

# CHURCHILL HIGH SCHOOL



**2007 - 2008**

## **GRADE 9-12 COURSE SELECTION HANDBOOK**

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# CHURCHILL HIGH REGISTRATION GUIDE

## GRADUATION REQUIREMENTS

### A. NEW DIRECTIONS

Grade 9	Grade 10	Grade 11	Grade 12
<b>Compulsory Credits</b>	<b>Compulsory Credits</b>	<b>Compulsory Credits</b>	<b>Compulsory Credits</b>
Language Arts	Language Arts	Language Arts	Language Arts
Mathematics	Mathematics	Mathematics	Mathematics
Science	Science	History	Plus 2 Additional Grade 12 credits
Social Studies	Geography	Plus 1 additional Grade 11 credit	
Physical Education	Physical Education		
<b>Optional Credits</b>	<b>Optional Credits</b>	<b>Optional Credits</b>	<b>Optional Credits</b>
Remaining Credits from Optional Courses	Remaining Credits from Optional Courses	Remaining Credits from Optional Courses	Remaining Credits from Optional Courses
8 credits constitute a full program	8 credits constitute a full program	6 credits constitute a full program	6 credits constitute a full program

#### IMPORTANT NOTES:

1. From the optional or elective courses, students must complete one grade 11 credit and two grade 12 credits.
2. In the optional subject areas a student may apply a maximum of 11 school initiated courses (SIC's) and 3 student initiated projects (SIP's), which may include 1 Volunteer project (SIP) towards graduation (see Student Services section for details on SIP'S).
3. Students should note courses and their prerequisites.
4. In their selection of electives students should be mindful of post-secondary entrance requirements which may apply to them.
5. It is the student's responsibility to ensure that minimum graduation requirements and requirements for post-secondary study have been met.

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## Entrance Requirements for Post-Secondary Institutions...

It is the responsibility of each student who plans to enroll in a post-secondary institution to ensure that he or she takes the specific courses required for entrance into post-secondary institutions. For specific information about these programs, the student should make an appointment with a school counsellor.

Although each program and faculty require specific courses, the following are basic general entrance requirements.

### The University of Manitoba

- High School Graduate
- Completion of **one** of the following sets:

Set A:

- One credit of Grade 12 English, with a minimum grade of 60%, and
- A minimum average of 70% over three Grade 12 credits

Set B: (Limited admission)

- One credit of Grade 12 English, with a minimum grade of 60%, and
- A minimum average of 63-69% over three Grade 12 credits

Set C: (Limited admission)

- A minimum average of 70% over three Grade 12 credits, but lacking the Grade 12 English requirement (either less than 60% or no credit at all)

### The University of Winnipeg

- High School Graduate
- Five credits at the Grade 12 level which include Mathematics and English in one of the following combinations:

English 40 – Two Credits	English 40 – One Credit
Plus one of: <ul style="list-style-type: none"><li>• Pre-Calculus Math 40S</li><li>• Applied Math 40S</li><li>• Consumer Math 40S</li></ul>	Plus: <ul style="list-style-type: none"><li>• Pre-Calculus Math 40S</li></ul>

- You must also have an average of at least 60% in your best three Grade 12 courses. These courses must cover three different subject areas and include either Pre-Calculus Math, Applied Math, or English (two credits).

### Brandon University

- High School Graduate

### Red River College

- Each program has its own set of entrance requirements.
- Nearly all programs require Grade 12 English, Grade 12 Math, Grade 12 Science.
- Some programs may also require entrance testing, or a portfolio of your work.

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## DEPARTMENT OF FINE ARTS

The Art Program offers the following courses:

Art 15G, 20G, 30G, 40S

All the Art courses are one credit with the exception of Art 15G which is 1/2 credit.

The Band Program offers the following courses:

Concert Band 10G, 20G, 30S, 40S – all are one credit

Jazz Band 10G, 20G, 30S, 40S – all are one credit

The Choral Program offers the following courses:

Choral 10G, 20G, 30S, 40S – all are one credit

Vocal Jazz 10G, 20G, 30S, 40S – all are one credit

The Drama Program offers the following courses:

Drama 11G, 20G, 30S, 40S

All the Drama courses are one credit with the exception of Drama 11G which is ½ credit.

### ART 15G (ARHR1G) - 1/2 credit

**Prerequisite:** None

**Content:**

This course has a student-centered approach. It focuses on ideas related to the students themselves and their environment. Students will have a chance to work with a variety of media and techniques, building their skills.

### ART 20G (ARTR2G) - 1 credit

**Prerequisite:** Art 15G

**Content:**

Art is a way of communicating our ideas and experiences in a visual form of expression. Students will explore self-expression by studying the fundamental skills and concepts of design with a variety of media and artistic approaches. Students will be introduced to the basic elements and principles of design. This language of design will be interpreted using a variety of two and three-dimensional materials.

### ART 30G (ARTR3G) - 1 credit

**Prerequisite:** Art 20G

**Content:**

This course will focus on problem solving and the application of fundamental skills, as well as design elements and principles to produce creative works of art. Students will develop a greater visual awareness of their own self-expression and of the world around them. Students will become more confident with their self-expression by developing a more sophisticated approach to studying: design, art criticism/appreciation, media/techniques and history/culture of the world of art.

### ART 40S (ARTR4S) - 1 credit

**Prerequisite:** Art 30G

**Content:**

This course will promote an in-depth exploration of visual ideas, and encourage the development of a personal vision within the concept of art. There will be a focus on the growth of confidence and independence in the student's perception, development, and completion of work. All 40S art students are required to complete a portfolio for consideration at a post secondary institution. Students will individually pursue an exploration into his/her own unique themes, style and chosen medium for self-expression. Students will feel confident in their understanding of design, art criticism/appreciation, media/techniques, and history/culture of the world of art.

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## **BAND 10G, 20G, 30S, 40S (BANR1G, 2G, 3S, 4S) - 1 credit**

**Prerequisite:** A minimum of 1 year in band or permission from Band instructor.

**Content:**

The course involves developing technical skills on a wind instrument through private practice, small group and large group rehearsals. Students will develop an understanding of different musical styles and a knowledge of theory appropriate to the grade level. Performance is an expectation of this course.

**NOTE: THERE IS A \$20.00 BAND FEE FOR USE OF SCHOOL INSTRUMENTS.**

## **JAZZ BAND 10G, 20G, 30S, 40S (JABR1G, 2G, 3S, 4S) - 1 credit**

**Prerequisite:** A minimum of 2 years band experience or permission from Band instructor.

**Content:**

Through performance, students will develop an understanding of Swing, Latin, Rock, and instrumental Improvisation styles. The band performs throughout the year.

**NOTE: THERE IS A \$20.00 BAND FEE FOR USE OF SCHOOL INSTRUMENTS.**

## **CHORAL 10G (CHOR1G) - 1 credit**

**Prerequisite: None**

**Content:**

This course will focus on basic choral singing techniques including sight reading, ear training, part singing and vocal resonance.

## **CHORAL 20G, 30S, 40S (CHOR2G, 3S, 4S) - 1 credit**

**Prerequisite:** Permission from Choir Director

**Content:**

Choir is a practical course in which students have an opportunity to study and perform a variety of choral music. The focus of this course is to develop an appreciation for music, improve individual and group choral skills, and to realize the many positive and fun aspects of a cohesive school choir. If you sing in the shower, check out the Senior Choir. Participation in performances is a requirement. Students will continue to develop their vocal and choral skills, including the ability to read music. Students will also develop their ability to work as an individual for self-improvement as well as the betterment of the group.

