



THE LAUREATE ACADEMY

High School Course Handbook

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Mission Statement

The Laureate Academy's primary objectives are to enable its students to fulfill their academic potential and instill confidence in their ability to achieve.

Goals

Increase competency in basic skills

Challenge each student's academic potential

Develop each student's independence as a learner

Foster character development and leadership

Skills

We strive to increase each student's competency in basic skills.

Independence

We believe it is important to develop each student's independence as a learner.



Potential

We strive to fully challenge each student's academic potential.

Leadership

We believe in fostering character development and leadership.

HIGH SCHOOL GRADUATION REQUIREMENTS

Manitoba Education and Advanced Learning requires that students accumulate a minimum of 30 credits to graduate. These credits are comprised from 17 compulsory credits, plus 13 optional credits. Please see the chart on page 3 for more information.

COURSE CODE NUMBERING

The numbering system is made up of three characters, the first and second being numerals and the third a letter. The first character represents the grade level, the second the credit value, and the third the level of difficulty or specialization.

FIRST CHARACTER

- 1 = Grade 9
- 2 = Grade 10
- 3 = Grade 11
- 4 = Grade 12

SECOND CHARACTER

- 0 - Developed/approved by Manitoba Education and Advanced Learning for 1 credit
- 5 - Developed/approved by Manitoba Education and Advanced Learning for ½ credit
- 1 - Developed by the School or Division including Self-Initiated Projects for ½ or more credits

THIRD CHARACTER

- F - Foundation:* educational experiences, which are broadly based and appropriate to all students.
- G - General:* general educational experience for all students.
- S - Specialized:* learning experiences/skills leading to further studies at the post-secondary level.
- M - Modified:* courses for which curriculum has been modified to take into account the capabilities of students with specific learning needs.

ILLUSTRATIVE EXAMPLES

Canada in the Contemporary World 10F – Grade 9, foundation course, developed by Manitoba Education and Advanced Learning, for 1 credit.

Science 20F – Grade 10, foundation course developed by Manitoba Education and Advanced Learning, for 1 credit.

Biology 30S – Grade 11, specialized course developed by Manitoba Education and Advanced Learning, leading to further studies at the post-secondary level.

Web Design 35S – Grade 11, specialized course developed by Manitoba Education and Advanced Learning, for ½ credit.

Graduation Requirements

Minimum 30 Credits

17 Compulsory Credits

5 Compulsory Credits Grade 9	5 Compulsory Credits Grade 10	4 Compulsory Credits Grade 11	3 Compulsory Credits Grade 12
English Language Arts 10F	English Language Arts 20F	One of the following: ELA: Comprehensive Focus 30S ELA: Literary Focus 30S	One of the following: ELA: Comprehensive Focus 40S ELA: Literary Focus 40S
Mathematics 10F	One of the following: Essential Mathematics 20S Intro. to Applied & Pre-Calc. Math 20S	One of the following: Essential Mathematics 30S Pre-Calculus Mathematics 30S	One of the following: Essential Mathematics 40S Pre-Calculus Mathematics 40S
Physical Education/Health Education 10F	Physical Education/Health Education 20F	Physical Education/Health Education 30F	Physical Education/Health Education 40F
Science 10F	Science 20F		
Canada in Contemporary World 10F	Geographic Issues of the 21st Century 20F	History of Canada 30F	

13 Optional Credits

Reading is Thinking 10S / 20S	Chemistry 30S / 40S
Applying Information & Communication Technology 1 15F	Physics 30S / 40S
Applying Information & Communication Technology 11 15F	Biology 30S/40S
American History 20G	World History 40S
Desktop Publishing/Web Design 35S	Psychology 40S
Global Issues 40S	Life/Work Exploration 10S
Law 40S	Life/Work Planning 20S
	Life/Work Building 30S
	Life/Work Transition 40S

Notes

At The Laureate Academy, students are required to take the compulsory courses as listed above. In addition to these, whenever possible students may select some courses based on their personal interests and future academic goals.

GRADE 9
COURSES AT THE LAUREATE ACADEMY

	Credit Value
English Language Arts 10F	1.0
Reading is Thinking 10S	1.0
Mathematics 10F	1.0
Science 10F	1.0
Canada in the Contemporary World 10F	1.0
Physical Education / Health Education 10F	1.0
Life/Work Exploration 10S	1.0
*Applying Information & Communication Technology 1 15F	0.5
*Applying Information & Communication Technology 11 15F	0.5
*American History 20G	1.0
<i>*These courses are offered on a rotational basis</i>	
Total Credits	8.0

NOTE: The following course descriptions focus on the content and skills taught as related to the prescribed Manitoba curriculum. At The Laureate Academy each course also includes an emphasis on various study skills and “how-to-learn” metacognitive strategies geared toward helping students become independent learners.

English Language Arts 10F

Grade 9 English provides students with a core curriculum covering reading, writing, listening, speaking, viewing and representing. The course will include a variety of texts including novels, short stories, plays and poems; genres wherein language is employed to engage, to express and to bring aesthetic pleasure. Other texts include both formal and informal forms and genres wherein language is used pragmatically to inform, to explain, to persuade, to argue and to plan.

