

Course Description Handbook



Rosenort School

*EMPOWERING STUDENTS TO DISCOVER
THEIR PASSIONS AND ACHIEVE THEIR
HIGHEST POTENTIAL*

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NUMBERING SYSTEM

High school courses are all given course codes. Course codes are an alpha-numeric code that provides information about the type of course it is. Each course has a title followed by a two-digit numerical code and a single alphabetic code.

| First Character | Second Character | Third Character |
|---------------------|---|--|
| 1 – Grade 9 | 0 – Developed or approved by Manitoba Education for 1 Credit | F – Foundation: (groundwork) course experience for all students |
| 2 – Grade 10 | 5 – Developed or approved by Manitoba Education for 0.5 Credit | G – General: education experience for all students |
| 3 – Grade 11 | 1 – Developed by school or school division for 1 Credit | S – Specialized: Learning experiences leading to further studies at post-secondary |
| 4 – Grade 12 | | M – Modified: Course has been modified for students to meet the student's unique learning needs |

GRADUATION REQUIREMENTS

From Grade 9 to Grade 12, students earn course credits towards high school graduation. To obtain a Manitoba high school diploma, students must accumulate a minimum of 30 credits from a combination of compulsory and optional courses.

Compulsory Credits

| Subject Area | Gr. 9 | 5 Compulsory Credits | Gr. 10 | 5 Compulsory Credits | Gr. 11 | 4 Compulsory Credits | Gr. 12 | 3 Compulsory Credits |
|----------------------------------|--------------------------------------|----------------------------|--|----------------------------|--|----------------------------|--|----------------------------|
| English Language Arts | ELA 10F | | ELA 20F | | ELA: Comprehensive Focus 30S | | ELA: Comprehensive Focus 40S | |
| Mathematics | Mathematics 10F | | One of: • Essentials Mathematics 20S • Intro to Applied and Pre-Calculus Mathematics 20S | | One of: • Applied Mathematics 30S • Essentials Mathematics 30S • Pre-Calculus Mathematics 30S | | One of: • Applied Mathematics 40S • Essentials Mathematics 40S • Pre-Calculus Mathematics 40S | |
| Science | Science 10F | | Science 20F | | | | | |
| Social Studies | Canada in the Contemporary World 10F | | Geographic Issues of the 21 st Century 20F | | History of Canada 30F | | | |
| Physical/Health Education | Phys. Ed./Health 10F | | Phys. Ed./Health 20F | | Phys. Ed./Health 30F | | Phys. Ed./Health 40F | |

Senior Years English Program

To graduate from the Senior Years English Program, students must earn 17 compulsory credits and 13 optional credits within the regular high school program. At least one optional credit must be at the grade 11 level and at least two optional credits must be at the grade 12 level.

Senior Years Technology Education Program

To graduate from the Senior Years Technology Program, students must earn 17 compulsory credits, a minimum of 8 compulsory technology education credits from within an approved technical-vocational cluster of business education and marketing/applied commerce education cluster and 5 optional credits.

High School Apprenticeship Program (HSAP)

Students can start an apprenticeship program while in high school. It links high school instruction with paid, on-the-job apprenticeship training. Students need a qualified employer who will hire them and train them as an apprentice. Apprentices will earn one credit for every 110 hours of training, to a maximum of eight. On-the-job hours can be flexible to work around school schedules. Training time can include evenings, weekends, and school breaks. The High School Apprenticeship Program is an excellent way for students to increase their employability skills and trade knowledge.

For more information, talk to your school guidance counsellor or contact the High School Apprenticeship Instructors. Contact Andy Reimer at 204-319-0711 – reimera@blsd.ca.

Highlights of the High School Apprenticeship Program for students:

- Earn up to eight grade 12 credits for graduation.
- Be paid at least 10% more than minimum wage.
- Some Post-secondary apprenticeship training fees may be waived.
- On-the-job hours will be applied to Level 1 apprenticeship training after graduation.

For a complete listing of eligible Manitoba Trades go to

<https://www.gov.mb.ca/aesi/apprenticeship/discover/mbtrades/index.html>

For more information from Manitoba Education and Childhood Learning go to

https://www.edu.gov.mb.ca/k12/cur/techd/sy_app_option.html

For more specific information about getting started in your area go to hsap.ca

COURSE OFFERINGS

English Language Arts (ELA)

Description: English language arts enables learners to increase the complexity and sophistication in the ways that they make sense of language, understand language as a system, and use language to explore and design, while being aware of the power of language and their and others' agency. Through comprehending, communicating, and critical thinking within rich learning experiences, learners develop and deepen competency in using language to meet personal and academic goals.

The goals of the English language arts curriculum are to give students opportunities to

- practice within the field of English language arts as full participants
- develop flexible and versatile ways of thinking and using language to meet personal, social, and academic needs
- build a sense of self, identity, community, and the world
- sustain a lifelong sense of curiosity, a passion for learning, and an appreciation of the power and beauty of literature, language, and multiple forms of text

READING IS THINKING 10F/20S (1)

Reading is Thinking is a framework developed to help improve the literacy skills of high school students across all content areas.

There are three main “Big Ideas” in the Reading is Thinking framework:

1. Students develop their identities as confident, engaged, and motivated readers within their diverse communities.
2. Students develop the characteristics and practices of proficient readers before, during, and after reading in ELA and across content area courses.
3. Students will develop critical reading/literacy in order to:
 - develop a deeper understanding 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.

ELA 10F (1)

In this course, students will continue to work towards the objectives of ELA through the study of short stories, novels, plays, poetry, and media texts. Writing objectives will include paragraph writing, essay writing, and creative writing, as well as other forms and techniques.

ELA 20F (1)

In this course, students will continue to work towards the objectives of ELA through the study of short stories, novels, plays, poetry, and media texts. Writing objectives will include paragraph writing, essay writing, and creative writing, as well as other forms and techniques.

Prerequisite: ELA 10F

ELA 30S – COMPREHENSIVE FOCUS (1)

The goals and objectives in this course are to provide learners with a range of language experiences that will involve rich learning experiences in reading, writing, listening, speaking, viewing, and representing using a variety of texts. Throughout the course, there will be an attempt to balance texts of a literary nature with those that have a more practical application. Classroom activities, assignments and projects will provide the students with the tools and environment to become successful learners who can:

- use language as sense-making,
- use language as a system,
- use language as power and agency,
- use language as exploration and design.

