WELCOME TO NEELIN HIGH SCHOOL

"Preparing for the Future Today"

General Information 2007-2008

To graduate from Neelin High School in either the English or French stream, students require a minimum of 28 credits including specific "compulsory" and a balance of "option" courses. Province of Manitoba graduation requirements may not guarantee post secondary eligibility. Notice must be taken of the entrance requirements of individual Universities, Community Colleges and other Post Secondary Institutions. Check with our School Counsellor for this information.

This booklet is intended to assist students in planning their selection of courses as they relate to future careers.

Decisions about careers and the courses taken should be made after their discussions with teachers, administrators, school counsellor and parents. Aptitudes, interests and past performances on tests and exams also help to determine what courses should be selected. The counsellor and teachers at Neelin are available to assist students throughout the school year in this important matter.

Often adults are influenced by what they would like to have taken in school, or by special plans they have for their sons and daughters. The danger of this is that it prevents them from honestly exploring or assessing the student's interest, abilities, and plans. As much as possible, parents should help students make choices that will lead to their becoming successful and happy rather than unsuccessful and, therefore, disinterested.

To assist students and parents in making reasonable choices, the school will follow these procedures:

(a) HomeRoom Teacher (Teacher Advisor) and students review choices;
(b) Students and parents discuss and complete the Registration Form;
(c) The staff reviews choices made - parents will be contacted if the staff questions any choices;
(d) The Master Board Timetable is prepared;
(e) Students are timetabled using the Registration Form as a guide;
(f) Option courses may have to be reselected if irresolvable timetable conflicts occur or if numbers do not warrant a course to be offered.
(g) Courses may be offered asynchronously in conjunction with Manitoba Education, Citizenship & Youth using provincial curricula developed for the WebCT environment.

When all timetables have been finalized, classes are organized and balanced for size. Therefore, course changes after the commencement of school in September are extremely difficult. Students are issued their actual individual

timetable for the school year on the first day of school. The school counsellor/administrators will consider timetable changes during the first week of a term providing sufficient rationale is provided.

SCHOOL SERVICES AND ACADEMIC PLANNING

Neelin High School is a school with a student population of about 500 and a teaching staff of 35. In order to meet the needs of students, Neelin offers a wide variety of courses and programs. The staff is dedicated to ensuring that students achieve a high academic standard and to providing opportunities for students to pursue diverse interest areas. Neelin has served the needs of its students since 1957 and is committed to continuing the tradition of excellence.

MISSION STATEMENT

"Our purpose is to provide opportunities for students to acquire skills, knowledge and attitudes which enable them to grow and thrive".

Student Services Team

In order to assist students in their Senior Years Program, the home and school must continue to work together. Neelin High School has the services of a guidance counsellor, a resource teacher, a school-based aboriginal academic achievement mentor (AAA mentor), a divisional aboriginal counsellor, an Elder, clinical services and community-based services. Please call us if you have questions or need assistance with situations related to academic topics or personal issues.

Graduation Requirements for High School

In the Province of Manitoba, student's graduate from High School with a minimum of 28.0 credits. Of these credits, 15.0 are compulsory and 13.0 are optional courses. Please see the Provincial Graduation Program sheets on pages 6, 7 and 8.

Diploma Programs

Neelin High School offers students one or more of four different Educational Programs: English Academic, French Immersion Academic, Technology Education and the Life Skills Program.

School Division Programs

Brandon School Division provides many opportunities for students to enrich what is already a strong academic program. September 2006 Neelin High School began offering the highly regarded International Baccalaureate Diploma Programme for Brandon School Division students. Neelin High School is also the divisional site for the CISCO Networking Academy, a computer technology program for Grade 11 and 12 students. Neelin High School is one of two sites offering the Career Preparation Program for Grade 11 and 12 students, a program that integrates classroom theory with meaningful experiences in the workplace. The Division also offers Advanced Placement (AP) programs at other sites.

Life Skills Program

Student placement in this Divisional Senior Years program, based at Neelin High, is determined by a cognitive criteria determined by the Department of Education and Training. Individualized Educational Plans (IEP) and Individualized Transition Plans (ITP) are used to prepare students for life in the community. Students can remain in this program until age 21.

School Certificate Programs

Neelin High School offers students certificate programs in Performing and Visual Arts and French Immersion.

Compulsory and Optional Courses

On pages 6, 7 and 8, the fifteen compulsory credit courses under the Provincial Graduation Requirements are indicated. In addition to these requirements, Neelin High offers optional course opportunities for students to excel in personal interest areas in drama, visual arts, band and choral, languages (French and Spanish), computer technology, social sciences, business technology, career preparation and physical fitness.

Academic Course Programming

The program that students choose should meet their needs. They need to consider their interests, aptitudes and abilities. At the time the program is chosen, students should consider not only the courses and the skills they wish to

acquire by graduation, but also *the program which will provide as many post-secondary options as possible*. The compulsory academic courses are offered at different levels of difficulty. It is advised that students select each course at the most difficult level that they can handle, in consideration of academic background preparation, attitude and ability.

Career Planning

Students are encouraged to use school resources in gathering information about possible career paths in their future. Room 1 contains a Career Area which has post-secondary calendars from colleges, trade schools and universities within the Province and across the country. A student scholarship and opportunities bulletin board is located outside room 34 and is continually updated. All students at Neelin are expected to attend the Brandon Career Symposium, which occurs annually in early March. The guidance counsellor is available to assist students investigate career planning. Students are encouraged to use the computer program at www.careercruising.com, which is a career find program that contains an interest inventory, links to post-secondary web sites and scholarship information. The school will supply the access code.

Learning Strategies (Study Habits)

Student academic success at the Senior Years is enhanced by a willingness to incorporate additional learning strategies. A few useful web sites for investigation are: www.howtostudy.com, www.iss.stthomas.edu/studyguides/index.htm and www.und.edu/dept/ULC/rf-motiv.htm.

OTHER WAYS TO ACHIEVE CREDITS

i) *Student Initiated Projects*

Among the electives necessary for graduation, a student may include up to three credits for projects that he or she has initiated and which the school, within the parameters of departmental guidelines, is prepared to approve and to supervise for credit purposes. All SIPS must be approved by the administration by September 30 in Semester 1 or February 27 in Semester 2. Interested students should make arrangements through the Student Services Department.

ii) *Private Music Option*

A private music option under private teachers may be accepted for credit in each year of High School . The requirements for this option have been set up by the Universities and Departments of Education in Alberta, Saskatchewan, and Manitoba, acting through the Western Board of Music and Royal Conservatory of Toronto.

iii) *Special Language Credits*

Manitoba high school students may claim special credit for languages not included in the regular high school program. See a counsellor for more information.

iv) *Cadet Credits*

Students may obtain 2 credits through participation in Cadet programs outside the school. These credits may be counted in addition to the 28 required for graduation.

v) *Challenge for Credit*

The Challenge for Credit Option offers students the opportunity to apply prior knowledge in a particular subject area by demonstrating achievement in the learning outcomes of that course/speciality and receive credit for it. See a counsellor for more information.

v) *Community Service*

Students may earn one Community Service credit (in the form of a SIP) within the 28 credits for graduation. Credit for community service activities will be given not simply for participation in an activity, or for the amount of time spent in an activity, but for the achievement of an educational purpose. All SIPS must be approved by the administration by September 30 in Semester 1 or February 27 in Semester 2. Interested students should make arrangements through the Student Services Department.

COURSE IDENTIFICATION

The course numbering system is made up of a 3-character, alpha-numeric code. The first and second characters are numerals, while the third character is a letter. The use of this designation is limited to courses approved for credit by Manitoba Education and Training.

First Character

1 for courses developed for Grade 9
2 for courses developed for Grade 10
3 for courses developed for Grade 11
4 for courses developed for Grade 12

Second Character

0 developed/approved by Manitoba Education & Training for 1credit
5 developed/approved by Manitoba Education & Training for ½ credit
1 developed by a school/division (includes Student Initiated Projects)
2 developed elsewhere such as a university, out-of-province and out-of-country

Third Character

F Foundation
G General
S Specialized
A Advanced
E ESL
M Modified
I Individualized

Foundation(F): Educational experiences which are broadly-based and appropriate for all students and which lead to further studies in the Senior Years.

General(G): Educational experiences which are broadly-based and appropriate for all students and which may lead to further studies beyond the Senior Years (eg. apprenticeship, college, and university).

Specialized (S): Educational experiences in specialized areas leading to further studies beyond the Senior Years (e.g. apprenticeship, college and university)

ESL(E): Educational experiences designed to assist students for whom English is not a first language in making a transition into the English program; an Individual Education Plan (IEP) is required for each student.

Modified(M): Educational experiences intended for students with specific cognitive disabilities and where the provincial subject area curriculum outcomes have been modified by 50% or more to take into account the learning requirements of a student; an Individual Education Plan (IEP) is required for each student.

Individualized (I): Educational experiences intended for students with significant cognitive disabilities and that are developmentally and age appropriate. The program is highly individualized to take into account the learning requirements of the student; an Individualized Education Plan (IEP) is required for each student.

Illustrative Examples:

Science 10F Grade 9/foundation/course/developed by the Department for 1 credit
Mathematics 11M Grade 9/modified course/developed by a school/division for 1 credit
Science 20S Grade 10/specialized course/developed by the Department for 1 credit
Physical Education 35G Grade 11/general course/developed by the Department for ½ credit

GRADUATION DIPLOMAS

The **ACADEMIC DIPLOMA** will be awarded to students who successfully complete a minimum of 28 credits including Grade 9, 10, 11, 12 compulsory subjects as specified.

The **SENIOR YEARS TECHNOLOGY EDUCATION DIPLOMA** will be awarded to students who successfully complete a minimum of 28 credits including compulsory academic subjects and 8 of the business education courses offered as specified.

The **FRENCH IMMERSION DIPLOMA** will be awarded to students who successfully complete a minimum of 28 credits including a minimum of 14 credits in the French language, including compulsory subjects as specified.

GRADUATION CERTIFICATES

The **FRENCH IMMERSION CERTIFICATE** will be awarded to students who successfully complete a minimum of 28 credits including a minimum of 10 credits in the French language, including compulsory subjects as specified.

The **PERFORMING AND VISUAL ARTS CERTIFICATE** will be awarded to students who successfully complete a minimum of 28 credits including a minimum of 9 credits in the Performing and Visual Arts courses as specified.

Class Schedule		
AM Period	**7:30 -**	**8:30 a.m.**
Period 1	**8:50 -**	**10:00 a.m.**
Period 2	**10:05 -**	**11:10 a.m.**
Period 3	**11:15 -**	**12:20 p.m.**
Lunch	**12:20 -**	**1:25 p.m.**
Period 4	**1:25 -**	**2:30 p.m.**
Period 5	**2:35 -**	**3:40 p.m.**
PM Period	**3:40 -**	**4:40 p.m.**
OnLine	**4:40 -**	**5:40 p.m.**

Students reaching 18 years of Age

Under the Education Administration Act, parents/guardians of students, who are 18 years of age or older, do not have access to information regarding matters related to their son/daughter's attendance (i.e. academic performance, etc.) at a public school, unless the student signs a release which enables the sharing of information with parents/guardians. Specific details regarding parental access to pupil information, will be shared in a letter, which will be sent in September 2007 to all parents/guardians of students who will be turning 18 years of age during the course of 2007/2008 school year. The schools will also send a second letter to both the parents/guardians and students shortly before the student's 18th birthday. Attached to the second letter will be a release for the student to sign on or after their 18th birthday. Completed release forms must be returned to the school office. If you have any questions regarding this matter, please do not hesitate to contact a member of the school's

Brandon School Division Student Policies

All Brandon School Division student policies are available online at www.brandonsd.mb.ca. Parents and students are requested to review the policies online prior to completing registration.

SENIOR YEARS ENGLISH PROGRAM

Senior Years Graduation Credit Requirements
(Minimum of 28 credits)

Compulsory Credits: 15

Grade 9		***Grade 10***		***Grade 11***		***Grade 12***	
Compulsory Subject Areas (5 credits)		Compulsory Subject Areas (5 credits)		*Compulsory Subject Areas* (3 credits)		Compulsory Subject Areas (2 credits)	
English Language Arts	1	English Language Arts	1	English Language Arts	1	English Language Arts	1
Mathematics	1	Mathematics	1	Mathematics	1	Mathematics	1
Science	1	Science	1	Social Studies (History)	1		
Social Studies	1	Social Studies (Geography)	1				
Physical Education/Health Education	1	Physical Education/Health Education	1				

Optional Credits: 13 from subjects areas such as:

- language arts (additional)
- mathematics (additional)
- sciences (additional)
- basic French
- other second languages
- the arts
  - visual arts
  - music
  - drama
  - dance
- physical education
- health education
- skills for independent living
- technology education
  - vocational industrial
  - home economics

- Students must ensure that they meet the entrance requirements of the post-secondary education, training, or work situations they intend to pursue.
- Within the optional subject areas, students must complete one Grade 11 credit and two Grade 12 credits.
- **Note:** School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) may be used to fulfill the graduation requirements within the optional credits to a maximum of 11 and 3 respectively. Depending on the different requirements of the four school programs, the number of possible SICs used as optional credits may vary.