Reading is Thinking 10S

The Reading is Thinking framework is designed to address the literacy needs of students in high school so that they develop the necessary attitudes, knowledge, skills, and strategies to be successful in their learning across curriculum. Students will develop their identities as confident, engaged and motivated readers within their diverse communities while identifying and reflecting on strengths, interests, and challenges as readers and literacy learners. This course will support students in building on and extending the skills and strategies used to make meaning of fiction and nonfiction text in a fun and engaging way. They will also develop critical reading/literacy in order to develop deeper understandings of a variety of texts in order to express and substantiate personal positions, solve problems, make decisions, resolve conflicts, and take action in their world.

Mathematics 10F

Mathematics 10F is a foundation course to prepare students for multiple pathways in Grades 10 to 12. The course builds on understanding from early and middle years mathematics. Activities stem from a problem-solving approach and are based on the seven mathematical processes. Students develop an understanding of the nature of mathematics through specific knowledge, skills, and connections among and between strands.

There are four strands including Number, Patterns and Relations, Shape and Space, and Statistics and Probability, which are divided into the following units: rational numbers, powers, exponents, square roots, polygons, measurement, relations, polynomials, probability, symmetry, circle geometry, and data collection and analysis.

Science 10F

This course is an introduction to four branches of science: biology, chemistry, physics and astronomy. By studying reproduction, the atom and elements, electricity and the universe, students will experience these diverse areas of science, preparing them for the Grade 10 Science program. Development of laboratory skills and an understanding of the processes of science are related outcomes of this course.

Canada in the Contemporary World 10F

This course is a contemporary study of issues affecting Canada today. The course examines themes including: diversity, pluralism, democracy and governance, Canada and the global context, and opportunities and challenges for our country. The course content will range from historical events to contemporary issues using classroom strategies such as hands-on activities, research and presentations.

Applying Information & Communication Technology 1 & 11 15F

The purpose of the course is to reinforce and extend the ICT knowledge, attitudes, and skills acquired by students in the Early and Middle Years. Both creative and practical programs and skills develop as students practice programs and procedures which can enhance their ability to communicate in the digital age. Online etiquette and search/discrimination skills help students acquire skills in research, give credit to sources, and communicate effectively and appropriately. The course will further prepare students to use ICT to demonstrate their learning in all high school courses.

American History 20G

This is a survey course of American History from 1500–1990. It begins with a brief history of Aboriginal peoples before the arrival of Europeans, and it ends with a survey of important social changes in the United States from 1960–1990. The aim of the course is to acquaint students with some of the most important events and developments in American History, and how those events have affected Americans, and in some cases, how those events have affected Canadians and others.

Physical Education / Health Education 10F

The physical education program at The Laureate Academy is designed to foster an appreciation of activity and a life-long involvement in athletics. Classes focus on group and individual activities, as well as general fitness principles. Physical Education activities include team and individual activities and there is a strong emphasis on individual fitness development. Health related topics include: fitness planning, healthy relationships and safety awareness.

Life/Work Exploration 10S

The career development curricula have been designed to connect school learning with workplace and labour market realities. All of the courses will attempt to provide a smoother transition between high school graduation and more appropriate post-secondary educational programming. The experiential learning components will provide students with opportunities to explore potential occupations, and to demonstrate employability skills, essential skills, and specific occupational skills. The broad range of experiences may vary from community visitor presentations or volunteer placements whereby students have opportunities to gain knowledge and skills that are not routinely available to them in their school setting. The Grade 9 curriculum provides students with an overview of career development outcomes with emphasis on building self-esteem, exploring self-assessment, locating work information, and selecting high school courses. An additional component of thirty-six hours of community service is required to achieve credit in this course.

GRADE 10
COURSES AT THE LAUREATE ACADEMY

	Credit Value
English Language Arts 20F	1.0
Reading is Thinking 20S	1.0
Mathematics 20S (Pre-Calculus or Essential)	1.0
Science 20F	1.0
Geographic Issues of the 21 st Century 20F	1.0
Physical Education / Health Education 20F	1.0
Life/Work Planning 20S	1.0
*Applying Information & Communication Technology 1 15F	0.5
*Applying Information & Communication Technology 11 15F	0.5
*American History 20G	1.0
<i>*These courses are offered on a rotational basis</i>	
Total Credits	8.0

NOTE: The following course descriptions focus on the content and skills taught as related to the prescribed Manitoba curriculum. At The Laureate Academy each course also includes an emphasis on various study skills and “how-to-learn” metacognitive strategies geared toward helping students become independent learners.

English Language Arts 20F

The ELA 20F course focuses both on individual literary works as well as growth in student awareness of communication in other forms. In addition to offering a variety of language experiences and a variety of texts, the purpose of ELA 20F is to have students develop critical thinking, as well as written and oral communication skills which will prepare them for grade 11. Students will focus on the major themes of tolerance, decisions and courage as they are expressed in literature. Literary forms and literature in textual, visual, oral and personal expressions of human experience will form the basis of our activities. Using these components together is a function of critical thinking. One crucial component of the ELA course is to encourage students to approach their learning, in all areas, analytically and with determination to make sense out of their knowledge and experiences. Reading, comprehension, note-taking and responding are all formatted to help students to succeed in other course areas as well as in ELA.

