



STUDENT HANDBOOK 2023-24

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GENERAL INFORMATION

WELCOME TO THE PTC COMMUNITY

Welcome to Pembina Trails Collegiate (PTC)! As our first families and students in 2023–24, we will learn, grow, and engage together with staff and community at the newest high school in Pembina Trails. This new 117 000 square foot state of the art high school is planned around a large two-storey student commons. The design includes an MPR/fitness suite and canteen that are all connected to additional learning spaces. The 4000 square foot fully glazed, two-storey library learning commons opens on to an exterior landscaped courtyard. These are just some of the architectural features that you will experience firsthand in the 2023-24 school year. In the words of Dr. Seuss “it is not about what it is, it’s about what it can become.

Our moto is **“Creating Innovative Pathways”** for every student.

Pembina Trails Collegiate’s philosophy is to create individualized and innovative pathways for every student. Our teaching pedagogy is built upon the theory of Deep Learning by Michael Fullan. We have adopted a whole child approach to teaching and learning through the lens of the [Circle of Courage](#) and the [six global competencies](#) (*critical thinking, creativity, communication, collaboration, citizenship, and connection to self*), as outlined in the new Manitoba Education K-12 plan.



JACQUI KROEKER, PRINCIPAL



JANE BACHART, VICE PRINCIPAL

Pembina Trails Collegiate in its first year will be opening its doors to grades 9–11. In 2024–25 we will be a grade 9–12 school community. You will notice that this student handbook does not include students or staff photographs embedded into the design. This was intentional, as we want to capture the first students of Pembina Trails Collegiate as we journey together in the 2023–24 school year. We are building our identity together as we grow as a community of staff and students. During our time together we will create an identity, team name and a mascot based on what is important to us. We want to hear your voices as we travel this journey together. We are building a school culture that is inclusive and embraces the school community’s diversity and strengths.

In the words of Dr. Gholdy Muhammad “...it is our duty as educators to not just teach skills, but also to teach students to know, validate and celebrate who they are”.

We welcome you to the Pembina Trails Collegiate community.

In gratitude and partnership,

TREATY RELATIONS & THE LAND

Pembina Trails Collegiate for grades 9-12 along with Bison Run School, for grades K-8 is a campus privileged to be situated on lands that are steeped in rich history – the Pembina Trail. The names of both new schools are deeply rooted in the history of this “place”. In the spirit of reconciliation, we honour the history and show respect by acknowledging the land and the people. Treaty relations is a key part of how we travel together with Indigenous Peoples now and in the future.

LAND ACKNOWLEDGEMENT

We acknowledge we are on the lands of Turtle Island where Indigenous Peoples have lived since time began. These are the ancestral lands of the Anishinaabe, Ininew, and Dakota Nations as well as the traditional trade and travel routes of the Anishinew, Dene, and Inuit. We also acknowledge we are on Treaty One territory and the homeland of the Red River Métis. The water we drink comes from Shoal Lake 40 First Nation and our hydro is sourced from numerous First Nations here in Manitoba. We are thankful for these resources as a community. Pembina Trails Collegiate is committed to working together in partnership with Indigenous communities in a spirit of reconciliation.

It is important to situate ourselves with where we have come from and where we are going. The Pembina Trail has significant history where Indigenous Peoples would travel far distances to meet and trade. It was used by First Nations for travel, and later by the Métis and settlers. The Pembina Trail connected the Forks to St. Paul, Minnesota. Pembina is a rough translation of the Ojibwe word niibiminaa or aniibimin which means high-bush cranberry. Pemican (Pimihkan) which is a Cree word, is made with cranberries, dried meat and fat. As both schools are situated in a community named Bison Run, it is important to understand the significance of this community name. The bison was very important to First Nations living on the plains. For thousands of years, the bison provided food, clothing, and shelter. The Métis would later use the Pembina Trail to travel south for the bison hunt.

DEEP LEARNING

Students are the hope of the world and as we help students navigate this journey, we know individual development and societal development go hand in hand. We want to prepare every student to develop a strong sense of identity, purpose and hope. We know that youth wellness is the key to a prosperous future for every student, so with this knowledge Pembina Trails Collegiate will be adopting the Deep

Learning theory that Michael Fullan has provided to lead educational change. We will apply all aspects of the Deep Learning theory to how the school is structured, how we teach and learn and will better prepare students for their world beyond their K-12 education. If we engage students to the world, they will change the world.

Deep learning increases engagement in the learning process through personalization and ownership. It connects students to the real world which is often more reflective of their own reality and cultural identity. Deep learning builds skills, knowledge, self-confidence, rigor and self-efficacy through inquiry.

MANITOBA EDUCATION AND EARLY CHILDHOOD LEARNING GLOBAL COMPETENCIES

CREATIVITY involves the interaction of intuition and thinking. It is about exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. The competency of creativity facilitates the generation and expression of ideas, concepts, solutions, and opportunities that are novel and have meaning and value for self, others, or the natural world. It fosters open-mindedness, curiosity, flexibility, risk-taking, and perseverance to put ideas into action. Creativity is fundamental to finding and expressing a sense of wonder, initiative, ingenuity, and hope.

CITIZENSHIP involves engaging and working toward a more compassionate and sustainable world through the development and value of relationships with self, others, and the natural world.

The competency of citizenship facilitates an understanding of the complex interactions among cultural, ecological, economic, political, and social forces and their impacts on individuals, communities, and the world. Citizenship fosters consideration of diverse perspectives for ethical, responsible, reciprocal, and sustainable decisions and actions.

Citizenship is fundamental to understanding who we are and how we have the capacity to make a difference and to make choices that contribute to our communities—for the well-being of all.

CONNECTION TO SELF involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth, well-being, and well-becoming.

The competency of Connection to Self facilitates the development of reflection, regulation, advocacy, and management, which empower one to act with mindfulness and intention. The learner will come to know their gifts, culture, and history. They will build initiative, perseverance, flexibility, and manage failure and success as part of the learning process.

Connection to Self is fundamental to knowing oneself, and one's relationship to others and the natural world, as well as developing hope, resilience, self-respect, and confidence. It is recognizing your role in your learning, happiness, and well-being.

Manitoba defines global competencies as complex ways of knowing, being, doing, and becoming that are multi-faceted, interdependent, transdisciplinary, and developed over time. The learner accesses their ways of knowing, being, doing, and becoming to engage effectively and with purpose while living, growing, learning, and working to create and live The Good Life.*

CRITICAL THINKING involves the intentional process of analyzing and synthesizing ideas using criteria and evidence, making thoughtful decisions, and reflecting on the outcomes and implications of those decisions. The competency of critical thinking facilitates the in-depth examination of situations, questions, problems, opportunities, and perspectives. It encompasses a willingness to challenge assumptions, thoughts, beliefs, and actions.

Critical thinking is fundamental to learning more broadly and deeply, and making ethical decisions as reflective and contributing citizens.

COLLABORATION involves learning with and from others and working together with a shared commitment to pursue common purposes and goals.

The competency of collaboration facilitates the co-construction of meaning to support collective understanding through the exchange and negotiation of ideas. The process of collaboration demands deeper reflection, an openness to different perspectives, and the sharing of responsibilities and planning. Effective collaboration results in the creation of something better.

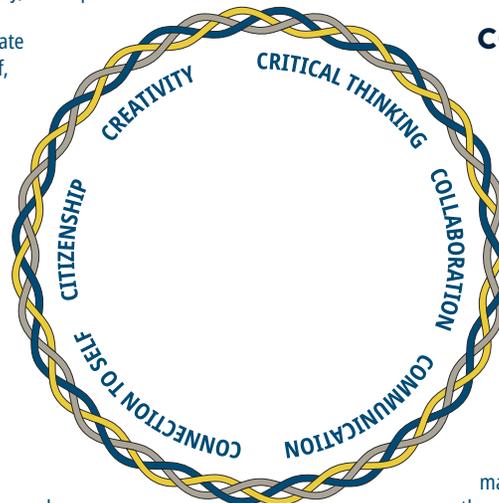
Collaboration is fundamental to knowing oneself as a learner (in relation to others/working in a group), developing positive relationships, and participating in the learning process with confidence and motivation.

COMMUNICATION involves interacting with others and allowing for a message to be received, expressed, and understood in multiple ways and for a variety of purposes.

The competency of communication facilitates the acquisition, development, and transformation of ideas and information as well as the awareness, understanding, management, and expression of emotions. It allows one to make connections with others, share ideas, express individuality, deepen learning, and celebrate accomplishments.

Communication develops the ability and capacity to navigate personal, local, and global perspectives, and societal and cultural contexts.

Communication is fundamental to connecting to others and sharing/thinking about ideas, and to developing one's identity and sense of belonging.