\*\* Failure to participate in performances will result in a loss of 50% of term mark.\*\*

## **VOCAL JAZZ 10G, 20G, 30S, 40S (VOJR1G, 2G, 3S, 4S) - 1 credit**

**Prerequisite:** Must also be registered in Choral 10G, 20G, 30S, 40S (audition required).

**Content:**

This choir is a small auditioned ensemble focusing on technically demanding vocal repertoire. Students will focus on voice production and sight-reading skills through a wide variety of choral styles, including jazz, pop and classical. Vocal Jazz is involved in various concerts and festivals throughout the year. Participation in performances is mandatory. Students will advance their vocal and choral skills, including the ability to read music, harmonize and improvise. Students will further improve their vocal technique and stage presence.

\*\* Failure to participate in performances will result in a loss of 50% of term mark. \*\*

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## DRAMA 11G (DAHY1G) - 1/2 credit

**Prerequisite:** None

**Content:**

This Grade 9 course emphasizes introductory units to drama. Focus will include definition of drama, stage movement, imagination and sense recall, improvisation and script work.

## DRAMA 20G (DMAR2G) - 1 credit

**Prerequisite:** None

**Content:**

This course is designed to introduce students to dramatic arts through the use of theatre games, improvisation and scene work. Individuals are encouraged to use all their creative abilities in all aspects of this course. Dramatic concepts such as character (who) action (what) and setting (where) are explored with unlimited possibilities. Basic principles of staging will be introduced and practiced.

Alongside the development of acting/dramatic skills, students will gain self-confidence, improve social skills and develop their abilities to work creatively as individuals as well as with partners, small and large groups.

## DRAMA 30S (DMAR3S) - 1 credit

**Prerequisite:** Drama 20G or consultation with department head

**Content:**

Students develop from dramatic play to theatrical performance. Students will build on the foundation of the skills they have developed in the introductory level and move toward more complex improvisations and scene work. Projects are more ambitious in nature than at the previous level. Goals include the development of specific performances both in and outside of the school setting.

Opportunities for further advancement and development of acting/dramatic skills is a primary focus for this course. Students will continue to increase their self-confidence, improve social skills and develop their abilities to work creatively both individually as well as with others.

## DRAMA 40S (DMAR4S) - 1 credit

**Prerequisite:** Drama 30S or consultation with department head

**Content:**

Students are expected to take on a more independent role in their own dramatic development. They will continue to improve improvisational skills and acting techniques while further developing the principles of theatrical staging. Opportunities to instruct younger students in a drama module may be provided. Performance will be an ongoing goal for this course.

Opportunities for further advancement and development of acting/dramatic skills is a primary focus for this course. Students will continue to increase their self-confidence, improve social skills and develop their abilities to work creatively both individually as well as with others.

# CHURCHILL HIGH REGISTRATION GUIDE

## INFORMATION AND COMMUNICATION TECHNOLOGY AND COMPUTER SCIENCE

The Information and Communication Technology Program offers the following courses:

Futures in Business 15G – ½ credit

Film Studies 21G – ½ credit

Digital Filmmaking 25S – ½ credit

2-D Animation 35S – ½ credit

3-D Modeling 35S – ½ credit

Desktop Publishing – ½ credit

Web Design 35S – ½ credit

The Computer Science Program offers the following courses:

Computer Science 30S – 1 credit

Computer Science 40S – 1 credit

### **FUTURES IN BUSINESS 15G (FUBR1G) - 1/2 credit**

**Prerequisite:** None

**Content:**

This course allows students to examine the different types of businesses in the world today. It will develop skills that will prepare young people to work effectively in the world of business. Areas covered include: business communications, business technologies, money management, information management, personal success skills and employability skills.

Students will create their own hypothetical business. They will determine the nature of the business, their potential clientele, location, size of the location, business hours, employees required, start-up costs, and other relevant data. Students will then design a logo, and their own business cards. They will also create advertising to promote their business.

### **FILM STUDIES 21G (FIHY2G) - 1/2 credit**

**Prerequisite:** None

**Content:**

Students will develop knowledge and skill in viewing, producing, and developing films. Students watch movies from each decade of the 20<sup>th</sup> century to appreciate the evolving artistic industry, and will gain an understanding of how films are made. Students will become familiar with the vocabulary associated with the film industry.

### **DIGITAL FILMMAKING 25S (DFHR2S) - 1/2 credit**

**Prerequisite:** None

**Content:**

Students will define the purpose and audience for a film, create a storyboard with sketch drawings and descriptions, and develop a shooting schedule including timelines and logistics. They will learn the effects of camera settings on image quality and how lighting techniques convey mood. Students will understand how to capture images and sounds on to a computer, edit video and sound clips using a software program. They will be able to make a video product that includes titles and credits.

### **2-D ANIMATION 35S (ANHR3S) - 1/2 credit**

**Prerequisite:** None

**Content:**

The purpose of the course is to provide students with the skills and knowledge to create two-dimensional animations. Students will define the purpose and audience for animation. Students will create a storyboard and create animation objects that will morph through distortion or deformation. They will learn to animate objects by using timeline effects, layers/frames. Students will work in groups to critique and suggest improvements for animation using given criteria.

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## 3-D MODELING 35S (MOHR3S) - 1/2 credit

**Prerequisite:** None

**Content:**

The purpose of the course is to provide students with the skills and knowledge to use software to create three-dimensional models that represent real objects or illustrate ideas. Students will describe uses, basic principles, and purpose for a 3-D model. Students will build objects including:

- Primitive objects
- Objects created through union, division, subtraction, and intersection
- Flat objects pulled into the third dimension
- Deformed objects
- Curves
- Organic shapes

Students will enhance the visual presentation of a model by setting object properties and applying textures to objects. Students will light an object to create shadows, shading, reflection, and ray tracing. Students will work in groups to critique and suggest improvements for a 3-D model using given criteria.

## DESKTOP PUBLISHING 35S (DPHR3S) - 1/2 credit

**Prerequisite:** None

**Content:**

This Desktop Publishing course can help you take advantage of lucrative employment opportunities in a variety of creative environments. Through this 1/2 credit course, you'll learn how to blend originality and technical know-how into a new money-making career working at an ad agency, PR firm, publisher, marketing company or on your own. It will teach you the skills necessary to design ads, booklets, newsletters and much more. If you want to leave your mark at CCHS, help build our Yearbook using the above mentioned skills!

This Desktop Publishing course offers comprehensive career training in many key subjects, including:

- Using language and tone appropriate to the communication
- Design Principles = elements of good design
- Assist in defining the purpose and audience for a print document
- Layouts for brochures, flyers, yearbooks, etc.
- Visual Technologies
- Typography and Printing

## WEB DESIGN 35S (WDHR3S) - 1/2 credit

**Prerequisite:** None

**Content:**

Students will design a website for a defined purpose and audience; develop a prototype visual design for a website using current design principles. They will also design a navigation plan for a website. Students will be able to critique and suggest improvements for a website using given criteria.

