- **Promote Relevance Across Diverse Life Areas:** Develop skills and knowledge applicable beyond engineering contexts. Recognizing the versatility of the skills acquired, this ensures that students are equipped with abilities that extend beyond the traditional engineering domain. The practical skills and problem-solving abilities learned are relevant in various aspects of life. Students acquire a versatile skill set that spans various tools, technologies, and manufacturing processes. This integrated approach fosters adaptability as they learn to navigate the theoretical aspects of engineering and the hands-on craftsmanship required in woodworking.

## GRADE 9:

### **GRAPHIC COMMUNICATIONS TECHNOLOGY 10G:**

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

**PRE-ENGINEERING TECHNOLOGY 10G:** *When registering for this course, please choose Woodwork Technology 10G.* Students will delve into machine and shop safety, imperial measurement, CAD design for production, joinery, problem-solving, and the exploration of hydraulics and simple machines. Discover CAM techniques, including CNC production, Laser engraving cutting, and 3D printing. Gain hands-on skills for a tech-driven future!

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

**GRADE 10:**

**GRAPHIC COMMUNICATIONS TECHNOLOGY 20G:** students will enhance their skills from GCT 10G. They will gain hands-on proficiency in digital software, digital drafting, CAD for 3D printing, digital photography, AI based image generation and laser engraving/cutting. Students will refine both new and existing designs, apply design principles, and learn to design for clients.

**PRE-ENGINEERING TECHNOLOGY 20S:** *When registering for this course, please choose Woodwork Technology 20G.* Students will deepen their machine skills, gaining proficiency in CAD for production, joinery, and carpentry. They will also develop a robust set of machine and shop safety skills. Problem-solving extends to challenges in structural and aeronautical engineering. Emphasis on hands-on learning builds practical skills while applying STEM concepts broadens the skill set for a comprehensive educational experience.

**ELECTRONICS & ROBOTICS 20S:** *When registering for this course, please choose Electricity/Electronics Technology 20F.* Students will develop proficiency in DC electrical components, applying AMPS, OHMS, Voltage, gates, and transistors for

DC circuitry. Using text-based programming, they'll construct automated systems and robots for real-world challenges. Additionally, students will refine CAD and CAM skills to create bespoke parts, enhancing problem-solving in diverse challenges.

**GRADE 11:**

**GRAPHIC COMMUNICATIONS TECHNOLOGY 30S:** students will advance hands-on proficiency in digital software-based design, digital drafting, 3D and 2D CAD software, laser engraving/cutting, airbrushing, advertising art, and packaging design. They will refine designs, apply principles, and collaborate with clients for diverse events and products.

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

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

**GRADE 12:**

**GRAPHIC COMMUNICATIONS TECHNOLOGY 40S:** students will excel in hands-on processes, mastering digital photography, image editing, AI-driven image creation, digital drafting, digital design, CAD software, 3D printing, laser cutting, airbrushing, production art, and product design. They'll refine designs, apply principles, and collaborate with clients on a range of events and products.

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

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



# SCIENCE EDUCATION

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

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

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

## Primary goals and benefits for students:

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

them to analyze complex issues systematically, formulate hypotheses, and find innovative solutions. These skills are invaluable for success in higher education and diverse professional settings.

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

## GRADE 9:

*Science 10F is a year-long, interdisciplinary course which integrates the curricular outcomes of ELA10F and Social Studies 10F.*

Students delve into the realms of reproduction, chemistry, electricity, and astronomy, fostering a holistic understanding of the natural world. Through hands-on experiments, critical thinking exercises, and collaborative projects, learners develop essential scientific skills and cultivate a curiosity-driven approach to exploration. Emphasis is placed on real-world applications, encouraging students to connect scientific concepts to their daily lives. By the end of the course, students will have a solid foundation in scientific reasoning, experimentation, and an appreciation for the role of science in addressing global challenges.

## GRADE 10:

*Science 20F is a year-long, interdisciplinary course which integrates the curricular outcomes of ELA20F and Geographic Issues of the 21st Century 20F.*

The curriculum places emphasis on dynamics of ecosystems, kinematics, Newton's Laws of motion, chemical reactions, and weather. Through hands-on experiments, critical thinking exercises, and collaborative projects, learners develop essential scientific skills and cultivate a curiosity-driven approach to exploration. Emphasis is placed on real-world applications, encouraging students to connect scientific concepts to their daily lives alongside ELA and Geography. By the end of the course, students will have a solid foundation in scientific reasoning, experimentation, and an appreciation for the role of science in addressing global challenges.



## GRADE 11:

### **BIOLOGY 30S:**

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

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

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

## GRADE 12:

### **BIOLOGY 40S:**

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

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

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

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

### **INTERDISCIPLINARY TOPICS IN SCIENCES 40S:**

Innovation, Leadership and Science, Technology, Engineering, Mathematics. These courses are for students interested in pursuing independent study and extra involvement in STEM along with mentorship and leadership. The courses are student-centered, inquiry-based and resemble the approach taken by professionals working in industry. Students would be encouraged to produce a research project in an area of their choosing.