Prerequisite: ELA 20F

ELA 40S – COMPREHENSIVE FOCUS (1)

The goals and objectives in this course are to provide learners with a range of language experiences that will involve rich learning experiences in reading, writing, listening, speaking, viewing, and representing using a variety of texts. Throughout the course, there will be an attempt to balance texts of a literary nature with those that have a more practical application. Classroom activities, assignments and projects will provide the students with the tools and environment to become successful learners who can:

- use language as sense-making,
- use language as a system,
- use language as power and agency,
- use language as exploration and design.

There is a mandatory Provincial Assessment in this course.

Prerequisite: ELA 30S

Mathematics

Description: The main goals for mathematics education are to prepare students to:

- Solve problems
- Communicate and reason mathematically
- Make connections between mathematics and its applications
- Become mathematically literate
- Appreciate the value of mathematics
- Make informed decisions as contributors to society

After completing Grade 9 Mathematics 10F, students have a choice of taking the Pre-Calculus or Essential pathway. Pre-Calculus is more difficult and concentrates on the traditional ‘pencil and paper’ methods of solving problems, dealing with more of the theory behind the math. Essential Math is designed for the student that finds math challenging. Basic skills and real-life math problems are posed such as taxation, insurance, and budgeting.

TRANSITIONAL MATH 10F (1)

This course is designed to give students the opportunity to improve their math skills before taking Math 10F. Students will develop the appropriate skills and work habits to work successfully in later math courses.

The goals for students are:

- Understand and apply mathematical concepts and procedures
- Use reasoning and problem-solving strategies to arrive at valid conclusions
- Communicate mathematical ideas effectively
- Gain skills and habits for success in high school math.

MATH 10F (1)

Grade 9 Mathematics is a foundation course designed to prepare students for any of the possible pathways of Grade 10-12 Mathematics. The course builds on the understandings from Kindergarten to Grade 8.

Topics include Number Sense, Powers, Circle Geometry, Polynomials, Linear Relations, Statistics and Probability and more.

ESSENTIALS MATHEMATICS 20S (1)

This course is focused on practical applications to real life situations. This course will help you develop the skills, ideas, and confidence that you will need to continue studying math in the future. You will use many of the skills that you have already learned to solve problems and do basic arithmetic operations.

Areas of study include Personal Finances, Measurement, 2-D Geometry, Trigonometry and more.

This course is recommended for students who possess an average of less than 70% in Grade 9 math or for students whose post-secondary plans do not include mathematics or science related fields.

INTRODUCTION TO APPLIED & PRE-CALCULUS MATHEMATICS 20S (1)

Introduction to Pre-calculus and Applied Mathematics 20S is intended for students considering post-secondary studies. This pathway provides students with the mathematical understanding and critical-thinking skills that have been identified for specific post-secondary programs of study. The learning outcomes are centred around three major topics:

- Measurement
- Algebra and Number
- Relations and Functions

These topics are arranged around several topics. Pre-Calculus units include polynomials, linear relations, and trigonometry. Applied topics include functions and analytic geometry. Pre-Calculus and Applied Math are equally challenging.

This course is intended for students considering post-secondary studies that require a math prerequisite or whose Math 10F mark is 70% or higher.

APPLIED MATHEMATICS 30S (1)

Grade 11 Applied Mathematics 30S is intended for students considering post-secondary studies who do not require a study of theoretical calculus. It is context-driven and promotes the learning of numerical and geometrical problem-solving techniques as they relate to the world around us.

The primary goals of Applied Mathematics are to have students develop critical-thinking skills through problem solving and model real-world situations mathematically to make predictions.

Technology is an integral part of both learning and assessment in Applied Mathematics. Graphing calculators, spreadsheets, or other computer software will be used by the students for mathematical exploration, modelling, and problem solving.

Topics include inductive and deductive reasoning, properties of angles and triangles, statistical reasoning and quadratic functions and equations.

Recommended prerequisite: Introduction to Applied and Pre-Calculus Mathematics 20S

APPLIED MATHEMATICS 40S (1)

Grade 12 Applied Mathematics 40S is intended for students considering post-secondary studies who do not require a study of theoretical calculus. It is context-driven and promotes the learning of numerical and geometrical problem-solving techniques as they relate to the world around us.

The primary goals of Applied Mathematics are to have students develop critical-thinking skills through problem solving and model real-world situations mathematically to make predictions.

Technology is an integral part of both learning and assessment in Applied Mathematics. Graphing calculators, spreadsheets, or other computer software will be used by the students for mathematical exploration, modelling, and problem solving.

Topics include finance mathematics, set theory and logic, probability, exponents and logarithms. There is a mandatory Provincial Assessment in this course.

Recommended prerequisite: Applied Mathematics 30S or Pre-Calculus 30S

ESSENTIALS MATHEMATICS 30S (1)

Grade 11 Essential Mathematics 30S is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. This course emphasizes consumer applications, problem solving, decision making, and spatial sense. Essential Mathematics 30S builds on the knowledge and skills of Essential Mathematics 20S and provides a foundation for the topics studied in Essential Mathematics 40S. Topics include game analysis, relations and numbers, interest and credit, 3-D geometry, managing money and more.

ESSENTIALS MATHEMATICS 40S (1)

This course is designed to help students get prepared for the world after graduation, for those who may not use advanced mathematics in their careers. The course covers a variety of topics that will help students integrate into their lives that include home finance and vehicle finance, precision measurement and statistics. There is a mandatory Provincial Assessment in this course.

Recommended prerequisite: Essentials Mathematics 30S

PRE-CALCULUS MATHEMATICS 30S (1)

The purpose of this course is to prepare students for university math and science. The goals of this course include: learning to value mathematics, becoming mathematical problem solvers, learning to communicate mathematically, learning to reason and think critically. Some of the topics covered in this course are algebraic functions and equations, trigonometry, sequences and series and inequalities.

Recommended prerequisite: Introduction to Applied and Pre-Calculus Mathematics 20S

PRE-CALCULUS MATHEMATICS 40S (1)

Grade 12 Pre-Calculus Mathematics 40S will provide students with a broad spectrum of career and education options. This course will prepare students for university math and science as they learn fundamental mathematical concepts of functions, relations, and transformations. Students will also become adept at visualizing, describing, and analyzing situations in mathematical terms.