THE SIX GLOBAL COMPETENCIES

The six global competencies (critical thinking, creativity, citizenship, connection to self, communication and collaboration) will be used as a lens to teach curriculum at PTC. This is based on the [Manitoba Education K-12 Action Plan](#) which best describes the skills and attributes needed for learners to flourish as citizens of the world. Learning experiences will involve higher order cognitive processes to reach a deep understanding of curriculum and issues in a contemporary world. Learning experiences will take place in a range of learning zones for example, the STEM lab (Science, Technology, Engineering and Math), classrooms, the outdoors and we will bring external mentors into PTC to provide a connection to the outside world and career pathways for students to explore.

Using the six global competencies to teach curriculum attends to language, thinking and emotions simultaneously because we know students learn best in an environment that acknowledges the inter-connectivity of both cognitive and emotional development.



AMBASSADORS, CAREER DEVELOPMENT & MENTORSHIP

Students will begin their day from 8:30-9:05am with Ambassador Think Time. Each student will work towards a Career Development credit by attending this compulsory Pembina Trails Collegiate course. Each cohort of students during this time will keep their teacher lead for the 4 years that they attend PTC. This will foster a community that is focused on relationships and will help us deliver on our moto - **Creating Innovative Pathways** for every student. Please refer to frequently asked questions for more detailed information.

Grade 9's will work towards receiving a Lifework Exploration 10S credit

Grade 10's will work towards receiving a Lifework Planning 20S credit.

Grade 11's will work towards receiving a Lifework Building 30S credit or a Volunteer 30S credit.

During ambassador think time which runs all year and is not semesterized, students will explore careers and their own skills and attributes that they offer the world. As a community we will teach well being and well becoming strategies for all students as well as build a culture of learners that leave PTC with a strong sense of the six global competencies (critical thinking, creativity, citizenship, connection to self, communication and collaboration). During this dedicated time, we can bring outside mentors into their learning zones to help students explore the world beyond the classroom as well as mentor others to build their leadership skills inside and outside of the classroom.

DIGITAL LITERACY

Technology has changed and will continue to change. We will teach all PTC students how and when to use the tools available to them to learn and grow in a digital world. The humane use of technology can lead to student achievement and wellbeing. We will leverage technology to enhance teaching and learning. In the words of Malcolm X “education is the passport to the future, for tomorrow belongs to those who prepare for it today”. Deep learning leverages digital literacy to help students move to a new moral imperative and with the use of digital literacy we can better prepare students with a lens of social responsibility.

LEARNING ZONES

Learning spaces go beyond the classroom, learning takes place anywhere. Education must embrace a culture of innovation that will engage students in critical thinking so they will be equipped to solve complex problems. We have adopted a more fluid model at PTC, where the classroom is just one part of the learning environment. We have created learning zones so students can be taught using an interdisciplinary model that involves fluid spaces for learning. The architectural design of the building allows for individual and group learning spaces. Students will be given opportunities to learn in many different learning spaces: classrooms, laboratories, the outdoors, library learning commons and external locations off campus as and when deemed appropriate.

PEMBINA TRAILS COLLEGIATE PATHWAYS



COURSE CHANGES

When selecting courses at the time of registration, students are making their choice for the entire school year. Students and their families are urged to consider the following:

- 1. In the event that a change is requested, some opportunity to adjust timetables exists. However, any changes are subject to space availability.**
- 2. Course changes for each semester should be made as soon as the need is recognized.**
- 3. Students who need or want to repeat a course from the first semester in the second semester will be accommodated where space permits.**
- 4. Students who do not succeed at courses in the first semester may be required to make their next attempt in the following school year.**

Students are required to complete a minimum of thirty credits throughout their high school journey with a combination of compulsory and optional courses. Courses are listed by grade but students can take courses above or below their grade levels. Grade 9 course codes end in 10, grade 10 course codes end in 20, grade 11 course codes end in 30 and grade 12 course codes end in 40.

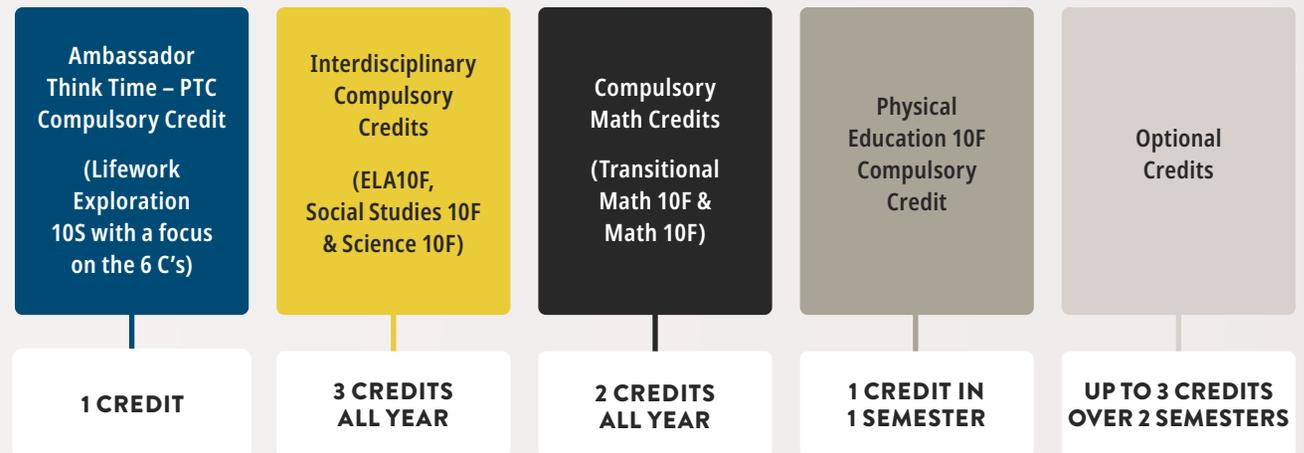
All students are required to take one compulsory credit of Physical Education/Health at each of the Grade 9, 10, 11 and 12 levels in order to qualify for graduation.

CREATING INNOVATIVE PATHWAYS

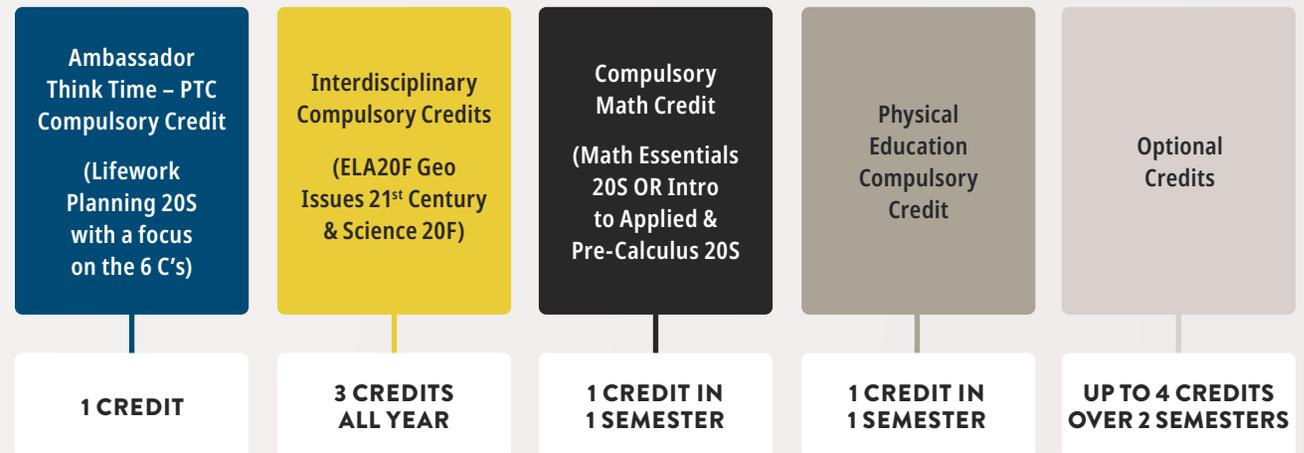
At Pembina Trails Collegiate, we are dedicated to creating individualized innovative pathways for every student. Pathways refer to the specific courses, academic programs, and learning experiences that individual students complete as they progress in their education toward graduation. Students may know what their pathway is towards their chosen career, and some may not. There is no right or wrong pathway. Students can pick courses from a number of different pathways to gain experiences in all curricular areas, or they may pick one pathway if they feel confident in their chosen passion.

The following diagrams describe the Manitoba Education compulsory credits, PTC's compulsory credit during the ambassador think time for grades 9,10 and 11 and how many option courses students can choose in each grade. Each student can pick courses from the innovative pathways that Pembina Trails Collegiate offers. Grade 9 students can pick up to 3 option courses, grade 10 students can pick up to 4 options and grade 11 students can pick up to 5 options. Please note that courses will only run with sufficient enrolment.