SENIOR YEARS FRENCH IMMERSION PROGRAM

Senior Years Graduation Credit Requirements
(Minimum of 28 credits)

Compulsory Credits: (14.0 minimum with 4 levels of Français)

Grade 9		***Grade 10***		***Grade 11***		***Grade 12***	
Compulsory Subject Areas (6 credits)		Compulsory Subject Areas (6 credits)		*Compulsory Subject Areas* (4 credits)		Compulsory Subject Areas (3 credits)	
Français	1	Français	1	Français	1	Français	1
English Language Arts – Immersion	1	English Language Arts – Immersion	1	English Language Arts – Immersion	1	English Language Arts – Immersion	1
mathématiques	1	mathématiques	1	mathématiques	1	Mathématiques	1
sciences naturelles	1	sciences naturelles	1	sciences humaines	1		
sciences humaines	1	sciences humaines	1				
éducation physique et éducation à la santé	1	éducation physique et éducation à la santé	1				

Optional Credits: 9 from subjects areas such as:

- Français (additional)
- Anglais (additional)
- autre langues
- mathématiques (additional)
- sciences de la nature (additional)
- sciences humaines (additional)
- éducation à la santé
- éducation physique
- vie autonome
- les arts
  - arts plastiques
  - éducation musicale
  - arts dramatiques
  - danse
- études technologiques
  - formation professionnelle industrielle
  - économie familiale
  - affaires et commercialisation
  - arts industriels

- Students must ensure that they meet the entrance requirements of the post-secondary education, training, or work situations they intend to pursue.
- Within the optional subject areas, students must complete one Grade 11 credit and two Grade 12 credits.
- **Note:** School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) may be used to fulfill the graduation requirements within the optional credits to a maximum of 11 and 3 respectively. Depending on the different requirements of the four school programs, the number of possible SICs used as optional credits may vary.
- Out of a total of 28 credits, a minimum of 14 credits from courses taught in French are required to obtain the provincial diploma in French Immersion: **at each grade in Grade 9 and in Grade 10, a minimum of 4 credits** must be completed in French and **at each grade in Grade 11 and in Grade 12, a minimum of 3 credits** must be completed in French.

SENIOR YEARS ENGLISH TECHNOLOGY EDUCATION PROGRAM

Senior Years Graduation Credit Requirements
(Minimum of 28 credits)

Compulsory Credits: 14

Grade 9		***Grade 10***		***Grade 11***		***Grade 12***	
Compulsory Subject Areas (5 credits)		Compulsory Subject Areas (5 credits)		*Compulsory Subject Areas* (2 credits)		Compulsory Subject Areas (2 credits)	
English Language Arts	1	English Language Arts	1	English Language Arts	1	English Language Arts	1
Mathematics	1	Mathematics	1	Mathematics	1	Mathematics	1
Science	1	Science	1				
Social Studies	1	Social Studies (Geography)	1				
Physical Education/Health Education	1	Physical Education/Health Education	1				

Senior Years Technology Education Program Credits: 8 to 14

- A minimum of 8 to a maximum of 14 approved credits are required from within an approved Senior Years Technology Education Program cluster.
- Plus, students must fulfill the minimum 28 credit graduation requirement by completing (0 to 6) credits from the optional category.
  To graduate with an approved **Senior Years Apprenticeship Option,** students must complete the 14 compulsory requirements and 8 approved Senior Years Apprenticeship Option credits, along with the optional credits (0 to 6).

Optional Credits: 0 to 6 from subject areas such as:

- language arts (additional)
- mathematics (additional)
- sciences (additional)
- other second languages
- the arts
  - visual arts
  - music
  - drama
  - dance
- physical education
- skills for independent living
- basic french
- health education
- technology education (additional)
  - vocational industrial
  - home economics
  - business and marketing
  - industrial arts

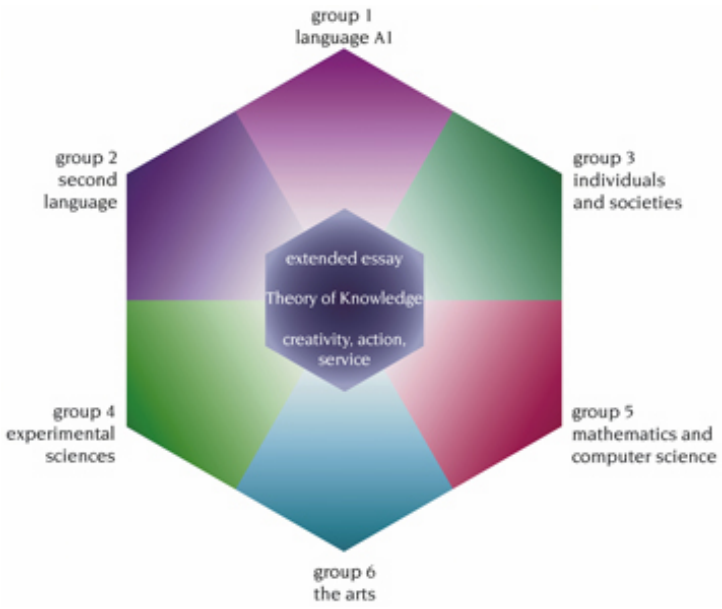
- Students must ensure that they meet the entrance requirements of the post-secondary education, training, or work situations they intend to pursue.
- Within the optional subject areas, students must complete one Grade 11 credit and two Grade 12 credits.
- **Note:** School-Initiated Courses (SICs) and Student-Initiated Projects (SIPs) may be used to fulfill the graduation requirements within the optional credits to a maximum of 11 and 3 respectively. Depending on the different requirements of the four school programs, the number of possible SICs used as optional credits may vary.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

The IB Diploma Programme is a comprehensive and challenging pre-university course that demands the best from both motivated students and teachers. This sophisticated two-year curriculum covers a wide range of academic subjects and has stood the test of time for over half a million students in over 120 countries since 1968. IB Diploma Programme graduates are welcomed by the world's leading universities.

Universities recognize the outstanding qualities of IB Diploma Programme students. Typically, diploma holders are ready to debate real-world issues from an international perspective and to provide leadership and support in the local and global community. They demonstrate a capacity for in-depth study while maintaining a broad perspective of the different subject areas. They are able to ask challenging questions but also know how to research a topic and express their opinion. They have a strong sense of their own culture and identity, as well as the ability to communicate in two or more languages with people who have a different perspective of the world.

The IB Diploma Programme is widely recognized for its high academic standards. IB Diploma Programme students choose to study in six subject areas. A minimum of three of the six must be at the HL (Higher Level). The rigorous assessment is varied and takes place over two years, with final examinations in each subject. Students' work is assessed by an international board of examiners, who are themselves rigorously trained and monitored by the International Baccalaureate Organization (IBO).



Subjects are scored on a 1-7 scale with a further three points available for theory of knowledge and the extended essay. Students who display good levels of performance across all six subjects and achieve a minimum of 24 points (out of a possible 45) are awarded the diploma. All others receive a certificate for each of the subjects completed.

This demanding program requires students to make specific application to the program with its own individual registration form. While the program is up and running now at Neelin High School, students need to be aware that beginning in September 2008 applicants to the IB Diploma Programme will need to accelerate their academic program to complete their Grade 11 Mathematics and History, and Music Theory 21G for the Music option, prior to the end of Grade 10.

GROUP 1 LANGUAGE A1

English HL (ELA32S, ELA40S, ELA42S – 3cr.)
IB English is a two year course covering a variety of themes, styles and forms of literature in greater depth than in the regular program. Poems, essays, plays and novels are studies in the context of selected topics. World literature in translation is a special feature. Students' oral and written work is assessed, both internally and externally, over two years. IB Students write the

provincial core English examination in January of Senior 4, as well as, the Higher Level IB exam in May of their graduating year.

GROUP 2 SECOND LANGUAGE B

Français HL (FRA30S, FRA32S, FRA40S, FRA42S - 4cr.)

This course sequence is designed to reinforce grammatical structures and communication skills, and to promote the development of accurate idiomatic expression. Students are also introduced to literary analysis by studying a variety of literary texts and novels. The curriculum adopts a communicative approach, based on thematic units while maintaining an emphasis on literary works. A wide variety of texts will be selected with a view to developing all four language skills, listening, reading, speaking and writing. Accurate use of the language is expected.

French SL (FRE30S, FRE40S, FRE42S-3cr.)

The French SL program uses a communicative approach, based on thematic units. A wide variety of texts will be selected with a view to developing all four language skills, listening, reading, speaking and writing. Mastery of vocabulary and accuracy in writing are essential.

This strand covers fully all that is required for the Manitoba 40S French credit. In addition, students are expected to make a conscious effort to broaden their vocabulary and to be attentive to French idiom, preparing themselves for the oral and written IB exams.

Spanish SL (SPA30S, SPA40S, SPA42S-3cr.)

This course is designed for students who already have basic skills in the Spanish language (2 or 3 years). The intent of the course is to further develop the critical thinking, creativity and good knowledge of the Spanish language. Focus will be put on working with the linguistic skills that will help the students to communicate in a variety of social and cultural situations. By the end of the course, they are expected to be able to communicate clearly and efficiently in many situations.

In addition they must: i) understand and use the most current oral and written forms of the language, ii) distinguish and use proper language that could be adopted in different situations, iii) express clearly and concisely their ideas, and iv) react adequately to oral and written situations which present certain levels of difficulty. These goals are to be reached through oral comprehension, oral expression, written comprehension, and written expression.

The selected material for this course will allow the students to familiarize themselves with different aspects of the culture facilitated by the study of the Spanish language. A variety of texts and supports will be chosen while maintaining the goals of developing the four linguistic skills.

GROUP 3 INDIVIDUALS AND SOCIETIES

History of the Americas HL (HIS30S, HIS32S, HIS42S – 3 cr.)

This course sequence fulfils the Manitoba requirement that all students study Canadian History. It begins with developments into a North American perspective in keeping with the IBO's regional study of the Americas. Students will be expected to complete more reading, research and writing than in the regular program. The course is thematically organized. It surveys First nations' history, French-English relations, Canadian-American relations, economic and social history, immigration and foreign affairs.

The program then focuses on historical change in the 20th century, with an eye on certain themes: colonialism, war, revolutionary change and decolonization. The course is not Euro-centred, but looks at 20th century history in a global context. Thus, the Americas, Asia and selected European countries are studies according to the themes listed above. Great emphasis is placed on writing skills, the reading of documents and the historiography of the subject. Each student is required to write a research essay on a selected topic for submission to IB examiners.

GROUP 4 EXPERIMENTAL SCIENCES

Biology HL (BIO32S, BIO40S, BIO42S – 3 cr.)

Through these courses students will acquire a limited body of facts and at the same time develop a broad, general understanding of the principles of the subject. Students will become aware of how scientists work and communicate with each other. While the "scientific method" may take on a wide variety of forms, it will generally involve the formation, testing and modification of hypotheses through observation and measurement, under the controlled

conditions of an experiment. It is this approach, along with the falsifiability of scientific hypotheses that distinguishes the experimental sciences from other disciplines and characterizes this course.
Areas of study will include Cells, Chemistry of Life, Genetics, Ecology and Evolution, Human Health and Physiology. Additional topics may include Nucleic Acids and Proteins, Cell Respiration and Photosynthesis, Human Reproduction, Neurobiology and Behaviour, Infectious Diseases, Nerves, Muscles and Movement, Excretion and Plant Science.

Chemistry SL (CHE32S, CHE42S-2cr.)
These courses are intended to prepare students for further study of Chemistry in higher education. Topics covered include: Matter, Atomic Structure, Chemical Bonding, Chemical Equilibrium and Organic Chemistry. The study of theoretical Chemistry will be supplemented, wherever possible, with laboratory work to develop manipulative and experimental skills. This course prepares students to write the Chemistry Standard level IB exam.

Physics SL (PHY32S, PHY42S- 2cr.)
By the end of IB Physics S3, students will have covered the topics of the regular Physics S3 Program plus additional topics. These are all done in greater depth than in regular Physics S3. By the end of IB Physics S4, students will have covered all topics in Physics S4 plus others, again in more depth. Students who follow this program are generally well prepared to cope with university Physics and Engineering Programs. General areas of study are: Kinematics, Dynamics, Optics, Waves, Electricity and Magnetism, as well as Modern Physics. Approximately one quarter of the time is devoted to practical work which includes an interdisciplinary group project.

GROUP 5 MATHEMATICS
Mathematics SL (MAP30S, MAP40S, MAT32S, MAP42S – 4cr.)
The course content is similar to the 30S/40S pre-calculus mathematics but with an increased focus and more in depth study on selected topics. Students are also required to complete additional IB course work including 2 portfolio assignments. Additionally, further study in Functions and Calculus, Vectors and Matrices, and probability and Statistics. This course is very rigorous and should only be taken by strong mathematics students. This course proves extremely useful for those students wishing to take higher level mathematics and sciences in university.

Math Studies SL (MAD30S, MAD40S, MAS32S, MAS42S – 4cr.)
Mathematical Studies is designed to be accessible and attainable for all students. It will build confidence in student's mathematical abilities and help them develop an appreciation for the beauty and usefulness of math, it's role in both nature and their everyday lives, and help them to build patience and persistence in problem solving.

The course develops in students, the ability to communicate clearly in a mathematical framework and appreciate math as one of the international languages, understood around the world.

GROUP 6 THE ARTS
Music SL (CHO30S, CHO40S, MUS42S – 3 cr.)
The study of music allows for exploration of the shared human perceptions and emotions which temper our lives: those common or singular experiences which by other means are imperfectly expressed, or cannot be expressed at all.

The art of music demands that the educated musician and music lover be able to recognize and articulate musical elements realized in diverse examples of music making. A vibrant musical education fosters curiosity in, and sensitivity to, the musical worlds which surround us. The alert mind trained in the disciplined study of music will appreciate the ways in which music integrates and manifests knowledge on multiple levels. With careful listening, the musician may become humbled by the power of music to change lives.

