

## Grade 11 Course Listings

### **English: Comprehensive Focus 30S**

English: Transactional Focus (Journalism) 30S

### ***Essential Mathematics 30S***

### ***Applied Mathematics 30S***

### ***Pre-Calculus Mathematics 30S***

Current Topics in Science 30S

Biology 30S

Physics 30S

Chemistry 30S

### **History of Canada 30F**

### **Physical Education: Active Healthy Lifestyles 30F**

Interactive Media 35G

Desktop Publishing 35G

Web Design 35S

Relational Databases 35S

Interactive Websites 35S

Data Collection and Analysis 35S

Life Work Building 30S

Outdoor Education 31G

Cree 31G: Challenge Exam

Local First Nations History 31G

**ENG 30S**

TRA 30S

**CMA 30S**

**APM 30S**

**PCL 30S**

CTS 30S

BIO 30S

PHY 30S

CHE 30S

**HOC 30F**

**PHE 30F**

ITM 35G

DTP 35S

WBD 35S

RDB 35S

WEB 35S

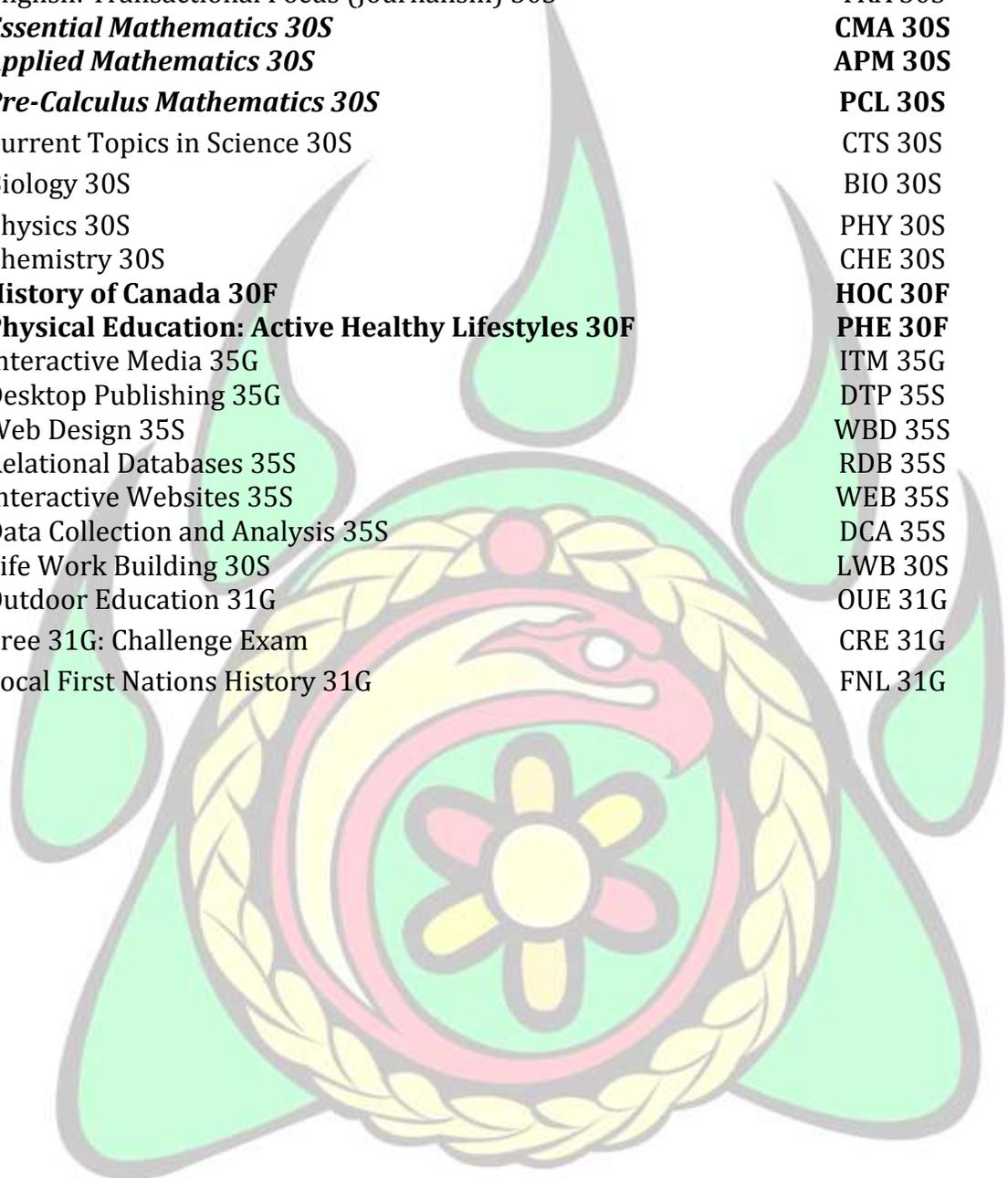
DCA 35S

LWB 30S

OUE 31G

CRE 31G

FNL 31G



**English: Comprehensive Focus (ENG 30S)****Prerequisite: ENG 20F**

Emphasis is placed on the expressive, the creative, and the aesthetic uses of language. Students in the Comprehensive focus achieve an approximate balance between language used for artistic and for practical purposes. This course offers an overview of Literature, Drama, Journalism and Writing. The course will be structured to address both the practical and artistic sides of communication by: viewing short text, writing, conducting novel studies, examining poetry, doing oral presentations, and strengthening their writing fundamentals

**English: Transactional Focus (TRA 30S)**

The Transactional Focus emphasizes the pragmatic uses of language: language that informs, directs, persuades, plans, analyzes, argues, and explains. In attaining the learning outcomes of the Transactional Focus, students engage with and compose texts primarily for pragmatic purposes: to gain information or discern another point of view, to compare and weigh ideas, and to conduct daily transactions. The Transactional Focus addresses a variety of informal and formal discourse, ranging from notes, telephone calls, and oral discussions to reports, feature articles, formal presentations, business letters, and documentaries.

**Essential Math (CMA 30S)****Prerequisite: MAT 10F and suggested CMA 20S**

The Grade 11 Essential Mathematics course builds on the knowledge and skills students gained while studying Grade 10 Essential Mathematics. In general, the Essential Math curriculum emphasizes consumer applications, problem solving, decision making, and spatial sense. The specific topics studied in Grade 11 are; Interest and Credit; 3-D Statistics; Statistics; Managing Money; Relations and Patterns; Trigonometry; and Design Modelling.

