



Focus on the **future.**

A PARENT AND STUDENT
GUIDE TO SENIOR YEARS
GRADUATION REQUIREMENTS



ENGLISH PROGRAM
TECHNOLOGY EDUCATION PROGRAM

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Any websites referenced in this document are subject to change.

Educators are advised to preview and evaluate websites and online resources before recommending them for student use.

Print copies of this resource can be purchased from the Manitoba Text Book Bureau (stock number 80569). Order online at <www.mtbb.mb.ca>.

This resource is also available on the Manitoba Education, Citizenship and Youth website at <www.edu.gov.mb.ca/k12/policy/grad_require.html>.

Un document pour le Programme d'immersion française et un document pour le Programme français sont également disponibles.



2008



Getting Started

This parent* and student guide contains information about the graduation requirements for Manitoba Senior Years students**, and provides parents and students with a **PLANNING TOOL** that can be used throughout the Senior Years.

The Senior Years English Program and the Senior Years Technology Education Program are described in this guide, which is posted at www.edu.gov.mb.ca/k12/policy/grad_require.html. The Français and French Immersion Programs are explained in guides written specifically for those programs. The guide to the Français Program is posted at www.edu.gov.mb.ca/m12/progetu/diplo-secondaire.html, and the guide to the French Immersion Program is posted at www.edu.gov.mb.ca/k12/policy/grad_require.html.

This guide was developed by Manitoba Education, Citizenship and Youth staff from within the School Programs Division and the Bureau de l'éducation française Division. In this process, the following resources and groups were consulted:

- *The Senior Years: A Record of Graduation Requirements for Parents and Students, A Time to Know Which Direction To Go, English Programs*
- *Focus on the Future: Your Grad Planner*
- *Focus on the Future: Career Planning Begins at Home*
- Inter-organizational Curriculum Advisory Committee including:
 - Manitoba Teachers' Society
 - Manitoba Association of School Superintendents
 - Manitoba Association of School Trustees
 - Manitoba Association of Parent Councils
 - Post-secondary Faculties of Education
- Future to Discover Provincial Coordinator and Facilitators
- Educators, parents and students

Parents, school counsellors, teachers and administrators play an important role in helping students choose the direction of their Senior Years program. In addition to using this guide, parents and students are encouraged to contact their school counsellors for more information on course descriptions and the choices available at their schools and school divisions.

A number of websites have been included throughout this document to provide additional information and resources to students and parents. Those who do not have Internet access, or who require information that is not otherwise provided, can contact Manitoba Education, Citizenship and Youth at: **Instruction, Curriculum and Assessment Branch**

Phone: **204-945-0254**

Fax: 204-948-3668

1-800-282-8069, ext. **0254**

Email: ina.lynn@gov.mb.ca



* The term "parent" refers to both parents and guardians.

** The term "Senior Years" refers to Grades 9 through 12 (formerly Senior 1 through Senior 4) and can be used interchangeably with the term "high school."

Planning for the **Future**



CAREER PLANNING

As students enter the Senior Years, they need to **identify their goals for the future** and begin to **plan for their options in life after high school**. The career planning process may involve **identifying one's passions and strengths** and then **exploring further education and occupations suited to individual needs and aspirations**.

Currently, two-thirds of Canadian occupations require some form of education beyond high school. With countless education and training opportunities and thousands of jobs to consider, the task of choosing a direction and deciding what kind of work to pursue after graduation can be challenging. This is one of the reasons why Manitoba Education, Citizenship and Youth has created a number of optional career development courses.

OPTIONAL CAREER DEVELOPMENT COURSES include:

- Grade 9 Career Development: Life/Work Exploration (10S)
- Grade 10 Career Development: Life/Work Planning (20S)
- Grade 11 Career Development: Life/Work Building (30S)
- Grade 12 Career Development: Life/Work Transitioning (40S)

Schools may offer these optional courses to help students work through the career-planning process and help them choose suitable options. Options include **work, apprenticeship training, university, college, entrepreneurship and self-employment, or other types of training**. The best possible option will be one that suits a student's skills, needs and goals.



The handbook *Focus on the Future: Career Planning Begins at Home* is available at www.edu.gov.mb.ca/k12/docs/support/c_plan_home/index.html. It provides discussion topics and activities for students who are beginning the career planning process.

The handbook *Focus on the Future: Your Grad Planner* is available at www.edu.gov.mb.ca/k12/docs/support/c_plan_grad/. The Grad Planner provides information about the requirements for high school graduation, career planning and paying for future education.