The aim of the IBO music program is to: a) give students the opportunity to explore and enjoy the diversity of music throughout the world, b) encourage students to develop perceptual skills through a breadth of musical experiences, where they will learn to recognize, speculate,

analyze, identify, discriminate and hypothesize in relation to music, c) enable students to develop creatively their knowledge, abilities and understanding through performance and/or composition and , d) assist students to develop their potential as musicians both personally and collaboratively, in whatever capacity, to their potential.

Candidates who have completed the program will be expected to demonstrate: a) use of appropriate musical language and terminology to describe and reflect their critical understanding of music, b) development of perceptual skills in response to music, and c) knowledge and understanding of music in relation to time and place.

UNIQUE LEARNING OPPORTUNITIES

The IB Diploma Programme is about more than the six subjects that students study. At its heart are three core requirements that are integral to the curriculum and make the IB Diploma Programme unique.

Theory of Knowledge (TOK32S/42S– 1cr.)

Theory of Knowledge is a practical subject that helps the student understand himself or herself and the subjects he or she is studying, or may study in the future. The course has two distinctive features. First, it examines the nature of knowledge in each of the traditional academic disciplines of natural science, math, human sciences, history, the arts and ethics. Second, it explains how we know what we know -- our ways-of-knowing that include sense perception, reason, emotion, faith, language and creativity. Theory of Knowledge invites the student to think critically about both the different forms of knowledge and different ways-of-knowing, as well as to evaluate and relate them to his or her own ways of knowing, thinking, learning and creating.

Through discussion, knowledge becomes meaningful. Therefore, Theory of Knowledge classes are occasions when students and teachers spend time talking and listening together and discussing the knowledge issues that are currently concerning them. Various cultural perspectives should be explored in Theory of Knowledge, particularly through students' discussion of their own experiences.

TOK students do an internally assessed presentation on a knowledge issue related to class discussion and an externally evaluated essay on a question chosen from a list prepared by the IB organization.

CREATIVITY, ACTION, SERVICE (CAS)

The ambitious goal of this course is to transform the student and the world … really! CAS requires students to do 150 hours of volunteer work in the areas of creativity (50 hours), action (50 hours) and service (50 hours). The activities the student can choose are widely varied and will reflect his or her personal interests. Students will take on real challenges and new roles and to design projects with an appreciable benefit to others. As in all IB courses, an international awareness is encouraged.

Further outcomes of this course known as the "heart" of the IB programme are: empathy, awareness of the interdependence of all people, real relationships, experience doing the right for its own sake, improved planning skills and time management, self-discipline, self-worth, confidence and optimism.

The CAS student must maintain a journal or portfolio of CAS activities and submit an essay of reflection upon completion of his or her 150 hours.

EXTENDED ESSAY (EE)

This is an externally assessed, independent research assignment of 4,000 words in one of the six subject areas. This is one of the ways in which IB Diploma Programme students can specialize in a certain subject area and prepare for university studies. The Extended Essay is mandatory for IB Diploma Candidates.

PERFORMING & VISUAL ARTS

The Neelin High School Performing and Visual Arts Program offers an enriched education for students with a demonstrated talent or interest in the arts. The program provides students the opportunity to gain positive and enriching experiences in choral and instrumental music, drama, and visual arts. The program links with the artistic resources in Brandon and western Manitoba, including community theatre and other groups, maximizing student growth through interaction with and exposure to the artistic community.

CHORAL MUSIC	DRAMATIC ARTS	INSTRUMENTAL MUSIC	VISUAL ARTS
Choir 10G	Drama 11G	Band 10G	Art 10G
Choir 20G	Drama 20G	Band 20G	Art 20G
Choir 30S	Drama 30S	Band 30S	Art 30S
Choir 40S	Drama 40S	Band 40S	Art 40S
Chamber Ensemble 11G	Musical Theatre 31G	Jazz 10G	Theatrical
Chamber Ensemble 21G	Theatre Arts 41G	Jazz 20G	Design 31G
Chamber Ensemble 31G		Jazz 30S	
Chamber Ensemble 41G		Jazz 40S	
Vocal Jazz Ensemble 10G			
Vocal Jazz Ensemble 20G			
Vocal Jazz Ensemble 30S			
Vocal Jazz Ensemble 40S			

Performing and Visual Arts Certificate – General

This course of study is intended for those students who wish to experience a "little bit of everything"; a cross-section of courses available in the program by taking courses in several of the available areas. Students who choose this option are required to fulfill the Brandon School Division requirements for high school graduation. They also must achieve successful standing in the following courses:

Drama 20G
Drama 30S
Drama 40S
Choir 10G
Choir 20G
Musical Theatre 31G or Art 10G or Art 20G
Theatre Arts 41G
Theatrical Design 31G
and any two electives

Performing and Visual Arts Certificate – Major

Students who successfully complete six credits in an area of concentration in addition to the requirements for the diploma will receive a major in that area of study. Majors in choral music and instrumental music are currently available. In the near future, Neelin High School hopes to add additional courses in the dramatic arts area to allow interested students an opportunity to major in this area.

Neelin High School Performing and Visual Arts students may participate in their specialized learning activities and performances via an extended school day. If required, a timetable outside of the day (3:40 – 4:40) and before the regular school day begins (7:30 – 8:30 a.m.) may be utilized in order to reduce the potential for timetable conflicts and increase program flexibility.

ART10G (ART10G)

This course is designed as an introduction for a beginner with a genuine interest in learning about Art as a visual language. Basic concepts such as line, shapes, values, colour and texture will be studied in theory and through practical application. Students will be exposed to a variety of media with an emphasis on design and composition.

A studio fee is charged to help pay for materials.

ART 20G (ART20G)
Prerequisite: ART10G

This course builds on the principles and elements of Art introduced in Grade 9. An emphasis on drawing and its fundamentals is designed to enhance visual perceptual skills. Providing the student has a genuine interest in improving their drawing and painting skills, studio assignments should provide a deeper appreciation for Art. The relationship between environment and Art is explored through a brief survey on Canadian and Native Art.

A studio fee is charged to help pay for materials.

ART30G (ART30G)
Prerequisite: ART20G

This is a continuation and extension of Grade 10 Art through assigned studio problems. Students will review and apply concepts into their own work. Students will be expected to exhibit more maturity and self-direction as students begin to analyze Art elements and principles in their own work. A study of Art History will help students arrive at a personal understanding of nature and function of Art in our society.

A studio fee is charged to help pay for materials.

ART40G (ART40G)
Prerequisite: ART30G

In this final year of Art, students will have the opportunity to work on self-initiated projects towards a final portfolio. Students will work towards developing their own expressive styles. Students must research and complete a specific minimum number of Art projects to demonstrate personal abilities with various medium and subject matters.

A studio fee is charged to help pay for materials.

BAND 10G, 20G, 30S, and 40S

The Senior B Concert Band is made up from Grade 9 students (BAN10G) and is structured as a continuation of the middle school band program. The Senior A Concert Band, and Wind Ensemble combines Grade 10, 11, and 12 students (BAN20G, 30S, 40S). The Wind Ensemble is an auditioned group that rehearses outside the school timetable, and studies and performs challenging wind literature. Both Concert Bands are timetabled and rehearse two to three periods per week, alternating with the jazz ensembles. **Students need to take band in both semesters to obtain one credit.** Students keep busy throughout the year participating in various concerts, tours, honour bands, and festivals. Students also have the opportunity to work with guest clinicians and hear professional performers. Bus transportation is provided both ways for students attending from Neelin High School.

JAZZ 10G, 20G, 30S, 40S

Auditions are held in September of each year in which students are placed in one of four Crocus Plains jazz ensembles. The groups rehearse two to three times per week with one credit (JAZZ 10G, 20G, 30S, 40S) offered for participation in both semesters. Bus transportation is provided both ways for those students attending from Neelin High School. Performance for community, civic, and school functions as well as attendance at festivals is an intrinsic part of the program. Students must participate in the Concert Band Program to be eligible to take part in the Jazz Ensembles.

DRAMA 11G (DRA11G)

Learning opportunities in this course allow the student to develop skills which will enable him/her to present and perform in front of others with more confidence, a skill that is valuable in all courses. The student is given choice regarding performance opportunities, so the pressure to "get up in front of the class" is alleviated. The objectives of the course are to sharpen student perceptions, to increase the awareness of self, to appreciate the diversity in thoughts and experiences of others, to extend control over speech and gesture, to choose appropriate ways to express thoughts, feelings, and beliefs, and to develop the student's creative imaginations. Upon successful completion of this course, students may continue with Drama 20G.

DRAMA 20G (DRA20G)

A basic drama course which develops students' intellectual, social, physical and imaginative skills by participating in creative games and exercises. The activities in this course promote group cooperation, the use of voice to communicate ideas and self-confidence. Creative problem solving is utilized in various forms to exercise fundamental skills, which will be further developed in Drama 30S.

DRAMA 30S (DRA30S)
Prerequisite: DRA20G

This drama course is for students who wish to develop their acting skills. Course experiences include the study of different acting styles from a variety of historic periods. Students work through the elements of drama, tragedy and comedy by reading plays, casting, assessing plays, background and language, improvisation, and blocking exercises. Students become more aware of drama and the creativity within drama when allowed to interpret through exercises and projects. The course also includes performing opportunities in class and for the public.

DRAMA 40S (DRA40S)
Prerequisite: DRA30S

The class reviews basic stage techniques and etiquette through individual and group projects and presentations. The student/actor further develops his/her skills and performances of specific scripts assigned. Again, improvisation and interpretations is of major importance. Students also study the business of theater. The class will be involved in assisting to produce, and/or perform in a full length show and receive training in acting, basic lighting, sound, makeup, sets, costuming, stage management, publicity and script writing.

CHOIR 10G, 20G, 30S, 40S (CHO10G, CHO20G, CHO30S, CHO40S)
Prerequisite: None. (Credit Value: 1.0 Credit per level)

Music is a universal language, and through musical experiences, you become a contributing member of the global village, able to share and understand the music, culture, and experiences of all peoples. Neelin's offering is a global village of voices in these courses known as the *Concert Choir*. The goal of this program is to expand the artistic dimension of your life, by increasing your ability to enjoy, perform, and comprehend music. Much current research ("The Mozart Effect") is showing that, by music-making, you are at an advantage for also excelling in your academic courses. The major emphasis of the Concert Choir is the rehearsal (3 lunch hours per week) and performance of a wide variety of choral literature. We take part in the school Remembrance Day Ceremony, prepare two major programs (Christmas and year-end), take part in a local church service and tour either locally, within our region, with Manitoba, within Canada, or internationally each spring. We also make every effort to participate

annually in the Brandon Festival of the Arts and ChoralFest in Winnipeg. **Choir fees are $50**. The fee covers a customized Choir sweater and expenses for our Fall Rehearsal Retreat. Singers are provided with fundraising opportunities to assist with tour costs and have individual accounts with the school for this purpose. Concert Choir is strongly recommended for those students who are interested in auditioning for our Musical Production. Be a part of the Neelin tradition - we are known far and wide for our awesome Choirs!!!

CHAMBER ENSEMBLE 11G, 21G, 31G, 41G (CME11G, CME21G, CME31G, CME41G)
Prerequisite: None. (Credit Value: 1.0 Credit per level)

Neelin's performing and Visual Arts courses offer an enriched education for students with a demonstrated talent or interest in the arts. This course provides students the opportunity to gain a positive experience in the Performing Arts at an advanced level. This course is taken in addition to Choral levels, Grade 9-12. The major emphasis of this course is the rehearsal and performance of vocal/choral music in a wide range of periods, languages and styles. This Chamber Ensemble, due to its size and quality of musicianship, takes public performance bookings and tours annually throughout the year. To become a member of this ensemble one must audition their singing and musical attributes and be willing to rehearse outside of the regular school day. This course may be counted as a credit towards Neelin's Performing and Visual Art's Certificate.

MUSICAL THEATRE 31G (MUT31G)

A course designed to exercise those stage and personal skills learned, or being learned, in Drama 20G, 30S and 40S, with a further emphasis on singing and dancing. This class openly allows students to work on their personal strengths and/or weaknesses while learning to enjoy various types of musical presentations, including solo and ensemble, dance styles, opera and musicals. Assignments are done individually and as groups, based on the needs and abilities of the students. Through the analysis and interpretation of various forms of musical theatre, we work on the well-rounded performer as well as the well-rounded person and citizen. Performances for the student body and/or the public are expected as part of the course.

THEATRICAL DESIGN 31G (THD 31G)
Prerequisite: DRAMA 20G OR ART10G, or permission of the instructor

This in-depth course is designed for students wanting to study, explore, and practice a variety of theatre design concepts. Students will apply their knowledge in the development of costume design and theatre make-up application, take an active role in set design and construction, scenery building and painting techniques, and property design and construction. As well, students will explore the principles and the operations of theatre lighting and audio equipment through hands-on experience. The activities in this course will allow students the opportunity to demonstrate their skills and knowledge from process to production, enabling them to assist in staged theatre.

Study Components: (1) Costume design (theory, research, portfolio, applied); (2) Theatre make-up (application in theory and practice); (3) Set design and construction (working with theatre model in miniature); (4) Scenery building (use theatre model and life-size); (5) Painting techniques (panel work project and life-size); (6) Theatre lighting (theory, model and life-size application); (7) Audio (equipment use and practice); and (8) Property (research, construction).