GRADE 9 = UP TO 10 CREDITS (7 COMPULSORY, UP TO 3 OPTIONS)



GRADE 10 = UP TO 10 CREDITS (6 COMPULSORY, UP TO 4 OPTIONS)

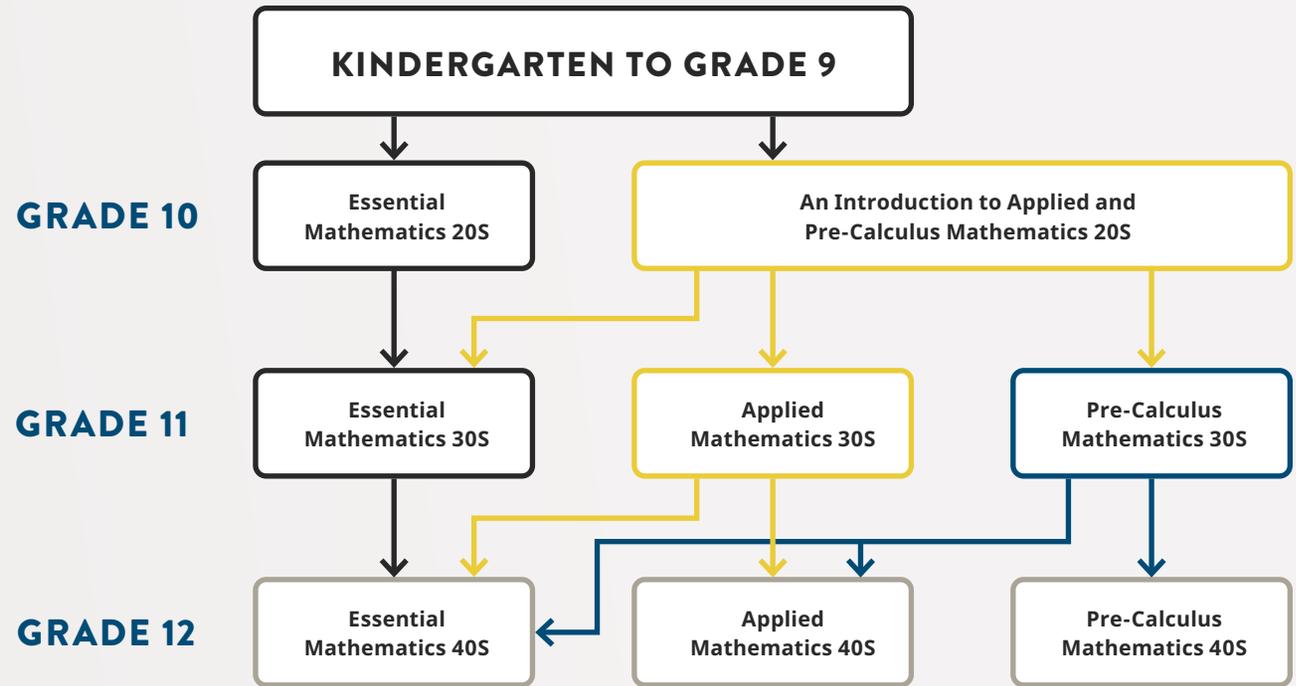


*At Pembina Trails Collegiate we believe that students should attend to math skills all year round to prepare them for the rigor and choices provided in grades 10, 11 and 12. We have supported this by having all grade 9 students complete an all-year-round math course. They will receive two full credits during this time.

This graphic helps you understand the math pathway which is designed by Manitoba Education.

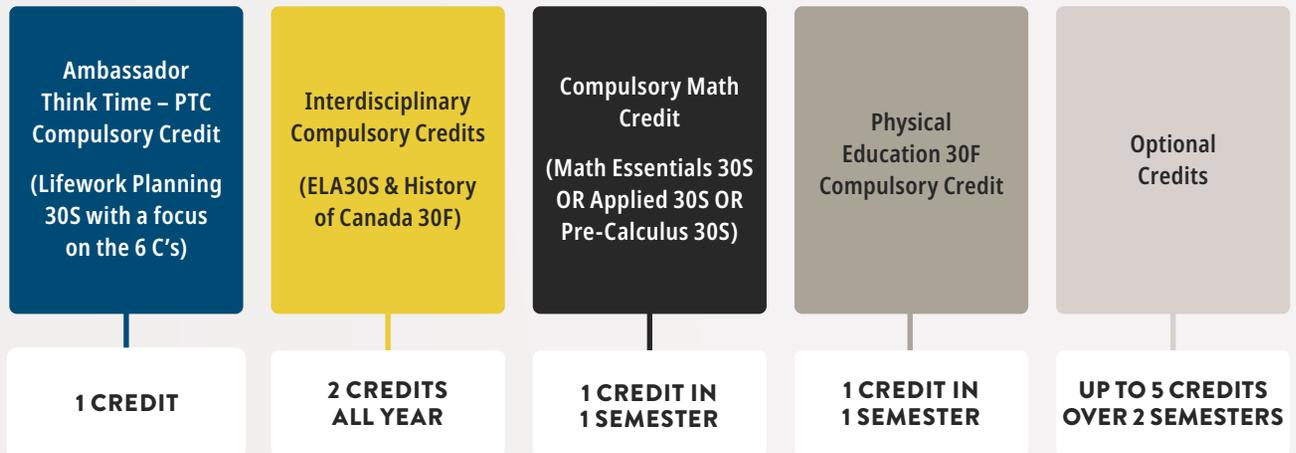
When choosing a Math pathway in Grade 10, please consider the following:

1. How successful were you in Grade 9 math? If the mark was between 50% to 65% - Essential Math is recommended. Over 65% - Introduction to Applied and Pre-Calculus Math is recommended.
2. What are the student's educational plans after graduation?



*Above chart adapted from Grades 9 to 12 Mathematics: Manitoba Curriculum Framework of Outcomes, 2014 Revisions

GRADE 11 = UP TO 10 CREDITS (5 COMPULSORY, UP TO 5 OPTIONS)



PTC PATHWAYS

PTC WILL BE PROUD TO OFFER THE FOLLOWING TO OUR STUDENTS ARRIVING IN SEPTEMBER 2023

APPLIED COMMERCE

Applied Commerce Education (ACE) consists of an optional cluster of courses for high school students interested in pursuing a future career in a commerce related field such as economics, entrepreneurship, business, marketing, technology and finance. Each of the individual courses is also an excellent option for any student wanting to understand more about their role in our global economy. The course offerings in the Applied Commerce area allow students to develop the skills needed to be effective business leaders, innovators, citizens, consumers, and employees. Students will gain valuable skills for business, academics, everyday life and for employment.

GRADE 9

Finance

Personal Finance 20S

Commerce & Entrepreneurship

Business Innovations 10S

GRADE 10

Finance

Accounting Essentials 30S

Commerce & Entrepreneurship

Venture Development 30S

GRADE 11

Finance

Accounting Essentials 30S

Commerce & Entrepreneurship

Venture Development 30S

Business Management 40S

ARTS EDUCATION

Arts education helps students develop important disciplinary and cross curricular competencies for learning and living well together in an interconnected world. Research indicates that arts education contributes to learning engagement, self-efficacy, and a wide range of positive academic, social, and emotional effects. Arts education offers learners diverse, unique, and powerful ways of perceiving and making meaning about the world.

Arts education learnings are interconnected, and promote authentic, transformative, and lifelong learning. Arts learnings focus on artistic and creative processes, critical reflection, the significance and purpose of the arts for individuals and groups, and disciplinary skills, knowledge, and competencies.

GRADE 9

Band — Music: Band10S/Jazz Band 10S

Visual Arts — Visual Arts 10S

Choir — Music: Choir 10S

Drama — Drama 10S

GRADE 10

Band — Music: Band 20S/Jazz Band 20S

Visual Arts — Visual Arts 20S

Choir — Music: Choir 20S/30S

Drama — Drama 20S/30S

GRADE 11

Band — Music: Band 30S/Jazz Band 30S

Visual Arts — Visual Arts 30S

Choir — Music: Choir 20S/30S

Drama — Drama 20S/30S

ENGINEERING (I.A)

Engineering (Industrial Arts) education provides lifelong learning patterns for living and working effectively in a changing technological environment. Participants in the engineering programming work actively in a hands-on environment with technological tools, materials, and processes to transform concepts and ideas into goods and services. Problems, ideas, and concepts are explored from the research/investigation stage to product construction, and ultimately to final testing and assessment/ evaluation of the goods produced. Because of the changing nature of society and the workplace, the practical skills and knowledge developed are relevant to many other areas of life.