Making choices now

Some students who choose to **WORK FULL-TIME** immediately after high school find that a high school diploma is a basic requirement for employers and post-secondary institutions.

When looking for a job, it is important to consider workplace options that fit one's interests, strengths and skills. Graduates who acquired skills in high school and are motivated to learn new skills are sought after by employers.

The Conference Board of Canada has identified the following fundamental skills, personal management skills and teamwork skills needed to enter, stay in and progress in the world of work.

These skills can also be used in a range of daily activities beyond the workplace.

FUNDAMENTAL SKILLS	PERSONAL MANAGEMENT SKILLS	TEAMWORK SKILLS
• communicate • manage information • use numbers • think and solve problems	• demonstrate positive attitudes and behaviours • be responsible • be adaptable • learn continuously • work safely	• work with others • participate in projects and tasks with others

APPRENTICESHIP is a way to train for an occupation in one of the many designated trades available in Manitoba.

It combines paid on-the-job learning with sponsored technical training. The time spent on apprenticeship training can be recognized for credit toward high school graduation through the **SENIOR YEARS APPRENTICESHIP OPTION (SYAO)**. Additional information regarding the SYAO is provided on page 13 of this document under Optional Credits Initiated by Students.



For Apprenticeship information, refer to www.manitoba.ca/tradecareers.



Work

Apprenticeship
Training

for your future...

Most occupations require additional education beyond the high school level, so many students decide to attend a **COLLEGE, PRIVATE VOCATIONAL INSTITUTION (PVI) OR UNIVERSITY** at some time after completing high school.

COLLEGE provides both theoretical and practical training, but it tends to be more focused on job-specific skills like culinary arts, child and youth care, computer programming and technology, among others. **PVIs** focus on job specific skills as well. Programs offered at PVIs are developed to meet current labour market needs on a short-term basis. A **UNIVERSITY** education provides students with the theoretical and practical training that many professions require, including teaching, medicine and law, among others. Students may also attend university to broaden their knowledge and to develop necessary skills for the workplace.

Regardless of the route that is chosen, students will need to be more self-directed because post-secondary institutions are less structured than high schools. To be successful, students will need to set goals, manage their time and become focused on their education.

While in high school, the selection of high school courses should be made on the basis of student needs, interests and abilities and on the admission requirements of the post-secondary education and/or work situation to which the student aspires. Students and parents should ensure that they are aware of the admission requirements of the college, PVI or university that is selected.



For additional information about Manitoba's universities and colleges, including admission requirements, costs, programs and contact details, refer to www.schoolfinder.com. For additional information about PVIs, refer to www.edu.gov.mb.ca/acl/pvs/list.html.

Once students are paying tuition to a post-secondary educational institution or a vocational institution, the tuition fees they pay can be claimed as a deduction on their income tax return. They may also be allowed additional credits for the number of months that they attend school and for their textbooks. In addition, new for 2007, once students graduate with a degree, diploma or certificate, they may be eligible to receive 60% of their tuition fees back as a rebate under a program called the Manitoba Tuition Fee Income Tax Rebate. The combination of credits under these income tax programs can provide graduates with substantial income tax savings once they are working and are required to pay income tax.



For additional information on the Manitoba Tuition Fee Income Tax Rebate, refer to www.manitoba.ca/tuitionrebate/index.html. Contact the Manitoba Tax Assistance Office at 945-0352 or toll free at 1-800-782-0771 or email TAO@gov.mb.ca for income tax information on this or other topics.

Students may decide to **START THEIR OWN BUSINESS** or work in a business that is already established.

In high school, they can learn business management skills by taking related courses and joining clubs or organizations that promote these interests and skills. **ENTREPRENEURS** generally are hard workers with self-discipline, initiative, communication skills, computer skills and a well-developed business plan.



For information about the Young Entrepreneurs Program, refer to www.edu.gov.mb.ca/youth/employers/YoungEntrepreneurs.html.

Other Training

Once they have completed high school, students can still pursue **DISTANCE LEARNING COURSES** or take **PART-TIME EVENING AND WEEKEND COURSES** offered by high schools or private vocational institutions. Some examples include aviation mechanics, hairstyling, microcomputer repair and production art.

College, Private
Vocational
Institution &
University

Entrepreneurship
&
Self-Employment



TRANSITION PLANNING FOR STUDENTS WITH SPECIAL NEEDS

Transition planning for students with special needs should begin by age 16. An intensive, coordinated plan for leaving school enables students with special needs to prepare for and participate in a full life after school. Students, parents, in-school teams*, support services workers and others should be involved in developing a written plan that outlines roles and responsibilities, timelines and actions to be taken before students leave high school.