Reading is Thinking 20S

The Reading is Thinking framework is designed to address the literacy needs of students in high school so that they develop the necessary attitudes, knowledge, skills, and strategies to be successful in their learning across curriculum. Students will develop their identities as confident, engaged and motivated readers within their diverse communities while identifying and reflecting on strengths, interests, and challenges as readers and literacy learners. This course will support students in building on and extending the skills and strategies used to make meaning of fiction and nonfiction text in a fun and engaging way. They will also develop critical reading/literacy in order to develop deeper understandings of a variety of texts in order to express and substantiate personal positions, solve problems, make decisions, resolve conflicts, and take action in their world.

A GUIDE TO MATHEMATICS COURSE SELECTION

Success in mathematics relies heavily on a growing foundation of knowledge, skills and understanding from year to year. Learning new mathematics requires students to build their understanding of new concepts using understanding developed from kindergarten. Mathematics courses have been developed from a Western Canadian Framework and are connected from Kindergarten to Grade 12.

In Grade 10, students may choose from two different mathematics courses, each one counting as a course credit towards graduation and each course offering post-secondary educational options. These courses have been designed to meet different interests and learning needs of students.

When students choose courses which best suit their needs, they have the greatest chance for success and they develop a mathematical foundation that can be built upon in the future.

Introduction to Applied and Pre-Calculus Mathematics 20S

Introduction to Applied and Pre-Calculus Mathematics 20S is intended for students considering post-secondary studies that require a math pre-requisite. This pathway provides students with the mathematical understanding and critical-thinking skills that have been identified for specific post-secondary programs of study. The topics studied form the foundation for topics to be studied in Grade 11 Pre-Calculus Mathematics. Students will engage in experiments and activities that include the use of technology, problem solving, mental mathematics, and theoretical mathematics to promote the development of mathematical skills. Concepts such as polynomial manipulation, radicals, factoring and rational expressions will be examined.

Essential Mathematics 20S

This course is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. The course emphasizes consumer applications, problem solving, decision making, and spatial sense. The students are presented with mathematical concepts and work on skills encountered in everyday life in a technological society. Some of the topics studied include personal finance, consumer decisions, measurement, trigonometry, angles, and transformations. Problem solving, communication, reasoning, and mental math are some of the themes that are infused in all the units of study.

NOTE: Students, with an average of less than 75% in Math10F must meet with the administration accompanied by a parent or guardian, before being admitted in Grade 10 Introduction to Applied and Pre-Calculus Mathematics.

Students choosing to study Introduction to Applied and Pre-Calculus Mathematics must know that a minimum of 20 minutes of practice outside of class time, on a daily basis, is strongly advised if a student is to have success. New concepts are taught every day, and students must be willing to keep up with their work if they are to thrive.

Science 20F

This course continues the study of biology, chemistry and physics introduced at the Grade 9 level, and also introduces environmental science with a unit on weather dynamics. The students work to discover and learn new concepts with the use of hands-on experiences whenever possible. This course also helps prepare students to make informed course selections in science at the Grade 11 and 12 levels. Further development of laboratory skills and an understanding of the role of science in daily life are also fostered in this course.

Geographic Issues of the 21st Century 20F

The course begins with students acquiring an overview of the entire continent of North America, including a detailed study of Canada's place on the world stage, its international rankings and its various roles as a major player in the global community. This lays down the template for analyzing each of the thematic constructs that will comprise the remaining units of study, including the cultural, geographical systems-based and landform connections. For the entire continent and for each of the "connection" themes highlighted in our authoritative text, Geographic Issues in the 21st Century, students start at the bottom with a unit on geology and topography, then divert into an analysis of climate, followed by examinations of soils, natural vegetation, water resources and ecozones. Once the study of the physical geography of the continent is complete, students move over to the human side and examine how North Americans interact with their environment and the issues that inevitably arise. Units include cultural connections related to demography, settlement patterns and Canada's First Nations, as well as economic connections created by industrialization, farming, fishing, forestry, mining and the transportation and service sectors.

Applying Information & Communication Technology 1 & 11 15F

The purpose of the course is to reinforce and extend the ICT knowledge, attitudes, and skills acquired by students in the Early and Middle Years. Both creative and practical programs and skills develop as students practice programs and procedures which can enhance their ability to communicate in the digital age. Online etiquette and search/discrimination skills help students acquire skills in research, give credit to sources, and communicate effectively and appropriately. The course will further prepare students to use ICT to demonstrate their learning in all high school courses.

American History 20G

This is a survey course of American History from 1500–1990. It begins with a brief history of Aboriginal peoples before the arrival of Europeans, and it ends with a survey of important social changes in the United States from 1960–1990. The aim of the course is to acquaint students with some of the most important events and developments in American History, and how those events have affected Americans, and in some cases, how those events have affected Canadians and others.