# SOCIAL SCIENCES EDUCATION: HUMAN ECOLOGY

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

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

## Primary goals and benefits for students:

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

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

## GRADE 9:

**FOODS AND NUTRITION 10S:** focuses on exploring and expanding food choices, cooking basics, terminology and techniques. Students gain a strong understanding of nutrients, why our bodies need them, and what foods are consumed for health and well-being. Students consider marketing and media influences on food choices. Students develop food preparation skills in a practical setting.

## GRADE 10:

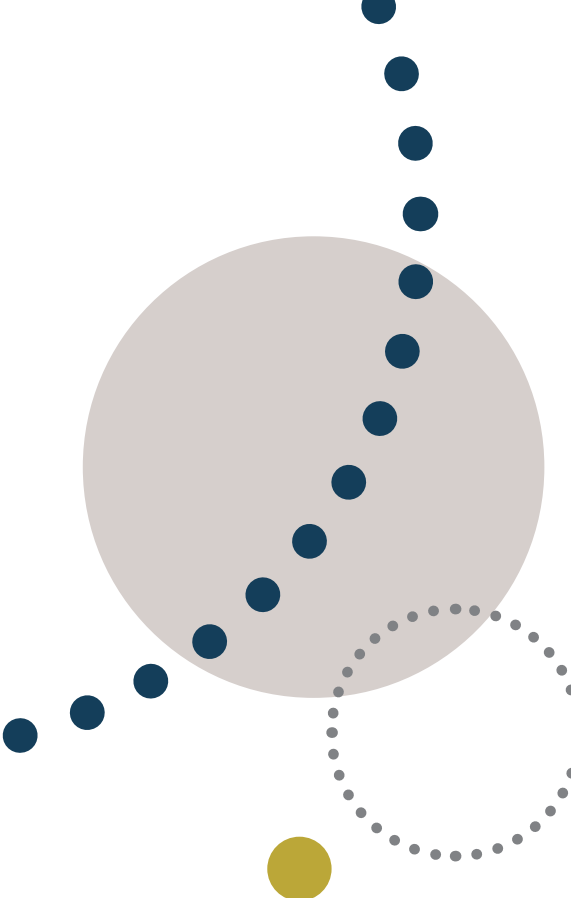
**TEXTILE ARTS & DESIGN 20S:** focuses on the skills required to design and create textile products. Students will explore the basics of creative costuming, cultural fashion design, and consumer practices that have an impact on individuals within their community, the impact of fashion on consumer choices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

## GRADE 11:

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

**HUMAN ECOLOGY 30S:** encompasses areas of study within family studies, food and nutrition, and textile arts and design. Family studies focuses on the relationships of children and adolescents within families. Students will learn about developmental needs, effective care, and positive interactions with children/adolescents. Food and nutrition focuses on the individual within the community and Canada, including the influence regions have on our personal food choices. Textile arts and design focuses on enhanced skill development with textile products. Students will examine manufacturer's and consumer's social responsibilities and the significance of various symbols and adornments in a variety of Canadian cultures.

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



Specific topics explored in this course include psychological perspectives on early childhood development, personality and birth order, the family unit, childhood safety and nutrition, childcare options, children and technology, as well as the exploration of gender roles and sexuality.

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

**GRADE 12:**

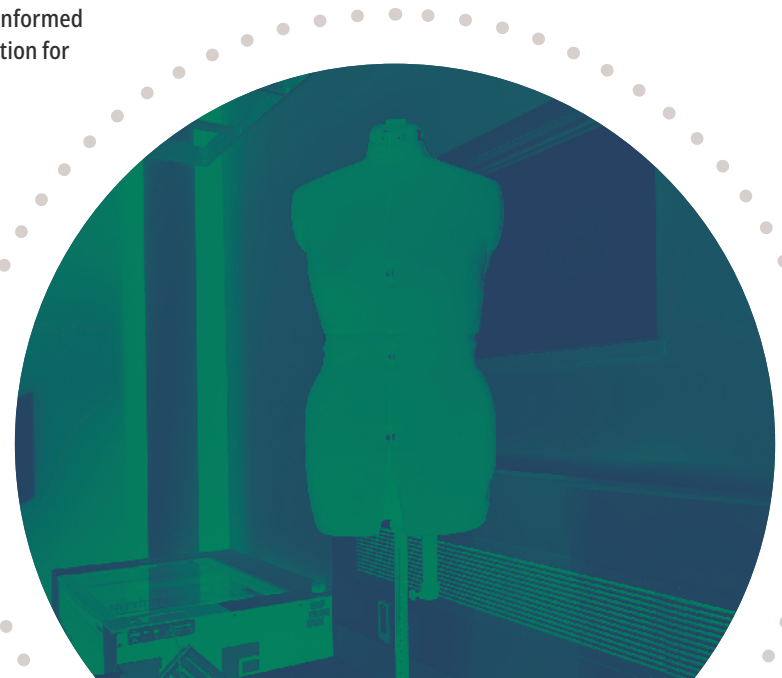
**ENVIRONMENTAL DESIGN 40S:** focuses on the development of skills, terms, and knowledge in the field of housing and interior design. Students explore the principles and elements of design through the application of digital drafting and designing living spaces. Students will investigate social justice,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

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

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

**HUMAN ECOLOGY 40S:** encompasses areas of study within family studies, food and nutrition, and textile arts and design. Family studies emphasizes the transition from adolescence to adulthood with the ability to examine and practise skills that help develop healthy interpersonal relationships. Food and nutrition is a critical examination of the individual as a responsible citizen through examining food security and accessibility. Textile arts and design focuses on advanced skill development with textile products. Students will examine accessibility and use of textiles, manufacturing social responsibilities, and global influences on design trends.