This is a time for families and teachers to make achievable and relevant plans that support student preferences for life and work options, training and educational opportunities and recreational needs.

It is a time for students, parents and school teams to:

- identify the student's strengths, skills, interests and needs

* In-school team: the people who may be involved with a student on a daily basis at school; they are key decision makers in the Individual Education Plan process, and may include the student, parent, teacher, resource teacher, counsellor and principal.

- identify programs that may be available to meet these needs
- explore the availability of and requirements for
 - post-secondary education, vocational training and employment, including supportive work options
 - independent or supportive living options
 - leisure or social opportunities
- develop a student-centred plan for leaving school, based on the student's needs and desires



The document, ***Working Together: A Handbook for Parents of Children with Special Needs in School*** is available online at www.edu.gov.mb.ca/k12/specedu/parent/index.html.

This document highlights the importance of the diverse and changing learning needs of students with special needs. It also offers support and encouragement to parents and families of students with special needs, and describes some of the services and activities that might be used to meet individual student needs at school.

Taking Responsibility

For students to achieve their goals, they have to take full responsibility for their learning and become involved in their own career planning.

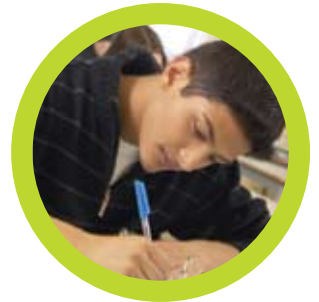
Fortunately, the journey of life is not taken alone, and friends, family, teachers and school counsellors can be willing and helpful allies when it comes to choosing a direction. **Asking for help is a sign of strength** when one can identify a need, clearly express the need and articulate how others can help meet the need. This is particularly true when a person is learning, keeping up with change and pursuing a career.

No matter which program and courses students choose, the degree to which they fully understand and apply their learning during their high school years will affect their future success, both in their post-secondary studies and in their careers.

There are many ways teachers evaluate achievement in high school and post-secondary programs (ex: projects, presentations, multiple-choice tests, lab assignments, portfolios, term papers, mid-term tests and cumulative final exams). **Students do better in their daily school work and demonstrate higher achievement in more formalized tests and exams, whether in high school or at the post-secondary level, when they:**

- attend school regularly and participate fully in their learning
- plan ahead for deadlines
- focus on the criteria that describe what is expected and receive feedback on work in progress
- know how they learn best and have strategies to use when they encounter difficulty
- routinely reflect on what they have learned and plan the next steps in their education

These actions help students take full responsibility for their learning and become self-directed, lifelong learners.



Earning Credits toward Graduation

Successful completion of one of the following school programs is required to earn a Manitoba high school diploma:

- Senior Years English Program
- Senior Years Technology Education Program
- Français Program / *Programme français**
- French Immersion Program / *Programme d'immersion française**