Physical Education / Health Education 20F

The physical education program at The Laureate Academy is designed to foster an appreciation of activity and a life-long involvement in athletics. Classes focus on group and individual activities as well as general fitness principles. Physical Education activities include team and individual activities and there is a strong emphasis on individual fitness development. Health related topics include: fitness management, nutrition and social issues in sport.

Life/Work Planning 20S

The career development curricula have been designed to connect school learning with workplace and labour market realities. All of the courses will attempt to provide a smoother transition between high school graduation and more appropriate post-secondary educational programming. The experiential learning components will provide students with opportunities to explore potential occupations, and to demonstrate employability skills, essential skills, and specific occupational skills. The broad range of experiences may vary from community visitor presentations or volunteer placements whereby students have opportunities to gain knowledge and skills that are not routinely available to them in their school setting. The Grade 10 curriculum places a greater emphasis on student outcomes related to communication skills, work information, work trends, self-assessment, matching personal skills to occupations, stereotyping and discrimination in the workplace, and work-search tools. An additional component of thirty-six hours of community service is required to achieve credit in this course.

GRADE 11 COURSES AT THE LAUREATE ACADEMY

Required Courses	Credit Value
English Language Arts 30S: Comprehensive and Literary	2.0
Mathematics 30S: Pre-Calculus or Essential	1.0
History of Canada 30F	1.0
Physical Education / Health Education 30F	1.0
Life/Work Building 30S	1.0
*Biology 30S	1.0
*Chemistry 30S	1.0
*Physics 30S	1.0
*Law 40S	1.0
*Global Issues 40S	1.0
*History 40S (Western Civilization)	1.0
*Web Design 35S/Desktop Publishing 35S	1.0
<i>*These courses are offered on a rotational basis</i>	
Total Credits	9.0

NOTE: The following course descriptions focus on the content and skills taught as related to the prescribed Manitoba curriculum. At The Laureate Academy each course also includes an emphasis on various study skills and “how-to-learn” metacognitive strategies geared toward helping students become independent learners.

English Language Arts 30S: Comprehensive and Literary

Students earn two credits at the Grade 11 level. The Literary Focus (one credit) is intended to deepen students’ engagement with aesthetic texts. It seeks to foster a relationship with sophisticated language and forms that will inspire a lasting relationship with literature of quality. The course is designed to help students move beyond the styles and forms of writing that popular culture promotes as entertainment (those which follow rigid, formulaic conventions and reinforce commonplace or commercial values) to texts that open up new ways of seeing the world, while inviting audiences to explore and refine their understanding of it. The purpose of the Comprehensive Focus (one credit) is to help students manage the vast array of information with which they are presented, and to think critically and independently. This course is designed to develop student’s competence with language that informs, directs, persuades, plans, analyzes, argues and explains. Through a wide range of projects and learning activities, students are invited to use and interpret a variety of oral, print and other media texts, to manage data and information efficiently, and to plan and work collaboratively.

Pre-Calculus Mathematics 30S

Pre-Calculus Mathematics 30S is designed for students who intend to study calculus and related mathematics as part of post-secondary education. It builds on the topics studied in Grade 10 Introduction to Applied and Pre-Calculus Mathematics and provides background knowledge and skills for Grade 12 Pre-Calculus Mathematics. The course consists of the following topics: quadratic functions, trigonometry, algebra, analytic geometry, geometry, logic and functions. Students will investigate and explore the characteristics of the following types of functions: linear, polynomial, exponential, logarithmic, and trigonometric.

NOTE: It is recommended that students have attained a minimum average of 75% in Introduction to Applied and Pre-Calculus Mathematics 20S to continue with this course. Students choosing to study Pre-Calculus Mathematics must understand that a minimum of 20 to 30 minutes of daily practice outside of class time is strongly advised to ensure success in this course.

Essential Mathematics 30S

Essential Mathematics 30S is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Grade 11 Essential Mathematics is a one-credit course consisting of two half-credits, each emphasizing consumer applications, problem solving, decision making, and spatial sense. Grade 11 Essential Mathematics builds on the knowledge and skills of Grade 10 Essential Mathematics and provides a foundation for the topics studied in Grade 12 Essential Mathematics.

History of Canada 30F

The course's initial focus is to establish a practical template with which students can begin to frame their understanding of history from a Canadian perspective. Therefore, study begins with a thematic overview of our nation's past, transitioning immediately into a study of First Nations peoples, zeroing in on the impact of European contact with native tribes. The second unit of study brings students directly into an examination of immigrant history in Canada, during which they will focus on clearly defined and delineated waves of immigration and the attendant issues of nativism, push/pull factors and amendment to federal policy. Students will retrace the steps, trials and advances made by the two founding European cultures of Canada, beginning with the French, then examining the complex set of relationships arising from the conquest of New France and the ascendancy of the British on North American soil. This transitions into a more chronological, less thematic analysis of the causes and effects which led to the Confederation of Canada in 1867. The ultimate goal is to make meaningful connections to those aspects and concerns of 21st Century Canadian culture that remain so much with us today.