Topics covered include transformations and functions, trigonometry, and exponential and logarithmic functions. There is a mandatory Provincial Assessment in this course.

Recommended prerequisite: Pre-Calculus Mathematics 30S

Science

Description: Global interdependence; rapid scientific and technological innovation; the need for a sustainable environment, economy, and society; and the pervasiveness of science and technology in daily life reinforce the importance of scientific literacy. Scientifically literate individuals can more effectively interpret information, solve problems, make informed decisions, accommodate change, and create new knowledge. Science education is a key element in developing scientific literacy and in building a strong future for Canada's young people.

SCIENCE 10F (1)

The intent of this course is to get students used to the world of science in high school. It will serve as an introduction to the three main branches of science: physics, chemistry, and biology. The information that students will learn here will be important for your continued success in future years. Topics include atoms, elements and compounds, reproduction, electricity and space exploration.

SCIENCE 20F (1)

The focus of this course is to prepare students for grade 11 Physics, Chemistry, and Biology and to help them choose which of these courses they should take. Science 20F will help students develop a better understanding of the principles and concepts of science; develop critical thinking and problem solving abilities; and understand the process of science. Topics include the dynamics of ecosystems, chemistry, motion and weather.

Prerequisite: Science 10F

BIOLOGY 30S (1)

Grade 11 and 12 Biology focuses on the growth and interactions of life forms within their environment in ways that reflect their uniqueness, diversity, genetic continuity, and changing nature. Life sciences include the study of organisms (including humans and cells), ecosystems, biodiversity, biochemistry, and biotechnology. Grade 11 Biology 30S explores wellness and homeostasis, digestion and nutrition, transpiration and respiration, excretion and waste management protection and control.

Recommended: for those who have a keen interest in life science and who had at least 65% on Science 20F.

BIOLOGY 40S (1)

Grade 12 Biology 40S focuses on growth and interactions of life forms within their environment in ways that reflect their uniqueness, diversity, genetic continuity, and changing nature. Life sciences include the study of organisms (including human and cells, ecosystems, biodiversity, biochemistry, and biotechnology). The course is divided into two main foci: genetics and biodiversity.

Recommended: for those who have a keen interest in life science and who had at least 65% in Science 20F

CHEMISTRY 30S (1)

The simplest definition is that Chemistry is the study of matter. This course will examine the properties of matter and how it reacts and interacts to form other substances. Topics included in this course are the properties of matter, gases and the atmosphere, chemical reactions and organic chemistry.

Prerequisite: Science 20S

CHEMISTRY 40S (1)

The purpose of this course is to prepare students for entering university chemistry. The topics covered include the nature of chemistry, kinetics, chemical equilibrium and oxidation-reduction reactions.

Prerequisite Chemistry 30S

PHYSICS 30S (1)

This is a course for students who have an interest in the way things work. "Physics is the study of relationships in the world around us." Topics include vectors, velocity, acceleration, momentum and electrical fields.

Recommended prerequisites: Science 20S, Introduction to Applied and Pre-Calculus Mathematics 20S

PHYSICS 40S (1)

This course is a continuation and expansion of the Grade 11 Physics course. The purpose of this course is to prepare students for university Physics. Topics include work and energy, circular motion, electrical circuits, electromagnetic induction and the special Theory of Relativity.

Prerequisite: Physics 30S

Social Studies

Description: Social Studies is the study of people in relation to each other and to the world in which they live. It is comprised of several disciplines, including civics, geography and history. It helps students acquire the skills and knowledge necessary to become active democratic citizens and contributing members of their local communities, nationally and globally.

CANADA IN THE CONTEMPORARY WORLD 10F (1)

Canada in the Contemporary World will provide students an opportunity to examine Canada's demographics and political organizations. Students will develop an understanding of the complexities of citizenship and identity in the Canadian context and will enhance their ability to become informed, active, and responsible citizens. Topics include government structure, the legal system, rights and responsibilities and the electoral system.

GEOGRAPHIC ISSUES OF THE 21ST CENTURY 20F (1)

This course will examine a variety of issues facing our world from a geographic perspective. Geography education helps understand natural phenomena and social activity. It provides a structure for examining the spatial relationships between the earth and human activity. Topics in this course include geographic literacy, natural resources, food from the land, industry and trade and urban places.

AMERICAN HISTORY 20G (1)

The primary intent of the American History course is to create a greater understanding of significant historical events that shaped the United States. It is a survey course with a focus and emphasis on the historical developments that have influenced the world, especially Canada. Topics include colonization, revolution and constitution, civil war, economic, social and political developments and foreign policy.

HISTORY OF CANADA 30F (1)

This course will provide students with an opportunity to learn how Canada's history contributes to their identity, provides a foundation for an informed commitment to Canada's continuing development and cultivates a readiness to work with other Canadians in tackling the challenges that face our country. The course covers the following time periods:

- To 1763: The First Peoples and New France
- 1763 – 1867: British North America
- 1867 – 1931: Becoming a Sovereign Nation
- 1931 – 1982: Achievements and Challenges
- 1982 to present: Defining Contemporary Canada

AGRICULTURE: A CORNERSTONE INDUSTRY 30S (1)

This course is designed to give students an idea of the important role agriculture plays in the community, province, on the national scene, and around the world. The aim of the course is to make you aware of the main issues in agriculture and to ask key questions about those issue. You will see the relevance of agriculture in politics, economics, and social systems. You will gain an appreciation of some of the ethical and environmental choices the industry faces in production, marketing, and research.

This course explores many issues not dealt with in detail in any other school course. Even for those who do not choose a career in agriculture, this course can provide new insights about the changes taking place in one of the pillars of the world economy.

PHYSICAL GEOGRAPHY 30S (1)

Physical Geography is a survey course, providing an introduction to the broad field of physical geography. The contemporary approach to physical geography education emphasizes the nature of earth systems and their interactions with each other and with humans, ecological patterns, environmental issues, and the limitations that the physical world places on human activities and, in turn, the impact of human activities on the physical world. When considered within this new approach, the study of physical geography is both timely and relevant in view of the global challenges facing humankind on Planet Earth.

CURRENT TOPICS IN FIRST NATIONS, METIS, AND INUIT STUDIES 40S (1)

This course explores the histories, traditions, cultures, worldviews, and contemporary issues of Indigenous peoples in Canada and worldwide. Students will gain a knowledge and develop the values, as well as the critical thinking, communication, analytical and inquiry skills, that will enable them to better understand past and present realities of Indigenous peoples.