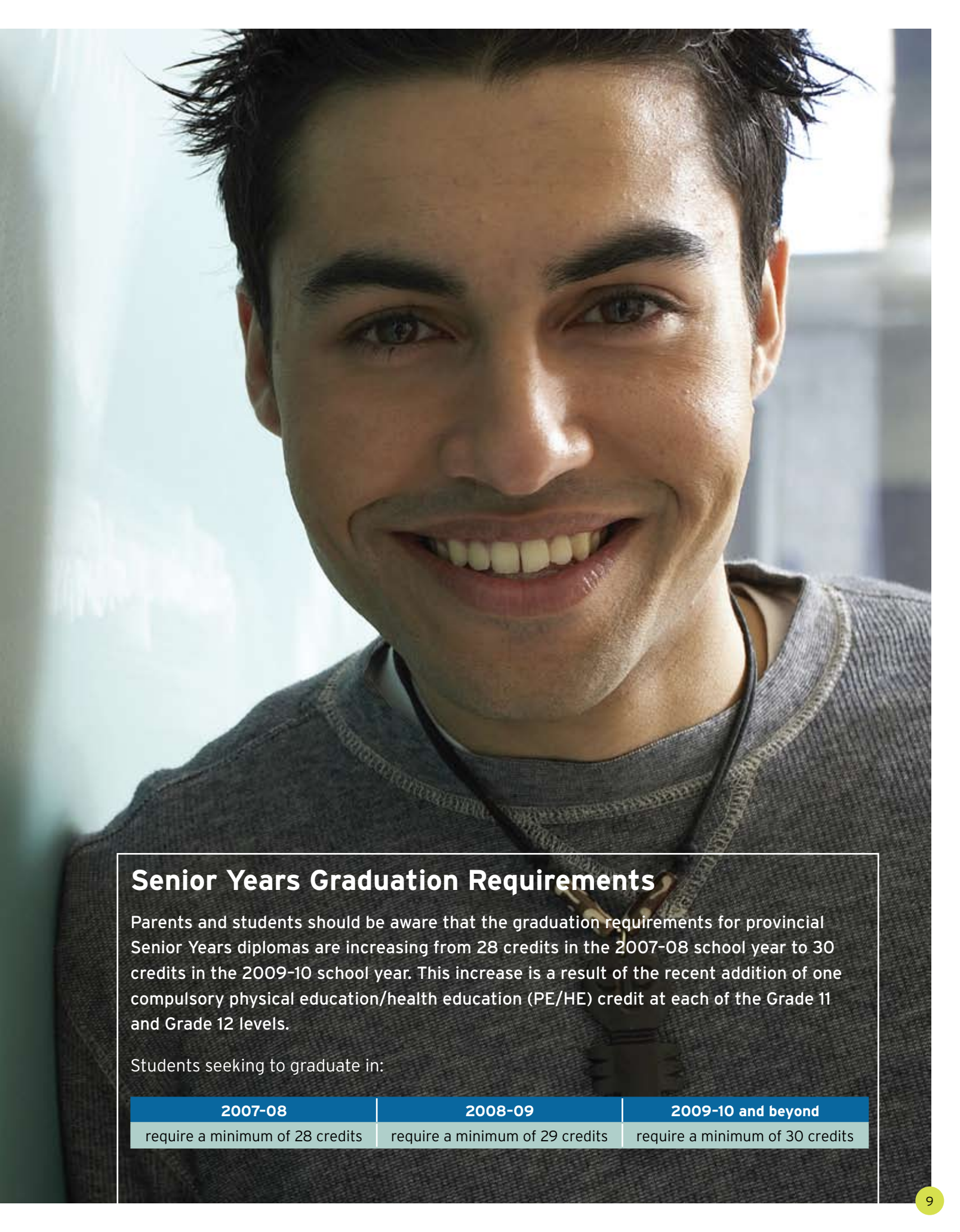
From Grade 9 to Grade 12, students earn course credits toward high school graduation. To obtain a Manitoba high school diploma, students must accumulate the required number of credits from a **combination of compulsory and optional courses**.

A compulsory course is a course for which students must receive credit (ex: English language arts, mathematics, social studies, physical education/health education, etc.).

An optional course (sometimes called an elective) is a course that students may choose based on their interests, abilities, values and career goals (ex: arts, languages, information and communication technology [ICT], etc.). Some courses are full credit; others are half credit. Students and parents are encouraged to discuss credit requirements with their school counsellors and teachers.

Additional information on the Senior Years credit system and course and programming designations is provided in Appendix 1. For Fact Sheets and Checklists of graduation requirements, refer to Appendix 2 at the end of this guide.

* As noted in the introduction, these programs are explained in guides written specifically for the Français and French Immersion Programs.



Senior Years Graduation Requirements

Parents and students should be aware that the graduation requirements for provincial Senior Years diplomas are increasing from 28 credits in the 2007-08 school year to 30 credits in the 2009-10 school year. This increase is a result of the recent addition of one compulsory physical education/health education (PE/HE) credit at each of the Grade 11 and Grade 12 levels.

Students seeking to graduate in:

2007-08	2008-09	2009-10 and beyond
require a minimum of 28 credits	require a minimum of 29 credits	require a minimum of 30 credits

Senior Years Graduation

English Program - Credit Requirements

To graduate from the Senior Years English Program, students must earn compulsory credits in the subject areas listed in the following table. For specific grade-level requirements, refer to Appendix 2 at the end of this document.

ENGLISH PROGRAM - COMPULSORY CREDITS TABLE

2007-08 SCHOOL YEAR		2008-09 SCHOOL YEAR		2009-10 AND SUBSEQUENT SCHOOL YEARS	
SUBJECT	CREDITS	SUBJECT	CREDITS	SUBJECT	CREDITS
Language Arts (English)	4	Language Arts (English)	4	Language Arts (English)	4
Mathematics	4	Mathematics	4	Mathematics	4
Social Studies	3	Social Studies	3	Social Studies	3
Science	2	Science	2	Science	2
Physical Education/ Health Education	2	Physical Education/ Health Education	3	Physical Education/ Health Education	4
TOTAL COMPULSORY CREDITS	15	TOTAL COMPULSORY CREDITS	16	TOTAL COMPULSORY CREDITS	17

Within subject areas there may be different pathways or alternatives to choose from. For example, within the subjects of language arts (English) and mathematics, there are three pathways. When choosing courses, students should ensure they meet the entrance requirements of the post-secondary education and training, apprenticeship or private vocational opportunity they intend to pursue.