Biology 30S

Biology 30S is a science course that looks at the structure and functioning of the human body, including the analysis of several body systems including the Digestive System, Circulatory System, Respiratory System, Excretory System, Lymphatic System, and Nervous System. The course begins with an introduction to wellness and how the body maintains an internal balance, homeostasis, and then proceeds through the various organ systems. Other topics that may be covered are bioethical and technological implications of current research. Biology 30S is aimed at students who will advance to post-secondary studies in the sciences.

Physical Education / Health Education 30F

This course is designed to help youth take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage in active lifestyles now and in the future. Students will study topics related to fitness management and the social impact of sport. The focus of this content will be on health and personal planning. These topics will make up the core 50% "In-class" component of the course.

Students may be required to develop and implement the remaining 50% of the course on their **own time** in a personal physical activity plan as part of the physical activity practicum. As part of earning a credit for this course, students will be required to submit a personal fitness portfolio containing elements such as a fitness plan, physical activity log, or journal entries. For the "Out" portion, students must select a minimum of 55 hours of moderate to vigorous physical activity that contributes to their overall fitness. There will be many opportunities for students to accrue these hours at school through intra-mural sports, flex-time activities, and participation in inter-scholastic sports teams such as volleyball, badminton and track and field.

NOTE: Parents/guardians will need to review their son/daughter's physical activity plan and sign a **Parent Declaration and Consent Form** acknowledging their approval of the chosen activities and acceptance of the responsibility for risk management, safety, and supervision. Parents/guardians will also need to verify the entries of their son/daughter's physical activity log through a sign-off procedure.

Life/Work Building 30S

The career development curricula have been designed to connect school learning with workplace and labour market realities. All of the courses will attempt to provide a smoother transition between high school graduation and more appropriate post-secondary educational programming. The experiential learning components will provide students with opportunities to explore potential occupations, and to demonstrate employability skills, essential skills, and specific occupational skills. The broad range of experiences may vary from community visitor presentations or volunteer placements whereby students have opportunities to gain knowledge and skills that are not routinely available to them in their school setting. The Grade 11 curriculum focuses student learning on personal management skills, life/work balance, and transition from high school. An additional component of thirty-six hours of community service is required to achieve credit in this course.

Chemistry 30S

This course builds on the foundation of chemistry from Grade 9 and 10 Science with an emphasis on problem solving and quantitative analysis. The curriculum stresses the basic principle that the properties of matter are the consequence of the structure of matter. Topics studied include: chemical reactions, organic chemistry, gases and solutions. *It is strongly recommended that students wishing to take Chemistry 30S also be enrolled in Pre-Calculus Mathematics.*

Physics 30S

This course will appeal to students who enjoy applying problem-solving to real world situations. Topics studied in-depth include measurement and linear motion. Wave theory will be introduced through the study of light and sound. The field concept is explored in electric, magnetic and gravitational contexts. At this level, students will need a strong background in equation solving and trigonometry. *It is strongly recommended that students wishing to take Physics 30S also be enrolled in Pre-Calculus Mathematics.*

Desktop Publishing 35S / Web Design 35S

These two half-credit courses concentrate on using computer programs to design and publish forms of digital communication. Beginning with Principles of Effective Visual Design, students practice using digital manipulation of graphics and print publication programs like Publisher and InDesign to create forms like flyers, posters, programs, brochures and magazines. Assignments and projects chosen by students allow them to develop skills in finding images, combining graphics and text, and analyzing audience effects of print publications.

Web Design continues the process of design into the development of websites aimed at particular audiences for particular purposes. Using Dreamweaver, students plan, design and revise interactive sites for a variety of assigned and individually chosen topics and purposes.

Both courses allow students to practice effective use of web resources, including correct attribution of sources, as well as safe and responsible navigation of the Internet for educational purposes.

Law 40S

The purpose of Law 40S is to provide students with an introduction to the legal system as well as the principles, practices, and consequences of law with regards to torts, contracts, crimes, property rights, family, and inheritance. This course also provides an Aboriginal perspective of law. The main areas of study are as follows: Fundamentals of Law, Criminal Law, Civil Law and Family Law and Wills. Students will

participate in a variety of activities aimed at providing them with a deeper understanding of the law and its applications.

Global Issues 40S

The overall purpose of this study is not to instill fear in the next generation, nor to make students feel guilty for problems that are the cumulative legacy of many generations of mistakes, recklessness, and, in some cases, deliberate neglect or exploitation. Rather, the intent is to help students understand that human societies and institutions can and should be renewed, beginning with matters of personal lifestyle, and extending through to collective, large-scale social change. The role of education in this change is vital—hence the importance of this course both as an instrument of critical understanding (seeking the truth) and as an instrument of hope (seeking to create a better future).

History 40S

The History 40S curriculum is designed to help students understand that Canadian society and other Western societies evolved and were shaped by complex movements and events. The course content is organized around the following six major concepts: religion, ideology, humanism, individualism, secularism, and skepticism. The major goal of the course is to help students explore and better understand how and why Western civilization societies evolved, and their impact on today’s society.