GLOBAL ISSUES: CITIZENSHIP & SUSTAINABILITY 40S (1)

The major goal of this course is to help students gain a better understanding of quality of life in various parts of the world, how our decisions affect others and what we can do about it.

Global Issues 40S is topical in nature. What this means is that we are going to sift through topic after topic that we believe affect the world on a global level. Generally, it will be explored through the general areas of inquiry:

| | | |
|-------------------------|-------------------------------|-------------------------|
| Climate Change | Consumerism | Environment |
| Gender | Health & Biotechnology | Media |
| Modern Slavery | Oppression & Genocide | Peace & Conflict |
| Poverty, Wealth & Power | Social Justice & Human Rights | Sustainable Agriculture |

WORLD GEOGRAPHY: A HUMAN PERSPECTIVE 40S (1)

The purpose of this course is to examine the human and physical geography of the world and how they interrelate. Geography deals with location, patterns, distribution, and interrelationships between the physical and human environments in a constantly changing world. Topics include World Population, World Food Supply, World Industrialization and Urbanization and more. This course is not offered every year.

LAW 40S (1)

The primary goal of Law 40S is to provide students with general information about the legal system in Canada. This course is **not** intended to offer legal advice. Students will examine the history and current legal practices in Canada as well as differentiate between criminal, civil and family law.

WESTERN CIVILIZATION 40S (1)

This course explores the historical development, movements, events and individual contributions which have had a significant impact in shaping and influencing the societies within the western civilizations. Topics include Renaissance, Reformation and Absolutism vs. Representative Government, Age of Reason and Age of Political and Industrial Revolution and more. This course is not offered every year.

WORLD OF RELIGIONS: A CANADIAN PERSPECTIVE 40S (1)

The intent of this course is not to encourage the practice or promotion of a specific religion or spiritual belief system, nor develop a religious faith. Rather, the intent is to develop understanding and appreciation for the diversity of religious belief systems and practices and their role in society and people's lives.

CINEMA AS A WITNESS TO MODERN HISTORY 40S (1)

This course will engage students in an exploration of the connections among cinema as an art form, cinema as a product of history, and cinema as an interpreter of history. Students will respond to and discuss the aesthetic and emotional elements of cinema and will apply historical thinking to the analysis of historical themes as presented in various films and other sources .

Physical Education/Health Education

Description: The goal of the Physical Education/Health Education (PE/HE) is to provide students with planned and balanced programming to develop the knowledge, skills, and attitudes of physical activity and healthy lifestyles.

PHYSICAL EDUCATION/HEALTH EDUCATION 10F (1)

The aim of this course is to promote active lifestyle, build confidence and positive attitudes, encourage fair play, sportsmanship, and leadership through participation in team and individual activities. Five curriculum themes that this course focuses on are: Movement, Fitness Management, Safety, Personal and Social Management and Healthy Lifestyle Practices.

PHYSICAL EDUCATION/HEALTH EDUCATION 20F (1)

The aim of this course is to promote an active lifestyle, build confidence and positive attitudes, encourage Fair play, Sportsmanship and Leadership through participation in team and individual activities in a variety of activities in a safe co-ed environment.

PHYSICAL EDUCATION/HEALTH EDUCATION 30F (1)

This compulsory full-credit 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 in their futures. Students will study topics related to fitness management, mental health, substance use and abuse prevention, and the social impact of sport. Students will be required to develop a personal physical activity plan and implement it, as part of class or out of class, depending on what they choose. Students will be introduced to safety and risk management planning to minimize the associated risks of the activities they have chosen.

As part of earning a credit for this occurs, students will be required to submit a personal fitness portfolio containing elements such as a fitness plan, physical activity log with 55 hours of moderate to vigorous activity, or journal entries. Students will be graded for completion of the course with a Complete or Incomplete.

PHYSICAL EDUCATION/HEALTH EDUCATION 40F (1)

This compulsory full-credit 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 in their futures. Students will study topics related to fitness management, mental health, substance use and abuse prevention, and the social impact of sport. Students will be required to develop a personal physical activity plan and implement it, as part of class or out of class, depending on what they choose. Students will be introduced to safety and risk management planning to minimize the associated risks of the activities they have chosen.

As part of earning a credit for this occurs, students will be required to submit a personal fitness portfolio containing elements such as a fitness plan, physical activity log with 55 hours of moderate to vigorous activity, or journal entries. Students will be graded for completion of the course with a Complete or Incomplete.

OUTDOOR EDUCATION 31G (1)

This course will enable students to learn about the environment in which we live in and give students an opportunity to experience some of the challenges of the outdoors. Safety, survival, and outdoor adventures are all components of this course. The course culminates with an adventure trip to one of the many natural settings in our province.

Applied Commerce Education

Description: Applied Commerce Education (ACE) consists of an optional cluster of courses for high school students interested in pursuing a career in a commerce related field, such as economics, entrepreneurship, business, marketing, technology, or finance. Each of the individual courses is an excellent option for any student wanting to understand more about their role in our global economy.

PERSONAL FINANCE 20S

Personal Finance focuses on developing fundamental financial literacy skills, including the value of money, basic economics, budgeting, saving, financial institution services, and investing. This is especially relevant to high school students, since they are entering the workforce and are considering future purchases that require financial planning, such as buying a car, travelling, or pursuing post-secondary education.

ACCOUNTING ESSENTIALS 30S (1)

This course is designed to help students learn what this topic is not only as a school subject but as a profession as well. You should be able to balance assets and liabilities by preparing a balance sheet. You will learn about the standards and business ethics of accounting.

ACCOUNTING SYSTEMS 40S (1)

Accounting Systems is an extension of Accounting Essentials. It includes an introduction to financial analysis and corporate accounting. With an emphasis on accounting for a merchandising business, students will apply their knowledge and skills to complete the stages of the accounting cycle. The skills acquired in this course are not only useful when pursuing a career in business or accounting, but essential for everyday life.

Prerequisite: Accounting Essentials 30S

RETAILING PERSPECTIVES 30S (1)

Retailing Perspectives helps students gain an understanding of retailing from both a theoretical and a practical approach. This course provides insights on the various types of retail establishments and forms of ownership. It emphasizes the retailing operations of both a physical and online environment. Retailing Perspectives focuses on the financially sustainable strategies retailers use to appeal to consumers.