Students must also earn 13 optional credits from Grade 9 to Grade 12. 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 in the English Program can take Technology Education courses to meet part of their optional credit requirements. More information on optional credits appears later in this guide.

Students can meet optional credit requirements by taking additional courses offered in compulsory subject areas or departmentally developed optional courses.



Students who entered Grade 9 in the 2004-05 school year or earlier will require 2 PE/HE credits for graduation. Students who entered Grade 9 in 2005-06 will require 3 PE/HE credits for graduation and those students who entered Grade 9 in 2006-07 or after will require 4 PE/HE credits for graduation.



ation Requirements

Technology Education Program - Credit Requirements

To graduate from the Senior Years Technology Education Program, students must earn compulsory credits in the subject areas listed in the following table. For specific grade-level requirements, refer to Appendix 2 at the end of this guide. This program may also include courses in technical vocational education, human ecology, business and marketing education, and industrial arts/technology education.

TECHNOLOGY EDUCATION PROGRAM - COMPULSORY CREDITS TABLE

2007-08 SCHOOL YEAR		2008-09 SCHOOL YEAR		2009-10 AND SUBSEQUENT SCHOOL YEARS	
SUBJECT	CREDITS	SUBJECT	CREDITS	SUBJECT	CREDITS
Language Arts (English)	4	Language Arts (English)	4	Language Arts (English)	4
Mathematics	4	Mathematics	4	Mathematics	4
Social Studies	2	Social Studies	2	Social Studies	2
Science	2	Science	2	Science	2
Physical Education/ Health Education	2	Physical Education/ Health Education	3	Physical Education/ Health Education	4
TOTAL COMPULSORY CREDITS	14	TOTAL COMPULSORY CREDITS	15	TOTAL COMPULSORY CREDITS	16

Students must also earn **eight to 14 Technology Education** credits from within an approved Senior Years Technology Education Program cluster (ex: power mechanics). A cluster of Technology Education courses must be an approved group of departmentally developed and/or approved courses that support the transition from school to work, apprenticeship, college or university.

Depending on the number of Technology Education courses taken, the additional **optional credits will vary in number from zero to six.**

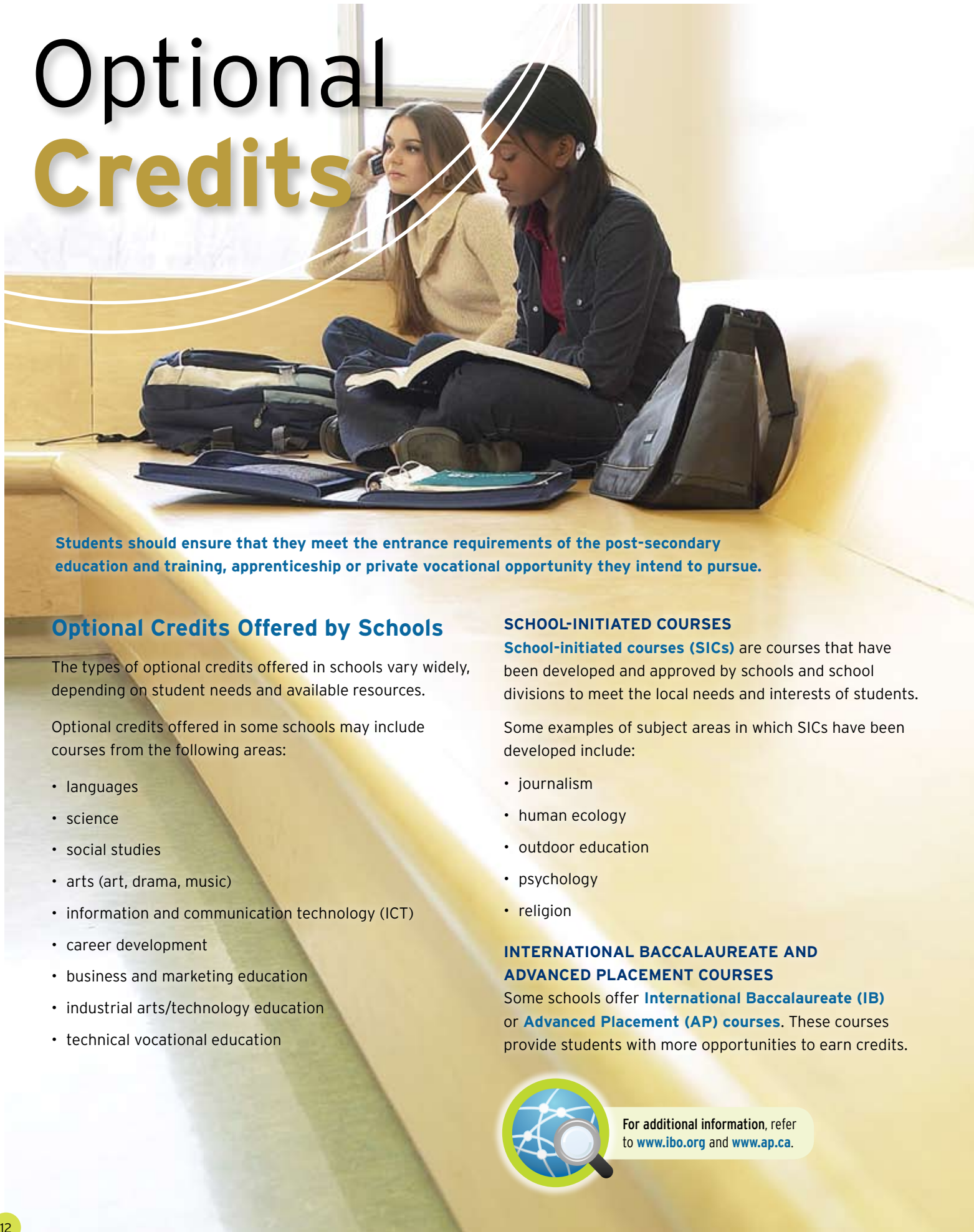
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Optional Credits