Music Theory (THM21G)

Music Theory 21G intends to satisfy the needs and interests of the student in learning the language, vocabulary, and structure of the music of the western world to a recognized level of Royal Conservatory Grade 2, or Conservatory Canada (formerly known as Western Board) Grade 4.

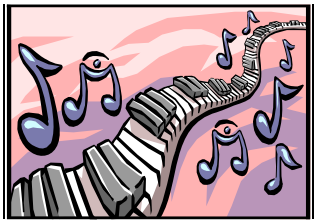
This course has been developed in response to an expressed desire, by the students of Neelin's Choral Department, for more musical knowledge and understanding. Many of our singers enter our performance ensembles with little or no knowledge of the language of music, having had no music instruction at the Junior High level, with the exception of those who have entered the Band program. This course is required for students who wish to participate in the IB Diploma Music program. For students who are planning a career in music, these recognized levels in Music Theory are required for university entrance to any credible school of music. Until now, students have had to acquire these levels through conservatory or private study at their own personal expense.

VOCAL JAZZ 10G, 20G, 30S, 40S (VJZ)
Prerequisite: Must be registered also for Choir.
Credit Value: 1.0 Credit per level (Credits are acquired according to how many levels completed, not school grade level. Singers selected by audition each September)

One of the key goals in the Fine Arts courses at Neelin is to expand the artistic dimension of your life, by increasing your ability to perform, enjoy, and comprehend music. The Vocal Jazz Ensemble provides another opportunity for those students who show advanced skill, work ethic, and talent in the vocal/choral art. These courses have the same objectives as do our Concert Choir, with the exception that, in this course, each student carries a far greater weight of responsibility because of the limited size (12-14 singers) of the ensemble and the sophistication of the literature being performed and studied. We will develop the techniques of vocal production and the skills required for participation in a Vocal Jazz Ensemble through rehearsing and performing excellent repertoire in the contemporary, pop and jazz idioms. This group is a busy one with many performances throughout the community, so be prepared to be flexible with work and extra-curricular schedules outside of the school day! Be prepared for rehearsals to be outside of the timetable as well.

THEATRE ARTS (THA41G)
Prerequisite: DRAMA 20G OR ART10G, or permission of the instructor

This course offers students with a keen interest in the theatre to understand the nature of the theatre; to understand by making it as well as by studying it. Students will perform and co-ordinate theatrical events for our community. Through this understanding, students will better understand themselves, their society and their world. This course is aimed at students with previous drama experience who are currently enrolled in grade 11 or grade 12. It endeavors to further develop the students' acting skills introduced in Drama 11G, Drama 20G and Drama 30S, Theatrical Design 31G and/or Musical Theatre 31G although students who have not successfully completed these courses may be allowed to enroll by audition/permission of the instructor.



LANGUAGES

FRENCH 10G (FRE10G)
Prerequisite: GRADE 8 French

The Grade 9 Basic French program is taught using the communicative experiential approach. The program is integrated around themes and projects. Through a variety of language activities, from whole class instruction to group and individual work, students develop their oral and written skills in French. Students are expected to take an active role in their French classes - a good effort to participate and communicate enhances success in learning a second language.

NOTE: Immersion and francophone students wishing to continue studying French need to meet with the Basic French teacher to determine placement.

FRENCH 20G (FRE20G)
Prerequisite: FRE10G

The Grade 10 French course begins with a thorough review of all work covered in previous grades. Upon completion of this review, students are expected to be able to ask and answer questions within the limits of the vocabulary and grammar previously taught.

The text for this course is En Direct 1. Written exercises will reinforce grammar taught in the classroom.

Oral work plays an important part of this program as it combines general questions as well as presentation on magazine and newspaper articles, short novels, and material from a variety of media. There is an increased emphasis on Oral French; pronunciation; comprehension, and participation.

FRENCH 30S (FRE30S)
Prerequisite: FRE20G

The Grade 11 French course builds on material taken in Grade 10. A study of grammatical rules continues. The text used at this level is En Direct 2.

Oral work plays a very important part in Grade 11. There is an increased emphasis on Oral French; pronunciation, comprehension, and participation. As well as general conversation between the teacher and students, students prepare topics for presentation and debate. Several short stories are taken up during the course. The students are expected to read and write summaries of these stories.

Written assignments are used to reinforce all the grammatical structures taught in the previous grades.

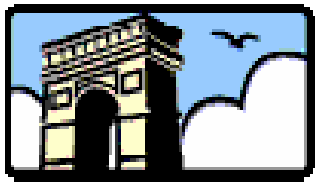
FRENCH 40S (FRE40S)
Prerequisite: FRE30S

The Grade 12 French course is designed to bring together all material covered in both a written and oral manner, with the majority of the information coming from text En Direct 3. The course is very similar to Grade 12, however, there is more emphasis on oral capabilities.

Students are expected to take the initiative in asking and answering oral questions during class time. At this level, they are expected to be able to converse in a group for the duration of the class. Personal participation and motivation are essential.

SPANISH 10G (SPA10G)
Prerequisite: None

This course provides learning opportunities in the basic Spanish language arts: reading, writing, viewing, speaking, and listening. It also introduces students to the history, geography, and diversity of Hispanic culture. Upon completion, students will be able to speak, read, write, and comprehend Spanish at a basic level of proficiency.



SPANISH 20G (SPA20G)
Prerequisite: None

Spanish 20G serves as an introduction to one of the most widely-spoken languages in the world. As early as possible in the school year, classes are conducted mostly in Spanish. Special emphasis is placed upon oral comprehension; extensive use of audio and video cassettes helps to develop this skill. Students are encouraged to speak the language as much as possible, and they are expected to participate in various oral presentations in class.

Substance (meaningful communication) takes precedence over form (grammar) at this level. Since this is an introductory course, an effort is made to use vocabulary, which is common to both Spain and the Western Hemisphere. Differences between European Spanish and the Spanish of this hemisphere are discussed as they arise.

SPANISH 30S (SPA30S)

Prerequisite: SPA20G

The language acquisition principles applied in the first year course will be applied in this second year course. There will be continuing emphasis on listening and speaking. The target language will be used as much as possible by students, and grammar will be taught in order to facilitate communication rather than as an end in itself. There will be some exposure to Hispanic culture and literature.

SPANISH 40S (SPA40S)

Prerequisite: SPA30S

This course is for students who wish to continue to develop their ability to communicate in Spanish. The principles applied to the SPA20G and SPA30S courses are still applied in SPA40S: Meaningful communication takes precedence over the mechanical aspect of the language. However, students will be expected to use increasingly sophisticated structures when speaking and writing. Also, they will take more and more responsibility for designing activities during the year. Finally, the amount of time devoted to Hispanic literature will be increased.

FRENCH IMMERSION

French Immersion has been a part of Neelin High School since the 1984-85 school year. This provides opportunity for those students who wish to continue their Senior years in an Immersion program.

Every effort is made, prior to the registration process, to provide opportunity for parents and students to gain a clear understanding of the Immersion program, its advantages and indeed any difficulties it may pose for young people at the high school level.

FRANÇAIS 10F (FRA10F)

Un but général du programme d'immersion et du cours de français est de développer un bilinguisme fonctionnel chez l'étudiant(e). Le cours de français est axé sur la communication orale et écrite. On se sert d'une variété de ressources dont les documents authentiques, les romans, les revues et les extraits de lecture. La participation de l'élève est primordiale. Il y aura aussi des activités (et sorties scolaires) planifiées pour mettre l'étudiant(e) dans une variété de situations de communication authentique.

FRANÇAIS 20F (FRA20F)

Prerequisite: FRA10F

Le cours de français vise l'affermissement des connaissances langagières acquises par l'élève tant au niveau de la compréhension que de l'expression et de la production. Ce processus se fera par la lecture, l'analyse, la discussion du contenu, du style, du langage utilisé et du rôle joué par les différentes formes de communication. Nous nous servirons de plusieurs documents, notamment, de romans, de poèmes, d'articles de journaux et de revues et de quelques émissions de télévision. Toutes les parties du cours mettront l'accent sur l'éclaircissement et l'approfondissement de la compréhension grammaticale de l'élève. L'élève sera appelé(e) à produire des textes et d'autres types de documents qui émontreront ses aptitudes à manipuler les concepts et les éléments du discours étudié.

L'évaluation de l'élève se fera à partir d'un grand nombre de méthodes qui incluent, parmi d'autres, des critères objectifs et subjectifs, des tests et épreuves, et des présentations orales et écrites.

FRANÇAIS 30S (FRA30S)

Prerequisite: FRA20F

Le programme de la l1e année ne diffère pas sensiblement du programme qui a été suivi en 10e année au niveau de la démarche et des objectifs visés.

L'élève sera mis dans des situations structurées et non structurées où il ou elle aura l'occasion de lire, d'analyser, d'écouter, de visionner et de produire des documents dont le style et l'intention seront variés.

Un plus grand accent sera mis sur l'exploration du rôle de producteur et de récepteur d'un discours donné et la façon d'améliorer nos techniques de communication afin de rendre plus efficace notre interaction avec d'autres interlocuteurs.

L'évaluation du travail de l'élève se fera à partir de plusieurs instruments de mesure. Il est à noter que les collègues de l'élève auront un rôle important dans l'évaluation du travail et de la participation de l'élève.

FRANÇAIS 40S (FRA40S)
Prerequisite: FRA30S

Cette dernière tranche du programme de français aidera l'élève à parfaire ses aptitudes en français. En suivant la démarche entreprise dans les cours précédents, le cours utilisera de différents documents afin d'étudier tous les éléments du français.

Ce cours mettra accent sur les documents expressifs et ludiques-poétiques qui exigeront de l'élève une plus importante participation personnelle aux discussions dans la classe.

Il est envisagé que nous nous penchions sur l'étude de discours traditionnels, de romans, de nouvelles, de réclames publicitaires ainsi que d'autres documents. Les élèves seront appelés à présenter des documents analytiques et expressifs.

Des présentations orales et écrites, des débats, des affiches, des poèmes et des pièces de théâtre serviront de base à l'apprentissage ainsi qu'à l'évaluation dans ce cours.

SCIENCES HUMAINES 10G (SST10GF)

Ce cours est axé sur l'étude du Canada. Les sujets traités incluent la géographie physique, le système légal, les relations internationales, et la vie culturelle du pays. Il y aura un accent tout le long du cours sur les actualités canadiennes.

GÉOGRAPHIE 20G (GEO20GF)
Prerequisite: SST10GF

Ce cours se penche sur une étude en profondeur du Canada en tant qu'unité socio-géographique. Connaître les caractéristiques physiques d'un lieu n'est qu'un premier pas dans l'apprentissage et la compréhension de sa société.

Géographie du Canada fera donc l'étude du milieu physique du Canada, un milieu qui le distingue de nombreux pays. Ensuite on étudiera l'effet de celui-ci sur le développement de sa population, ses richesses naturelles, ses industries et ressources énergétiques.

HISTOIRE 30S (HIS30SF)
Prerequisite: SST10GF

Le cours retrace l'évolution sociale du Canada depuis ses lointains débuts jusqu'au moment présent. Le programme s'efforce à présenter les événements non pas comme des faits indépendants, mais plutôt comme les parties composantes d'un grand tableau. Les étudiants feront la connaissance de la diversité culturelle de notre pays en plus d'apprendre les aspects uniques qui distinguent le Canada des autres pays du monde.

GÉOGRAPHIE 40S (GEO40SF)

Organisé dans le cadre d'une analyse multidisciplinaire, le cours se penchera sur l'étude de quelques importantes questions choisies. les origines de l'homme, les tendances migratoires et démographiques des peuples, l'accroissement économique, l'industrialisation, la pollution et l'urbanisation ne sont que quelques grandes et importantes questions qui seront abordées. Le but du cours est d'étudier ces questions qui, nous espérons, aideront l'étudiante et l'étudiant à mieux percevoir et comprendre les relations d'interdépendance des peuples de la Terre.

MATHÉMATIQUES 10F (MAT10FF) / (MAT10F1F)

Le cours de Mathématiques 10F est axé sur l'étude du système réel de nombres, des concepts de base en algèbre (y compris les polynômes, la résolution d'équations et la résolution de problèmes) et la géométrie. Ce cours va comprendre les deux semestres entiers de l'année scolaire. Les élèves d'immersion seront inscrits en MAT 10FF ou MAT10F1F seulement.

MATHÉMATIQUES APPLIQUÉES 20S (MAD20SF)
Prerequisite: MAT10FF/MAT10F1F

Le cours est basé en large mesure sur l'usage et l'interprétation des données mathématiques. Les élèves ramassent des données dans des expériencess et des activités, puis ils développent des concepts mathématiques à partir des analyses scientifiques de ces données.

Voici des thèmes principales du curriculum: la communication technologique, l'usage de l'équipement technologique tel que la calculatrice graphante et l'ordinateur, les spreadsheets, et les instruments de mesure specialisés, y compris le micromètre et le compas.

On s'attend à ce que les élèves travaillent individuellement et en petits groupes, et qu'ils sont capables d'un travail responsible et indépendent. Les unités comprennent: l'usage des spreadsheets, la communication techonolgique, l'exploration des maths à partir de la technologie, les modèles et les patrons linéaires, les projections 2D et 3D, les relations et les fontions, la géométrie cartésienne, la technolgie des systèmes de mesure, la trigonométrie, et la gestion des données.