GRADE 9

Graphic Communication Technology 10G

Engineering Technology 10G

GRADE 10

Graphic Communication Technology 20G

Engineering Technology 20G

GRADE 11

Applied Technology 40S

Manufacturing Technology 40S

LANGUAGES

Why learn another language? “In an increasingly multicultural society, language competencies and intercultural understanding are no longer just optional extras; they are an essential part of being a world citizen. More and more people speak two or more languages, as the need to interact with speakers of other languages and understand cultural norms is at a level never experienced before. The movement of ideas and people across the globe is expanding the range of communities in which people operate. Information and communication technologies have accelerated the exchange of ideas at the local, national and international levels. The ease of transportation and the integration of economies have facilitated travel and interaction of people” (Manitoba Education, 2012, p. 4).

The processes involved in learning an additional language are similar to those involved in learning a first language. As a result, learning to speak French or Spanish provides an opportunity not only to learn a second language but also to better master one’s first language. Given that learning a second language has only positive consequences on cognitive development, the general health of the brain and the development of literacy skills in one’s first language, the French: Communication and Culture and Spanish courses offer a unique opportunity for learners in the English program.

“A different language is a different vision of life.” — Federico Fellini

In our journey of reconciliation, we recognize the significance of Indigenous languages. At Pembina Trails Collegiate, we will ensure we are exploring the Indigenous languages of Manitoba and engaging students in their cultural significance.

GRADE 9

French — Communication and Culture 10F/20F

Spanish — Spanish 20F/30S (3 year program)

GRADE 10

French — Communication and Culture 10F/20F

Spanish — Spanish 20F/30S (3 year program)

GRADE 11

French — Communication and Culture 20F/30S

Spanish — Spanish 20F/30S (3 year program)

SCIENCES

Students are curious, active learners who have individual interests, abilities, and needs. They come to school with prior knowledge and various personal and cultural experiences that generate a range of attitudes and beliefs about science and life, and connections between these realms.

Students learn most effectively when their study of science is rooted in concrete learning experiences related to a particular context or situation, and applied to their world of experiences, where appropriate. Ideas and understandings that students develop should be progressively extended and reconstructed as students grow in their experiences and in their ability to conceptualize more deeply. Learning involves the process of linking newly constructed understandings with prior knowledge, and then adding new contexts and experiences to current understandings.

These courses would fit well with the AP Capstone program to extend learning and understanding.

GRADE 11

Biology 30S

Chemistry 30S

Physics 30S



SOCIAL SCIENCES

Social Sciences is the study of people in relation to each other and to the world in which they live. In Manitoba, social sciences comprise the disciplines of history, geography, social sciences, and integrates relevant content from the humanities. As a study of human beings in their physical, social and cultural environments, social sciences courses examine the past and present, and looks toward the future. Social sciences help students acquire the skills, knowledge, and values necessary to become active democratic citizens and contributing members of their communities, locally, nationally, and globally.

GRADE 9

Human Ecology

Foods and Nutrition 10S

GRADE 10

Human Ecology

Textile Arts & Design 20S

GRADE 11

Human Ecology

Environmental Design 30S

Social Sciences

Geography: Physical 30S

Treaties and Treaty Relations 41G

Global Issues: Citizenship and Sustainability 40S

SUSTAINABLE TOURISM

The curriculum focuses on tourism that is sustainable and minimizes negative impacts on the environment and people, while maximizing benefits. Sustainable tourism includes, for example, ecotourism, heritage or cultural tourism, study tourism, and volunteer tourism. Travel Manitoba indicates that “tourism in Manitoba is a \$1.52 billion industry, representing 2.8% of the province’s GDP, and some 10.6 million visitors to Manitoba. (2012 figures). This curriculum allows students to understand the important and growing tourism industry and gives them the opportunity to envision themselves as part of it. The curriculum is designed to allow schools to focus on the local ecology, incorporate local history and culture, and meet the specific needs of local communities.

This curriculum has been developed as part of Manitoba’s commitment to be a world leader in Education for Sustainable Development (ESD) and will help students understand the relationships between tourism activity and conservation issues, taking into account the local context, natural environment, and social considerations. Students will learn to contribute to and become leaders in implementing sustainable principles in tourism, including some of the knowledge and skills required to manage sustainable tourism organizations.

GRADE 11

Introduction to Tourism 30S

TECHNOLOGY DEVELOPMENT

The emphasis of the technology development 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. Each student should be knowledgeable about technology, be able to use technology readily and effortlessly, and be able to make decisions about their own use of technology. Specialized technology development courses provide students with opportunities to apply previous learning, and to extend their information and communication technology skills in areas that interest them.

GRADE 9

Digital Art

AICT1 15F & AICT11 15F

Computer Science

Computer Science 20S

GRADE 10

Digital Art

Digital Pictures 25S & Desktop Publishing 35S

Computer Science

Computer Science 30S

GRADE 11

Digital Art

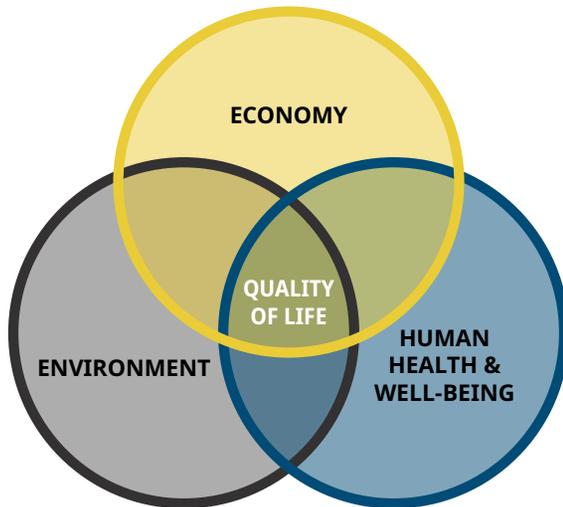
Digital Filmmaking 25S & Broadcast Media 35S

Computer Science

Computer Science 40S

Applied Business Technologies 40S

SUSTAINABLE DEVELOPMENT AND TECHNICAL-VOCATIONAL EDUCATION



At Pembina Trails Collegiate we will be offering Networking and Cyber Security cluster of courses to begin our journey of offering Technical Vocational Education (TVE). In the future, once the TVE wing of the building is completed we will be offering cluster of courses in Machining/Welding and Culinary/Pastry Arts.

Students in the Networking & Cyber Security cluster learn the fundamental skills required to design, install, configure, manage, secure and troubleshoot networks and their associated devices. Students who complete the program are eligible to find entry-level employment in such fields as desktop support, call center technician, network administrator, and computer technician. They also have the opportunity to pursue post-secondary studies in Information Technology.

TECHNICAL VOCATIONAL EDUCATION (TVE)

We live in a globally competitive and knowledge-based economy where technological changes and a concern for sustainability are the norm. For Manitoba's youth to function, compete, and excel in this twenty-first century environment, they require educational and training opportunities that are current, engaging, and responsive to labour market needs. The goal of technical vocational education (TVE) is to provide students with the skills and competencies that will allow them to transition successfully into the workplace, apprenticeship opportunities, post-secondary education, and their daily lives. Manitoba and Canada continue to experience labour shortages in the skilled trades. This problem will be magnified by an aging workforce and too few young people entering trade and technology careers. Technical vocational education in Manitoba serves to address those deficiencies in the skilled trades and encourages students to explore career options in trades and technology. TVE provides students with opportunities to apply their learning using an interdisciplinary and cross-curricular approach while at the same time integrating learning from their own personal experiences. A competency-based framework based on learning outcomes allows a student's prior learning to be applied and recognized.

The TVE curriculum is significantly different from other subject areas such as computer science or information and communication technology. It has distinct qualities that, when respected, will provide students with a uniquely valuable experience. TVE gives students the opportunity to learn the theoretical and practical aspects of one trained occupation in order to facilitate their transition from school to work or to post-secondary education in that trained occupation, or into an associated occupation.

GRADE 9

Exploration of Networking and Cyber Security 10S
Hardware and Software Essentials 20S

GRADE 10

Hardware and Software Essentials 20S
Operating Systems 30S
Networking Technologies 30S

GRADE 11

Hardware and Software Essentials 20S
Operating Systems 30S

PEMBINA TRAILS EARLY COLLEGE (PTEC)

Pembina Trails Early College (PTEC) is a program within Pembina Trails Collegiate (PTC) designed and created through collaboration with Tech Manitoba (TechMB), our industry partner. TechMB is dedicated to supporting our “school to work” philosophy by supplying us with timely and relevant information regarding the most current curriculum and industry insight. Our second partner is Manitoba Institute of Trades and Technology (MITT), they deliver PTEC’s post-secondary programming in the sought-after technical streams of software development, web development, cyber defense, and networking.