This course is designed for students interested in managing or owning their own retailing establishment. It is, however, relevant to all students, since, as consumers, you experience retailing as part of your daily lives.

INTRODUCTION TO TOURISM 30S (1)

This course provides students with a broad introduction to the field of tourism. Issues surrounding sustainability in tourism are examined in a global/provincial/territorial context.

SUSTAINABLE TOURISM 40S (1)

This course is a continuation of Introduction to Tourism 30S. It focuses on sustainable tourism in a local context. Students will participate in the design, promotion, and implementation of an on-site visitor experience that showcases their local region.

Arts Education

Description: The arts are vital to human existence. Throughout history, the arts have played a significant role in human life. They transmit culture across time and place. Artistic experience is also an integral part of our present collective human existence, contributing to personal, social, economic, cultural and civic aspects of our lives.

VISUAL ARTS 10S (1)

The study of Visual Arts focuses on four curricular areas:

- Making: The learner develops language and practices for making visual art.
- Creating: The learner generates, develops, and communicates ideas for creating visual art
- Connecting: The learner develops their understanding of the significance of the visual arts by making connections to various times, places, social groups, and cultures.
- Responding: The learner uses critical reflection to inform visual arts learning and to develop agency and identity.

VISUAL ARTS 20S (1)

The study of Visual Arts focuses on four curricular areas:

- Making: The learner develops language and practices for making visual art.
- Creating: The learner generates, develops, and communicates ideas for creating visual art
- Connecting: The learner develops their understanding of the significance of the visual arts by making connections to various times, places, social groups, and cultures.
- Responding: The learner uses critical reflection to inform visual arts learning and to develop agency and identity.

VISUAL ARTS 30S (1)

The study of Visual Arts focuses on four curricular areas:

- Making: The learner develops language and practices for making visual art.
- Creating: The learner generates, develops, and communicates ideas for creating visual art
- Connecting: The learner develops their understanding of the significance of the visual arts by making connections to various times, places, social groups, and cultures.
- Responding: The learner uses critical reflection to inform visual arts learning and to develop agency and identity.

VISUAL ARTS 40S (1)

The study of Visual Arts focuses on four curricular areas:

- Making: The learner develops language and practices for making visual art.
- Creating: The learner generates, develops, and communicates ideas for creating visual art
- Connecting: The learner develops their understanding of the significance of the visual arts by making connections to various times, places, social groups, and cultures.
- Responding: The learner uses critical reflection to inform visual arts learning and to develop agency and identity.

DRAMA 10S (1)

Goals and objectives in this course are to provide learners with a range of dramatic experiences that will involve imagination, creativity, co-operation, self-discipline, analysis and synthesis, self-expression, self-confidence, responsibility, and communication. Throughout the course, there will be an attempt to balance improvisation, script-writing, and acting techniques

DRAMA 20S (1)

Goals and objectives in this course are to provide learners with a range of dramatic experiences that will involve imagination, creativity, co-operation, self-discipline, analysis and synthesis, self-expression, self-confidence, responsibility, and communication. Throughout the course, there will be an attempt to balance improvisation, script-writing, and acting techniques

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MUSIC 15S (0.5)

Students will be exposed to a range of different musical genres. They will begin to learn how to sing in harmony and gain a basic understanding of how music is structured. Students are expected to perform in two concerts.

MUSIC 25S (0.5)

Students will be exposed to a range of different musical genres. They will begin to learn how to sing in harmony and gain a basic understanding of how music is structured. Students are expected to perform in two concerts.

MUSIC 35S (0.5)

Students will be exposed to a range of different musical genres. They will begin to learn how to sing in harmony and gain a basic understanding of how music is structured.

MUSIC 45S (0.5)

Students will be exposed to a range of different musical genres. They will begin to learn how to sing in harmony and gain a basic understanding of how music is structured.

French Language Education

Description: In Canada, we are fortunate to live in an officially bilingual country. We benefit from opportunities in the areas of education, travel, cultural experiences and employment simply by being bilingual Canadians.

FRENCH 10S (1)

The goals of the course are to give students the opportunity:

- to acquire the necessary language skills to communicate in French;
- to value the learning of French as a tool for personal, intellectual, and social growth;
- to demonstrate an appreciation of francophone cultures;
- to further develop intercultural communication skills that are essential to all global citizens.

FRENCH 20S (1)

The goals of the course are to give students the opportunity:

- to acquire the necessary language skills to communicate in French;
- to value the learning of French as a tool for personal, intellectual, and social growth;
- to demonstrate an appreciation of francophone cultures;
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- to value the learning of French as a tool for personal, intellectual, and social growth;
- to demonstrate an appreciation of francophone cultures;
- to further develop intercultural communication skills that are essential to all global citizens.

Information and Communication Technology

Description: The emphasis of ICT courses is on students learning to solve problems, accomplish tasks, and express creativity, both individually and collaboratively. Students will learn to use today's technology for tasks at school and in their personal lives. More importantly, students will learn to adapt to change and be able to independently learn and use new technology as it evolves throughout their lives.

APPLYING ICT 1 15F (0.5)

The emphasis of this course is on students learning to solve problems, accomplish tasks, and express creativity, both individually and collaboratively. Students will learn to use technology to complete tasks at school, in their personal lives and possibly in their work careers. Topics include desktop publishing and introduction to coding.

APPLYING ICT 2 15F (0.5)

The emphasis of this course is on students learning to solve problems, accomplish tasks, and express creativity, both individually and collaboratively. Students will learn to use technology to complete tasks at school, in their personal lives and possibly in their work careers. Topics include

COMPUTER SCIENCE 20S (1)

This course provides students with opportunities to apply previous learning and extend their information and communication technology skills. Specifically, students will have opportunities to explore various programming languages and computer-controlled devices and systems. Computer Science 20S will enable students to explore and develop skills in solving problems.

BROADCAST MEDIA 35S (0.5)

This course is designed for students to learn skills in the production process, including pre and post-production, of many types of media including newscasts, storyboards, movies, and commercials. Students will also effectively critique movies and will perform their own research in careers related to Broadcast Media.

DESKTOP PUBLISHING 35S (0.5)

The purpose of the course is to provide students with the skills and knowledge to plan and create a variety of published print documents.