## COMPUTER SCIENCE 30S (COSR3S) - 1 credit

**Prerequisite:** None

**Content:**

This is a practical course in computer programming using Visual Basic language. Students will learn to create software for data processing, mathematical applications and simple games. It is an excellent course for students who are considering a career in engineering and computer science.

## COMPUTER SCIENCE 40S (COSR4S) - 1 credit

**Prerequisite:** Computer Science 30S

**Content:**

Programming in the C++ language is introduced, along with JAVA. Specialized topics such as algorithms, digital logic, internal representation and random number theory are also introduced. Students will complete a major software development project.

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## ENGLISH LANGUAGE ARTS

The English Language Arts Program offers the following courses:

English Language Arts 10F – 1 credit

English Language Arts 20F – 1 credit

English Language Arts Literary Focus 30S – 1 credit

English Language Arts Comprehensive 40S – 1 credit

English Language Arts Literary Focus 40S – 1 credit

English Language Arts Transactional Focus 40S – 1 credit

### ENGLISH LANGUAGE ARTS 10F (ENGR1F) - 1 credit

**Prerequisite:** Grade 8 Language Arts

**Content:**

In Grade 9 English Language Arts, students will begin to form critical and analytical responses, and meet prescribed curriculum outcomes as specified by the province:

- Exploring thoughts, ideas, feelings and experiences
- Comprehending and responding personally to oral, literary and media texts
- Managing ideas and information
- Enhancing the clarity and artistry of communication
- Celebrating and building community

### ENGLISH LANGUAGE ARTS 20F (ENGR2F) - 1 credit

**Prerequisite:** English Language Arts 10F

**Content:**

Students will develop skill in their use of the language arts which includes: reading, writing, speaking, listening, viewing, and representing. Students study the language arts in order to function in their communities and cultures by learning to appreciate, enjoy, communicate, interact, identify, solve problems, think critically, and make informed choices. Topics that will be covered are the development of reading and writing skills, critical thinking, visual literacy, public speaking, and career education.

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## ENGLISH LANGUAGE ARTS: LITERARY FOCUS 30S (ENGL3S) - 1 credit

**Prerequisite:** English Language Arts 20F

### **Content:**

This specialized course focuses on the aesthetic (“literary”) uses of language: to enlighten, to foster understanding and sympathy, to reflect culture, to express feelings and experience, and to bring enjoyment. Engagement with literary works is central to the course, but so is the exploration of literary language through creative and sometimes transactional writing. The learning outcomes that students will fulfill in this course, as specified by the provincial curriculum, are:

- Exploring thoughts, ideas, feelings and experiences
- Comprehending and responding personally to oral, literary and media texts
- Managing ideas and information
- Enhancing the clarity and artistry of communication
- Celebrating and building community

The reading portion of the course can include short stories, novels, plays and poetry. Generally, reading material will be assigned curriculum literature for intensive study, although more extensive reading, chosen by the student, is also part of the course. Written assignments will include creative writing, responding to readings, summarizing, and explaining and supporting opinions. Related skills may include note-taking, organizing, critical thinking, spelling and vocabulary, and proofreading and editing. Development and use of computer word processing skills will be encouraged in this course as equipment availability permits.

## ENGLISH LANGUAGE ARTS: COMPREHENSIVE FOCUS 40S (ENGC4S) - 1 credit

**Prerequisite:** Grade 11 English Language Arts

### **Content:**

This course is designed to develop a student’s ability to apply accumulated language experiences to a range of “forms” such as:

- Literary forms (novels, short stories, poems, plays)
- Transactional forms (essays, articles, letters)

- Journalistic forms (newspapers, magazines, documentaries)
- Technical forms (memos, business letters, manuals)
- Media forms (newspaper, television, film/video)

Time will be spent instructing and practicing major skill areas such as listening, reading, speaking and writing. A provincially set written exam will be worth 30% of the course.

### **A Note on Literature and Transactional Elective Courses in English**

Language can be divided into “Literary” and “Transactional”. There is no strict dividing line between the two, but the basic difference between them is a difference of purpose: literary language aims at an enhanced insight into ourselves and our world, and/or the satisfaction which comes from understanding a work of art, and/or simply amusement. Transactional language aims primarily to make something happen to bring about social or political change or to facilitate activities in business, science, government, sports, entertainment, etc.

As far as Language Arts courses are concerned, the difference between literary and transactional is also one of approach. Many of the same readings might be used in both courses, but would be studied in different ways. The literary approach would be to apply responses back into the reading itself, changing and expanding our response, then re-applying the new response, in a process that expands and deepens our understanding. In other words, the direction of thinking in the literary approach is always back into the text of the literature. The transactional approach is exactly the opposite. Our response to the reading is applied in the context of our “real life” knowledge and experience. Understanding is expanded and deepened, but the direction of thinking is outward from the reading, not inward. Both approaches offer equal challenge for in-depth, rewarding study. Both courses are specialized and designed in part as university preparation.

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### **ENGLISH LANGUAGE ARTS: LITERARY FOCUS 40S (ENGL4S) - 1 credit**

**Prerequisite:** Grade 11 English Language Arts

**Content:**

This specialized course focuses on literary texts with the aim of deepening and broadening students' engagement with the literary uses of language: to enlighten, to foster understanding and sympathy, to reflect culture, to express feelings and experience, and to bring enjoyment. Exploration of literary texts through creative writing is also part of the course. Within this focus, students will meet the prescribed course outcomes for English Language Arts, which are:

- Exploring thoughts, ideas, feelings and experiences
- Comprehending and responding personally to oral, literary and media texts
- Managing ideas and information
- Enhancing the clarity and artistry of communication
- Celebrating and building community

The reading portion of the course can include short stories, novels, plays and poetry. Generally, reading material will be assigned curriculum literature for intensive study, although more extensive reading, chosen by the student, may also be part of the course. Written assignments will include responding to readings, summarizing, and explaining and supporting opinions. Related skills may include note-taking, organizing, critical thinking, spelling and vocabulary, and proofreading and editing. Development and use of computer word processing skills will be encouraged in this course as equipment availability permits. Students will produce an extensive personal portfolio as their final project in this course.

### **ENGLISH LANGUAGE ARTS: TRANSACTIONAL FOCUS 40S (ENGT4S) - 1 credit (Second Credit Elective)**

**Prerequisite:** English Language Arts Core 30G or Literary 30S

**Content:**

Transactional language aims at making things happen. The emphasis will be on these forms and purposes of language that relate to getting things done in the context of practical, professional and/or intellectual concerns. Research, editorials, exposés and publishing are all transactional activities. This elective will challenge students to present information in a clear concise way and to process information critically and efficiently. It will also encourage them to explore expression through alternative media (film, audio, advertising, etc.) The overall emphasis in discussion and assignments is on form and audience. Publishing a magazine is one of the central projects. Students will complete an extensive personal portfolio near graduation.

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## LANGUAGES

The Languages Program offers the following courses:  
French 10G/20G/30S/40S – 1 credit  
Spanish 20G/30S/40S – 1 credit

### FRENCH 10G (FRER1G) - 1 credit

**Prerequisite:** French Grade 8, or a willingness to learn

**Content:**

Learn one of Canada's two official languages. This course will allow you to acquire and develop basic French skills. Learn to communicate in French class. Each unit is based on a relevant theme that provides the context for communication. Activities promote real interaction by drawing on the experience and knowledge of students. An understanding of the code of the language (i.e.: grammar and vocabulary) is essential to communication. Each unit includes cultural material in the authentic reading passages drawn from French language sources such as magazines and brochures. Students do not simply learn a second language, they also acquire general knowledge and develop life skills through the use of that language. Oral and written activities provide the opportunity for true communication about topics drawn from the experience of young people. Examples: fashion, advertising, and travel. Grammar and vocabulary are practiced in interactive activities called mini-tasks.