Students should ensure that they meet the entrance requirements of the post-secondary education and training, apprenticeship or private vocational opportunity they intend to pursue.

Optional Credits Offered by Schools

The types of optional credits offered in schools vary widely, depending on student needs and available resources.

Optional credits offered in some schools may include courses from the following areas:

- languages
- science
- social studies
- arts (art, drama, music)
- information and communication technology (ICT)
- career development
- business and marketing education
- industrial arts/technology education
- technical vocational education

SCHOOL-INITIATED COURSES

School-initiated courses (SICs) are courses that have been developed and approved by schools and school divisions to meet the local needs and interests of students.

Some examples of subject areas in which SICs have been developed include:

- journalism
- human ecology
- outdoor education
- psychology
- religion

INTERNATIONAL BACCALAUREATE AND ADVANCED PLACEMENT COURSES

Some schools offer **International Baccalaureate (IB)** or **Advanced Placement (AP) courses**. These courses provide students with more opportunities to earn credits.



For additional information, refer to www.ibo.org and www.ap.ca.

Optional Credits Initiated by Students

Students can initiate projects or apprenticeships that earn them credits.

STUDENT-INITIATED PROJECTS

Student-initiated projects (SIPs) are curricular projects that students develop, based on their interests. For example, students may earn one credit toward graduation with a **Community Service Student-Initiated Project (CS SIP)** or a **Cultural Exploration Student-Initiated Project (CE SIP)**. Schools assign a professional staff member to review, approve and monitor student progress on SIPs.

Many opportunities are provided for **school-initiated courses (SICs)** and **student-initiated projects (SIPs)**. Students may obtain credit for a maximum of 11 SICs and three SIPs during the Senior Years. Schools are encouraged to consult with parents and other community members about their SIC and SIP options.



Guidelines and required forms for SICs and SIPs are available from schools or online at www.edu.gov.mb.ca/k12/policy/sics_sips.html.

SENIOR YEARS APPRENTICESHIP OPTION

The **Senior Years Apprenticeship Option (SYAO)** lets students start an apprenticeship while still in high school. It links regular Senior Years school instruction with on-the-job apprenticeship training.

To start apprenticeship training in a trade while attending high school, students must be at least 16 years old and enrolled as a Grade 11 or Grade 12 student. They can earn a maximum of eight credits toward graduation while accumulating apprenticeship hours, which they may use if they decide to pursue one of Manitoba's designated trades at a later date.



For additional information, students are encouraged to contact their school counsellors and to visit the **SYAO website** at www.manitoba.ca/tce/apprent/educators/senioryears.html.