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





# SOCIAL SCIENCES EDUCATION: INDIGENOUS STUDIES

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

## Primary goals and benefits for students:

- **Cultural Competency and Awareness:** Develop a deep understanding and appreciation for the cultures, histories, and traditions of Indigenous peoples. Cultivate cultural competency, fostering an inclusive mindset and respect for diverse perspectives. This awareness enables students to navigate a globalized world with sensitivity and open-mindedness.
- **Treaty Education and Relationship Building:** Provide students with knowledge and understanding of treaties, emphasizing the importance of building respectful relationships between Indigenous and non-Indigenous communities. Enhance awareness of historical and contemporary treaty relationships, promoting empathy and contributing to the process of reconciliation. Students develop skills for building positive and mutually beneficial connections.
- **Empowerment and Advocacy:** Empower students to advocate for social justice and equity, particularly in the context of Indigenous rights. Students become advocates for positive change, using their knowledge to address social injustices and contribute to a more equitable society. They gain a sense of agency and responsibility in addressing systemic issues.

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

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

## GRADE 12:

**CURRENT TOPICS IN FIRST NATIONS, MÉTIS AND INUIT STUDIES 40S:** This course supports the empowerment of students through the exploration of the histories, traditions, cultures, worldviews, and contemporary issues of Indigenous peoples in Canada and worldwide. Students gain knowledge and develop the values, as well as the critical thinking, communication, analytical, and inquiry skills, that will enable them to better understand past and present realities of Indigenous peoples. Additionally, exploration of topics such as self-determination, self-government, and language and cultural reclamation allows students to understand and work towards the post-colonial future envisioned by Indigenous peoples.

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



# SOCIAL SCIENCES EDUCATION: SOCIAL STUDIES

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

## Primary goals and benefits to students:

- **Global Competence and Cultural Fluency:** Is to foster global competence by deepening students’ understanding of diverse cultures, perspectives, and global issues. The focus is on developing cultural fluency, open-mindedness, and the ability to navigate and appreciate the complexities of an interconnected world.
- **Active Citizenship and Social Responsibility:** Cultivate a strong sense of social responsibility and active citizenship. Empower students to engage in civic life, advocate for social justice, and contribute positively to their communities. The goal is to inspire students to recognize their role in shaping a more equitable and inclusive society.

- **Digital Literacy and Information Fluency:** Equip students with essential digital literacy skills, including the ability to navigate digital resources, discern reliable information from misinformation, and communicate effectively in a digital environment. This skill is crucial for success in academia, the workforce, and civic engagement.

## GRADE 9:

*Canada in the Contemporary World 10F is a year-long, interdisciplinary course which integrates the curricular outcomes of ELA 10F and Science 10F.*

## INTERDISCIPLINARY: CANADA IN THE CONTEMPORARY WORLD 10F

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



#### GRADE 10:

*Geographic Issues of the 21st Century* is a year-long interdisciplinary course which integrates the curricular outcomes of **Science 20F** and **ELA 20F**.

#### **INTERDISCIPLINARY: GEOGRAPHIC ISSUES OF THE 21ST CENTURY 20F**

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

#### GRADE 11:

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

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

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

#### GRADE 12:

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

#### **GLOBAL ISSUES: CITIZENSHIP &**

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

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

#### **PSYCHOLOGY 40S:**

Explore the wonders of human nature and why people behave the way they do! Students will study human behaviour through topics including: human development, the brain, sleep, learning, memory, motivation, emotion, personality, sensation and perception, psychological disorders and their treatment and social psychology. Students will also gain insight into their own behaviour and that of others.



# TECHNOLOGY DEVELOPMENT EDUCATION

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

## Primary goals and benefits to students:

- **Digital Literacy and Technological Proficiency:** Gain proficiency in navigating and utilizing digital tools, enhancing students' ability to adapt to evolving technologies. Acquire practical skills in computer science and digital media, preparing students for the demands of a technology-driven workforce.
- **Global Workforce Readiness:** Ensure students are well-prepared for the global job market by providing them with a strong foundation in digital literacy and technological expertise.  
  
Digital Literacy and Information Fluency. Develop the ability to present ideas effectively, a crucial skill in professional and academic settings. Prepare students to collaborate with diverse teams and communicate effectively across cultural boundaries, promoting a sense of global citizenship and understanding.
- **Critical Thinking and Problem-Solving Skills:** Develop critical thinking skills through coding and algorithmic challenges in computer science, fostering the ability to tackle complex problems.  
  
Apply logical reasoning to real-world scenarios, empowering students to approach challenges with a systematic and analytical mindset.