### FRENCH 20G (FRER2G) - 1 credit

**Prerequisite:** French 10G

**Content:**

Learn one of Canada's two official languages. This course will allow you to acquire and develop basic French skills. There are six units divided in three or four parts. Each unit has a theme relevant to young learners. Some themes are health and physical fitness, interpersonal relationships, school and the system of education, the arts, recreational activities, and travel. The topics link to students' own experiences and the fact that they are sharing real information, motivates students to express themselves in French.

The fundamental goal is real life communication using the four skills: listening, speaking, reading, and writing. Written exercises are tied to the themes in each unit. Grammar and vocabulary is taught through meaningful and communicative activities. Each unit includes cultural material in authentic readings.

### FRENCH 30S (FRER3S) - 1 credit

**Prerequisite:** French 20G

**Content:**

The accent is on the communicative aspects of the language and on learning through interaction material and strategies that are provided to accommodate different ability levels, interests and needs. Real life communication is the fundamental goal. Topics attempt to link what is taught in the classroom to the students' own daily lives. Each unit has a concrete and real life communicative goal. An example in unit 5 is to make predictions related to scientific changes. Grammar and vocabulary is taught through meaningful and active communicative activities. Communication skills are developed through the use of dialogues, opinions, projects, and participation in classroom activities. Topics include travel in the Francophone world, the arts, crime, and the law, scientific and technological change, and the media. Students acquire general knowledge and develop life skills through the use of the French language.

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## **FRENCH 40S (FRER4S) - 1 credit**

**Prerequisite:** French 30S

**Content:**

Choose basic French as course of study and give yourself the competitive edge in the new millennium. There are three modules that are thematic and task-orientated. The development of the theme in each module is supported by interesting and motivating readings. The learning of French is greatly enriched with the acquisition of general knowledge and skills. Topics include: high school graduation, independence, co-habitation, relationships, social trends, leisure time, conflict management and changes in the workplace. Each unit contains cultural material in authentic readings such as newspapers and magazine articles, biographies, poems, and extracts from novels or short stories. Communication skills are developed and integrated with vocabulary and grammar. The skills of listening, speaking, reading and inventing are the main focus in the language.

## **SPANISH 20G (SPAR2G) - 1 credit**

**Prerequisite:** None

**Content:**

This is an academic course designed for students who have no previous knowledge of Spanish, but because it is grammar-based, skill in French is a great asset. Hispanic culture is emphasized, and games, skits and oral presentations are all part of the course. Speaking, listening, comprehension and writing skills in Spanish are developed.

## **SPANISH 30S, 40S (SPAR3S, 4S) - 1 credit**

**Prerequisite:** Spanish 20G

**Content:**

This course continues to develop knowledge of the language and introduces some Hispanic literatures, and cultural activities remain important. This course continues to emphasize listening, speaking, comprehension, and writing in Spanish.

# CHURCHILL HIGH REGISTRATION GUIDE

## TECHNOLOGY EDUCATION / HUMAN ECOLOGY

The Technology Education Program offers the following courses:

Comprehensive Industrial Arts 15G – 1/2 credit  
Graphics 20G, 30G, 40S – 1 credit  
Power Mechanics 20G, 30G, 40S – 1 credit  
Woodworking 20G, 30G, 40S – 1 credit

The Human Ecology Program offers the following courses:

Home Economics 15G – 1/2 credit  
Clothing, Housing & Design 20G, 30G, 40S – 1 credit  
Family Studies 30S, 40S – 1 credit  
Foods & Nutrition 20G, 30G, 40S – 1 credit

### COMPREHENSIVE INDUSTRIAL ARTS 15G (CIAR1G) - 1/2 credit

Prerequisite: None

Content:

Students will be placed in a group rotating through 2 areas (1/4 year in duration). Each term the student will receive a mark for that particular area, with the final mark being an average of the 2 term marks. The areas offered are: Graphics, Woodworking, Power Mechanics, Technology Education and Metals. This course is a continuation of the Grade 7 & 8 programs.

### HOME ECONOMICS 15G (HEHR1G) - 1/2 credit

Prerequisite: None

Content:

Students will be placed in a group rotating through 2 areas (1/4 year in duration). Each term the student will receive a mark for that particular area, with the final mark being an average of the 2 term marks. The areas offered are: Clothing and Food & Nutrition. The courses are designed to be both a continuation of the Grade 7 & 8 programs.

### CLOTHING, HOUSING & DESIGN 20G (CHDR2G) - 1 credit

Prerequisite: None

Content:

What is your fashion statement? How is your self-image reflected in the colors, fabrics and fashions you choose? What is a "fad"? How do certain clothing items become "fashion"? Students will develop skills in becoming wise consumers in today's market of clothing and textiles. This course will focus on wardrobe planning, an understanding of individual needs and the ability to make decisions that affect our sense of self-identity. Students will develop a portfolio of fashion design, construction techniques, and problem-solving assignments. A major component of this course will provide experiences in practical projects of garment construction, contemporary and traditional crafts and home accessories.

Basic skills will develop, and become more technically and conceptually advanced. This will be demonstrated in portfolio format as well as in choices of gradually more complex projects.

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### **CLOTHING, HOUSING & DESIGN 30G (CHDR3G) - 1 credit**

**Prerequisite:** Clothing, Housing & Design 20G

**Content:**

The focus of this course will be the history of fashion. Students will expand their knowledge of the principles of design in the construction of fashion design. The influences of history, lifestyles, choices and their effect on fashion and design will be explored. Students will continue to develop a more sophisticated portfolio of design and construction techniques.

### **CLOTHING, HOUSING & DESIGN 40S (CHDR4S) - 1 credit**

**Prerequisite:** Clothing, Housing & Design 20G or 30G

**Content:**

How can we better understand the world that we live in today – the choices that we have as to how we present ourselves to others? How does our lifestyle affect our selection of clothing, household textiles and living environment? Discover how developing personal creative skills can become a valuable resource in living an empowered full life. The focus will be on the application of the elements of principles of design on clothing, textiles and housing choices with a representational project in each area.

### **FAMILY STUDIES 30S (FASR3S) - 1 credit**

**Prerequisite:** None

**Content:**

Do you like children? Are you interested in a career in teaching, childcare, nursing or medicine. The basic needs and influences of development are core concepts as you study the physical, social intellectual needs of children. A practicum in a nursery, day care or elementary school setting is a component of this course.

### **FAMILY STUDIES 40S (FASR4S) - 1 credit**

**Prerequisite:** None

**Content:**

Do you want to develop positive relationships with your family and friends, discover more about yourself, learn the essentials of a fulfilling lifestyle? This course will explore these issues and others of relevance to young adults including: self-awareness, communication skills, family roles and responsibilities, dating, mate selection, sexuality, living on your own and money management.