Psychology 40S

This course introduces students to the major topics found in the field of psychology. Psychology is the scientific study of behaviour and mental processes. It uses the scientific method to discover ways of understanding the complexities of human thought and behavior, as well as differences among people. Studying psychology gives students lifelong skills such as dealing with issues proactively, solving problems, learning, and nurturing healthy relationships.

GRADE 12 COMPULSORY COURSES AT THE LAUREATE ACADEMY

Compulsory Courses	Credit Value
English Language Arts 40S: Comprehensive and Literary	2.0
Mathematics 40S: Pre-Calculus or Essential	1.0
Physical Education / Health Education 40F	1.0
Life/Work Transition 40S	1.0
*Biology 40S	1.0
*Chemistry 40S	1.0
*Physics 40S	1.0
*Law 40S	1.0
*Global Issues 40S	1.0
*History 40S (Western Civilization)	1.0
*Web Design 35S/Desktop Publishing 35S	1.0
<i>*These courses are offered on a rotational basis</i>	
Total Credits	9.0

NOTE: The following course descriptions focus on the content and skills taught as related to the prescribed Manitoba curriculum. At The Laureate Academy each course also includes an emphasis on various study skills and “how-to-learn” metacognitive strategies geared toward helping students become independent learners.

English Language Arts 40S: Comprehensive and Literary

Students earn two credits at the Grade 12 level. The Literary Focus (one credit) is intended to deepen students’ engagement with aesthetic texts. It seeks to foster a relationship with sophisticated language and forms that will inspire a lasting relationship with literature of quality. The course is designed to help students move beyond the styles and forms of writing that popular culture promotes as entertainment (those which follow rigid, formulaic conventions and reinforce commonplace or commercial values) to texts that open up new ways of seeing the world, while inviting audiences to explore and refine their understanding of it. The purpose of

the Comprehensive Focus (one credit) is to help students manage the vast array of information with which they are presented, and to think critically and independently. This course is designed to develop student’s competence with language that informs, directs, persuades, plans, analyzes, argues and explains. Through a wide range of projects and learning activities, students are invited to use and interpret a variety of oral, print and other media texts, to manage data and information efficiently, and to plan and work collaboratively. A compulsory Standards Test, set by the Province of Manitoba, comprises 30 per cent of the final grade for both of these courses.

Pre-Calculus Mathematics 40S

Grade 12 Pre-Calculus Mathematics 40S is designed to provide students with the mathematical understanding and critical-thinking skills identified for entry into post-secondary programs that may require the study of theoretical calculus. It builds on the topics studied in Grade 11 Pre-Calculus Mathematics and provides background knowledge and skills for the study of calculus in post-secondary institutions. The course comprises a high level study of theoretical mathematics with an emphasis on problem solving and mental mathematics. Topics include transformations, trigonometry, logarithms, geometric series, conics, permutations, combinations, statistics and probability. A compulsory Standards Test, set by the Province of Manitoba, comprises 30 per cent of the final grade for this course.

NOTE: It is recommended that students have attained a minimum average of 75% in Pre-Calculus Mathematics 30S to continue with this course. Students choosing to study Pre-Calculus Mathematics must understand that a minimum of 30 minutes of daily practice outside of class time is strongly advised to ensure success in this course. Due to the level of difficulty, there must be a consistent commitment for students to succeed in this course.

Essential Mathematics 40S

Essential Mathematics 40S is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Essential Mathematics 40S is a one-credit course consisting of two half-credits each emphasizing consumer applications, problem solving, decision making, and spatial sense. Students are expected to work both individually and in small groups on mathematical concepts and skills encountered in everyday life in a technological society. A compulsory Standards Test, set by the Province of Manitoba, comprises 20 per cent of the final grade for this course.

Biology 40S

Genetics and Biodiversity are the two main themes of this course. Within the Genetics section, Mendelian patterns of inheritance will be studied and emphasis will be placed on how knowledge of genetics impacts our lives. The discovery of DNA and genes will be considered as an example of scientific discovery and ethical issues created by technological advancement will be examined. The Biodiversity section looks at the many

types of organisms on the planet and how they each handle their basic requirements of life, and how they change over time. A biologically diverse world is considered to be healthy and students will have the opportunity to consider the impact that humans have with respect to biodiversity and how its loss may impact our existence.

Physical Education / Health Education 40F

This course is designed to help youth take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage in active lifestyles now and in the future. Students will study topics related to fitness management and the social impact of sport. The focus of this content will be on health and personal planning. These topics will make up the core 50% “In-class” component of the course. Students may be required to develop and implement the remaining 50% of the course on their **own time** in a personal physical activity plan as part of the physical activity practicum. As part of earning a credit for this course, students will be required to submit a personal fitness portfolio containing elements such as a fitness plan, physical activity log, or journal entries. For the “Out” portion, students must select a minimum of 55

hours of moderate to vigorous physical activity that contributes to their overall fitness. There will be many opportunities for students to accrue these hours at school through intra-mural sports, flex-time activities, and participation in inter-scholastic sports teams such as volleyball, badminton and track and field.