Students may also earn credits for abilities and skills they have developed outside of school through options that may include:

ROYAL WINNIPEG BALLET OPTION AND PRIVATE MUSIC OPTION

Students can obtain credits if they are registered in the senior levels of the Royal Winnipeg Ballet professional program.

The Private Music Option is open to students who have successfully obtained standing in the Conservatory Canada Programs or Royal Conservatory of Music, starting at the appropriate grade level for instrument or voice. One credit may be earned at each of the grade levels, up to a maximum of four credits.



For additional information, refer to www.edu.gov.mb.ca/k12/cur/arts/music.html.

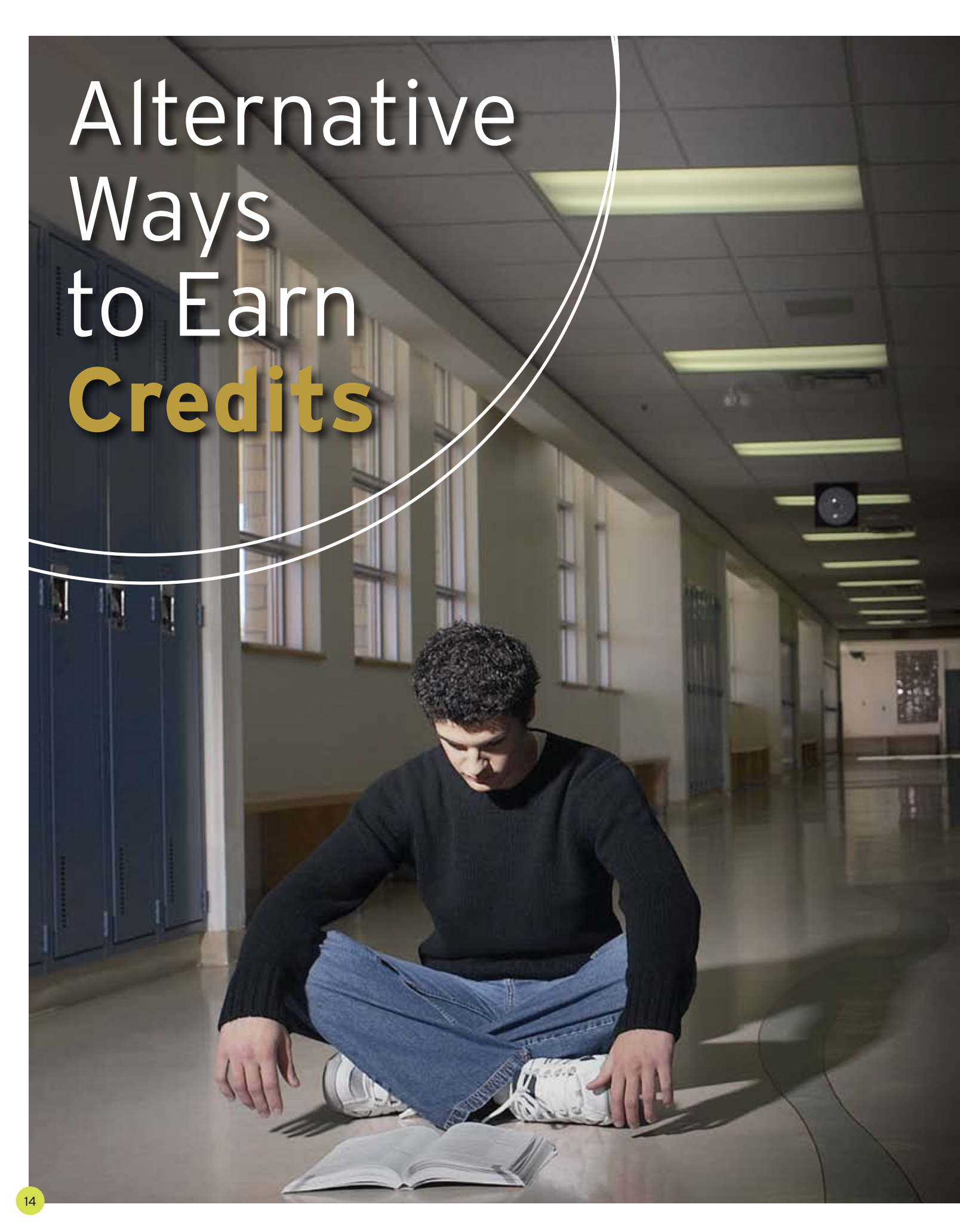
SPECIAL LANGUAGE CREDIT OPTION

The Special Language Credit Option recognizes Manitoba's linguistic diversity. Students can earn up to a maximum of four credits for mastery of a language other than English or French. This includes the American Sign Language. Only one special language credit may be earned in each year of high school. Special examinations are required.