Psychology

PSYCHOLOGY 40S

Psychology is the scientific study of behaviour and mental processes. Studying psychology gives students lifelong skills such as dealing with issues proactively, solving problems, learning, and nurturing healthy relationships. It helps students understand themselves, and deal with issues in their own lives.

High School Career Development Education Program

Description: The High School Career Development Education Program is a program designed to give high school student's work and volunteer experiences earning credit towards their high school graduation. The High School Career Development Education Program currently has two available options for students to participate in.

COURSE #1 LIFE/WORK EXPLORATION 10S

This Volunteer-Leadership program provides the opportunity for students to offer their support to their local community. The purpose of this credit is for students to experience a wide variety of volunteer opportunities within the community and greater area. The volunteer credit is open to all students grade 9-12 and students may take multiple years to complete the credit. All grade 9 students are enrolled in this course. Once a student has completed 80 hours of volunteer time they will have two weeks to complete and hand in the written components of the course. All volunteer hours must be completed by June 1 or their graduation year. Students may wish to withdraw from this program at any time. The credit is awarded in the year it is completed.

COURSE #2 LIFE/WORK PLANNING 20S

This is an in class course offered every two years in the Rosenort School schedule. It covers the following topics: Personal Management, Career Exploration, Learning and Planning, Job Seeking and Job Maintenance, and Career and Community Experience. This course is a pre requisite for the Credit for Employment Options.

COURSE #3 LIFE/WORK BUILDING 30S

The first course is designed for students wishing to assist school staff in the Peer-Assist program. Possibilities for this course are working in a classroom with teachers, working with the custodian, helping with the lunch sale program, or working in the library. Students are required to log 80 hours in this program and complete a final paper reporting their experience.

COURSE #4 LIFE/WORK TRANSITION 40S

The Life/Work Transition course is designed for students to intern at a local business in a work placement of current and/or future interest. To earn this credit, a student completes 80 hours of work experience and 25 hours of modular course work. Students must be 16 years of age before beginning their work placement to comply with Manitoba Labour Regulations.

CREDIT FOR EMPLOYMENT (CFE)

35G: 0.5 Credits 55 Hours of Employment

30G: 1.0 Credits 110 Hours of Employment

45G: 0.5 Credits 55 Hours of Employment

40G: 1.0 Credits 110 Hours of Employment

- CFE will allow students to earn high school credit for paid work experience.
- Life/Work Planning 20S is a prerequisite for these courses.
- CFE courses will not be given a mark. Credits, when obtained, will be assigned as Complete (CO).
- Students must be a minimum of 16 years of age or in Grade 11 or 12.

Vocational Programs – Red River Technical Vocational Area (RRTVA)

Description: The RRTVA is the name of the partnership group of five school divisions that offer and share vocational programs to 12 local high schools and students in southern Manitoba. Programs are available to students registered in the RRTVA region in grades 10, 11, and 12. Students are required to complete their compulsory courses by the MB government for graduation. The students take their required courses in one “home” semester and then take the RRTVA program in the other “away” semester. A student travels from their home school via a busing network shared by all partners of the RRTVA to and from their home high school. More information can be found on the RRTVA website: <https://rrtva.blsd.ca/>

AUTO BODY – MORRIS SCHOOL, MORRIS

The Auto Body program prepares students to work in auto body repair shops and to prepare and apply finishes to a wide variety of surfaces. With the increasing complexity in automotive design, construction and finishes, this has become a technically advanced area of study. Students learn to work with a variety of automotive components, materials and finishes. Skills learned in this program are also valuable in other areas of study such as engineering and manufacturing.

AUTOMOTIVE TECHNOLOGY – ROSEAU VALLEY SCHOOL, DOMINION CITY

This program involves the maintenance and service of automobiles. Students learn about the service, maintenance and repair of mechanical systems through classroom instruction and practical experience in the shop. Students learn to diagnose problems with motor vehicles and other equipment and perform the required service and repairs.

CARPENTRY – W.C. MILLER, ALTONA

The Carpentry program provides students with the opportunity to experience many aspects of the trade of carpentry. The first section is an opportunity to explore the trade. Students learn how to use the tools and equipment, learn about measurement and how to transfer information from a drawing to a project. As student’s progress through the program, they develop their skills and knowledge on more complex and challenging projects as they prepare to make the transition to the work place. Precision, craftsmanship, and safe work procedures are emphasized throughout the program.

CULINARY ARTS – W.C. MILLER, ALTONA

The Culinary Arts program is a two section, eight credit program that teaches the basics of commercial cooking & baking. Students will have the opportunity to learn the skills necessary to find employment in a variety of food service areas such as restaurants, hotels, conference centres, and food styling applications. The Culinary Arts program focuses on theoretical principles and their practical applications.

ELECTRICAL TECHNOLOGY – NORTHLANDS PARKWAY COLLEGIATE, WINKLER

Electrical Technology program provides students with the knowledge and skills necessary to install, operate, trouble shoot, service and repair electrical equipment in residential, commercial and industrial settings.

ESTHETICS – NORTHLANDS PARKWAY COLLEGIATE

The Esthetics program will provide the students with the knowledge and skills necessary for all aspects of nail and skin care including manicures, pedicures, nail extensions, nail art and treatments, skin care and treatments, make-up artistry and hair removal. The program will provide the students with theory and practical training on mannequins and real clients in a new well-equipped salon facility.

HAIRSTYLING – NORTHLANDS PARKWAY COLLEGIATE

The hairstyling program provides students with the theoretical knowledge & practical experience of all aspects of hair services for women and men. Students are also trained in performing a basic manicuring for clients. This accredited program is delivered through classroom theory instruction, working with mannequins, as well as the faithful clientele of the school. A student should have a creative flare, good finger dexterity, tolerance of the products used in the hairstyling industry, and strong customer service abilities.

HEAVY DUTY EQUIPMENT TECHNOLOGY (DIESEL) – GVC TEC

The program involves the development of many technical skills that are needed to succeed in this ever changing field of technology. This training which is a combination of in class theory as well as live hands on repair work and shop time will allow students to take advantage of many job opportunities in the future.

WELDING – MORRIS SCHOOL, MORRIS

The Welding program trains students for the welding workforce. Students completing this course may be ready to enter the workforce as production welders. This program involves the joining and cutting of various metals using equipment of the trade. There are numerous welding processes, depending on the type of equipment and techniques used.