## COMPUTER SCIENCE PATHWAY

**GRADE 9:**  
**APPLYING INFORMATION & COMMUNICATION TECHNOLOGY I & II 15F:** (these two courses should be selected together): This collection of courses samples relevant and upcoming technologies. The purpose of this course is three-fold:

1. Exposure to relevant and upcoming technologies, including, but not limited to, Microsoft Suite, Canva, Adobe Suite.
2. Building techniques and strategies for creating high-quality products, suitable for presentation in other classes.
3. Sampling technologies which are offered as full courses at PTC.

**GRADE 10:**  
**COMPUTER SCIENCE 20S:**  
Learn the basics of computer programming and game development. The C# programming language and the Unity development platform will be used to teach students about topics including, but not limited to, variables, control structures, arrays, methods, and the basics of 2D game development in Unity (i.e., Rigidbody and Collider components, game loops, etc.).

## GRADE 11:

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

## GRADE 12:

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

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

## DIGITAL MEDIA PATHWAY

### **GRADE 9:**

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

**TECHNOLOGY I & II 15F:** (the two courses should be selected together): This collection of courses samples relevant and upcoming technologies. The purpose of this course is three-fold:

1. Exposure to relevant and upcoming technologies, including, but not limited to, Microsoft Suite, Canva, Adobe Suite.
2. Building techniques and strategies for creating high-quality products, suitable for presentation in other classes.
3. Sampling technologies which are offered as full courses at PTC.

### **GRADE 10:**

#### **DIGITAL PICTURES 25S & DESKTOP PUBLISHING 35S:**

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

### **GRADE 11:**

#### **DIGITAL FILMMAKING 25S & BROADCAST MEDIA 35S:**

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

### **GRADE 12:**

#### **INTERACTIVE WEBSITES 35S & INTERACTIVE MEDIA 35S:**

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



# INNOVATIVE PROGRAMS

## 1. AP CAPSTONE

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

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

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

Stu Schmill Dean of Admissions and Student Financial Services, Massachusetts Institute of Technology Students typically take AP Seminar in grade 10 or 11, followed by AP Research. Each course is yearlong, and AP Seminar is a prerequisite for AP Research. In both courses, students investigate a variety of topics in multiple disciplines. Both courses guide students through completing a research project, writing an academic paper, and making a presentation on their project. There is an exam as part of the AP Capstone programming.

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

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

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

**AP Seminar 42S:** is the first part of the AP Capstone program, which offers high school students the opportunity to learn university-level curricula. It is an inquiry-based course that teaches research and critical thinking skills, engaging students in all aspects of the research process. Students are expected to read, analyze, evaluate, and synthesize research from a variety of credible sources to construct cohesive arguments, both individually and as a team. Students learn how to conduct university-level research and practice through several group and individual projects. They also have the opportunity to write an AP course exam.

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

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

## 2. PEMBINA TRAILS EARLY COLLEGE (PTEC)

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

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

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

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

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



## HOW TO APPLY:

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

Application process is now open for PTEC program 2024-2025. Please complete the application form located on the Pembina Trails Collegiate website under What we offer > PTEC.

The application form must be accompanied by a letter of interest and must include the following:

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

Deadline for applications is March 20th, 2024, at noon. Please email both the application and the letter of interest to [lafrancis@pembinatrails.ca](mailto:lafrancis@pembinatrails.ca).

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

## GRADE 9

**Grade 9 Introduction to Software Development:** Beginning with Processing and ending with Unity, this course will explore the basics of computer programming in both a Java-esque language (Processing) and C#. The course also introduces students to the industry-popular IDE, Visual Studio Code. Concepts covered include, but are not limited to, data types and variables, decision structures, iteration structures, arrays, and game development basics.

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

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

## GRADE 10

**Grade 10 Web Development:** This course exposes students to many concepts required to be a Front-End Developer by discussing HTML, CSS, and (if time permits) JavaScript. Throughout the course, many web projects are developed building on previous skills acquired throughout the course. Concepts covered include, but are not limited to, building web content with HTML, web design principles, styling web pages with CSS, and website responsiveness for mobile devices.

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

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



### 3. TECHNICAL VOCATIONAL EDUCATION

#### CYBER DEFENSE PATHWAY

At Pembina Trails Collegiate, we understand the critical importance of equipping the next generation with the skills necessary for success in the ever-evolving field of information technology and cybersecurity. Our innovative program, conducted in the state-of-the-art "Cyber Defense Lab," is designed to provide students with a robust foundation in IT skills, preparing them for both immediate employment opportunities and advanced post-secondary IT courses.

The Cyber Defense Lab serves as the central hub for our hands-on training. Here, students engage in real-world scenarios and simulations, allowing them to develop practical skills that are highly valued in the workplace. The program emphasizes employable skills in cybersecurity, network management, and system administration, ensuring that our graduates are well-prepared to meet the demands of the current job market.

Beyond technical skills, our curriculum is structured to guide students through various industry certifications, setting them apart in the job market. These certifications validate their skills and knowledge, making them attractive candidates for future employers.

Our program is more than just a pathway to employment; it's a launchpad for students aiming to pursue advanced IT education. We provide the foundational knowledge necessary for excelling in higher-level IT courses, ensuring that our students are not just ready for the challenges of today's tech landscape but are also prepared to be the innovators and leaders of tomorrow.