### **FOODS & NUTRITION 20G (FONR2G) - 1 credit**

**Prerequisite:** None

**Content:**

Why do we eat the foods we do? This course will include a study of the factors affecting food choices. Healthy lifestyle choices will be analyzed through in-depth exploration of the five major nutrients, their functions, sources and disease related issues. This will include topics such as artificial sweeteners, heart disease, diabetes, cancer, vegetarianism, vitamin supplements and GMO's. Computer software will be used to analyze recipes for specific nutrient content as well as analyzing the quality of your own diet. The Internet will be employed as a research tool for most current information on selected topics.

### **FOODS & NUTRITION 30G (FONR3G) - 1 credit**

**Prerequisite:** None

**Content:**

Can you describe a typical meal? The Canadian Food Mosaic is a rich blend of heritage, regional differences and multicultural influences that will be explored in this course. What do you feed a baby? A toddler? A pregnant woman? A senior? Food needs throughout the lifecycle is another major focus. Computer software and Internet research will be used for most current information.

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## FOODS & NUTRITION 40S (FONR4S) - 1 credit

**Prerequisite:** None

**Content:**

How do you tenderize a less tender cut of meat? Make a meringue? A risotto? Which type of rice is the best buy? Try quinoa? If you're getting ready to make it on your own, this course is for you! As well as the theory and application of cooking techniques, you'll examine consumer issues such as food additives, pesticides and organic foods. About 50% of the course is spent on food preparation in small groups. A video demonstration, research project, written assignments and good lab plans are required.

## GRAPHICS 20G, 30G, 40S (GRAR2G, 3G, 4S) - 1 credit

**Prerequisite:** Grade 10 – None; Grade 11 – 20G; Grade 12 – 30G

**Content:**

A student friendly course designed to allow the individual student to focus on specific areas of interest in the area upon completion of the mandatory projects at each grade level.

Topics covered are:

- Multicolor Screen Printing (manual and computer generated)
- Photography (Continuous tone and computer generated)
- Video Editing – create your own “movie” using Pinnacle Studio
- Airbrushing Techniques
- Computer Application (Linked to all topics) – Photoshop, MS Front Page, MS Publisher
- Design Principles
- Presentation and Technical Drawing (3-D Modeling), (PTC - Pro Desk Top), and Publishing (our Yearbook is created)

## POWER MECHANICS 20G, 30G, 40S (POMR2G, 3G, 4S) - 1 credit

**Prerequisite:** Must have 3G before 4S credit will be granted

**Content:**

In today's society a motor vehicle is a necessity and not a luxury. These courses will help the student develop an understanding of all the mechanical systems that are required to make the vehicle operate. This course will help each student develop a safe and positive attitude while working on motor vehicles. Students will gain an understanding of why it is important to be able to repair his/her own vehicle and benefit from this course. Theory, as well as practical work, will be taught as part of the learning structure. Students should be prepared to bring coveralls for the practical work. You will never forget the skills you learn in this program, as most of us will probably own a vehicle during our lifetime. Many may choose this trade for an occupation. This program will give you a good basic knowledge to continue on after S4 and on to Red River College. The topics covered will be Auto Safety, Tool Safety, Chassis, Tires, Tune Ups, Electrical, Cooling, Lubrication, and Ignition Systems. Fuel injection will be taught at the S4 level.

## WOODWORKING 20G, 30G, 40S (WOOR2G, 3G, 4S) - 1 credit

**Prerequisite:** for 40S: 20G and/or 30G

**Content:**

These courses are geared toward the building of a woodworking project chosen and designed by the individual student. In fabrication of the chosen project, the student will have the opportunity to learn and master the safe operation and proper use of the many hand and power tools common to the modern day carpenter, while at the same time looking at wood and its many functions, characteristics and species. Students are responsible for the cost of materials used to build their project. Appropriate advancement in each course is expected with each year the student selects the course with particular expectations placed on the student selecting and completing the 40S course. Competent skills and yearly development are expected in the following areas: design, competency with hand and power tools, processes needed in manufacturing with a continuing emphasis placed on safety.

# CHURCHILL HIGH REGISTRATION GUIDE

## MATHEMATICS

The Mathematics Department offers the following courses:

Mathematics 10F – 1 credit

Applied Mathematics 20S, 30S, 40S – 1 credit

Consumer Mathematics 20S, 30S, 40S – 1 credit

Pre-Calculus Mathematics 20S, 30S, 40S – 1 credit

Advanced Mathematics 45S – ½ credit

Introduction to Calculus 45S – ½ credit

### Mathematics (10F)

All students must obtain a credit in Grade 9 math before proceeding to any other math course. The courses beyond Grade 9 are at the Grades 10, 11, 12 levels and are **all** designated with the “S” code. There are 3 possible “S” streams; Pre-Calculus, Applied and Consumer. The intent of these streams is described below. Please note that if you are not absolutely certain about your career plans, your best choice in high school mathematics would be to stay with the Pre-Calculus stream as this gives you the widest range of future choices.

### Pre-Calculus (20S, 30S, 40S): (Recommended Grade 9 mark = 70%)

This is the standard university entrance course accepted by all universities and colleges for admittance to all faculties. This course is for students who **will** pursue post-secondary studies (usually involving Calculus) where high-level mathematical skills will be further developed and applied. The course may also be taken for its challenging logical and problem solving aspects. Students thinking of pursuing studies in Engineering, Architecture or the Physical Sciences should choose this stream. Note that **some faculties require a minimum grade** in this course for admission.

### Applied (20S, 30S, 40S): (Recommended Grade 9 mark = 70%)

This is an equally demanding course that is calculator/computer software and laboratory based and can be taken concurrently with Pre-Calculus. Note that Applied Math 40S alone (without Pre-Calculus 40S) is not accepted by most Manitoba universities as a pre-requisite to their first year Calculus course. As a result, an **upgrade course** or courses (covering topics usually taught in Pre-Calculus courses) **may be required at your expense**. It still can be used to meet the general entrance requirements for University admission.

### Consumer (20S, 30S, 40S):

This stream is recommended for students who are not planning to pursue further studies in math or science at the post-secondary level. It can still be used to fulfill the general entrance requirements for University admission in Manitoba. Please note that it may not be recognized outside the province, so check with the guidance department.

### Provincial Exams:

All Grade 12 Math students are expected to write a Provincial Standards Exam at the end of their course. Each exam is slightly different in design but all are worth 30% of the final grade. These exams are based on outcomes that are learned over their entire high school years. In other words, students in Grade 9 are already preparing for this Grade 12 provincial math exam.

### Homework:

It is not unusual for students to spend anywhere from 20 minutes to 1 hour daily on math homework. This could be doing practice questions, hand in assignments, note review, or test review. The math courses are very demanding so that extra practice is important. Taking work home to complete or review is critical for success in this course.

### Attendance:

Other than illness or school activity, perfect attendance is expected. Should a student miss a math class, it is his/her responsibility to contact the teacher to determine work missed.

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## Supplies:

It is important that each student come to class with the following supplies: pens/pencils, notepaper, scientific calculator. An organized notebook is expected and is key to success.

## Extra Help:

Each math teacher is available outside of class time to meet with students who need extra help. This could be to explain notes, explain assignment directions, or solve a problem.

## Math Study Groups:

Students should create study groups to help them study for tests and finish homework. If necessary, your math teacher will help you set these up.

## Computer Assisted Learning:

Churchill High School has computer software available (learning equation) that may help you learn a topic that you might have found difficult. See your math teacher to make arrangements for extra review.