GRADUATION AWARDS, BURSARIES AND SCHOLARSHIPS

Preference for winners of bursaries or scholarships will be given to students enrolled in a post-secondary school in the fall of their graduation year.

VALEDICTORIAN AWARD - donated by Rosenort School

This is a \$100.00 cash award presented to the graduating student who has been selected to represent his/her classmates as valedictorian.

A valedictorian speech is a **formal** address to fellow graduates, students, parents, school staff and community members. It is meant to express a fond farewell to the above and does not contain personal references (especially not to embarrass) or inside jokes that are not understandable to the general public. The valedictorian address is also forward looking so the valedictorian should include a challenge for the class for the future, perhaps related to the graduation theme. The address should be a maximum of ten minutes in length.

All graduates who are interested in applying are to submit a speech to the faculty advisor a minimum of fifteen school days prior to graduation. The faculty advisor along with other faculty members will review the address and select the most appropriate speech as the winner. If there should be a tie between two graduates' speeches, the faculty will base their final decision on contributions to the class and the school (involvement in athletics, music, drama or other extra-curricular/co-curricular activities) and academic standing. Final editions of the valedictorian address should be completed and submitted a minimum of ten school days prior to the graduation ceremony.

Failure to meet these criteria may mean re-selection of the valedictorian.

ATHLETIC TROPHY – donated by Rosenort Subway

Trophy and a cash award (\$50 each)

Grad committee decides winners

This award is presented to a graduating male and one female athlete who qualify under the following criteria for the current school year.

- based on athletic skill (all-star, MVP recognition)
- participation in major & minor sports (5 points-major, 3 points minor)
- responsibility and leadership, cooperation, sportsmanship, positive ambassador for school/sport
- spirit of school (taking part in student council activities etc...)
- decision to be based on input from concerned coaches, staff and Principal
- separate award for female and male

BUSINESS EDUCATION AWARD – donated by Trouw Nutrition (Landmark Feeds)

Trophy and \$100 cash award. Donated by Trouw Nutrition (Landmark Feeds)

This is based on number of courses/ marks

This award is presented to the student who has taken the most courses in Business Education maintaining an average of 75% or higher (with a min of 5 courses)

Subjects include: 30/40 Business Education and Marketing Courses
 30/40 Math
 30/40 Computer Courses

(refer to most current subject table handbook for a list of courses)

LIFE/ WORK AWARD – donated by Rona Rosenort

This \$400.00 cash award is presented to the student who has taken the most courses and maintained an average of 75% or higher in the area of career and workplace experience. The courses for this award include: Life/Work, Credit for Employment, Vocational and Apprenticeship courses.

The winner must provide proof of enrolment in a trade school within 2 years of graduation)

The trades that are applicable are as follows:

-plumbing, carpentry, electrical, HVAC, masonry, ironworker, hairdresser, nail technician, massage therapist, physiotherapist

CITIZENSHIP TROPHY – donated by Rosenort Co-op

Trophy and a \$200 cash award.

This award is presented to the Graduate who has exemplified a caring, considerate and positive attitude towards fellow students and staff.

CONTINUING EDUCATION BURSARY – donated by Lowe Farm Co-op

Certificate and a \$500 cash award.

Is a most deserving award presented to a graduate moving on in his/her studies and who exemplifies a strong work ethic.

CAREER SKILLS AWARD (VOCATIONAL) - donated by Westfield Industries

This is based on number of courses/marks

This plaque along with a \$400 cash award is presented to the student who has taken a minimum of 8 courses and maintained an average of 75% or higher in the area of career and workplace experience. The courses for this award include: Life Work, credit for employment, vocational and apprenticeship courses.

LANGUAGE ARTS AWARD – donated by Rosenort School

Trophy and a \$200 cash award.

Standing based on the highest mark in an English Lang Arts 40S course.

EXTRA-CURRICULAR AWARD – donated by Rosenort School

Plaque and a \$100 cash award.

This award is presented to a graduating student who has participated in many school activities such as Student Council, ISCF, drama, music, sports, intramural programs and other school sponsored educational programs. The recipient should exemplify school spirit, enthusiasm and commitment.

FRENCH TROPHY – donated by Rosenort Motors

Trophy and a \$200 cash award.

This award is presented to the student who has taken French 30S and 40S and has maintained an average of 75% or higher.

GOVERNOR GENERAL'S ACADEMIC AWARD

Medal and certificate

This is awarded to the graduate with the Highest Academic Average based on all grade 11 and 12 courses. There is no differentiation between academic and vocational types of courses. Upon determination of winner, the name must be submitted (can be done via fax)

MUSIC THEORY and or PRACTICAL AWARD – presented by Juanita Dueck

This award is presented to the Rosenort School student (not necessarily a Grad as it is open to all students) who has scored the highest mark in the theory and or practical component of music study.

INTRAMURAL AWARD – donated by Rosenort School

Cash award of \$100 presented to both the top student who accumulated the most points through participation and success in intramurals and other school activities.

NOVID MATHEMATICS AWARD – donated by Novid Industries

A \$200 cash award is presented to a student who has the highest average from their two best Math 30S or Math 40S courses.

Subjects include: Pre-Cal Math 30S/40S, Essential 30S/40S, Applied Math 30S/40S

MATH/SCIENCE AWARD – donated by Rosenort Credit Union

Trophy and a \$100 cash award. This is based on number of courses/marks

This award is presented to the student who has taken the most courses in Math and Science maintaining an average of 75% or higher. To be eligible, must have a min of 5 courses.

Subjects include: Math 30S/40S, Topics in Science 30S, Comp Science 30S/40S, Biology 30S/40S, Chemistry 30S/40S and Physics 30S/40S

ROSENORT CREDIT UNION SCHOLARSHIP – donated by Rosenort Credit Union

\$1000 scholarship

This scholarship is awarded in conjunction with the **Math/Sci trophy** which is presented by the Rosenort Credit Union each year. The successful recipient has completed the most courses in Math and Science maintaining an average of 75% or higher. The scholarship will be awarded in two equal installments of \$500. The first installment will be awarded upon successful registration at a University or College in the field of Science or Business Administration.

The second instalment will be awarded upon successful registration for the student's second year of studies. The award may be accepted up to two years after graduation.

Please note: If the qualifying student does not continue his/her education in the field of Science or Business, he/she will receive the \$100 cash award mentioned earlier.