**Applied Math (APM 30S)****Prerequisite: IAP 20S**

The Applied Math 30S course contains many topics which focus on the use of mathematical, technological and communication skills and procedures already learned in order to solve problems related to real life situations. Spreadsheets and other Computer technology will be used. Topics include Graphing Equations, Linear Programming, Geometry, Nonlinear Functions, Precision Measurement and Personal Finance.

### **Pre-Calculus Math (PCL 30S)**

**Prerequisite: IAP 20S**

The Pre-calculus Math 20S course contains many topics which focus on the use of mathematical, technological and communication skills and procedures already learned in order to solve problems related to theoretical situations. Topics include Functions, Trigonometry, Analytical Geometry, Logic/Proof, Algebra, Quadratic Functions, Geometry, and Consumer Mathematics.

### **Current Topics in Science (CTS 30S)**

**Prerequisites: SCI 20F**

This course seeks to address current issues, topics, themes, points of view, and innovations in science through an integration of the relevant science disciplines in a way that is natural, engaging, and accessible for students. The topics selected must fulfill the 4 major Learning Outcomes for the course, which are; Nature of Science and Technology; Science, Technology, Society and the Environment; Scientific and Technological Skills and Attitudes; and Essential Concepts.

### **Biology (BIO 30S/30G)**

**Prerequisites: SCI 20F**

Wellness is a major theme in the Biology 30S course. The intent is to have students learn more about their medical histories (e.g. medical chart), and how their body works; to collect data on how their body is performing (e.g. heart rates); to analyze how well they are taking care of themselves (e.g. checklist) and to make decisions about their own lifestyle to promote their wellness (e.g. life goals).

### **Physics (PHY 30S)**

**Prerequisites: SCI 20F and recommend IAP 20S**

Many people associate physics with mathematics together. Although this is true to a point, physics is much more than that. This course will consider the following topics; 1) An introduction to Physics; 2) Mechanics; 3) Fields; and 4) Waves. Since this course can be mathematical at times, it is advised that either Pre-Calculus or Applied Math 20S be completed prior to enrolling in Physics.

### **Chemistry (CHE 30S)**

**Prerequisites: SCI 20F and recommend IAP 20S**

Grade 11 Chemistry, as a component of young people's whole educational experience, will assist in preparing them for a full and satisfying life. This curriculum will sustain and develop the curiosity of young people about the natural world around them, and build their confidence in their ability to inquire into its

behaviour, now and in the future. This course will consider the following topics; 1) Physical Properties of Matter; 2) Gases and the Atmosphere; 3) Chemical Reactions; 4) Solutions; and 5) Organic Chemistry.