## MATHEMATICS 10F (MATR1F) - 1 credit

**Prerequisite:** Successful completion of Grade 7 & 8 Math

### Content:

The purpose of this course is to acquire fundamental skills that are essential so that students can continue their studies in math and science. This program builds on five interrelated foundations: mathematical reasoning, communication, technology, estimation and making connections. Credit in this course is mandatory to graduate. Topics include mathematical reasoning, linear relations, polynomials, powers and exponents, trigonometry, probability, transformational geometry, and/or spatial geometry.

## APPLIED MATHEMATICS 20S (APMR2S) - 1 credit

**Prerequisite:** A minimum of 70% in Grade 9 Math

### Content:

Applied Math 20S is data driven. Students develop mathematical concepts from analysis of data collected through experiments and activities. The emphasis is on critical thinking and analysis of data using technology (graphing calculators and computers) as a tool.

**NOTE:** A T1-83 Plus Graphing Calculator is required for all Applied Math courses (these may be rented through the school).

Topics include data management/analysis, linear models and patterns, measurement technology, trigonometry; coordinate geometry, technical communication and spreadsheets.

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## CONSUMER MATHEMATICS 20S (COMR2S) - 1 credit

**Prerequisite:** Successful completion of Grade 9 Math

**Content:**

The Consumer Mathematics program has been designed to help students understand the mathematical concepts that permeate daily life, business, industry, government and our thinking about the environment. Among the goals of the program are to help students learn to use mathematics to solve problems related to real-life situations, to make connections between mathematics and other fields of study and work, as well as to learn to communicate mathematically and to read mathematics with understanding. Although the program leads to a range of post-secondary education programs and vocational training employment, it is important that students make sure that the program will satisfy the math requirements necessary for acceptance into a specific university or college program.

**Topics Covered:**

- Problem Analysis
- Analysis of Games and Numbers
- Wages and Salaries
- Spreadsheets
- Trigonometry
- Spatial Geometry
- Consumer Decisions
- Geometry Project
- Personal Banking
- Probability and Sampling

## PRE-CALCULUS MATHEMATICS 20S (PCMR2S) - 1 credit

**Prerequisite:** 70% in Grade 9 Math

**Content:**

Mathematics 20S is designed for students with good mathematical ability who intend to pursue careers in mathematics, science, engineering, (Management) Asper School of Business, or the technologies. The emphasis is on problem solving and independent thinking; this course encourages the student to understand and appreciate the role of mathematics in society. Topics include polynomials, analytic geometry, trigonometry, exponents and radicals, geometry, rational expressions, functions, statistics and probability, variation and sequences.

## APPLIED MATHEMATICS 30S (APMR3S) - 1 credit

**Prerequisite:** Applied Math 20S

**Content:**

Applied Math 30S is data driven. Students develop mathematical concepts from analysis of data collected through experiments and activities. The emphasis is on critical thinking and analysis of data using technology (graphing calculators and computers) as a tool. Topics include non-linear functions, personal finance, systems of equations, linear programming, budgets and investments, data management, precision measurement, and geometry.

# CHURCHILL HIGH REGISTRATION GUIDE

## CONSUMER MATHEMATICS 30S (COMR3S) - 1 credit

**Prerequisite:** Math 20S

**Content:**

The Consumer Mathematics program has been designed to help students understand the mathematical concepts that permeate daily life, business, industry, government and our thinking about the environment. Among the goals of the program are to help students learn to use mathematics to solve problems related to real-life situations, to make connections between mathematics and other fields of study and work, as well as to learn to communicate mathematically and to read mathematics with understanding. Although the program leads to a range of post-secondary education programs and vocational training employment, it is important that students make sure that the program will satisfy the math requirements necessary for acceptance into a specific university or college program.

**Topics Covered:**

- Problem Analysis
- Analysis of Games and Numbers
- Linear Relations
- Income and Debt
- Data Analysis and Interpretation
- Measurement Technology
- Operating a Vehicle
- Personal Income Tax
- Applications and Probability

## PRE-CALCULUS MATHEMATICS 30S (PCMR3S) - 1 credit

**Prerequisite:** Pre-Calculus Mathematics 20S

**Content:**

The purpose of this course is to prepare students for a future investigation of calculus. The course consists of a high level of theoretical mathematics with an emphasis on problem solving. This course emphasizes a cumulative approach to mathematics. Topics include quadratic functions, trigonometry, algebra, analytical geometry, geometry, consumer math, logic and functions.

## APPLIED MATHEMATICS 40S (APMR4S) - 1 credit

**Prerequisite:** Applied Math 30S

**Content:**

This course is a continuation of the Applied Math curriculum. The students will complete several major projects and must be self-directed and independent learners. Topics include matrix modeling, vectors, personal finance, probability, variability and statistical analysis, design and measurement, application of periodic functions and sequences.

## CONSUMER MATHEMATICS 40S (COMR4S) - 1 credit

**Prerequisite:** Consumer Math 30S

**Content:**

The Consumer Mathematics program has been designed to help students understand the mathematical concepts that permeate daily life, business, industry, government and our thinking about the environment. Among the goals of the program are to help students learn to use mathematics to solve problems related to real-life situations, to make connections between mathematics and other fields of study and work, as well as to learn to communicate mathematically and to read mathematics with understanding. Although the program leads to a range of post-secondary education programs and vocational training employment, it is important that students make sure that the program will satisfy the math requirements necessary for acceptance into a specific university or college program.

**Topics Covered:**

- Problem Analysis
- Analysis of Games and Numbers
- Personal Finance
- Government Finances
- Relations and Formulas
- Statistics
- Investments
- Taxation
- Design and Measurement
- Life Project

## CHURCHILL HIGH REGISTRATION GUIDE

### PRE-CALCULUS MATHEMATICS 40S (PCMR4S) - 1 credit

**Prerequisite:** Pre-Calculus Mathematics 30S

**Content:**

Credit in 40S Pre-Calculus is necessary for entrance into many faculties at both universities and community colleges; is designed to increase students' understanding of math concepts and prepare them for post-secondary studies. A strong background in algebra and analytical geometry is necessary for success. This course cumulates in a provincial exam worth 30% of the final mark. Topics covered include circular functions, exponents and logarithms, permutations and combinations, probability, conics, statistics and sequence.

### ADVANCED MATHEMATICS 45S (ADMR4S) - 1/2 credit

**Prerequisite:** Introduction to Calculus 45S

**Content:**

This course is intended for students with an excellent aptitude in mathematics that are interested in further math studies at the post secondary level. The topics are designed to expand the student's math experience and enable them to adapt more readily to university courses. ***This course must be taken in conjunction with Introduction to Calculus.***

### INTRODUCTION TO CALCULUS 45S (CALR4S) - 1/2 credit

**Prerequisite:** Advanced Mathematics 45S

**Content:**

This course stresses the development of skills in understanding the properties of functions and their role in many different areas of mathematics. The major emphasis is in the area of applications with regard to curve sketching, area under the curve and problem solving. This course is designed to provide students with a solid background necessary to further explore calculus courses at the university level. Topics include limits, derivatives of functions, applications of derivatives and integration. ***This course must be taken in conjunction with Advanced Mathematics.***

# CHURCHILL HIGH REGISTRATION GUIDE

## PHYSICAL EDUCATION

The Physical Education program offers the following courses:

- Physical Education 10F - 1 credit
- Female Physical Education 10F – 1 credit
- Physical Education 20F - 1 credit
- Female Physical Education 20F – 1 credit
- Physical Education Leadership 31G - 1 credit
- Physical Education Leadership 41G - 1 credit

### PHYSICAL EDUCATION 10F (PHER1F) - 1 credit

**Prerequisite:** None

**Content:**

The Grade 9 Health and Physical Education Program allow students the opportunity to engage in individual and team activities. Students will explore a wide variety of activities designed to enhance lifelong commitments through individual pursuits and team activities. We take the “something for everyone” approach towards Physical and Health Education. Through instruction and game situations, students will be provided the opportunity to improve and succeed in a wide variety of activities.