NOTE: Parents/guardians will need to review their son/daughter’s physical activity plan and sign a **Parent Declaration and Consent Form** acknowledging their approval of the chosen activities and acceptance of the responsibility for risk management, safety, and supervision. Parents/guardians will also need to verify the entries of their son/daughter’s physical activity log through a sign-off procedure.

Life/Work Transition 40S

The career development curricula have been designed to connect school learning with workplace and labour market realities. All of the courses will attempt to provide a smoother transition between high school graduation and more appropriate post-secondary educational programming. The experiential learning components will provide students with opportunities to explore potential occupations, and to demonstrate employability skills, essential skills, and specific occupational skills. The broad range of experiences may vary from community visitor presentations or volunteer placements whereby students have opportunities to gain knowledge and learn skills that are not routinely available to them in their school setting. The Grade 12 curriculum gives students opportunities to internalize all the learning outcomes in a classroom setting. It also emphasizes the transition from high school to post-secondary training and preparation for employment. An additional component of thirty-six hours of community service is required to achieve credit in this course.

Chemistry 40S

This course is designed to prepare students for further study in chemistry at the university level and to develop the attitudes and abilities that enable students to become informed decision makers who are knowledgeable about the role of chemistry in the world around them. Topics covered in the course include: atomic structure, equilibrium, acids and bases, electrochemistry and aqueous reactions. ***It is strongly recommended that students wishing to take Chemistry 40S also be enrolled in Pre-Calculus Mathematics.***

Physics 40S

The purpose of this course is to prepare students for further study of physics at the university level. Topics of study include mechanics along with a look at dynamics of circular motion, projectile motion, momentum and energy. This is followed by a detailed analysis of electricity and magnetism and an introduction to modern physics, through topics applicable to medical physics. ***It is strongly recommended that students wishing to take Physics 40S also be enrolled in Pre-Calculus Mathematics.***

Desktop Publishing 35S / Web Design 35S

These two half-credit courses concentrate on using computer programs to design and publish forms of digital communication. Beginning with Principles of Effective Visual Design, students practice using digital manipulation of graphics and print publication programs like Publisher and InDesign to create forms like flyers, posters, programs, brochures and magazines. Assignments and projects chosen by students allow them to develop skills in finding images, combining graphics and text, and analyzing audience effects of print publications.

Web Design continues the process of design into the development of websites aimed at particular audiences for particular purposes. Using Dreamweaver, students plan, design and revise interactive sites for a variety of assigned and individually chosen topics and purposes.

Both courses allow students to practice effective use of web resources, including correct attribution of sources, as well as safe and responsible navigation of the Internet for educational purposes.

Law 40S

The purpose of Law 40S is to provide students with an introduction to the legal system as well as the principles, practices, and consequences of law with regards to torts, contracts, crimes, property rights, family, and inheritance. This course also provides an Aboriginal perspective of law. The main areas of study are as follows: Fundamentals of Law, Criminal Law, Civil Law and Family Law and Wills. Students will participate in a variety of activities aimed at providing them with a deeper understanding of the law and its applications.

Global Issues 40S

The overall purpose of this study is not to instill fear in the next generation, nor to make students feel guilty for problems that are the cumulative legacy of many generations of mistakes, recklessness, and, in some cases, deliberate neglect or exploitation. Rather, the intent is to help students understand that human societies and institutions can and should be renewed, beginning with matters of personal lifestyle, and extending through to collective, large-scale social change. The role of education in this change is vital—hence the importance of this course both as an instrument of critical understanding (seeking the truth) and as an instrument of hope (seeking to create a better future).

History 40S

The History 40S curriculum is designed to help students understand that Canadian society and other Western societies evolved and were shaped by complex movements and events. The course content is organized around the following six major concepts: religion, ideology, humanism, individualism, secularism, and skepticism. The major goal of the course is to help students explore and better understand how and why Western civilization societies evolved, and their impact on today's society.

Psychology 40S

This course introduces students to the major topics found in the field of psychology. Psychology is the scientific study of behaviour and mental processes. It uses the scientific method to discover ways of understanding the complexities of human thought and behavior, as well as differences among people. Studying psychology gives students lifelong skills such as dealing with issues proactively, solving problems, learning, and nurturing healthy relationships.

ENTRANCE REQUIREMENTS FOR MANITOBA POST-SECONDARY INSTITUTIONS

It is the responsibility of each student who plans to enroll in a post-secondary institution to ensure that he or she takes the specific courses required for entrance into postsecondary institutions. For specific information about these programs, the student should make an appointment with Mr. Siragusa. Although specific courses are required by each faculty at the universities, the following are the basic general entrance requirements. Any questions regarding post-secondary entrance requirements can be directed to Mr. Siragusa.

UNIVERSITY OF MANITOBA

University 1

1. Manitoba High School graduation, with 5 full credits at Grade 12 level, in courses designated S (Specialized), G (General), or U (Dual credit-University), with a minimum of 3 of these credits in S or U courses.
2. Completion of **one** of the following sets (A, B or C) of requirements:

Set A:

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

Set B: (limited admission)

- One credit of Grade 12 S or U English, with a minimum grade of 60%, and
- A minimum average of 63% to 69.9% over three Grade 12 S or U credits.