Students with a passion for software development, web development, cyber defence, networking, coding and more have an opportunity to graduate high school with a Manitoba high school diploma, a post-secondary diploma, and a head start in an exciting career. Whether they are designing and testing future products, analyzing defects in software, building accessible websites, or driving quality improvements for global customers, PTEC graduates will contribute to creating a safer, more inclusive future for us all.

HOW IT WORKS

In Grades 9 and 10, students will take their compulsory courses and their accelerated high-tech PTEC courses at Pembina Trails Collegiate. Students will complete two years of rigorous Software Development and Networking and Cyber Security courses. During their grade 10 year, students will make an educated decision by choosing one of the two pathways to start their post-secondary education at MITT, for grade 11.

In grades 11 and 12 students will again blend their studies at Pembina Trails Collegiate, along with their post-secondary programming in one of the streams at MITT:

- [Networking and Systems Administrator](#)
- [Software Developer](#)

HOW TO APPLY

Students in grade 8 living within the Pembina Trails School Division boundaries can apply to PTEC by visiting our website and submitting an application and a letter of intention. Students are chosen for one of the thirty two seats, by lottery. The students that weren’t selected through lottery will be put on a waiting list.

If selected, students will need to attend Pembina Trails Collegiate. PTC is a 9-12 English high school located in Waverly West. Transportation is the responsibility of the family and students will need to get to and from PTC and MITT in grades 11 and 12.

Once students are selected, there will be a waiting list for all students that were not chosen in the lottery. If a student changes their direction and no longer wants to access the seat at PTEC, they can either attend our Cyber Security, Technical Vocational Stream or relinquish their seat so that someone on the waiting list can attend.

PTEC is a four-year commitment having only one entry point into PTEC’s program, grade 9. We value these seats and protect them for students invested in the four-year commitment and accelerated programming which is offered. Our team consisting of PTC, MITT



and TechMB values and encourages students to involve themselves in not only the PTEC environment but also PTC’s school culture.

Pembina Trails School Division aims to provide innovative opportunities for students. PTEC was created with the vision of equipping our students with the skills required to succeed in the highly competitive tech industry by teaching students an accelerated, relevant, hands-on curriculum with mentorship, and work experience integrated throughout their four years of high school. Graduates can continue their education at MITT, apply to university, or step seamlessly into the workforce.

PHYSICAL EDUCATION

The physical education program at Pembina Trails Collegiate is committed to helping students develop the knowledge, skills, and attitudes that contribute to a lifetime of personal wellness.

Through planned and balanced physical and health education programming all students are provided the opportunities to develop the competence and confidence to engage in lifelong physical activities and build a foundation of health literacy.

Physical & health education is compulsory for all grade 9 to grade 12 students.

GRADE 9

Physical Education 10S

GRADE 10

Physical Education 20S

GRADE 11

Physical Education 30S

Physical education programming will be determined at a later date once staff and the facilities have been established. More information will follow in the spring of 2023.

AP CAPSTONE

Pembina Trails Collegiate strives to meet the needs of all learners using interdisciplinary learning and the 6 global competencies. Every course at PTC provides students the opportunity to learn new information and challenge themselves in many different ways. Although every course offered provides opportunities for students to enrich their learning, the AP Capstone program may be of interest to students who are passionate in going even deeper in their subject area of passion.

AP Capstone™ is a diploma program based on two yearlong AP courses: AP Seminar and AP Research. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. College Board developed the AP Capstone Diploma program at the request of higher education professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college.

Participating in AP Capstone can help students stand out to colleges, become independent thinkers, develop key academic skills, and more.

“AP Capstone helps students develop key skills that they will use over and over in college: conducting research and communicating their results.”

— *Stu Schmill*

*Dean of Admissions and Student Financial Services,
Massachusetts Institute of Technology*

Students typically take AP Seminar in grade 10 or 11, followed by AP Research. Each course is yearlong, and AP Seminar is a prerequisite for AP Research. In both courses, students investigate a variety of topics in multiple disciplines. Both courses guide students through completing a research project, writing an academic paper, and making a presentation on their project. There is an exam as part of the AP Capstone programming.

- AP Seminar is a foundational course in which students explore the complexities of academic and real-world issues.
- AP Research allows students to deeply explore an academic topic, problem, issue, or idea of individual interest.

The AP Capstone program Compliments: Introduction to Tourism 30S, Global Issues 40S, Treaties and Treaty

Relations 41G, Biology, Chemistry or Physics. Other courses can be considered based on the structure of the AP Capstone structure. Over the course of the two-year program, students are required to:

- Analyze topics through multiple lenses to construct meaning or gain understanding.
- Plan and conduct a study or investigation.
- Propose solutions to real-world problems.
- Plan and produce communication in various forms.
- Collaborate to solve a problem.
- Integrate, synthesize, and make cross-curricular connections.

In 2024/25 we will be offering AP Calculus 42S for grade 12's. We understand that is required for direct entry into certain post-secondary programs.

EXPLORING ALTERNATE PATHWAYS

MANITOBA INSTITUTE FOR TRADES AND TECHNOLOGY (MITT)

Students from Pembina Trails Collegiate are eligible to attend MITT and earn credits towards high school graduation. Students usually attend for half days, returning to PTC for academic courses during the other half day. Students have the option of choosing from a variety of programs. Please speak with your student support services teacher for more information.

INFORM NET

Students have the opportunity of taking Inform Net courses online if they require courses outside of their regular classroom schedule. Inform Net offers core courses at the Grade 9, 10, 11 and 12 levels, as well as a limited number of option courses. Students are encouraged to refer to the website to view the

most up to date information on course availability and registration information. Students are strongly encouraged to discuss this option with their student support services teacher as planning is required for a successful experience to take place.

CREDIT FOR EMPLOYMENT (CFE)

CFE allows students to earn high school credit for paid work experience, to encourage and recognize the skills development and experience gained through employment. Students may earn a maximum of 2 CFE credits towards graduation.

SPECIAL LANGUAGE CREDIT OPTION

Students may be awarded up to four special language credits through two pathways:

- By presenting recognized credentials (transcripts, report cards, certificates of standing, etc.) that demonstrate prior instruction or proficiency in languages other than English or French.
- By successfully completing special language examinations. Visit the Special Language Credit Option for more information.

PRIVATE MUSIC CREDIT OPTION

Students can obtain up to four additional credits beyond the minimum 30 credits required for provincial graduation upon successful completion of Royal Conservatory of Canada or Conservatory Canada exams.

CADETS STUDENTS

Students can earn up to two credits for successful completion of the Cadet basic and advanced training programs. The Cadet credits are recognized only as additional credits beyond the minimum 30 credits required for high school graduation.

COMMUNITY SERVICE CREDIT

Up to one high school community service credit may be earned, and used for graduation purposes. This credit may be achieved by completing a combination of Leadership 31G (.5 credit) and Leadership 41G (.5 credit). If a student would like to achieve this credit by volunteering for an outside organization, the student support services teacher must be contacted for the student to receive the guidelines for this process and the application must be received by November 1 of each year.

CULTURAL EXPLORATION CREDIT STUDENT INITIATED

Students can gain valuable educational experience by enhancing their knowledge of their own cultural origins or a cultural group that interests them. All cultural exploration experiences are set up by the student and will happen outside the school day. Students are able to earn either a half or full credit. This credit cannot be held with the Community Service Credit (above).

PEMBINA TRAILS INTERNATIONAL STUDENT PROGRAM

Pembina Trails Collegiate is proud to be part of the Pembina Trails International Student Program. This program welcomes students from around the world who wish to attend one or more years of secondary school in our division. The International Student Program recognizes the importance of cultural awareness for the international student. Monthly cultural activities are offered to the international students to assist them in learning about life in Winnipeg, Manitoba and Canada. These activities include field trips to museums, historic sites and other venues of local interest. International students have the opportunity to take a full high school program which may include English as an Additional Language.

Local Pembina Trails Collegiate students have the opportunity to befriend students from around the

world, thus preparing them to be citizens of an increasingly international society. The International Student Program Homestay Coordinator identifies homestay families for international students.

For information regarding the International Student Program and the homestay program, please contact the International Student Program or visit their [website](#).