### FEMALE PHYSICAL EDUCATION 10F (PHER1F) - 1 credit

**Prerequisite –** None

**Content:**

This course is designed to follow the Grade 9 curriculum with the focus on female health and fitness issues. The program allows females the opportunity to engage in individual and team activities. Female students will explore a wide variety of activities designed to enhance lifelong commitments through individual pursuits and team activities.

### PHYSICAL EDUCATION 20F - (PHER2F) - 1 credit

**Prerequisite:** Physical Education 10F

**Content:**

The course is run on a block system that allows students to choose the activities in which they participate. Thirteen of fifteen blocks must be accomplished in order to obtain the credit. Classes are co-educational and the instruction varies between lifetime activities and team sports. Many activities such as racquetball, golf, bowling and billiards are offered at facilities outside the school. Instruction covers the general concepts, skills, and regulations of lifetime activities and team sports. A mandatory health and CPR/First Aid component is integrated into the block system.

### FEMALE PHYSICAL EDUCATION 20F - (PHER2F) - 1 credit

**Prerequisite –** Physical Education 10F

**Content:**

This course is designed to follow the Grade 10 curriculum with the focus on female health and fitness issues. The program allows females the opportunity to engage in individual and team activities. Female students will explore a wide variety of activities designed to enhance lifelong commitments through individual pursuits and team activities.

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## **PHYSICAL EDUCATION LEADERSHIP 31G - (PELY3G) - 1 credit**

**Prerequisite:** Physical Education 20F

**Content:**

The course is run on a block system that allows students to choose the activities in which they participate. Twelve of fourteen blocks must be accomplished in order to obtain the credit. Classes are co-educational and the instruction varies between lifetime activities and team sports. Many activities such as racquetball, hockey and golf are offered at facilities outside the school. A peer teaching component, run in partnership with neighbouring elementary schools, is a mandatory part of the course. Instruction covers the general concepts, skills, and regulations of lifetime activities and team sports. A mandatory health component is integrated into the block system.

## **PHYSICAL EDUCATION LEADERSHIP 41G (PELY4G) - 1 credit**

**Prerequisite:** Physical Education 20F

**Content:**

This course offers students a wide variety of skills. Many skills obtained through the course are expectations of the Conference Board of Canada Employability Skills. Students will be provided with teaching experiences in various programs, organizational/leadership practicum, and an active healthy lifestyles component. Students will also be certified in the National Coaching Certification Program “Intro to Coaching – Competition A & B” theory course. Improvement of communication skills, personal management skills and teamwork skills will be addressed regularly.

# CHURCHILL HIGH REGISTRATION GUIDE

## SCIENCE

The Science Program offers the following courses:

Science 10F/20F – 1 credit

Biology 30S/40S – 1 credit

Current Topics in Science 30S – 1 credit

Chemistry 30S/40S – 1 credit

Physics 30S/40S – 1 credit

### SCIENCE 10F (SCIR1F) - 1 credit

**Prerequisite:** None

**Content:**

Students consider interactions among science, technology, society and the environment. They perform lab activities in order to gain experience using the scientific method.

Internet assignments are incorporated into the course.

Students will be following the Pan Canadian curriculum.

Topics are: Reproduction, Characteristics of Electricity, Atoms and Elements, Exploration of the Universe.

### BIOLOGY 30S (BIOR3S) - 1 credit

**Prerequisite:** Science 20F

**Content:**

Students will develop lab skills, critical thinking, and group cooperation and communication skills. Students will apply their knowledge to current issues in biology. This course is a study of human physiology. Topics include digestion, transport, the blood, respiration, excretion, nervous regulation, the endocrine system, reproduction and development.

### SCIENCE 20F (SCIR2F) - 1 credit

**Prerequisite:** Science 10F

**Content:**

Through lab work students are given an insight into how scientific knowledge is acquired. Internet assignments are incorporated into the course. The course is designed to develop scientific literacy in students.

### CURRENT TOPICS IN SCIENCE 30S (CTSR3S) - 1 credit

**Prerequisite:** Science 20F

**Content:**

The purpose of this course is to develop scientifically literate students. These students will be able to answer questions, solve problems and will be able to make decisions regarding science and the technology produced by scientific thinking throughout history. Topics covered include: blood analysis, chromatography, decomposition, DNA profiling, chemical detection, soil analysis and urine analysis.

### CHEMISTRY 30S (CHER3S) - 1 credit

**Prerequisite:** Science 20F, Pre-Calculus Mathematics 20S or Applied Mathematics 20S is recommended

**Content:**

This course is an overview of many chemistry topics. Topics studied include atomic structure, the periodic table, stoichiometry, the states of matter, chemical reactions, solubility, acids and bases, and organic chemistry. Students should have strong math skills and good work habits to succeed in this course. Students will develop lab skills, critical thinking, and group cooperation and communication skills. Students will apply their knowledge to current issues in chemistry.

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## PHYSICS 30S (PHYR3S) - 1 credit

**Prerequisite:** 60% in Science 20F; 60% in Pre-Calculus Mathematics 20S or Applied Mathematics 20S

**Content:**

The goals of the Grade 11 Physics course are to help students develop an understanding of the basic principles and concepts in physics, to develop critical thinking and problem solving skills and to make informed decisions about further studies and careers in science. The Grade 11 Physics curriculum also provides the foundation to further study in Grade 12 Physics.

**Topics Covered:**

The following units make up the Physics 30S course:

- Introduction to Physics
- Mechanics
- Fields
- Waves
- Introduction to Modern Physics

## BIOLOGY 40S (BIOR4S) - 1 credit

**Prerequisite:** Biology 30S recommended

**Content:**

There are two main topics covered in this course: genetics and biodiversity. Genetics is based on heredity and the study of DNA. Biodiversity deals with taxonomy and evolution. This course gives students an opportunity to learn about the world around them. Students will develop lab skills, critical thinking, and group cooperation and communication skills. Students will apply their knowledge to current issues in biology.

## CHEMISTRY 40S (CHER4S) - 1 credit

**Prerequisite:** Chemistry 30S

**Content:**

This course explores atomic theory, reaction rates, equilibrium, acid-base equilibrium, and solubility equilibrium and oxidation-reduction reactions. Chemistry related careers would also be discussed. Students must have strong math skills and excellent work habits to succeed in this course. Students will develop lab skills, critical thinking, and group cooperation and communication skills. Students will apply their knowledge to current issues in chemistry.

## PHYSICS 40S (PHYR4S) - 1 credit

**Prerequisite:** 60% in Physics 30S; 60% in Pre-Calculus Mathematics 30S or Applied Mathematics 30S

**Content:**

The goals of the Grade 12 Physics course are to help students develop an understanding of the basic principles and concepts in physics, to develop critical thinking and problem solving skills, and to make informed decisions about further studies and careers in science. The course builds and elaborates on the material studied in Grade 11 Physics.