RRVSD & RED RIVER COLLEGE POLYTECHNIC SCHOLARSHIP

This is a \$1500 total scholarship Application deadline applies

Criteria:

- academic performance
- community and school involvement
- leadership
- application and acceptance at RRC
- must be attending RRC immediately after Grad

RRVTA (RED RIVER VALLEY TEACHER'S ASSOC. AWARD)

This is a \$250 scholarship

To qualify, the graduate must exemplify leadership abilities in the school and community and intend to attend Post Secondary studies in the fall.

The graduate must apply to the RRVTA by a deadline (March 1).

ROSENORT CHAMBER OF COMMERCE SCHOLARSHIP

This is a \$200 scholarship; students must apply in writing by a deadline

The graduating student must plan to pursue studies in the field of Business and Commerce

ROSENORT CHAMBER MOST IMPROVED STUDENT AWARD

This is a \$200 cash award.

Based on number of courses/marks

Presented to the grad with the most improvement in all subjects combined from grade 9-12. The award will be received after enrolment at a college, university or after having worked for a local business for 6 cons. months after grad.

RM OF MORRIS BURSARY

This is a \$500 bursary.

This is payable upon registration in an appropriate field. It is awarded to a grad who plans to continue studies in Business Admin (CMA, CGA, CA and Law courses) or Rural and Urban Develop. Studies. Applications for this award may be accepted up to two years after graduation. In the case of more than one candidate, it is based on the highest average of all marks in grade 11 and 12 courses.

Students must apply by May 1st with an essay

More information is available from the School Office.

SOCIAL STUDIES AWARD – donated by Rosenort School

Trophy and a \$100 cash award.

This is based on number of courses/marks

This award is presented to the student who has taken the most courses in Social Studies maintaining an average of 75% or higher.

Subjects include 30/40 Social Studies Courses (refer to most current subject table handbook)

CHOWN CENTENNIAL ENTRANCE SCHOLARSHIP – University of Manitoba

This is a \$1000 cash award.

U of M will notify us of criteria by letter.

This award is presented to a graduate who has achieved a min average of 85%. This student will receive the scholarship upon registration at the U of M in the fall. School chooses best candidate.

TOM HEINRICHS MEMORIAL AWARD

A \$50 cash award is presented to a Grad who enjoyed playing sports and who tried his/her best. The recipient showed commitment to the program and who was a great team player.

RACHEL HEINRICHS MEMORIAL AWARD

A \$50 cash award is presented to a Grad who expressed a keen interest in working with children and showed genuine attention to their learning and social skills.

MIKE McCULLOUGH MEMORIAL AWARD

A \$50 cash award is presented to a Grad who is curious about many things and one has displayed a zest for life and all it has to offer. Willing to take a risk but still showing respect and a positive outlook.

LINDA STRACHAN MEMORIAL AWARD

A \$50 cash award is presented to a graduate who has achieved success in learning and life skills with some assistance from student services at some point in his/her school years.

Should more than one graduate qualify, the bursary may be awarded on the following.

- achievement in learning and life skills
- self motivation to learn and accept assistance to improve
- presentation on behalf of the students from Teacher/Resource
- *bursary may be co-shared.

MANITOBA SCHOOL BOARD CITIZENSHIP AWARD

This is a \$500 award

The MSBA student citizenship award is presented to outstanding young people throughout Manitoba who are active participants in their communities and schools.

In order to qualify, an essay of 500 words max on the definition of what citizenship means to them and or describes how the student has lived out the concept of citizenship in school and community needs to be submitted to the school office by the last school day before the Winter break.

Qualifying essays will then be required to submit 2 reference letters to the school office.

EXCELLENCE IN CREATIVITY & INNOVATION AWARD – donated by K-Tec

This is a \$500 award

The Excellence in Creativity and Innovation award is intended to recognize an individual for creativity and/or innovation in a created work project. This can include works of art, writing, music, graphic design, dramatic performances, fabricated product, 3-D animation, business plans or other forms of creative work. Students will submit their project to the faculty advisor by May 31st and the winner will be selected by the K-Tec team.

AMANDA & SAM SCHOLARSHIP - donated by Morris Bigway

Amanda and Sam are the daughters of Mr. Pat Schmitke, President of Morris Bigway. Amanda is a teacher and Sam is a nurse. This \$500 scholarship, payable upon registration, will be awarded to a student who continues studies in either health care, which may include medicine, nursing, counseling, paramedicine, or education within two years of graduation. To be eligible for this award, the student must have taken a minimum of ten 30 and 40 level credits and a GPA of 80% or higher in their combined grade 11 and 12 years. Submit a letter of intention and registration confirmation to the Grad Advisor by June 15th.

COMMUNITY SPIRIT AWARD – donated by Morris Bigway

This \$200 cash award is presented to a student who demonstrates a community spirit through volunteerism, advocacy and helpfulness. Some examples could include:

At the School

- Scorekeeping and refereeing school events,
- Assisting in the Hawks' Nest Cafe,
- Assisting with the setup and takedown of lights, sound and chairs for school functions,
- Being part of a student group that connects with peers of diverse abilities

In the Community

- Helping with kids clubs
- Helping at the Seniors' Home
- Volunteering for a political party
- Assisting organizations with tech, sound, music, childcare, and other tasks
- Volunteering for community events

The school staff will select a winner based on the student's application and their knowledge of student involvement at school and in the community over the last two years. Check with the Grad Advisor for the application.

COMMUNITY SPIRIT AWARD APPLICATION

Please fill out the application for the Community Spirit Award. You can include any volunteering you have done in your Grade 11 and Grade 12 school years. Please have someone approve your hours, such as an organizer of the event or club.

Below is a list of some examples of volunteering you may have done.

Fill out the form and submit it to Ms Stevenson by June 15th.

- At the School
 - Scorekeeping and refereeing school events,
 - Assisting in the Hawks' Nest Cafe,
 - Assisting with the setup and takedown of lights, sound and chairs for school functions,
 - Being part of a student group that connects with peers of diverse abilities
- In the Community
 - Helping with kids clubs
 - Helping at the Seniors' Home
 - Volunteering for a political party
 - Assisting organizations with tech, sound, music, childcare, and other tasks
 - Volunteering for community events

Name: _____

| Date(s) | Brief description of volunteer activity | Approximate # of hours | Approved by |
|---------|---|------------------------|-------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

1 point will be awarded for every hour of volunteer time in school.

2 points will be awarded for every hour of volunteer time in the community.