International Student Program Pembina Trails School Division

181 Henlow Bay
Winnipeg, MB
R3Y 1M7

Phone 204 488 1757
Fax 204 487 4021
Email isp@pembinatrails.ca

EXPLORING PATHWAYS BEYOND HIGH SCHOOL

Please see this handbook on our website for live links to the Manitoba institutions below where their entrance requirements for post-secondary opportunities are explained:

Admission requirements to Manitoba colleges:

- [Assiniboine Community College](#)
- [Manitoba Institute of Trades and Technology](#)
- [Red River Polytech](#)
- [University College of the North](#)

Admission requirements for university:

- [Booth University](#)
- [Brandon University](#)
- [Canadian Mennonite University](#)
- [University of Manitoba](#)
- [University of Winnipeg](#)

STUDENT LIFE

ACADEMICS, CELEBRATIONS, SCHOLARSHIPS AND INTEGRITY

THE AGE OF MAJORITY

According to Section 42.3(3) of the Public School Act, students who reach the age of 18 are legally entitled to be the sole recipients of all school reports and documents. Schools will comply with this regulation. As students turn 18, the legal guardian of the student will be notified of the change of the information flow. The legal guardian may continue to receive school reports only if their 18 year old child provides the school with written consent.

SCHOLARSHIPS AND CELEBRATIONS

Every Pembina Trails Collegiate student is supported and inspired to grow in academics, athletics, the arts, and community involvement. Students may be recognized for their achievements in a variety of ways: in individual team and/or club awards, through individual course certificates, by earning excellence awards, or via scholarships and other awards granted at awards ceremony and/or convocation. Graduating Pembina Trails Collegiate students in 2024-25 when the first grade 12's will be eligible, can apply for a wide variety of school-based, divisional, university, college and community-initiated scholarships. While different awards and scholarships have varying criteria, it is worth noting that while most scholarships

do request that applicants demonstrate strong academic achievement, there are many different awards that place a heavy emphasis on leadership, volunteerism, and participation in a number of school and community initiatives. Details regarding scholarships will be available on the school website.

Students may visit [Scholarships Canada](#), the PTC Scholarships and Awards webpage for scholarship information or read the announcements on Edsby. Please note not all awards are offered every year and there may be awards offered that are not listed below

INTEGRITY

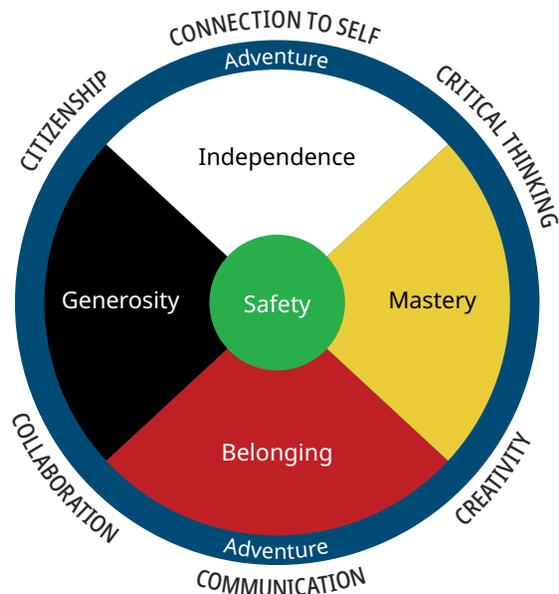
Integrity means that the teacher and the student accept the inherent value of learning and enter into a collegial relationship that honours commitment, participation, and honesty. We strive to provide accommodations, flexibility, and support to enable every student to achieve success in their studies. Likewise, students are expected to attend classes and maintain serious efforts to achieve success in their programs. Plagiarism is unacceptable, and students should expect to learn appropriate consequences if this occurs on their learning pathway.

ATTENDANCE

All students have a responsibility to attend classes for which they are scheduled. Family emergencies, illness, medical appointments and other valid absences may occasionally be unavoidable. In the event that an absence has not been excused, an automated phone message is sent home between the hours of 6:00 and 9:00 p.m. You can also submit a student's absence via email to ptcollegiate@pembinatrails.ca or on Edsby. We want to encourage all families to set up an Edsby account and use this to record any absences.

CIRCLE OF COURAGE

We teach all students to connect to the world around them respectfully and holistically. At Pembina Trails Collegiate we follow the [Circle of Courage model](#) that considers the whole person and their wellbeing and well-becoming. We have adopted this model along with the 6 global competencies to ensure students at Pembina Trails Collegiate are prepared for life during and after high school.



Please refer to the [Pembina Trails Standard of Behaviour](#) document that guides how we interact with each other at PTC. Everyone belongs at Pembina Trails Collegiate and we strive to ensure we are an inclusive community that celebrates diversity and individual strengths.

CLASS TIMES

PERIOD	TIME
1 Ambassador Think Time	8:30-9:05
2	9:05-9:40
3	9:40-10:50
4	10:50-12:00
5 Lunch	12:00-1:10
6	1:10-2:20
7	2:20-2:55
8	2:55-3:30
9	3:30-4:05

*Period 9 is outside of the regular school day 8:30am-3:30pm to create flexibility for student programming.

**Period 7 and 8 or 8 and 9 can be combined to create a full credit course time allotment to create flexibility for student programming.

The year is divided into two semesters beginning in September and February, and each of these semesters have two terms. There are nine slots in a day to allow for flexibility for learning zones, compulsory, and option courses. Most courses are full credits, however there is some flexibility in offering half credits in a semester or courses that run all year.

COMMUNICATION

At Pembina Trails Collegiate our beliefs are built around community, belonging, inclusion and relationships. As a school community we will communicate with students and their families on a regular basis to ensure that everyone feels informed.

Our methods of communication will depend. We always prefer face to face but we know that is not always possible. We know with our busy lives, other means of communicating with each other are also effective. You can call our school office during our regular office hours of 8:00-4:00pm at 204 489 8989, email anytime to ptcollegiate@pembinatrails.ca or follow us on our social medial platforms:

 @PTCollegiateWpg

 @ptcollegiatewpg

Our main means of communication to students and families will be via Edsby and at the start of the year, you will receive log in information if you do not already have this from your previous Pembina Trails school.

We will utilize school messenger, which pushes time sensitive information to families via their email address that we have on file for families.

The principal and vice principal will send out regular blogs to inform the community about all the great ideas, events, news and much more that will be happening at PTC.

SCHOOL CALENDAR

Visit our school calendar and athletics calendar on our [website](#). You can [subscribe](#) to all events which is handy as we add and update this central location in a timely manner.

EXTRA-CURRICULAR ACTIVITIES

Pembina Trails Collegiate will offer a wealth of extra-curricular programs outside of regular course times. In addition to our enriching extra-curricular activities in athletics and fine arts, we will have many other opportunities for students to become more involved. There truly is something for everyone at Pembina Trails Collegiate. Our student council will be made up advisory committees to ensure every student experiences a well-rounded Pembina Trails Collegiate experience. As we get closer to opening, the website will be updated with all extra-curricular activities that will be offered in the 2023–24 school year. The many activities, groups, and committees will help to develop students' talents and gain experience. Extra-curricular activities are an important part of school life and, in addition to providing an opportunity to develop leadership skills, they provide students with the chance to gain confidence, acquire knowledge, and meet new classmates and staff members. We encourage all students to get involved and try new things. If a student ever has a question about a club or activity, they are encouraged to ask their teachers for more information.

LIBRARY LEARNING COMMONS

Our ever-changing world demands new ways of organizing learning environments and we involve staff, students, and families in maintaining an innovative and state-of-the-art facility. The 4000 square foot fully glazed, two storey library learning commons opens onto an exterior landscaped courtyard. This innovative and inspiring space is open to individual students and classes for homework, studying, and research throughout the day as well as before and after school.

LOCKERS

Every student at Pembina Trails Collegiate will be supplied with a locker along with a school supplied lock. No outside locks may be used. This is a space to provide students with peace of mind that they can keep their belongings safe and secure and allows students to not have to carry their belongings around all day. This is a privilege and students need to be reminded that this is Pembina Trails property and should be treated with respect. There could be a possibility of students sharing a locker.

STUDENT ASSESSMENT AND CELEBRATIONS

The purpose of assessment is to support and improve student learning through observations, conversations and products. Teachers will choose the types of assessments they see as appropriate and will be a celebration of every students learning. As active learners, students complete assigned work and submit, as required, on time with support of staff and family if necessary. This will ensure that feedback is timely, appropriate, and can be used as a guide for next steps.

Conferences or celebrations of learning will be scheduled once per semester and are intended to demonstrate students' strengths and stretches. Report cards are issued electronically. Families who are new to Pembina Trails School Division will receive password information and families coming from divisional feeder schools will use password information from prior years. The first report card will be issued approximately halfway through each semester and final report cards will be issued in February and June. Teachers will discuss progress as needed, at any time with students and families. This relationship is key to successfully supporting every student. Families are invited to contact classroom teachers regarding any questions or concerns about the student's performance.

Pembina Trails Collegiate will be using Edsby for all reporting of assessments.

Each semester there will be conferences or celebration of learning which outside stakeholders and families will be invited in to celebrate student learning. This will be shared in a variety of forms and could consist of but are not limited to written exams, presentations, film, photography, learning fairs and much more.