Set C: (limited admission)

- A minimum average of 70% over three Grade 12 S or U credits, but lacking the Grade 12 S or U English requirement (either less than 60% or no credit at all).
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NOTE: Admission under Set B or C will be considered a limited admission to University 1; some registration restrictions and performance standards will apply and additional academic supports and services will be provided.

For more specific information regarding requirements for admission into specific faculties, please visit the University of Manitoba website at www.umanitoba.ca/admissions.

NOTE: Students interested in pursuing the University of Manitoba are strongly encouraged to contact the Student Accessibility Services department to see if they are eligible to receive accommodations or other services to assist in the transition to post-secondary education.

Please visit the University's Student Accessibilities Services website at <http://umanitoba.ca/student/saa/accessibility>

UNIVERSITY OF WINNIPEG

General Entrance Requirements (Manitoba Students) – Regular Status Admission:

1. By June of this year, you will either be a high school graduate with standing in at least 30 Manitoba high school credits or will hold a Mature Student High School Diploma.
2. You have five credits at the Grade 12 level, designated A, S, or G, (three of which must be 40S).
3. Present a minimum one credit of Core English 40(A or S) and one credit of Mathematics 40S (Pre-Calculus, Applied, Consumer or Essential)
4. You have an average of at least 65% in your best three 40S courses from the list of Approved courses. These courses must cover three different subject areas and include at least one of English 40S and Mathematics 40S, plus one other 40S credit from a different subject area.
5. Physical Education 40F cannot be used as one of the five courses.

For more specific information regarding requirements for admission into specific faculties, please visit the University of Winnipeg website at www.uwinnipeg.ca.

NOTE: Students interested in pursuing the University of Winnipeg are strongly encouraged to contact the Accessibility Resource Centre to see if they are eligible to receive accommodations or other services to assist in the transition to post-secondary education.

Please visit the University's Student Accessibilities Services website at <http://www.uwinnipeg.ca/accessibility-services/>

RED RIVER COLLEGE

The Regular Admission Requirement for all College programs (excluding upgrading and integrated programs and those programs requiring post-secondary education) is a Manitoba Grade 12 High School Diploma with the necessary program related course pre-requisites.

For more specific information regarding requirements for admission into specific programs, please visit the Red River College website at www.rrc.ca

NOTE: Students interested in pursuing Red River College are strongly encouraged to contact the Accessibility Services Centre to see if they are eligible to receive accommodations or other services to assist in the transition to post-secondary education.

Please visit the College's Student Accessibilities Services website at <http://blogs.rrc.ca/accessibility>

ROBERTSON COLLEGE

Robertson College offers a number of programs in Health Care, Business and IT and uses past academic information such as courses and grades, and in some cases, prior work experience in combination with education to determine an applicant's eligibility for admission. Entrance requirements are also dependent on the province in which you will be taking the program.

Each program will have a specific set of admission requirements which your Student Admissions Advisor can review with you.

For more specific information regarding requirements for admission into specific faculties, please visit the Robertson College website at www.robertsoncollege.com.

CDI COLLEGE

The minimum requirements for admission to CDI College is a high school diploma, unless otherwise specified in the program outline. Where applicable, applicants must provide proof of graduation at the time of enrollment or by the first day of class. Applicants who have not achieved a high school diploma can apply as a mature student. All applicants must provide proof of age and pass an entrance exam.

Each CDI College program also has its own admissions requirements such as grade point average and prerequisite courses. Further information is available by setting up an appointment with an Admissions Representative or Academic Advisor.

For more specific information regarding requirements for admission into specific programs, please visit the CDI College website at www.cdicollege.ca.

NOTE: Students interested in pursuing CDI College are strongly encouraged to contact the Student Services Centre to see if they are eligible to receive accommodations or other services to assist in the transition to post-secondary education.

Please visit the College's Student Services website at <http://www.cdicollege.ca/manitoba/admissions/student-services/>

HERZING COLLEGE

Herzing College offers a number of programs in Health Care, Business and IT and uses past academic information such as courses and grades, and in some cases, prior work experience in combination with education to determine an applicant's eligibility for admission. Entrance requirements are also dependent on the province in which you will be taking the program.

Each program will have a specific set of admission requirements which your Student Admissions Advisor can review with you.

For more specific information regarding requirements for admission into specific faculties, please visit the Herzing College website at www.herzing.ca.

MANITOBA INSTITUTE OF TRADES AND TECHNOLOGY

MITT offers over 25 full and part-time programs leading to certificates, diplomas or apprentice and professional accreditations. Want a career building houses, fixing cars, or supporting computer networks? Maybe you picture yourself one day with your own restaurant, or busy print shop? We work with industry to design our programs, and as a result nearly 90% of our grads get jobs.

NOTE: Students interested in pursuing MITT are strongly encouraged to contact the Student Services Centre to see if they are eligible to receive accommodations or other services to assist in the transition to post-secondary education.

Please visit the College's Student Services website at <http://mitt.ca/student-services>