MATHÉMATIQUES APPLIQUÉES 30S (MAD30SF)
Prerequisite: MAD20SF

Tous les cours de haut niveau mettent l'accent sur l'apprentissage des techniques de résolution de problèmes d'ordre numérique et géométrique. Dans des experiences et des activitès multiples, les étudiants acquierent des connaissances en faisant des activités qui leur permettent de développer des concepts mathématiques en analysant les données. On encourage les étudiants à apprendre et démontrer des habiletés efficaces de communication dans de multiples situations. On s'attend à ce qu'ils développent leur compétence à communiquer tant à l'oral qu'à l'écrit.

L'usage de la technologie fait partie intégrante des mathématiques appliquées. Les calculatrices graphiques sont employées par les élèves pour faire des explorations mathématiques, de l'application et de la résolution de problèmes. Les feuilles de calcul contenant des fonctions définies par les étudiants sont grandement employées. La technologie est aussi une partie non négligeable de l'enseignement et de l'apprentissage des mathématiques appliquées.

Les Matierès à couvrir:

- les finances personnelles;
- la technique de communication;
- le budget; les achats et les investissements;
- la géométrie du cercle;
- la gestion des données;
- les graphiques et les systèmes d'équations linéaires;
- la mesure de précison;
- la programmation linéaire, les fonctions non-linéaires.

MATHÉMATIQUES APPLIQUÉES 40S (MAD40SF)
Prerequisite: MAD30SF

Au niveau 40 l'élève devrait se motiver indépendamment, parce qu'une bonne partie de la note vient de projets individuels et en groupe.

La technologie est intégrale dans le cours, et on se sert de la calculatrice graphante et de l'ordinateur souvent. Les unités du cours incluent: la probabilité, la variabilité et l'analyse statistique, les matrices, les vecteurs, les applications des fonctions périodiques, les finances personelles, et la mesure et le dessin.

Un examen final provincial qui compte 30% du cours est obligatoire.

SCIENCE NATURELLES 10F (SCI10FF)

Le programme de sciences au secondaire est un enseignement général traitant la chimie, la génétique, la reproduction, la mécanique, la météorologie, et l'écologie. On y met l'emphase sur les habiletés comme observer, classifier, communiquer, mesurer, formuler les hypothèses, etc.

SCIENCES NATURELLES 20S (SCI20SF)
Prerequisite: SCI10FF

Le cours de Science 20S est basé sur l'étude du monde physique, chimique et biologique. Les laboratoires comprennent une partie majeure du cours, et une mathématique détaillée sera exigée de jour en jour. Les unités principales du cours incluent: la mesure et l'expérimentation, les propriétés de la matière, la séparation physique des substances, la motion et les collisions, la cellule et la nutrition.

Cours co-requis: Les mathématiques "0S" sont fortement recommandées pour ceux qui veulent poursuivre les cours de Science "0S".

BIOLOGIE 30S (BIO30SF)
Prerequisite: SCI20FF

Le cours de Biologie 30S est offert dans l'espoir de stimuler chez l'élève une appréciation et un respect pour la vie et pour les choses vivantes. La biologie humaine est le thème du cours, mais des options seront ajoutées librement au plan du cours d'après les intérêts des membres de la classe. Il y aura plusieurs présentations à la classe, et les élèves seront exigés de lire du matériel actuel autant que possible. La dissection et la préparation de spécimens d'étude seront d'importance dans le cours, comme l'occasion se présente de les faire.

BIOLOGIE 40S (BIO40SF)
Prerequisite: SCI20FF

Biologie 40S est une continuation du cours 30S. Les unités d'étude seront la génétique, la photosynthèse, la respiration, la biotechnologie et la diversité du monde vivant. Les élèves feront plusieurs présentations à la classe, et un journal/dossier de travaux sera une partie importante de l'évaluation.

ÉDUCATION PHYSIQUE/HYGIENE

Le cours est conçu afin d'améliorer les connaissances de la santé, contribuer aux besoins personnels du conditionnement physique et le bien être, aussi bien que développer les habiletés fondamentales dans le domaine des sports. Les élèves auront l'occasion d'apprécier un style de vie actif tout en s'impliquant dans des activités qui mettent l'emphase sur la participation, l'effort et les qualités de chef.

BUSINESS EDUCATION AND COMPUTER TECHNOLOGY

The Business Education and Computer Technology Program at Neelin High School provides students with an excellent opportunity to enhance their understanding of the world of commerce. Students pursuing post secondary education in business, commerce, economics, accounting, marketing, computer applications or computer programming are strongly advised to confirm their aptitudes and interests by supplementing their academic program with some of our courses.

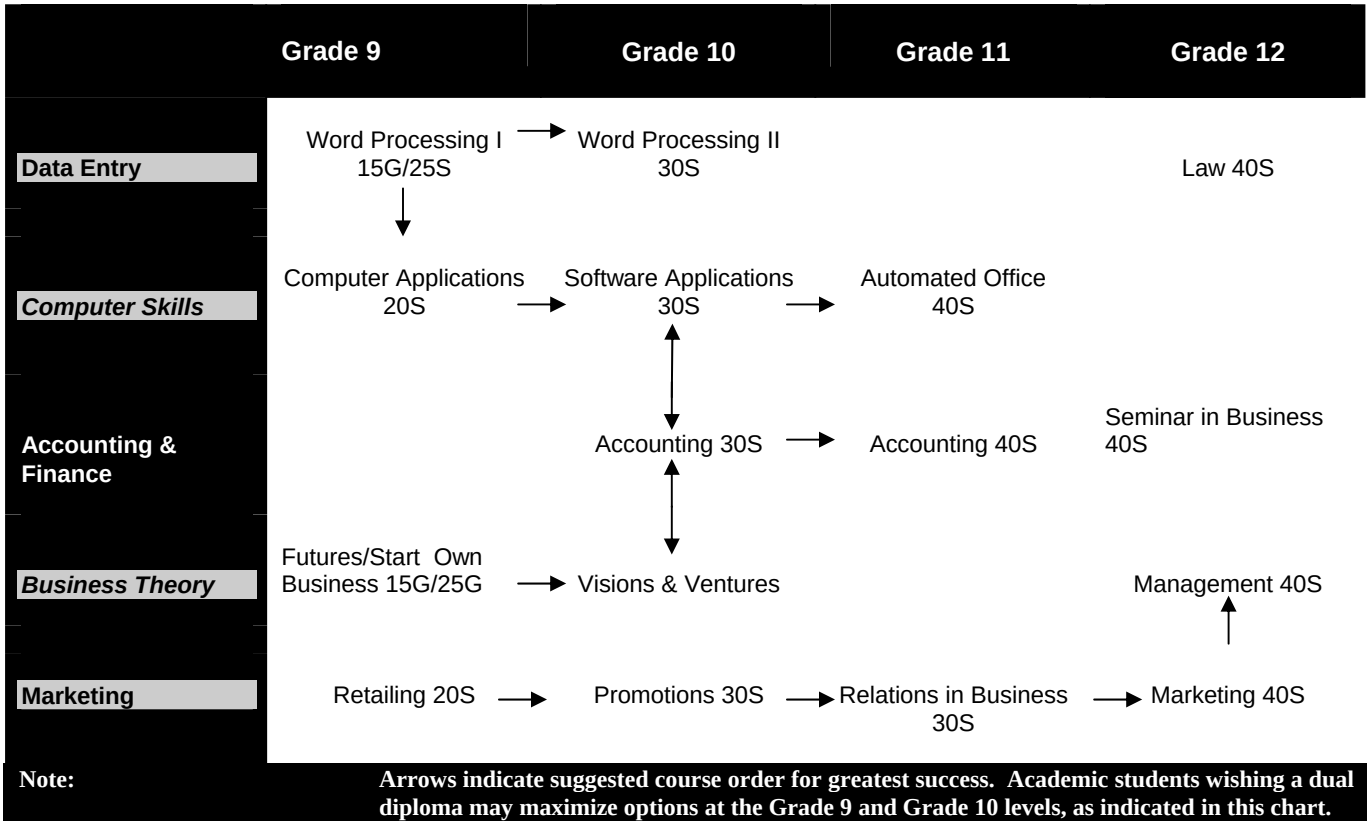
For those students not interested in post secondary academic pursuits, this program provides the necessary vocational skills for entry-level positions in business, industry or government. This program is skills-based, work and goal-oriented, and develops individual and team approaches to problem-solving.

Students are encouraged to participate in more than the minimum required 28 credits for a high school graduation certificate.

Those students who complete a minimum of eight Business Education and Computer Technology courses will receive a Technology Education Diploma in Business Education or a Technology Education Diploma in Marketing along with their High School Diploma.

The Business and Technology program is best approached in sequence for maximum success. Most courses are inter-related with an essential skill literacy at each consecutive level. Word Processing will benefit all students, especially those pursuing further computer studies. Accounting concepts will enrich student participation in software applications, consumer mathematics and in business development courses such as Visions and Ventures. Computer Applications will assure that a student has basic literacy skills to compete in our fast-paced, technology driven society. Business Education and Computer Technology courses will prepare a student for personal, vocational and academic pursuits.

Business Education and Computer Technology Program Guide



WORD PROCESSING I (WPR 15G/25S)

This course is designed for every student regardless of prior exposure to computers. Emphasis is given to proper technique as well as a comprehensive introduction to document preparation. Introduction to Word Processing emphasizes speed and accuracy skills. Applications include centering displays, letters, tables, reports and business forms. Word Processing is considered a foundation to all computer courses and is a benefit to students in all academic pursuits.

WORD PROCESSING II (WPR30S)

Prerequisite: WPR15G/25S

This course is designed for those students wishing to improve their data entry and text editing skills to an employability level. Students must produce mailable copy, consisting of correct format, correct composition, grammar, spelling and punctuation. Production topics include: letters, reports, outlines, brochures, memoranda, newsletters, cards, invitations, display type, itineraries, minutes, agenda, programmes, business forms, tables and mail merge documents.

COMPUTER APPLICATIONS 20S (CAP20S)

This course is designed to develop a student's awareness of the impact of computers on personal, business, and global applications. Core units include the evolution of technology, review of word processing basics, spreadsheets, desktop publishing, image editing, presentation software, and multimedia. It is strongly suggested that students either have, or simultaneously enroll in Word Processing I.

SOFTWARE APPLICATIONS 30S (SAP30S)

It is recommended that students enrolling in this course have credits in Word Processing I and Computer Applications 20S. Software Applications is an opportunity for students to obtain a working knowledge of Microsoft Office, utilizing and integrating the software as a problem-solving tool to complete several application simulations. The simulations will mimic personal and business applications, which must utilize Word, Publisher, PhotoDraw, Excel, Access, PowerPoint, FrontPage, and the internet. Students will have access to a digital camera and scanner.

AUTOMATED OFFICE 40S (ATO40S)

This course provides students with an opportunity to learn Web-Page Design using FrontPage. Students will learn basic design and layout principles used in desktop publishing applications and Web-Page Design.

ACCOUNTING PRINCIPLES 30S (ACC30S)

An introduction to accounting principles including debit and credit theory, balance sheet accounts, the accounting cycle, preparation of worksheet and classified financial statements, adjusting and closing entries and accounting for a merchandising concern. This course is a must for those interested in an office career upon graduation, or for those starting their own business, or for anyone planning to study any facet of business at the post secondary level. Accounting principles are also beneficial for many business courses at the high school level, including Computer Applications, Software Applications, Futures in Business, Start Your Own Business, Visions and Ventures and Consumer Mathematics.

ACCOUNTING SYSTEMS 40S (ACC40S)

This course has a theory portion and a *Simply Accounting* section. The theory portion deals with special accounting concerns such as special journals, merchandising accounting, bank reconciliation statements, cash controls, subsidiary ledgers, financial and payroll accounting. Students must have a solid grasp of accounting principles from ACC30S to succeed in this course.

The *Simply Accounting* is an accounting software package providing students an opportunity to apply accounting concepts electronically.

Accounting Systems 40S may be selected as a math requirement for the high school diploma, however many post secondary institutions do not recognize it as a math credit for admission purposes.

FUTURES IN BUSINESS/START YOUR OWN BUSINESS (FIB15G/SYB25G)

This course will provide an understanding of business concepts, providing the student with improved communication skills, goal-setting opportunities and information processing skills.

Start Your Own Business affords students the opportunity to explore small business ownership—developing and promoting the student's own skills, hobbies, talents and ideas. Students will also have an opportunity to explore other business courses, and will be exposed to a variety of business career paths.

VISIONS AND VENTURES (VVS30S)

This course is designed for students who wish to develop the skills and attributes required to meet the challenges of the new economic realities. This is an opportunity for students to develop their own business. Students will become aware of their personal strengths and skills, understand the window of opportunity, look for current trends in the local and global marketplace, learn to manage scarce resources, and experience the risks and rewards of entrepreneurship.

RETAILING 20S (RET20S)

This course provides a basic introduction to the skills required for job entry into the retail and service industries. Topics include receiving merchandise, maintaining inventory, the selling process, store policies and procedures. This course is ideal for those students who will be looking for careers in the retail sector or for those students seeking to improve their existing work skills.

PROMOTIONS 30S (PRO30S)

Promotions is designed for students interested in the study of promoting goods and services. Students will study methods and power of advertising and target marketing. This course appeals to the creative student as an area for practical application and development of skills. All students will benefit from an understanding of advertising as a vital part of their personal and business success.

RELATIONS IN BUSINESS 30S (RIB30S)

This course is designed to help the students understand the dynamics of interpersonal interactions leading to effective and meaningful communication skills. Topics included are: current events in business, functions of a personnel department, wages and promotions, government legislation and labor relations.