### **Canadian History (HOC 30F)**

**Prerequisite: GEO 20S**

This course will investigate the History of Canada from pre-contact time to the present. The course guides students through the Shaping Canada textbook that was written specifically for Manitoba. The authors and contributors provide the Manitoban and Canadian historical perspectives that enable students to reflect and respond to the question; ***How has Canada's history shaped the Canada of today?***

### **Active Healthy Lifestyles: Sport Academy (PHE 30F)**

**Prerequisite: PHE 20F**

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 into their futures. Students will study topics related to fitness management, mental health, substance use and abuse prevention, 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 25% IN-class component of the course content. ***An additional 25% IN-class component of the course will be activity-based, devoted to exploring specific game strategies, theories of coaching, historical perspectives, training techniques, et cetera, in one of the following sports:***

- ***Volleyball Academy***
- ***Hockey Academy***
- ***Dance Academy***
- ***Other***

For the remaining 50% of the course, students will be required to develop and implement, on their own time, a personal physical activity plan as part of a physical activity practicum. 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 course, students will be required to submit a personal fitness portfolio containing elements such as a fitness plan, physical activity log, or journal entries. Students will be graded for completion of the course with a Complete or Incomplete designation.

**NOTE:** Parents/guardians will be required to review the student'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 be required to verify the entries of the student's physical activity log through a sign-off procedure.

### **Interactive Media (ITM 35G)**

The purpose of the course is to provide students with the skills and knowledge to create interactive media products that combine video, audio, and interactive components. Prior to taking the course, students should have skills in creating audio and video and an understanding of the media production process. Students will plan, develop, and publish interactive media.

### **Desktop Publishing (DTP 35S)**

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

### **Web Design (WBD 35S)** **No Prerequisite**

This course is designed to provide students with the fundamental skills needed to design a website and produce materials for a website. The focus will be on students being able to create their own website, but also to become involved in posting information on the school website.

### **Relational Databases (RDB 35S)**

The purpose of the course is to provide students with the skills and knowledge to plan, create, and use a relational database built in a Database Management System (DBMS).

### **Interactive Websites (WEB 35S)** **Prerequisite: WBD 35S or permission from the instructor**

This course is designed to provide students with the opportunity to refine skills needed to design and maintain a website. Students will be required to create an interactive website using the skills acquired in the previous course. Students will also be involved in the maintenance of the school website.

### **Data Collection and Analysis (DCA 35S)**

The purpose of the course is to provide students with the skills and knowledge to collect, organize, manipulate and analyze data to solve problems using spreadsheets.

### **Life Work Building 30S (LWB 30S)**

The career development curricula have been designed to connect school learning with workplace and labour market realities; this connection will then contribute to increasing the number of students graduating from high school in Manitoba. The

experiential learning components will provide students with opportunities to explore potential occupations, and to demonstrate employability skills, essential skills, and specific occupational skills.

**Cree Language (CRE 31G): Challenge Exam**

**Prerequisite: CRE 21G or permission from the instructor.**

As a continuation of CRE 21G, the same emphasis will be placed on the four language skills (listening, reading, writing, and speaking). Students should be able to apply the learning strategies from CRE 21G and apply them to their daily assignments.

**Outdoor Education (OUE 31G/41G)**

The Outdoor Education course is intended to introduce students to a broad range of skills to survive in the northern outdoors, as well as traditional customs and skills that first nations people (specifically OCN elders) used to maintain a healthy and prosperous lifestyle with the land. Students will have the opportunity to acquire wilderness first aid, firearm training, hunter safety and ethics training, land navigation, survival, canoe safety certification as well as leadership development, all in the setting that is in keeping with our traditional knowledge keepers.

**Local First Nations History (FNL31G)**

The First Nation History Course: Grade 11 informs students how the Constitutional Framework and the Indian Act applies to Canada's First Nations people, specifically OCN. This course reviews the Indian Act and the implications for Aboriginal rights in conjunction with the Constitutional Framework. While gaining relevant knowledge for their culture, the students are being immersed into diverse instructional practices. Such practices include researching the history of their culture, oral presentations, taking notes during lectures, collaborating for projects, as well as inquiry tactics and strategies while interviewing Elders, band officials and other band members.