At Pembina Trails Collegiate, we're committed to fostering a learning environment that is both challenging and supportive, ensuring that each student has the opportunity to reach their full potential. Graduates of our program leave not just with a wealth of knowledge and practical experience but with a sense of readiness and confidence to take on the ever-changing world of information technology and cybersecurity.

The Cyber Defense pathway will prepare student for the follow certificates:

CCENT, CCNA, CompTIA Security+, Linus Server Professional, Google Cybersecurity Specialist, various Microsoft certifications, and many more...

The Cyber Defense pathway will prepare students for careers in: Networking associate, Software developer, Risk analyst, IT support, Cyber Crime analyst, Incident response, IT auditor, Security Intelligence and many more...

#### **GRADE 9: INTRODUCTION TO ETHICAL HACKING AND CYBERSECURITY 10S: ITEC10S**

Introduction to Ethical Hacking and Cybersecurity is a dynamic and comprehensive course designed to equip students with the foundational knowledge and skills needed to explore the exciting world of information technology (IT) and cybersecurity. This course encompasses a diverse range of topics, including networking fundamentals, ethical considerations in cybersecurity, networking basics, and principles of ethical hacking.

#### **GRADE 10: INFORMATION SYSTEMS: ETHICAL HACKING & GLOBAL IT CONCEPTS: INFOSYS20S**

This course explores the interplay between information systems, emerging technologies, and global IT concepts, with a focus on ethical, social, and legal implications. Students will examine how technological advancements impact society, delving into the ethics of IT practices, data privacy, and security. The course also covers threat intelligence, emphasizing the importance of proactive measures in safeguarding information

systems. Legal aspects, including international regulations and compliance, will be addressed to understand the broader implications of global IT operations. Interactive discussions and case studies will enrich the learning experience, highlighting real-world applications and challenges in the ever-evolving field of information technology.

#### **GRADE 11: CYBERSECURITY TACTICS: ETHICAL HACKING ESSENTIALS: CYTAC30S:**

In this course, students explore the principles of ethical hacking, focusing on operating systems, hardware, and systems management. It introduces techniques to identify and exploit vulnerabilities responsibly, covering a range of 'exploits, cheats, and hacks'. Emphasis is placed on understanding the architecture and vulnerabilities of different operating systems and hardware. Students learn to apply hacking techniques ethically, ensuring system security and data integrity. The course combines theoretical knowledge with practical exercises, enabling students to develop skills in identifying and addressing security weaknesses in IT systems. By understanding hacking methods, students are better equipped to protect and manage information systems effectively.

Prerequisite: Information Systems: Ethical hacking & Global IT concepts

#### **CYBER OFFENCE AND DEFENSE I: CODI30S**

This course provides students with the foundational skills needed in the realms of cybersecurity offense and defense. It begins with an introduction to the terminal, teaching command line basics vital for cybersecurity professionals. The course then progresses to programming and scripting, where students learn to write and understand code, a crucial skill for both attacking and defending digital systems. Additionally, the course covers social engineering, highlighting the psychological aspects of cybersecurity and how human factors play a crucial role in security breaches. Through a blend of theoretical knowledge and practical exercises, students will gain a comprehensive understanding of the basic tools and strategies used in cyber offense and defense.

Prerequisite: Information Systems: Ethical hacking & Global IT concepts

## GRADE 12:

**CYBER OFFENCE AND DEFENSE II: CODII40S:** is the second level of three courses and continues by building on foundational cybersecurity concepts. The course deepens students' understanding of programming and scripting, essential for developing sophisticated cybersecurity tools and analyzing threats. It also delves into ethical hacking, teaching students how to identify and exploit vulnerabilities in a controlled and legal environment. The course introduces security concepts such as network defense, intrusion detection, and incident response. Additionally, a significant focus is placed on threat intelligence and analysis, a topic added to equip students with skills in identifying, assessing, and responding to emerging cyber threats. This combination of topics ensures that students are well-prepared to tackle complex cybersecurity challenges in both offensive and defensive roles.

This course needs to be taken with: 9108 – Cybersecurity: Analysis and Forensics 40S

Prerequisite: Cyber Offence and Defense I 30S

**CYBER OFFENCE AND DEFENSE III: CODIII40S:** is the last of three levels and elevates students' expertise in cybersecurity with a focus on specialized security practices, penetration testing tools, and fundamental security principles and tools. The course introduces advanced security practices that go beyond conventional methods, exploring innovative approaches to protect and attack digital systems. A significant component involves hands-on experience with penetration testing tools, enabling students to conduct thorough and ethical system evaluations. Students will also delve into core security principles, learning to apply robust security frameworks and tools in various scenarios. This comprehensive approach ensures that students are equipped with the knowledge and skills to handle complex cybersecurity challenges, making them adept at both defending against and executing sophisticated cyber attacks.