**Topics Covered:**

The following units will make up the Physics 40S course:

- Introduction to Physics
- Mechanics
- Fields
- Introduction to Modern Physics

# CHURCHILL HIGH REGISTRATION GUIDE

## SOCIAL STUDIES

The Social Studies Program offers the following courses :

Social Studies 10G – 1 credit

Geography 20G – 1 credit

History 30G/30S – 1 credit

World Issues 40G/40S – 1 credit

Psychology 41G – 1 credit

Law 40S – 1 credit

### SOCIAL STUDIES 10G (SOSR1G) - 1 credit

**Prerequisite:** None

**Content:**

This course examines some of the important events in Canada's past and some of the current issues that face Canada. Through historical research, presentation of current events and integration of primary and secondary sources, students build an understanding of Canadian society. Through dialogue and reflection students are encouraged to explore their attitudes and beliefs about these issues. Some areas covered are Canadian identity, cultural diversity, government, economy, legal system, Canada in the global context including foreign policy, world wars and international aid and development. Students will develop skills related to active citizenship, managing and communicating information and ideas and critical and creative thinking.

### GEOGRAPHY 20G (GEOR2G) - 1 credit

**Prerequisite:** Social Studies 10G

**Content:**

To be informed about the geographical issues facing this continent, the basic concepts of Geography as they relate to North America are examined in the first unit. The remainder of the course is a study of the North American countries and regions and the geographical issues they face. Some of these issues are global warming, depletion of the ozone layer, acid precipitation, the agricultural crisis, free trade, the crisis in the east coast fishery, forest preservation, and future requirements. Research and essay writing skills are developed as are map, graph, and diagram reading skills.

### HISTORY 30G (HISR3G) - 1 credit

**Prerequisite:** Geography 20G

**Content:**

Be prepared to take your place as an intelligent, well-informed Canadian. How are the political parties different from each other? How can you become involved in the political process? What should happen to the Canadian Senate? What are the challenges facing our First Nations as they move into the Canadian mainstream? What Métis issues remain unresolved? Why do the separatists want to break up the country? What wisdom do our grandparents and those who preceded them have to pass along and what mistakes should we avoid? These and other Canadian issues are examined in the context of our past. Research skills, writing skills, and critical thinking skills are all developed.

# CHURCHILL HIGH REGISTRATION GUIDE

## HISTORY 30S (HISR3S) - 1 credit

**Prerequisite:** Geography 20G

**Content:**

Be prepared to take your place as an intelligent, well-informed citizen and be prepared for university studies in History and in related disciplines such as Political Studies, Sociology, and Economics. This course will prepare you both for citizenship and for university. Topics include the political process, our first nations and Métis, the Quebec question, the Canadian economy, and others. Research and essay writing skills are developed, as are critical thinking skills.

## WORLD ISSUES 40G (WOIR4G) - 1 credit

**Prerequisite:** History 30G is strongly recommended

**Content:**

Would you like to better understand the political issues that dominate our world? Would you like to discuss them intelligently with your fellow students and with other adults? This course zeros in on the hot spots of the world, examines the factors that make them hot, and considers the role Canada is playing and should play in making the world a better place. Research and essay writing skills are developed, as are critical thinking skills. The skills of negotiation, compromise, diplomacy, and public speaking are developed.

## WORLD ISSUES 40S (WOIR4S) - 1 credit

**Prerequisite:** History 30S is strongly recommended

**Content:**

Would you like to better understand the political issues that dominate our world? Would you like a course that prepares you to examine them in greater depth in university courses such as Political Studies, History, and Economics? This course zeros in on the hot spots of the world, examines the factors that make them hot, and considers the role Canada is playing and should play in making the world a better place. Research and essay writing skills are developed, as are critical thinking skills. The skills of negotiation, compromise, diplomacy, and public speaking are developed.

## LAW 40S (LAWR4S) - 1 credit

**Prerequisite:** None

**Content:**

Law governs many aspects of our daily living. These laws deal with crime, property, work and moral issues. This course is an introduction to Canadian law, surveying the fundamentals of the legal system, covering such topics as the criminal code and capital punishment, youth crime, separation and divorce and legal and contractual rights.

## PSYCHOLOGY 41G (PSYY4G) - 1 credit

**Prerequisite:** None

**Content:**

Why do you think and act the way you do? This course will analyze the main ideas and concepts associated with the human mind and human behaviour. This includes topics such as: Abnormal Psychology, Adolescent Development, Sleep and Dreams, Social Psychology and many more. Focus will be on researching topics, small group discussion, dream analysis, personal reflection and case study analysis.

# CHURCHILL HIGH REGISTRATION GUIDE

## SCHOOL INITIATED COURSES

The School Initiated Course Program offers the following courses:

- Career Education 21G/31G/41G – 1 credit
- Community Services 21G – 1 credit
- Community Studies 31G – 1 credit
- Community Services 41G – 1 credit or ½ credit
- Peer Counselling 20G/30G/40G – 1 credit

### CAREER EDUCATION 21G, 31G, 41G (CAEY2G, 3G, 4G) - 1 credit

**Prerequisite:** None

**Content:**

This program will focus on developing career interests through exposure to various opportunities and interests. It is a hands-on practical experience for those students wanting to understand the world of work.

### COMMUNITY SERVICES 21G (COSY2G) - 1 credit

**Prerequisite:** None

**Content:**

Need a break into the work force? Need to expand those resume qualifications? This course will offer you the opportunity to interact with people in the community and to observe and experience various aspects of a volunteer situation **with the flexibility of doing it on your own time**. Students will be expected to keep a journal of their activities, responsibilities, observations and impressions regarding their volunteer experience.

The credit is based on:

- 80 hours of volunteer community service
- 30 hours of classroom instruction, scheduled meetings & orientation
- Assignments can be submitted on-line in lieu of scheduled meetings

### COMMUNITY STUDIES 31G (COSY3G) - 1 credit

**Prerequisite:** None

**Content:**

Need to enhance your career portfolio? Continue your community service experiences and explore job-shadowing opportunities, thereby enhancing your resume and career portfolio. The credit is based on 80 hours of volunteering and/or job-shadowing. There will also be a 30 hour classroom component.

### COMMUNITY SERVICES 41G (SIP) (CSVZ4G) - 1 credit (CSHZ4G) - 1/2 credit

**Prerequisite:** None

**Content:**

The Community Service Student Initiated Project (SIP) credit option enables students who make a contribution to their community by volunteering for worthwhile causes or organizations to receive recognition for the civic skills, knowledge and attitudes obtained in the volunteer activity.

This credit is earned entirely through volunteer work in the community (110 hours = 1 credit; 55 hours = 1/2 credit) and occurs completely outside the regular school program.

# **CHURCHILL HIGH REGISTRATION GUIDE**

## **PEER COUNSELLING 20G, 30G, 40G (PECY2G, 3G, 4G) - 1 credit**

**Prerequisite:** None

**Content:**

To provide students, through leadership training opportunities as well as practicum experiences, the opportunity to interact with people in their school and wider community to develop personal growth and problem solving skills.



**WINNIPEG SCHOOL DIVISION**  
INVESTING IN THE FUTURE