MANAGEMENT 40S (MAN40S)

This course is designed to introduce students to the elements of good management techniques. Topics included are planning procedures, decision-making, problem-solving and conflict resolution. Students will work in teams to make management decisions, solving case problems. This is an excellent opportunity for students to enhance their team-player skills and to sharpen their problem solving skills.

MARKETING 40S (MAR40S)

This course gives students a practical opportunity to learn strategic marketing. Students will develop a marketing plan for a successful business. Attention will be given to external forces that affect marketing, Students will gain a basic understanding of the economic, political and legal environments affecting businesses.

SEMINAR IN BUSINESS (SIB40S)

This is a tremendous opportunity to explore learning, working and social styles.

This course will increase your:

- Employability skills
- Awareness of expectations of the workplace
- Attitude Awareness
- Success Quotient.

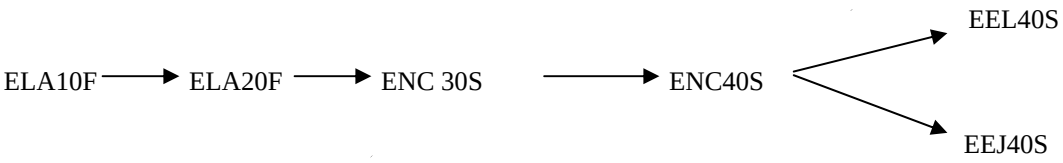
Topics include:

- Personality Profiles
- Exploring the Workplace
- Career Exploration
- Interpersonal Skills
- Communication Skills
- Time Management
- Ethics
- Stress Management
- Project Planning

LAW 40S (LAW40S)

This course is designed to acquaint students with the system of law and law courts in Canada—both criminal and civil law. Students are taught to understand how the law may involve them in their own life situations and to be able to identify those situations in which they may need legal assistance. There is a rather thorough study of the many contracts that tend to involve us at one time or another throughout life.

ENGLISH LANGUAGE ARTS



ENGLISH 10F (ELA10F)

Students will explore language and literature using a wide variety of materials, situations, and activities. Activities are designed to encourage students to reveal and clarify, for themselves, their own opinions and feelings. Three concepts of communication are explored: content, situation and vehicle. There is an emphasis on a wide range of materials, both fiction and non fiction: diaries, autobiographies, journals, letters, short stories, articles, novels, narrative and descriptive poems and folksongs, improvisation, readers' theatre, scripting, small group workshops, media study, magazines, cartoons, films, videos, commercials, and news and sportscasts. There is an emphasis on the skills of writing, reading, speaking, listening, viewing, and thinking.

ENGLISH 20F (ELA20F)
Prerequisite: ELA10F

The instructional focus of this course is awareness. Students will become aware of the social implications of language and communication. For this level, the two major communication concepts are audience and purpose. However, students will be exposed to the inter-relationships of the five language arts variables: content, situation, purpose, audience, and vehicle.

Emphasis will be on those that show the social involvement and responsibilities of the reader, speaker and writer. Materials could be presented in the form of editorials, letters, business letters, biographies, articles, journals, reports, essays, short stories, novels, Shakespearean and modern full-length plays, one-act plays, ballads, sonnets, lyrics, advertisements, cartoons, documentaries, speeches, television and film.

ENGLISH 30S - Comprehensive Focus (ENC30S)
Prerequisite: ELA20F

The Comprehensive Focus addresses a variety of informal and formal discourses, ranging from oral discussion, free writing, letters, improvised drama, and journals to reports, formal presentations, documentaries, fiction, and poetry. These texts fall along the language continuum of transactional and literary texts. Texts such as instructions and handbooks use language to accomplish transactional purposes. Documentaries, travel articles, and creative non-fiction convey information or viewpoints through language that has an aesthetic effect. Poetry, fiction, and plays use language primarily to engage the imagination of the listener, reader or viewer.

The Comprehensive Focus provides opportunities to use, compare, and compose a range of transactional and literary texts on the same subject. Students may gather information or points of view from novels, memoirs, and dramas, as well as from newspaper articles, documentaries, and non-fiction books. Similarly, students may compose texts that use the aesthetic properties of language to accomplish transactional purposes. Advertisements, for example, frequently use poetic language, and narratives may be written with the intention of shaping the attitudes or opinions of the audience.

ENGLISH 40S- COMPREHENSIVE (ENC40S) (first credit)
Prerequisite: ENC30S

Students in this course will be exposed to a variety of literary genres. The course will broaden student's ability to read, write, listen, speak, and think critically; skills required for all areas of study and also for post-secondary education. For instance, students may deepen their understanding of aesthetic texts by delving into more transactional texts. That is, they may research historical facts surrounding a poem to discern the poet's viewpoint on an issue. The use of language explored in the Comprehensive Focus will expand student's capability to explore and produce a wide range of texts that includes pragmatic, expressive, and aesthetic uses. Students will be able to use these texts to: inform, persuade, analyze, comprehend, empathize, reflect culture, express feelings and experiences, and bring enjoyment. Essays, reports, speeches, poetry, and portfolios, are a sampling of methods used.

Students will feel confident in their English abilities even in pursuing post-secondary literature studies.

ENGLISH 40S LANGUAGE AND LITERARY FORMS (EEL40S) (2nd credit)
Prerequisite: ENC40S

Although this course will use a variety of fictional and non-fictional materials, the emphasis in both activities and materials will be on creative uses of language such as those found in novels, plays, short stories, essays, and poetry, as well as more recent genres such as docudramas, mini-series, and films.

These student learning outcomes identify the knowledge, skills and strategies, and attitudes students demonstrate in the Literary Focus, which emphasizes aesthetic purposes and texts. Texts read and produced are approximately 70 percent aesthetic and 30 percent pragmatic in purpose.

ENGLISH 40S LANGUAGE AND TRANSACTIONAL FORMS (EEJ40S) (2nd credit)
Prerequisite: ENC40S

This course will use a variety of fictional materials. Emphasis in activities and materials will be practical uses of language, primarily to: convey information, persuade consumers, argue cases, or accomplish specific tasks for specific audiences. This course will be particularly valuable for students wishing to go into careers in science, business, engineering, journalism, law, medicine, and the trades.

Student learning outcomes for Transactional Focus emphasize pragmatic purposes and texts. Texts used in this course consist of approximately 70% pragmatic and 30% aesthetic in purpose. Texts produced are pragmatic in purpose.

INFORMATION TECHNOLOGY

CISCO NETWORKING ACADEMY PROGRAM

{NET31G(1) = Networking CCNA1}
{NET31G(2) = Networking CCNA2}
{NET41G(3) = Networking CCNA3}
{NET41G(4) = Networking CCNA4}

All Grade 11 and Grade 12 students are invited to apply for admission to the Cisco Networking Academy Program. This course will be limited to 20 students and a personal interview will be conducted as part of the selection process. This course will be taught at Neelin High School. Students will receive 4 credits towards their high school graduation requirements of 28 credits upon successfully completing each of the four levels of this program.

CCNA 1 and CCNA 2, are taken for ½ days throughout one school semester. These levels consist of the following components: Networking Fundamentals, OSI model and industry standards, Network topologies, IP addressing including subnet masks, Networking components, Basic network design, Routing theory and Router Technologies, Beginner router configurations, routed and routing protocols, Introduction to LAN switching and Access Control Lists.

CCNA 3 and CCNA 4 are timetabled for ½ days consisting of: Advanced Routing and Switching, Advanced router configurations, LAN switching, Network management, PROJECT HANDS-ON LEARNING, Advanced network design projects, Advanced network management projects and Classless Routing.

Upon completion of the first four semesters, students will have the skills required to set up, configure and maintain a computer network. Students will have the knowledge and ability to write their CCNA exam, which will give them a Cisco Certified Network Associated designation.

*** Students will be required to achieve 70% on the online final exam for each level in order to advance to the next level.

Please visit www.brandonsd.mb.ca/neelin for more information.

IT Essentials I (first part) – Exploring Industry Hardware 20S (8892) 1 credit
IT Essentials I(second part) – Basics and Troubleshooting 30S (8896) 1 credit

computer hardware and operating systems. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance, and safety issues. Through hands on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. In addition, an introduction to networking is included. This course helps students prepare for CompTIA's A+ certification.

IT Essentials II – Operating Systems 30S (8893) 1 credit

HP IT Essentials II: Network Operating Systems, is an intensive introduction to multi-user, multi-tasking network operating systems. Characteristics of the Linux, Windows 2000, NT, and XP network operating systems will be discussed. Students will explore a variety of topics including installation procedures, security issues, back up procedures and remote access.

COMMUNICATIONS MEDIA TECHNOLOGY (CMT10G)

This course will be primarily concerned with creating 2d and 3d artwork using the industry standard vector art program Adobe Illustrator. Hands–on, individual and team projects will emphasize language arts skills through reading assignments and tutorials. Major projects will include creation of newsletters, abstract art, children's book, album cover art, and posters. All assignments will completed in the class lab environment to develop ancillary skills with regard to collaboration on the school network, using email, file sharing/backup and project management.

DIGITAL COMMUNICATIONS TECHNOLOGY (DGT20G)

This course deals with manipulation of raster images using Adobe Photoshop and ImageReady for artwork and animation for print and the WWW. Cooperative teamwork and individual assignments incorporating Language Arts and artistic themes will be enhanced by used of other applications in the Adobe Creative Suite. Projects include: Creating a photo master;

Family collage; Colorizing a black and white photo; restoring and repairing an old photo; Media Literacy poster; Zebra woman; Warping your friends and family; Magazine artwork; Creating an animated gif; Abstract art and more.

DIGITAL DESKTOP DESIGN (DDD 30S)

In this yearlong course we will examine the effective use of Adobe Indesign to layout created artwork, digital images and text in a creative and meaningful way. Publishing houses around the world use Adobe Indesign for magazine, newspaper, poster and other print projects. Our projects will include Newsletters, Poster……..
Topics and skills integral to this course will be: Journalism, Photography, Digital Scanning, Time-Management, Typography, Copywriting, Effective Layout and Design using Adobe Creative Suite and Artistic use of Adobe Photoshop and Illustrator.

ADVANCED DESKTOP DESIGN (ADD 40S)

This course is designed to attain a leadership credit, which will require independent and team efforts both in class and in extra-curricular community-based activities. This yearlong course will further develop the introductory skills acquired in the DDD30S course. Major projects: Individual Photo Journal, Team project "Life at Neelin" book, which will be published at year-end. A video project may also accompany this book.

COMPUTER SCIENCE 30S (COM30S)

Computer Science is for the serious computer student who is interested in the field of computer programming. Students will use Visual Basic 6.0 to learn programming techniques. Topics include: Introducing V.B. 6.0, Variables and Constants, Flow Control and Looping Structures.

COMPUTER SCIENCE 40S (COM40S)
Prerequisite: COM30S

This course is designed for the computer student interested in computer programming as a career. Students will continue to use V.B. 6.0.. Topics include: Review of COM 30S, Procedures, Math and Business Functions, Arrays and Graphics, Color and Sound.

***AUDIOVISUAL WEB COMMUNICATIONS* (AWC 30S)**

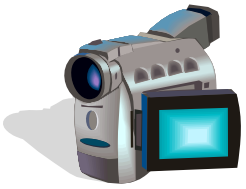
Students will use Adobe Creative Suite to create graphics and animations. These elements will be brought together in Adobe GoLive to create a well designed, coherent and relevant website which will be published to the World Wide Web. Individual projects may include Neelin Website modification, Teacher website design or community projects for web design.

AUDIOVISUAL MEDIA STUDIES (AVM 30S)

This course will concentrate on introduction to video production using Pinnacle, Adobe and Microsoft software. Topics will range from storyboarding, lighting and shooting techniques to video editing and authoring. Team projects throughout the term will lead to a DVD production for the Art or Theatre Arts department or the Neelin Yearbook.

ADVANCED WEB COMMUNICATIONS (AWC 40S)

This course will expand upon skills acquired in AVM 30S and explore advanced topics such as JavaScript, Cascading Style Sheets, Database design and web access, Flash animation and DHTML. Career possibilities and employer expectations will also be examined. The major project will be a multi-tiered website designed in Adobe GoLive and published on the Web.