The celebration of learning will also provide an opportunity for staff and students to celebrate their non-academic accomplishments. Student Council celebrations will be presented to students

who have participated in a variety of co-curricular activities and student council advisory committees and projects. This will also be a time to recognize sports achievements and the arts. Participation and excellence in sports, arts and technology development are recognized at Pembina Trails Collegiate and teams, bands, performances as well as individuals are awarded to celebrate their efforts and accomplishments in their high school journey.

STUDENT BEHAVIOUR

We use the [Circle of Courage](#) to guide every student's journey at Pembina Trails Collegiate. This is a whole child, holistic approach to teaching and learning.

At registration, all students will receive an electronic copy of the [Pembina Trails School Division Threat Assessment Fair Notice Brochure](#). It outlines the division's commitment "to responding seriously to a range of behaviours including but not limited to: serious violence, verbal or written threats, possession of weapons, bomb threats and fire setting."

We will respond to threats in a judicious way that provides a safe and caring learning environment for every community member.

TECHNOLOGY USE AGREEMENT

All students and their families are asked to review the [Technology Acceptance Use Policy Agreement](#) at the time of registration. This agreement outlines the responsibilities and commitment of students with respect to the use of technology. Users who exhibit inappropriate behaviour will be subject to appropriate consequences.

We have a number of computer labs at Pembina Trails Collegiate that are used during class time. These labs are supervised by staff members and are utilized to enhance student learning. Students sometimes bring their own technological devices as well which also enhances learning as long as appropriate protocol is followed.

SUBSTANCES

We are committed to providing appropriate programming and interventions for students who are struggling with substance abuse and addictions. All staff members will build relationships with students so that they can help to identify students who may be struggling. We will provide a circle of support led by the student support teacher and the principal/vice principal. The use or possession of any illegal substances will not be tolerated for the safety of every community member in Pembina Trails Collegiate. All consequences will be consistent with the guidelines included in our [Standard of Behaviour](#) and divisional policies. We provide non-judgmental circles of support for every child that can support positive life-long decisions.

STUDENT FEES & REGISTRATION

- **Student fee \$50.00** (This includes student council planned functions, interdisciplinary programming opportunities, mentors/guest speakers, locker and student lock, extra-curricular support, partial subsidy towards transportation costs for field trips and subsidy towards cafeteria and hallway supervision during lunch hours).
- **Yearbook (optional) \$30.00**

Student fees will be collected in September using Permission Click. A cash or cheque option will be available.

Optional additional fee information will be sent out in September via Permission Click. For example, Pembina Trails Collegiate assesses an athletic fee for all athletes. Funds collected will be used in direct support of the teams involved in interscholastic competition. Athletic fees are used for sport-specific equipment, equipment maintenance, uniforms, first aid (athletic tape), to support provincial championship activities, wild-card applications and Pembina Trails Collegiate celebratory events.

All athletes will be assessed \$50 per sport in Athletic Fees, with a maximum amount of \$100 within the school year. Students will be charged for an AP exam as part of their AP Capstone program. More details will follow in September.

Registration takes place in February and March.

In division and out of division schools of choice students must apply by May 15th. Applications are considered in the order in which they are received (date and time stamped at the point at which the application was received). You can apply for schools of choice the first school day back after the winter break in January. Students will be informed in April if they have been accepted as a school of choice applicant.

REGISTRATION STEPS

1. **Determine** compulsory courses you must take.
2. **Check** that prerequisite requirements are met.
3. **Choose** option courses.
4. If seeking post-secondary admission, choose subjects according to the requirements of the faculty or school you plan to enter.
5. If you choose to attend Manitoba Institute of Trades and Technology, you must register with a Pembina Trails Collegiate student support services teacher. Registration forms for both MITT and PTC must be completed.
6. Pembina Trails Collegiate uses an on-line registration system. Information will be shared with families and students during the registration period.

STUDENT PARKING AND TRANSPORTATION

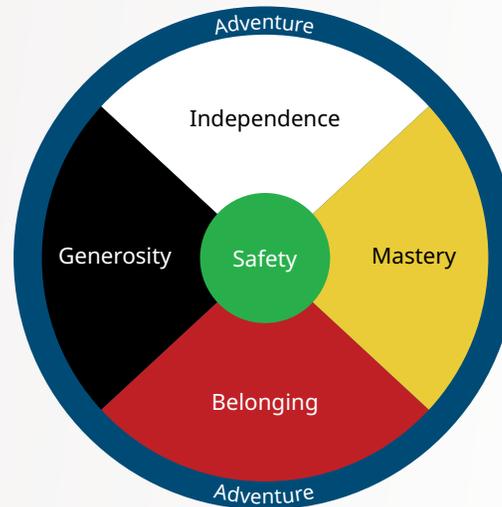
Student parking will be available in the student parking lot. A process will be developed as the building is completed. Please refer to our website for more information. This will be updated as we come closer to the school opening. To develop healthy lifestyle choices and for sustainability reasons we ask that students who live within walking distance of the school or who have easy access to transit service leave their cars at home.

Transportation information will be provided on our website as it is developed by the City of Winnipeg.



STUDENT SUPPORT SERVICES

Pembina Trails Collegiate follows the Circle of Courage as our school model that focuses on the whole child. We are a learning community that thrives on building interconnectedness through healthy relationships and a holistic approach to teaching and learning. We are a dedicated community that celebrates diversity and inclusion.



We create individualized and innovative pathways for all students. The student support services team is key to this success and providing a whole child approach to supporting all students through their educational journey.

Our student support services team use an interdisciplinary and team approach to support students. Our team consists of teachers who have resource and guidance counsellor backgrounds. We build on the strengths of our team to provide a wraparound support for every student. Each student will have a student support teacher assigned to them and they are encouraged to make appointments in the student services office or drop into see their student support teacher whenever they need to connect.

At Pembina Trails Collegiate we will have Elders, Knowledge Keepers and Indigenous Student Success Teachers working in partnership with all staff and students. We are committed to our journey of reconciliation, and we will infuse Indigenous ways of knowing and being in all teaching and learning. Divisional Indigenous Student Success teachers collaborate with Pembina Trails Collegiate staff to support student learning and to ensure that school is a safe space that for all Indigenous students, families, and communities.

Student support services teachers will work alongside staff to facilitate flexible high school programming to allow elite performing artists and athletes to pursue opportunities outside of school. Students are provided a customized graduation program plan and ongoing monitoring of academic success. If this applies to you, then you should set up an appointment with your assigned student support services teacher in late August at the start of your time with Pembina Trails Collegiate so there is plenty of time to plan ahead.

CLINICAL SUPPORT SERVICES:

The team support students as needed. Our team consists of Occupational Therapists, Physiotherapists, Psychologists, School Social Workers and Speech & Language Pathologists. If you need access to these supports, please reach out to your student support services teacher.

SCHOOL RESOURCE OFFICER:

The schools in Pembina Trails School Division have partnered with the Winnipeg Police Service to provide School Resource Officers in our school. Our SRO is in our school several days per week and is available to provide education, consultation and other police services to our school community. The relationship that the SRO builds in our school is based on trust and respect for all members of the PTC community.

GRADUATION PATHWAY PLANNING

Now is the time to start to plan your individualized, innovative pathway and we are here to help.

Start planning forward for your graduation eligibility by checking compulsory courses and filling in your option courses. A minimum of 30 credits is required for graduation. Please note 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. Do not forget your pathway can be interchangeable, this is just to start your planning for your time after high school.

GRADE 9	✓	GRADE 10	✓	GRADE 11	✓	GRADE 12	✓
MANITOBA EDUCATION COMPULSORY CREDITS							
ELA10F		ELA20F		ELA Comp Focus 30S		ELA Com Focus 40S	
Transitional Math 10F		Essential Math 20S OR		Essential Math 30S OR		Essential Math 40S OR	
Math 10F		Intro to Applied and Pre-Calculus Math 20S		Applied Math 30S OR		Applied Math 40S OR	
				Pre-Calculus Math 30S		Pre-Calculus Math 40S	
Physical Education 10F		Physical Education 20F		Physical Education 30F		Physical Education 40F	
Social Studies 10F		Geo Issues of the 21st Century 20F		History of Canada 30F			
Science 10F		Science 20F					
PTC COMPULSORY CREDITS							
Lifework Exploration 10S		Lifework Planning 20S		Lifework Building 30S / Volunteer Credit 31G			
PTC OPTIONS							
1		1		1		1	
2		2		2		2	
3		3		3		3	
		4		4		4	
				5		5	

FREQUENTLY ASKED QUESTIONS

WHAT ARE MANITOBA EDUCATION COMPULSORY CREDITS? [Click here](#) to reference the document online.