This course needs to be taken with: 9111 – IT Management: Security and Solutions 40S

Prerequisite: 9107 – Cyber Offence and Defense II 40S

**CYBERSECURITY: ANALYSIS AND FORENSICS: CSAF 40S:** is an in-depth course focusing on the critical aspects of incident handling, legal considerations in cybersecurity, advanced Linux usage, and cyber forensics. The course begins with incident handling, where students learn the methodologies to effectively respond to and manage cybersecurity incidents. Legal aspects are also covered, emphasizing the importance of compliance and understanding the legal framework surrounding digital security. Advanced Linux sessions provide deep insights into this powerful operating system, crucial for many cybersecurity tasks. Finally, the course delves into cyber forensics, teaching students the techniques and tools used for investigating and analyzing digital crimes and breaches. This blend of topics equips students with the comprehensive skills needed for proficient threat assessment and system analysis in the cyber world.

This course needs to be taken with: Cyber Offence and Defense II 40S

Prerequisite: 9105 – Cyber Offence and Defense I 30S

**CYBERSECURITY AND IT MANAGEMENT: CSMGT40S:** is a comprehensive course that combines the principles of project management, advanced computer troubleshooting, and a capstone project to synthesize learning. It begins with project management fundamentals tailored to IT and cybersecurity projects, focusing on planning, executing, and overseeing security-related initiatives. Students then advance to complex computer troubleshooting, gaining skills in diagnosing and resolving intricate system issues. The capstone project, a pivotal part of the course, allows students to apply their knowledge in a real-world scenario, encompassing both management and technical aspects of cybersecurity. This course is designed to develop competent IT professionals who can effectively manage cybersecurity projects and tackle challenging technical problems.

This course needs to be taken with: Cyber Offence and Defense III 40S

Prerequisite: Cyber Offence and Defense II 40S

**CYBERSECURITY AND NETWORKING PROFESSIONALISM 30S: CSNP30S:** Throughout the Cyber Defense pathway in all grade's students will participate in various projects and activities that will provide students the necessary requirements for this course. Progress will be tracked in an ongoing student portfolio.

## MANITOBA INSTITUTE OF TRADES AND TECHNOLOGY (MITT)

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

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

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

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

### HOW DOES IT WORK?

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

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

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



# STUDENT LIFE

## ACADEMICS, CELEBRATIONS, SCHOLARSHIPS AND INTEGRITY

### THE AGE OF MAJORITY

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

### SCHOLARSHIPS AND CELEBRATIONS

Every Pembina Trails Collegiate student is supported and inspired to grow in academics, athletics, the arts, and community involvement. Students may be recognized for their achievements in a variety of ways: in individual team and/or club awards, through individual course certificates, by earning excellence awards, or via scholarships and other awards granted at awards ceremony and/or convocation. Graduating Pembina Trails Collegiate students in 2024-25 can apply for a wide variety of school-based, divisional, university, college and community-initiated scholarships. While different awards and scholarships have varying criteria, it is worth noting that while most scholarships do request that applicants demonstrate strong academic achievement, there are many different awards that place a heavy emphasis on leadership, volunteerism, and participation in a number of school and community initiatives. Details regarding scholarships will be available on the school website.

Students may visit [Scholarships Canada](#), the PTC Scholarships and Awards webpage for scholarship information or read the announcements on Edsby. Please note not all awards are offered every year and there may be awards offered that are not listed.

### INTEGRITY

Integrity means that the teacher and the student accept the inherent value of learning and enter into a collegial relationship that honours commitment, participation, and honesty. We strive to provide accommodations, flexibility, and support to enable every student to achieve success in their studies.

Likewise, students are expected to attend classes and maintain serious efforts to achieve success in their programs. Plagiarism is unacceptable, and students should expect to learn appropriate consequences if this occurs on their learning pathway.