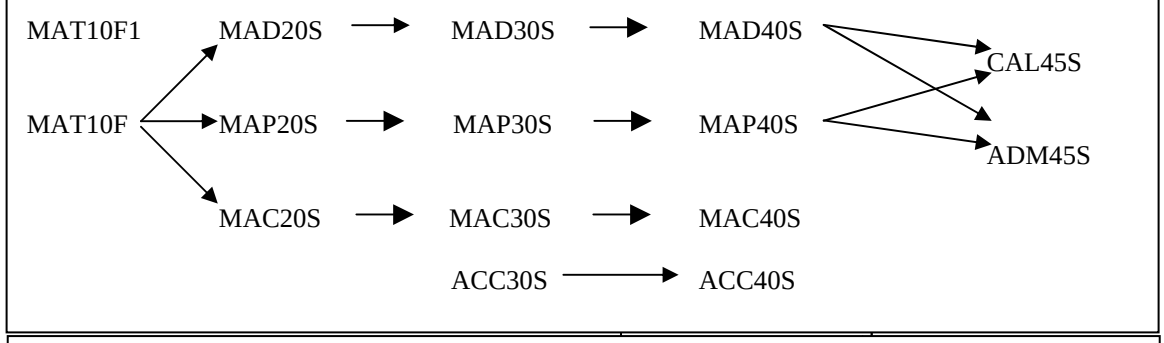


ADVANCED MEDIA STUDIES (AMS40S)

Student initiated and driven course to do a major video production. Advanced camera techniques, video editing, audio editing and authoring will build on the introductory skills acquired in the AVM 30S course.


news

MATHEMATICS



NOTES TO CONSIDER WHEN CHOOSING YOUR MATH COURSES:

1. **Pre-requisites need to be observed. (e.g. MAP20S MAP30S MAP40S)**
2. **Post secondary requirements need to be considered when selecting Math courses. CHECK COLLEGE/UNIVERSITY CALENDARS FOR SPECIFIC REQUIREMENTS.**

- **Math 40S Pre-Calculus is required for some university programs in science, medicine, business and engineering.**
- **Math 40S Applied is required for all College programs that require Math such as business and technical programs.**
- **Math 40S Consumer and Accounting 40S fulfill the requirements in Math for high school graduation but do not fulfill post secondary requirements for courses that require Math.**

AGAIN – CHECK THE CALENDARS FOR SPECIFIC INFORMATION

MATHEMATICS 10F (MAT10F)

This Grade 9 Mathematics course is a one-credit course taught over the whole school year. It is designed to provide students with the necessary fundamental skills to pursue further courses in mathematics. The student should have good work habits and be prepared to do homework regularly. The course is organized around twelve topics. The first semester of the course will concentrate on providing students with the fundamentals of mathematics and the remaining time will be spent on applications and extensions of the basics. After successful completion, students are eligible for further study in Applied Math, Consumer Math, Pre-Calculus Math and eventually Advanced Placement Calculus.

MATHEMATICS 10F1 (MAT10F1)

This is a one-credit course offered in **one** semester. It is identical to MAT10F. **The student should be a *strong* math student with good work habits and should be prepared to do homework every night**. This is a *fast paced* course. "In the second semester students are encouraged to register for Pre-Calculus 20S or Applied Math 20S." Students interested in this pathway should have a keen interest in Math and *must* be recommended by their sending school. After successful completion, students are eligible for further study in Consumer Math, Pre-Calculus Math, Applied Math and eventually, Advanced Placement Calculus.

GRADE 10 PRE-CALCULUS MATHEMATICS 20S (MAP20S)
Prerequisite: MAT10F

Grade 10 Pre-Calculus Mathematics (20S) is designed for students who intend to study calculus and related mathematics as part of their post-secondary education. The course comprises, primarily, a high-level study of theoretical mathematics with an emphasis on problem solving, mental mathematics, as well as cumulative exercises and testing.

Students are required to learn mathematical concepts through practise and regular homework. Many of the exercises and problems are expected to be original or different from those presented in class. Topics include: Polynomials and factoring, analytic geometry, trigonometry, exponents and radicals, geometry, rational expressions and equations, functions, statistics and probability, variation and sequences.

GRADE 10 CONSUMER MATHEMATICS 20S (MAC20S)
Prerequisite: MAT10F

Grade 10 Consumer Mathematics (20S) is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Grade 10 Consumer Mathematics is a one-credit course emphasizing consumer applications, problem-solving, decision-making, as well as number sense and number use.

Students are expected to work both individually and in small groups on mathematical concepts and skills encountered in a technological society. Topics include: Problem Analysis, Recreational Mathematics, Spreadsheets, Wages and Salaries, Trigonometry, Spatial Geometry, Consumer Decisions, Geometry Project, Personal Banking, Probability and Sampling.

GRADE 10 APPLIED MATHEMATICS 20S (MAD20S)
Prerequisite: MAT10F

Grade 10 Applied Mathematics (20S) is data-driven. Students collect data in experiments and activities, and develop mathematical concepts from analyses of that data.

The components of the curriculum emphasize: technical communication, use of technological equipment such as calculators, graphing calculators, and computers, use of spreadsheets, specialized measuring devices, including micrometers and calipers.

Students are expected to work both individually and in small groups and to demonstrate responsibility, flexibility, and independence in their learning. Topics include: Use of Spreadsheets, Technical Communication, Exploring Mathematics Using Technology, Linear Models and Patterns, 2D/3D Projects, Relations and Functions, Co-ordinate Geometry, Measurement Technology, Trigonometry, Data Management.

GRADE 11 PRE-CALCULUS MATHEMATICS 30S (MAP30S)
Prerequisite: MAP20S

Grade 11 Pre-Calculus Mathematics (30S) is designed for students who intend to study calculus and related mathematics as part of their post-secondary education. The course is a high level fast paced study of theoretical mathematics with an emphasis on problem solving. Skill development is enhanced through cumulative exercises and cumulative testing. Students learn complex and abstract concepts through practice and daily homework. Many exercises and problems expect original or different solutions from those presented in class. Topics include: quadratic functions, trigonometry, algebra, analytic geometry, Euclidean geometry, consumer math, logic/proof, and functions.

GRADE 11 CONSUMER MATHEMATICS 30S (MAC30S)
Prerequisite: MAC20S

Grade 11 Consumer Mathematics (30S) is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Grade 11 Consumer Mathematics (30S) is a one credit course emphasizing consumer applications, problem-solving, decision making, as well as number sense and use. Students are expected to work both individually and in small groups on mathematical concepts and skills encountered and used in a technological society. Topics include: problem analysis, analysis of games and numbers, relations and formulas, income and debt, data analysis, owning and operating a vehicle, measurement technology, personal income tax, applications of probability.

GRADE 11 APPLIED MATHEMATICS 30S (MAD30S)
Prerequisite: MAD20S

This course is data driven, and promotes the learning of numerical and geometrical problem solving techniques. Students collect data in experiments and activities and develop mathematics concepts by analyzing that data. Applied Mathematics students are encouraged to learn and demonstrate effective communication skills in a variety of media. They are expected to develop both oral and written communication.

Technology is an integral part of Applied Mathematics. Graphing calculators are used by students for mathematical explorations, modeling, and problem solving. Spreadsheets, with functions defined by the students, are used extensively. Technology is an integral part of both teaching and assessment in Applied Mathematics.

Topics include: personal finance, technical communication, budget, time purchase and investment, geometry of the circle, data management and analysis, graphing and systems of linear equations, precision measurement, linear programming, non-linear functions.

GRADE 12 PRE-CALCULUS MATHEMATICS 40S (MAP40S)
Prerequisite: MAP30S

Grade 12 Pre-Calculus is designed for students who intend to study calculus and related mathematics courses as part of their post-secondary education. The course is a high level fast-paced study of theoretical mathematics. Skill development is enhanced through cumulative exercises and cumulative testing. Students are expected to learn complex and abstract concepts through practicing and daily homework.

Topics include: the unit circle, alternate systems of angular measure, special angles, trigonometric identities, sum and difference identities, double angle identities, graphing circular functions, geometric transformations, exponential and logarithmic functions, combinatorics, probability theory, statistics and geometric progressions.

GRADE 12 CONSUMER MATHEMATICS 40S (MAC40S)
Prerequisite: MAC30S

Grade 12 Consumer Mathematics (40S) is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Senior 4 Consumer Mathematics (40S(C)) emphasizes consumer applications, problem-solving, decision-making, as well as number sense and use. The topics covered will include: Problem analysis; Analysis of Games and numbers; Personal Finance; Government Finances; Relations and Formulas; Statistics; Investments; Taxation; Design and Measurement; Career/Life Project.

Assessment within the course will vary – unit test, projects, summative unit essays,

experiments, journals and homework. All Grade 12 students enrolled in this course will write a provincial examination package consisting of a project, a portfolio and a provincial exam, that will be worth 30% of their final mark. The portfolio assessment will be conducted as an interview with the student presenting and discussing items in their Mathematics Portfolio.

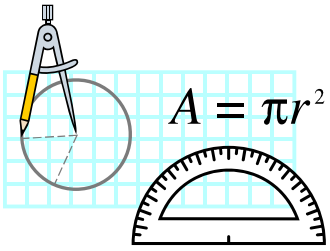
GRADE 12 APPLIED MATHEMATICS (40S) (MAD40S)
Prerequisite: MAD30S

At this level, students must be self-motivated and able to complete projects independently as well as work cooperatively in group projects.

Technology is an integral part of Applied Mathematics. Graphing calculators and/or computers are used for mathematical explorations, modeling and problem-solving. Spreadsheets, with function defined by the student, are used extensively.

Topics include: Probability; Variability and Statistical Analysis; Matrix Modelling; Vectors; Applications of Periodic Function Sequences; Personal Finance; Design and Measurement.

All Grade 12 students enrolled in this course will write a provincial examination worth 30% of their final mark.

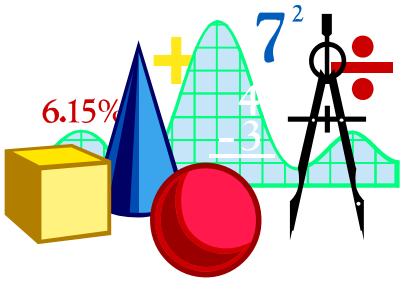


CALCULUS 45S (CAL45S)
Prerequisite: MAP40S or MAD40S

Calculus 45A is offered as an optional 1/2 credit course to highly motivated students who wish to have an introduction to areas of mathematics which will be studied in depth in post secondary programs. The calculus program is divided into 4 units:

Unit 1 - Limits
Unit 2 - Derivatives of Functions
Unit 3 - Applications of Derivatives
Unit 4 - Integration

This course is presented in a computer driven format.



ADVANCED MATHEMATICS 45S

Prerequisite: MAP40S or MAD40S

Unit I Complex Numbers
Unit II Polar Coordinates
Unit III Theory of Equations
Unit IV Matrices and Systems of Linear Equations
Unit V Three Dimensional Geometry

This is a program designed for students entering university to specialize in engineering, computer science and pure mathematics.

PHYSICAL EDUCATION

PHYSICAL EDUCATION 10F (REQUIRED) (PED10F)

The course is designed to increase students' understanding of personal fitness and wellness. While contributing to improved levels of fitness and health, students are given the opportunity to appreciate active living. Participation, energy, leadership and effort are much more important than skill level.

PHYSICAL EDUCATION 20F (REQUIRED) (PED20F)

Prerequisite: PED10F

This course is designed to promote the participation of students in a wide variety of sporting/leisure activities, which can be enjoyed for the remainder of their lives.

A student must complete the course with a cumulative standing greater than 50%. The students must complete two compulsory health theory units and one fitness unit. There will be a written test on all practical units. Students will receive marks for unit specific skills and social participation.

PHYSICAL EDUCATION 31G (OPTIONAL) (PED31G)

Prerequisite: PED20F

This course is designed to expose students to a wide variety of health and sport related activities and issues. This will in turn provide students with a better understanding of the importance of health, fitness and recreational activities and how these can be utilized to enhance the quality of their lives for the future.

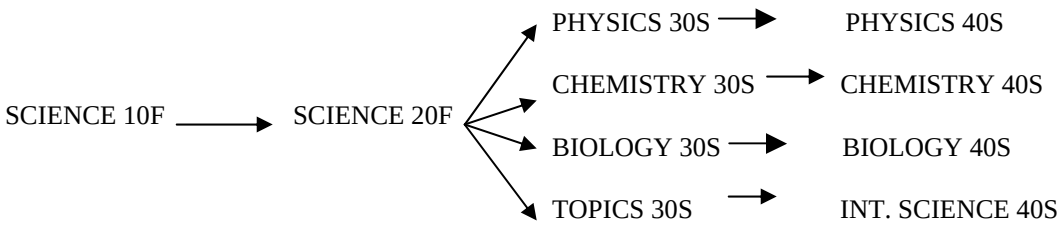
Students must cumulatively complete 9 optional activity units. There will be a written test on most activity units. Activity units include cycling, weight training, squash, racquetball, downhill skiing, curling, cycling, golf and self-defense. * * **There is a cost involved with each unit, which is the responsibility of the student.** This is not an exclusive list of units. A student will receive a credit for having a cumulative average of greater than 50%.

PHYSICAL EDUCATION 41G (OPTIONAL) - Student Leadership (PED41G)

There is a strong correlation between career successes and experience in leadership roles as a youth. At Neelin High School many students are already involved in many leadership roles: SRC, School Yearbook, Peer Tutoring, Choir, Major Production, Athletic Teams, etc. This course will give students an opportunity to enhance their leadership skills in these many activities through practical and theoretical leadership training.

The Physical Education 41G – Student Leadership Course is designed to meet the needs of the individual students while allowing them to grow and develop their leadership skills in a school and community based environment. Students will be exposed to both practical and theoretical leadership training experiences and the qualities that make an effective leader.

SCIENCE

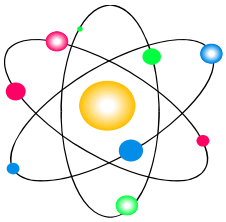


SCIENCE 10F (SCI10F)

A general science course that covers the areas of biology (reproduction), chemistry (atoms and elements), physics (nature of electricity), and astronomy (exploration of the universe). The goal of this science course is to expose the student to a wide variety of science issues and topics in a meaningful and challenging way. Scientific literacy and the application of science concepts are central to this program.

SCIENCE 20F (SCI20F)
Prerequisite: SCI10F

A general science course that covers the areas of biology (dynamics of ecosystems), chemistry (chemistry in action), physics (in motion), and meteorology (weather dynamics). The goal of this science course is to expose the student to a wide variety of science issues and topics in a meaningful and challenging way. Scientific literacy and the application of science concepts are central to this program.



PHYSICS 30S (PHY30S)
Prerequisite: SCI20F and PreCalculus 20S/30S.