17 COMPULSORY CREDITS				
SUBJECT AREAS	5 COMPULSORY CREDITS GRADE 9	5 COMPULSORY CREDITS GRADE 10	3 COMPULSORY CREDITS GRADE 11	3 COMPULSORY CREDITS GRADE 12
ENGLISH LANGUAGE ARTS	English Language Arts 10F/E/M	English Language Arts 20F/E/M	One of the following: <ul style="list-style-type: none"> • ELA: Comprehensive Focus 30S/E/M • ELA: Literary Focus 30S/E/M • ELA: Transactional Focus 30S/E/M 	One of the following: <ul style="list-style-type: none"> • ELA: Comprehensive Focus 40S/E/M • ELA: Literary Focus 40S/E/M • ELA: Transactional Focus 40S/E/M
MATHEMATICS	Mathematics 10F/E/M	One of the following: <ul style="list-style-type: none"> • Essential Mathematics 20S/E/M • Essential Mathematics I 25S/E/M and Essential Mathematics II 25S/E/M • Introduction to Applied and Pre-Calculus Mathematics 20S/E/M 	One of the following: <ul style="list-style-type: none"> • Applied Mathematics 30S/E/M • Essential Mathematics 30S/E/M • Essential Mathematics III 35S/E/M and Essential Mathematics IV 35S/E/M • Pre-Calculus Mathematics 30S/E/M 	One of the following: <ul style="list-style-type: none"> • Applied Mathematics 40S/E/M • Essential Mathematics 40S/E/M • Essential Mathematics V 45S/E/M and Essential Mathematics VI 45S/E/M • Pre-Calculus Mathematics 40S/E/M
PHYSICAL EDUCATION/ HEALTH EDUCATION	Physical Education/Health Education 10F/E/M	Physical Education/Health Education 20F/E/M	Physical Education/Health Education 30F/E/M	Physical Education/Health Education 40F/E/M
SOCIAL STUDIES	Canada in the Contemporary World 10F/E/M	Geographic Issues of the 21st Century 20F/E/M	History of Canada 30F/E/M	
SCIENCE	Science 10F/E/M	Science 20F/E/M		
13 OPTIONAL CREDITS Thirteen credits from subject areas such as: <ul style="list-style-type: none"> • English language arts (additional courses for credit) • mathematics (additional courses for credit) • sciences (additional courses for credit) • social studies (additional courses for credit) • French (English Program) • other languages • the arts: visual arts, music, drama, dance • career development • psychology • computer science • technology education • technical-vocational education • human ecology • business and marketing/applied commerce • industrial arts • others as offered by the school including School-Initiated Courses (SICs) and Dual Credits • others as initiated by the student including Student-Initiated Projects (SIPs), Special Language Credit Options (SLCOs), Private Music Options (PMOs), and Royal Winnipeg <p>See your school for a complete list of course offerings.</p>			NOTES <ol style="list-style-type: none"> All subjects are taught in English with the exception of other languages studied. Credit cannot be held concurrently for the same course with different course designations (e.g., English Language Arts 10F and 10E). Non-Manitoba courses from other jurisdictions may be evaluated and accepted by the school principal for credit to meet Manitoba high school graduation requirements. In exceptional circumstances and in discussion with parents, a school administrator may approve the substitution of a maximum of two optional credits for two compulsory credits. All substitution of credits must be reported to Education Administration Services. Students following Advanced Placement (AP) or International Baccalaureate (IB) programs must meet the Manitoba graduation requirements, including attaining credits in 40S English language arts and mathematics, and must write the provincial tests associated with these courses. ELA: Language and Technical Communication 40S/E/M may be used to satisfy the Grade 12 English language arts requirement for the Technology Education Program diploma. 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. Students may obtain credit for a maximum of 11 SICs, 3 SIPs, 4 SLCOs, and 4 PMOs. Students should ensure that they meet the entrance requirements of the post-secondary education (college or university), training, or work situation they intend to pursue. 	

WHY DOES PEMBINA TRAILS COLLEGIATE USE AMBASSADOR THINK TIME FOR ALL STUDENTS TO GAIN A CAREER DEVELOPMENT CREDIT IN GRADES 9, 10 AND 11?

Career development is an essential component of a student's holistic development and can be intertwined in all subject area learning outcomes. Career development education helps students and teachers connect all learning concepts and student inquiry to the powerful ideas that will shape the rest of their lives.

Career development learning by design helps students become active learners and problem solvers. Students are encouraged to pose problems, seek answers, and test solutions, and to expand and extend their learning to other curriculum units, becoming strong critical thinkers. Their confidence can increase, as they have to take responsibility for their own learning both inside and outside the classroom, becoming capable of researching, asking questions, and finding answers to questions they pose for themselves. Their questions become more complex and interrelated. Curriculum areas are no longer isolated for them; reading, writing, mathematics, science, history, and world issues become connected through design, and open doors to endless career possibilities. [Click here](#) to reference the document online.

CAREER DEVELOPMENT EDUCATION

STUDENTS ENTER SENIOR YEARS WITH

- the following skills:
 - critical thinking
 - decision making
 - problem solving
 - citizenship and social responsibility
 - entrepreneurial thinking
 - financial
- engaging career education experiences linked to all areas of learning
- experiential learning opportunities
- habits of mind and curiosity
- leadership and mentorship opportunities
- opportunities to identify personal knowledge, skills, interests, and values
- peer-to-peer learning experiences
- personalized and project-based learning experiences
- an understanding of the importance of knowledge and skills in school, work, leisure, and life

GRADE 9 CAREER DEVELOPMENT LIFE/WORK EXPLORATION

Students increase their self-awareness and interpersonal skills, and develop knowledge and skills in personal management and career exploration while learning about their interests, personality traits, and values.

Students

- develop connections between school and work
- develop their confidence, personal skills, and abilities
- connect skills and knowledge to tasks and responsibilities of occupations
- explore careers and the world of work, including labour market information and workplace safety and health
- are exposed to meaningful community and career experiences

GRADE 10 CAREER DEVELOPMENT LIFE/WORK PLANNING

Students plan for their high school career by selecting the courses and programs of interest to them and developing the knowledge and skills to prepare for post-secondary education and training.

Students

- discover how their knowledge and skills relate to the workplace
- explore types of work that they find fulfilling and enjoyable
- make curricular and co-curricular connections to career development
- explore careers and the world of work, including labour market information and workplace safety and health
- are exposed to meaningful community and career experiences and mentors

GRADE 11 CAREER DEVELOPMENT LIFE/WORK BUILDING

Students focus on building career knowledge and skills, while preparing for life and career transitions. Students focus on building a solid foundation to grow and change throughout their lives.

Students

- build their knowledge, skills, and qualities to establish a career foundation
- explore specific post-graduation options
- refine their knowledge and skills while exploring ways to improve their employability attributes
- explore career information and the world of work, including labour market information, workplace safety and health, and employer and employee responsibilities
- are exposed to meaningful integrated career-related placement(s) and career mentors

GRADE 12 CAREER DEVELOPMENT LIFE/WORK TRANSITIONING

Students continue to develop skills to help them transition into post-secondary education, the world of work, and other pathways while refining their life-learning and work goals, employability skills, and future visions.

Students

- develop a post-graduation plan including their dreams, and short- and long-term goals
- market their knowledge, skills, and abilities to potential employers
- reflect on their school careers, while enacting their post-graduation plans
- participate in and demonstrate leadership in integrated career-related placement(s), and gain exposure to career teams at the placement(s)

STUDENTS TRANSITION INTO VARIOUS LIFE PATHWAYS INCLUDING

- apprenticeship
- the workforce
- entrepreneurship
- post-secondary education
- travel
- volunteering
- lifelong learning

with agency and efficacy to create and innovate in a rapidly changing world.

CREDIT FOR EMPLOYMENT (CFE)

The CFE option provides students with the opportunity to earn up to two high school credits through paid employment, while developing a growth mindset in the workplace. A Career Development Life/Work credit is a prerequisite or co-requisite.

COMMUNITY SERVICE STUDENT-INITIATED PROJECT (CSSIP)

The CSSIP option helps students develop strong character skills and citizenship qualities while exploring various career options. The civic and transferable knowledge, obtained in a CSSIP, helps increase students' knowledge of their community's needs and their social responsibility.

CAREER DEVELOPMENT INTERNSHIP (CDI)

The CDI options provides students with the opportunity to earn up to two high school credits by completing an unpaid internship while reflecting on their knowledge, skills, work preferences, and desired lifestyle. A Career Development Life/Work credit is a prerequisite.



WE ARE LOOKING FORWARD TO
beginning this journey together as the
first community of students and staff
at Pembina Trails Collegiate.

We hope you will enjoy your time with us and create your own individualized innovative pathway that you will be proud of.

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