## ATTENDANCE

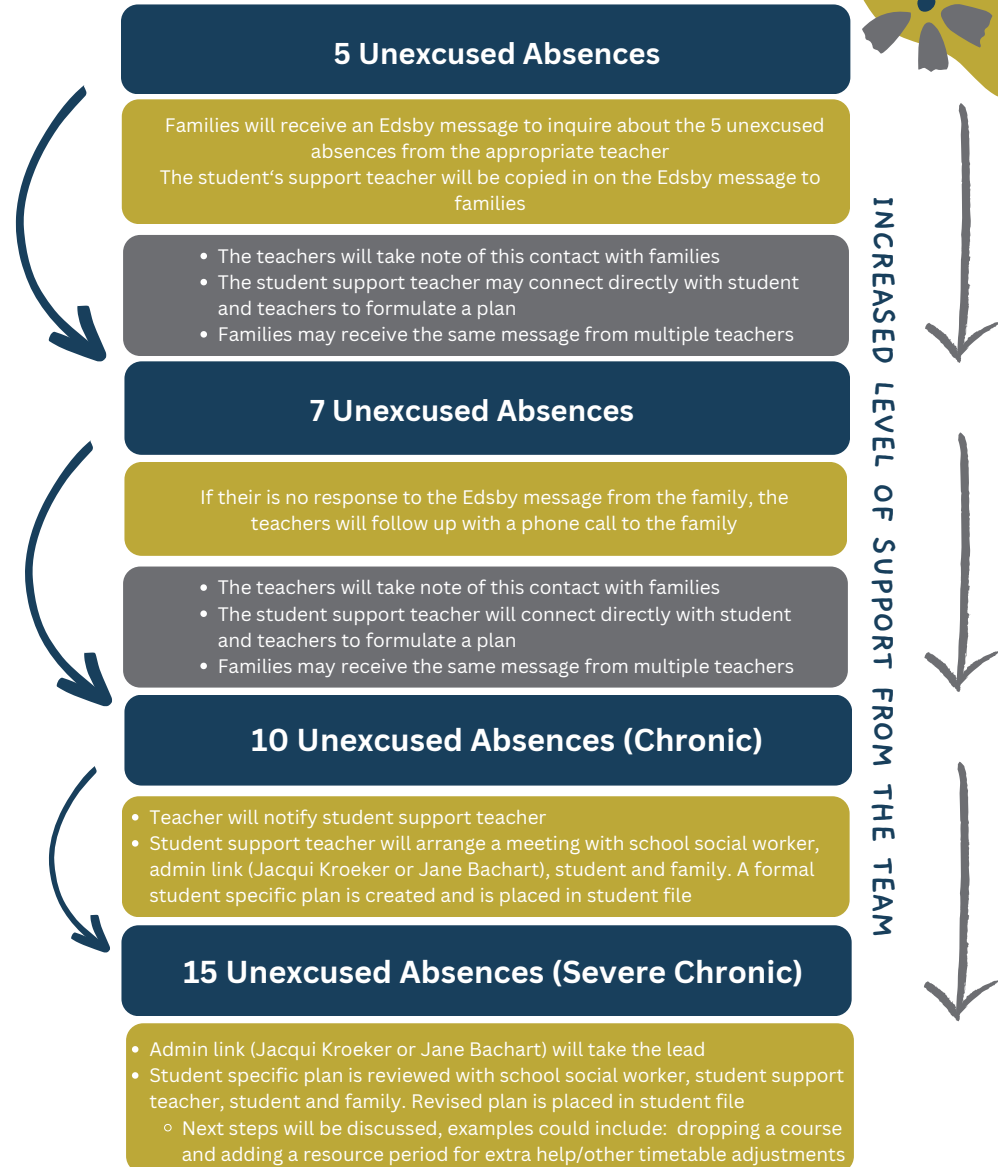
All students have a responsibility to attend classes for which they are scheduled. Family emergencies, illness, medical appointments and other valid absences may occasionally be unavoidable. In the event that an absence has not been excused, an automated phone message is sent home between the hours of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

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

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

## Attendance

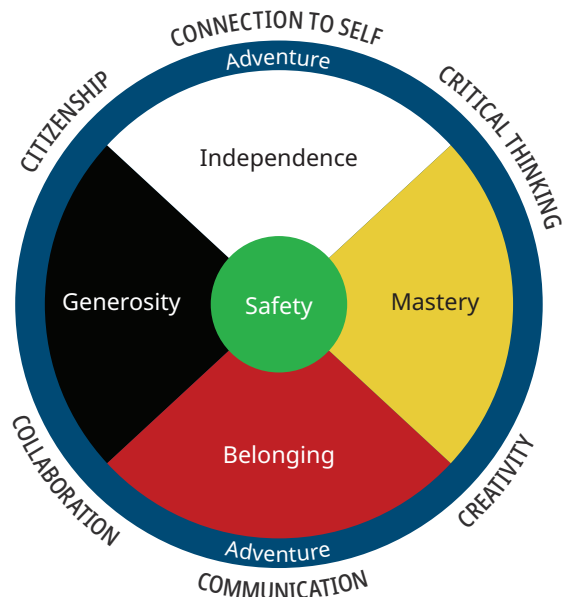
A WHOLE CHILD APPROACH



We use Edsby for Attendance [Click Here](#) for More Info

## CIRCLE OF COURAGE

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



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

## CLASS TIMES

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

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

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

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

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

## COMMUNICATION

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

Our methods of communication will depend. We always prefer face to face but we know that is not always possible. We know with our busy lives, other means of communicating with each other are also effective. You can call our school office during our regular office hours of 8:00-4:00pm at 204 489 8989, email anytime to [ptcollegiate@pembinatrails.ca](mailto:ptcollegiate@pembinatrails.ca) or follow us on our social media platforms:

 [PTCollegiateWpg](#)

 [@ptcollegiatewpg](#)

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

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

## SCHOOL CALENDAR

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

## EXTRA-CURRICULAR ACTIVITIES

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

## LIBRARY LEARNING COMMONS

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

## LOCKERS

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

## STUDENT ASSESSMENT AND CELEBRATIONS

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

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

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

Each semester there will be conferences or celebration of learning which outside stakeholders and families will be invited in to celebrate student learning. This will be shared in a variety of forms and could consist of but are not limited to written exams, presentations, film, photography, learning fairs and much more. The celebration of learning will also provide an opportunity for staff and students to celebrate their non-academic accomplishments. Student Council celebrations will be presented to students who have participated in a variety of co-curricular activities and student council advisory committees and projects. This will also be a time to recognize sports achievements and the arts.



Participation and excellence in sports, arts and technology development are recognized at Pembina Trails Collegiate and teams, bands, performances as well as individuals are awarded to celebrate their efforts and accomplishments in their high school journey.