Physics 30S is suitable for students who have demonstrated high proficiency in science and mathematics in previous courses. Areas of study are: Waves, Light, Mechanics, and Fields. This course is recommended for students considering careers in science and technology.

PHYSICS 40S (PHY40S)
Prerequisite: PHY30S and PreCalculus 30S/40S.

Physics 40S is suitable for students who have demonstrated high proficiency in Physics 30S and mathematics in previous courses. Areas of study are: Mechanics, Fields, Electricity, and Medical Physics. This course is recommended for students considering careers in science and technology.

BIOLOGY 30S (BIO30S)
Prerequisite: SCI20F

The course is designed to increase awareness of personal wellness, identify major structures and functions of the various human systems, and analyze how different body systems work together to maintain homeostasis under various conditions. The total grade is cumulative & based on a personal wellness portfolio, major & chapter tests, lab & assigned work.

BIOLOGY 40S (BIO40S)

The course is divided into two major sections – Genetics and Biodiversity. Topics include: biological inheritance, mechanisms of inheritance, organizing and conservation of biodiversity, and an examination of evolutionary theory and biodiversity. The total grade is cumulative & based on a biology portfolio, major and chapter tests, lab & assigned work.

CHEMISTRY 30S (CHE30S)
Prerequisite: SCI20F and Applied Math 20/30S.

Chemistry 30S has a heavy theoretical and mathematical emphasis. Chemistry 30S is suitable for students who have demonstrated high proficiency in science and mathematics in previous courses. Core topics include: Physical Properties of Matter, Gases and the Atmosphere, Chemical Reactions, Solutions, and Organic Chemistry. This course is recommended for students considering careers in science and technology.

CHEMISTRY 40S (CHE40S)
Prerequisite: CHE30S and Applied Math 20/30S.

Chemistry 40S is a continuation of Chemistry 30S. The main emphasis of the course is to provide a sound foundation for further studies in the sciences. Core topics include Bonding and Electronic Structures, Rates of Chemical Reactions, Chemical Equilibrium, Acids and Bases, and Oxidation and Reduction.

CURRENT TOPICS IN SCIENCE 30S (CTS30S)
Prerequisite: SCI20F

Current Topics 30S is multidisciplinary, involving the integration of biology, chemistry, physics and geographical sciences. It is based on current issues in science rather than being textbook driven and based on learning facts or concepts. Critical thinking, problem solving, research and project completion are emphasized. ***Students who are capable of independent work, have good academic standing, appropriate work ethic and research skills are the best candidates for this course.***

INTEGRATED SCIENCE 40S (IS40S)
Prerequisite: CTS30S

This course, currently under development, complements *Grade 11 Current Topics in the Sciences 30S*. Both courses are designed to provide engaging academic alternatives for those students not pursuing post-secondary science, as well as for students already enrolled in the traditional disciplines.

SOCIAL SCIENCES

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Social Studies 10G *	Geography 20G *	History 30S *	History 40S
	Social Science Methods 21G	Geography 30S	Geography 40S
	Native Studies 21G	Native Studies 31G	Psychology 41G
	History 20G		Anthropology 41G
* Required Courses			World Issues 40S

SOCIAL SCIENCES OBJECTIVES:

1. To provide a concept-based curriculum dealing with various aspects of humankind. In addition to History and Geography, other social science disciplines such as Psychology, Sociology and Anthropology are introduced.
2. To provide opportunities for skill development in the aspects of communication, critical thinking, discussion and analytical research skills.
3. To emphasize experiential learning simulations, research and field activities.
4. To introduce activities and ideas that promote participatory citizenship, positive attitudes, and human growth with a healthy self-concept.

SCOPE AND SEQUENCE

Social Studies 10G, Geography 20G and History 30S are Compulsory courses for graduation in Manitoba. Students are expected to take these courses in that sequence as the lower level courses are prerequisites to the next level. The other courses listed are optional credits and are offered based on student enrollments.

SOCIAL STUDIES 10G (SST10G)

Canadian issues are the emphasis of the Grade 9 Social Studies course. The purpose is to give students an introduction and overview of our country. Topics covered include: the physical base, political, legal and economic systems, and Canada's international relationships and cultural base. Current affairs are an important part of the program.

GEOGRAPHY 20G (GEO20G)
Prerequisite: SST10G

This integrated Grade 10 course involves a study of the geography of North America with an emphasis on Canada. The course emphasizes the physical, human and economic diversity and the interaction of these phenomena. Local examples and current issues will be referred to whenever possible. The objectives are achieved through a combination of thematic/regional concepts and skill based activities, including the use of technology and Geographic Information Systems (GIS).

GEOGRAPHY 30S [Physical] (GEO30S)
Pre-requisite: GEO20G

This course deals with various aspects of physical geography, some of which have already been introduced in GEO 20G and others, which are presented for the first time. Important objectives of the course are to understand how the earth is changing through natural processes and as a result of human activities. Further objectives include the development of geographic skills, the use of technology in Geography and further use of Geographic Information Systems (GIS) and Global Positioning Systems (GPS).

GEOGRAPHY 40S [Human] (GEO40S)

Recommended Pre-requisite: GEO30S or HIS30S

This course culminates the students' high school geographic experiences and will prepare them for post secondary studies. Topics covered may include an overview of world geography, anthropology, population and food supply, development of society and civilization, urbanization and associated problems, as well as economic and geopolitical issues. The objectives are achieved through a high level of communication and technology skills.

SOCIAL SCIENCE METHODS 21G (SSM21G)
Recommended pre-requisite: SST10G

AN ENQUIRY INTO SOCIAL SCIENCE METHODS

This is an introduction to the social sciences with a strong emphasis on hands-on learning through a wide variety of activities, which are based upon the principles of these disciplines. The course's main objective is to provide students with an introduction to the basic concepts of the major social science disciplines: psychology, sociology, anthropology, geography, history, political science, and economics. The course focuses on student skills that provide a foundation in the disciplines that students will study in later grades.

HISTORY 20G [American History] (HIS20G)
Pre-requisite: SST10G

This course is a survey of the history of the United States with an emphasis on understanding the United States of today. The course progresses through the historical development of the United States, its government and society, major events including the Civil War and the rise of democracy, and its development as a major economic, political and military power in modern times.

HISTORY 30S [Canadian History] (HIS30S)
Pre-requisite: GEO20G

The course examines key topics in the historical development of Canada through a thematic approach. Themes will include the peopling of the country, the evolution of colonial societies, the development of government and industrialization of our society. The history of Western Canada to the present and Canada's relations with other countries will also be addressed. The objective of the course is to promote Canadian citizenship and a broader understanding of the historical forces that have shaped our society. The underlying theme is reflected in the concept "in order to understand the present we need to know the past."

HISTORY 40S [Western Civilization] (HIS40S)
Pre-requisite: HIS30S

The intent of this course is to help students understand Canadian society and other similar western societies through an examination of the historical developments, movements and events, and processes, which have contributed to the evolution of society. This involves an examination of the contributions to modern western civilization of early civilizations, Greek and Roman, Renaissance and Reformation, revolutions (American, French, Industrial, scientific), Imperialism, and major 20th century developments (World Wars, Communism, Fascism, Cold War, Internationalism vs. Nationalism).

WORLD ISSUES 40S (WIS40S)
Pre-requisite: HIS30S

The goal of this course is to give students a world perspective by analyzing the following topics: the global media, religion and ideologies, political and economic goals of nations, war, terrorism, human rights, and other minor topics. Each topic will be analyzed in terms of current world events and trends.

NATIVE STUDIES 21G (NAT21G)
Pre-requisite: SST10G

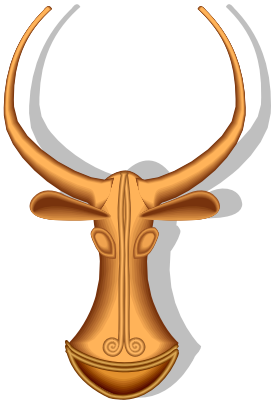
This course is designed to make both Aboriginal and non-Aboriginal students more aware of the cultural and historical perspectives of Aboriginal people within the Canadian mosaic. Specific areas of study include Aboriginal worldviews, pre-contact cultures, the impact of contact over time, and contemporary issues and events. A general objective of this course is for the Aboriginal students to develop a greater sense of pride for their culture and for non-Aboriginal students to develop greater cross-cultural sensitivity and appreciation.

NATIVE STUDIES 31G (NAT31G)
Pre-requisite: NAT21G

The emphasis of this course is to provide students with a good knowledge of Aboriginal history, both pre and post contact, from a Manitoba perspective. Specific areas of study include archaeological evidence of early Aboriginal presence and the various groups that inhabited the Manitoba region. Further topics include European-Aboriginal contact and the transition from a traditional independent lifestyle to oppression in the political, social and economic realms. The course concludes with a study of recent developments towards self-determination and self-government.

ANTHROPOLOGY 41G (ANT41G)
Pre-requisite: HIS30S

This course is a study of man's biological and cultural composition that allows for an understanding of human behaviour and an exploration of the common denominators for all societies and their cultural differences. Topics explored in the course focus on society and on the interaction of individuals/groups within a time space framework that traces man's ascent, adaptation and societal and cultural development. The approach to course topics draws heavily from social science methodology and through the five sub-fields of anthropology: cultural, anthropology, physical anthropology, archaeology, linguistic anthropology and applied anthropology. Course work will consist of a variety of labs, projects, assignments, seminars and readings. Emphasis is placed on student involvement and participation with the expressed aim of developing a better understanding of society through oneself.



PSYCHOLOGY 41G (PSY41G)
ENQUIRIES INTO HUMAN BEHAVIOUR
Recommended pre-requisite: Enrolled in Grade 11 or 12

This course will focus on understanding the major concepts and theories in psychology. Topics may include an introduction to psychology and psychological methods, understanding human development and behaviour, learning and thinking, perception, emotions and motives, conflicts and adjustments, and social behaviour. Students will be encouraged to apply psychological concepts to their own lives in order to broaden self-awareness.

LIFESKILLS

LIFESKILLS

The Neelin Lifeskills department accommodates all individual needs for students from the ages of 14 to 21 years old.

Students registering in the program are required to meet cognitive and adaptive functioning criteria as identified by the Brandon School Division. Parents, educators and administrators meet to determine placement in the Lifeskills Program prior to registration.

Student programs are managed through Individual Education Plan and Individual Transition Plans. Students completing the program receive a High School Diploma comprised of either modified or individualized credits.

The overall goal of the program is to help students become as independent as they are capable of. To achieve such a goal, the school emphasizes academic skills through functional literacy and numeracy. Additional programming includes community living skills, independent living skills and family life education, while encouraging age appropriate social interactions. Student's integration/ association occurs wherever and whenever possible.

Students are also actively involved in learning the techniques required to participate in such life time sports as, skiing, swimming, bowling, skating, snowshoeing, golfing and billiards. Within our program, we promote personal responsibility that leads to a more independent lifestyle.

Students registered in the Lifeskills Program are involved in work experience. The work experience component involves practical work skills to better increase independence in the work place. Work experience is an integral part of the program that can and will consist of 50- 80% of student programming before their graduation year.

Work sites are located throughout the Brandon community as well as school settings, and vary to the degree of the student's autonomy. Work education theory such as writing resumes and learning about employer expectations is covered in the classroom. School staff supervises "on the job" training until the student is capable of functioning independently.

The Lifeskills teaching staff works with a team consisting of educational assistants, administrators, student services personnel and outside agencies. This team works together to ensure that appropriate educational and community programming is in place for each student.

CAREER EXPLORATION

CAREER DEVELOPMENT - LIFE/WORK EXPLORATION 10S

The career development courses have been designed to connect school learning with workplace and labour market realities. This course provides students with opportunities to explore potential occupations, demonstrate employability skills, essential skills, and specific occupational skills. Students will be given every chance to:

- build a positive self concept
- review various types of working conditions
- explore potential career opportunities
- locate sources of work information
- plan volunteer work, leisure activities, and high school goals that relate to occupational interests
- compose a good resume and cover letter
- complete a short term community placement to observe procedures, skills, and attitudes at a work site

CAREER DEVELOPMENT - LIFE/WORK PLANNING 20S

This course will help students acquire and apply the knowledge and skills to make appropriate decisions for life, work, and post-secondary education or training that is required in today's economy. During this course, students will:

- explore one's positive characteristics - abilities, interests, skills, values, attributes, and personal qualities
- examine one's different life/work roles and responsibilites
- recognize how decisions on course selections, leisure activities, and part time work becomes part of one's life/work building
- create a career portfolio
- review the language and tools of employment
- explore suitable occupations through informational interviews with employees, and a short term community placement

CAREER PREPARATION 31G/41G (CPP31G/41G)

Prerequisite: Enrolled in Grade 11 or Grade 12 and approved by the school's guidance department in conjunction with the divisional work education coordinator and career preparation teachers.

Career Preparation 31G/41G is a "Tri-High" two-credit program, which is designed to prepare Grade 11, and 12 students for the realities of today's workplace.

The program will provide students with an opportunity to integrate classroom theory with practical and meaningful experiences in the workplace. This program will also facilitate growth and development in students that will assist them in the investigation of career paths. By having an opportunity to complete an employability skills review, participating in two meaningful work experiences and several career development workshops, students will be able to make more informed decisions regarding careers and post secondary planning.

Students selecting this two-credit program, which is only offered during the afternoon classes during the second semester, should carefully plan their overall high school program. Students must ensure that all compulsory and required courses are properly scheduled.