## STUDENT BEHAVIOUR

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

At registration, all students will receive an electronic copy of the [Pembina Trails School Division Threat Assessment Fair Notice Brochure](#). It outlines the division's commitment "to responding seriously to a range of behaviours including but not limited to: serious violence, verbal or written threats, possession of weapons, bomb threats and fire setting."

We will respond to threats in a judicious way that provides a safe and caring learning environment for every community member.

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

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

## HOW TO DRESS AT PTC

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

## TECHNOLOGY USE AGREEMENT

All students and their families are asked to review the [Technology Acceptance Use Policy Agreement](#) at the time of registration. This agreement outlines the responsibilities and commitment of students with respect to the use of technology. Users who exhibit inappropriate behaviour will be subject to appropriate consequences.

We have a number of computer labs and laptop carts at Pembina Trails Collegiate that are used during class time. These labs are supervised by staff members and are utilized to enhance student learning. Students sometimes bring their own technological devices as well which also enhances learning as long as appropriate protocol is followed. Please note the school does not take responsibility for personal devices.

## SUBSTANCES

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

## STUDENT FEES & REGISTRATION

- **Student fee \$60.00** (This includes student advisory and leadership council planned functions, interdisciplinary programming opportunities, mentors/guest speakers, locker and student lock, extra-curricular support, fitness studio usage, partial subsidy towards transportation costs for field trips and subsidy towards cafeteria and hallway supervision during lunch hours).
- **Yearbook (optional) \$30.00**

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

Optional additional fee information will be sent out in September via Permission Click. For example, Pembina Trails Collegiate assesses an athletic fee for all athletes. Funds collected will be used in direct support of the teams involved in interscholastic competition. Athletic fees are used for sport-specific equipment, equipment maintenance, uniforms, first aid (athletic tape), to support provincial championship activities, wild-card applications and Pembina Trails Collegiate celebratory events.

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

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

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

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

### Registration takes place in February and March.

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

## REGISTRATION STEPS

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

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

## ALL THINGS TRANSPORTATION

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

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

**Charter buses** are provided by the City of Winnipeg for the Waverley West community. Please [click here](#) for our website for more information.

**Bike Racks & Walking to School.** To develop healthy lifestyle choices and for sustainability reasons we ask that students who live within walking or biking distance of the school or who have easy access to transit service leave their cars at home. Bike racks are provided for students who choose to ride their bicycles to school. You must provide your own bike lock and we highly recommend a D-Lock, [click here](#) for an example. Please remember we are a school community that models sustainability practices. Riding your bike or walking to school is a great way

to practice taking care of our community. Please be mindful of walking on the sidewalks when they are available. If crossing roads, please be safe and walk carefully with the guidance of the crossing guards that are provided for PTC and Bison Run School.

## STUDENT SUPPORT SERVICES

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



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



Our student support services team use an interdisciplinary and team approach to support students. Our team consists of teachers who have resource and guidance counsellor backgrounds.

We build on the strengths of our team to provide a wraparound support for every student. Each student will have a student support teacher assigned to them and they are encouraged to make appointments in the student services office or drop into see their student support teacher whenever they need to connect.

At Pembina Trails Collegiate we will have Elders, Knowledge Keepers and Indigenous Student Success Teachers working in partnership with all staff and students. We are committed to our journey of reconciliation, and we will infuse Indigenous ways of knowing and being in all teaching and learning. Divisional Indigenous Student Success teachers collaborate with Pembina Trails Collegiate staff to support student learning and to ensure that school is a safe space that for all Indigenous students, families, and communities.

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

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

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

### **CLINICAL SUPPORT SERVICES**

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

### **SCHOOL RESOURCE OFFICER**

The schools in Pembina Trails School Division have partnered with the Winnipeg Police Service to provide School Resource Officers in our school. Our SRO is in our school several days per week and is available to provide education, consultation and other police services to our school community. The relationship that the SRO builds in our school is based on trust and respect for all members of the PTC community.



# FREQUENTLY ASKED QUESTIONS

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

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

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

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

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

## CAREER DEVELOPMENT EDUCATION

### STUDENTS ENTER SENIOR YEARS WITH

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

### GRADE 9 CAREER DEVELOPMENT LIFE/WORK EXPLORATION

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

Students

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

### GRADE 10 CAREER DEVELOPMENT LIFE/WORK PLANNING

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

Students

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

### GRADE 11 CAREER DEVELOPMENT LIFE/WORK BUILDING

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

Students

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

### GRADE 12 CAREER DEVELOPMENT LIFE/WORK TRANSITIONING

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

Students

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

### STUDENTS TRANSITION INTO VARIOUS LIFE PATHWAYS INCLUDING

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

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

### CREDIT FOR EMPLOYMENT (CFE)

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

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

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

### CAREER DEVELOPMENT INTERNSHIP (CDI)

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



**PEMBINA TRAILS  
COLLEGIATE**

**WE HOPE YOU WILL ENJOY YOUR TIME  
WITH US AND CREATE YOUR OWN  
INDIVIDUALIZED AND INNOVATIVE  
PATHWAY THAT YOU WILL BE PROUD OF.**

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