For additional information, refer to www.edu.gov.mb.ca/k12/cur/diversity/langcredits/index.html.

Alternative Ways to Earn **Credits**

A young man with dark, curly hair is sitting cross-legged on a polished, reflective floor in a school hallway. He is wearing a black long-sleeved sweater, blue jeans, and white sneakers. He is looking down at an open book on the floor in front of him. The hallway has blue lockers on the left and large windows on the right. The ceiling has fluorescent lights. A white curved line graphic starts near the text and arcs over the student.

Fees may be charged for some of the following alternatives, depending on local school and school division policies.

DISTANCE LEARNING COURSES

Distance Learning can greatly expand a student's options. Compulsory or optional courses are available in print, audio conference or online format. Students who take these courses need to be able to be self-directed and work on their own. The **Independent Study Option (ISO)** is print-based and provides students with support by email or phone. **Teacher Mediated Option (TMO)** provides scheduled instruction in an audio conference with the teacher and other students. **Web-based courses (WBC)** are offered by teachers via the Internet.



For additional information on **Distance Learning**, refer to www.edu.gov.mb.ca/k12/dl/index.html.

SUMMER SCHOOL

Students take summer school courses for various reasons. If a student does not earn a credit for a course taken during the regular school year, summer school provides an opportunity to repeat the course and gain the credit. Some students attend summer school to improve their grade in a particular course or to earn extra credits. Students are encouraged to consult with their school counsellors for more information.

COURSES COMPLETED OUTSIDE MANITOBA

High school courses completed outside of Manitoba by students registered in Manitoba schools can be evaluated and accepted as Senior Years credits by local school principals.

For evaluation and placement, parents and students should submit an official, original transcript of marks or a certified copy of the original. Generally, transcripts are issued by government departments or ministries of education. If the student has little or no documentation or formal schooling, the school will determine an appropriate awarding of credits and placement by meeting with parents and the student, and by using available information and assessment results.



For additional information, refer to *Evaluating Out-of-Province Course Completions for Senior Years Credits: A Guide for School Administrators* at www.edu.gov.mb.ca/k12/docs/policy/op_credits/index.html.

POST-SECONDARY CREDITS AND DUAL CREDITS

If a high school offers courses in collaboration with a college or university, students may use them for Senior Years graduation credits. Students can earn up to a maximum of

five dual credits toward high school graduation while earning credits for the same courses at the college or university level.



For additional information, refer to *Guidelines for Post-Secondary Credits and Senior Years (Dual Credits)* at www.edu.gov.mb.ca/k12/policy/gradreq/choice-guidelines.html.

SUBSTITUTION OF CREDITS

Principals may substitute a maximum of two compulsory credits in Grade 9 through Grade 12 when there is a strong case for doing so, in keeping with local school division policies.

CHALLENGE FOR CREDIT OPTION

The Challenge for Credit Option offers students the opportunity to apply prior knowledge in a particular subject area by demonstrating learning in that course/specialty and receiving credit for it.



For additional information on the **Challenge for Credit Option**, refer to Attachment A and Appendices A1 to A4 at www.edu.gov.mb.ca/k12/policy/gradreq/report_forms.html.

POST-GRADUATION CREDITS

After high school graduation, students have the option of taking additional credits. Students who pursue this option will be funded on a prorated basis up to a maximum of four credits. Tuition fees may also be charged, depending upon the age and residency status of the pupil.



Further details can be found in Appendix C of the *Funding of Schools booklet* at www.edu.gov.mb.ca/k12/finance/fund_grant.html.

ADULT LEARNING CENTRES

Students who do not earn their high school diploma before leaving high school may consider attending adult learning centres. Adult learning centres offer a range of high school credit courses for adult learners (age 19 and over) who are seeking to earn a Mature Student High School Diploma, prepare for post-secondary education, and/or improve employability skills.



For Manitoba Advanced Education and Literacy's directory listing of all adult learning centres, refer to www.edu.gov.mb.ca/acl/all/directory/list_ALC.html.

For information regarding the **Mature Student Diploma**, refer to www.edu.gov.mb.ca/k12/dl/iso/cmature.html.

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Websites

Adult Learning Centres Directory:
www.edu.gov.mb.ca/acl/all/directory/list_ALC.html

Advanced Placement: www.ap.ca

Apprenticeship information: www.manitoba.ca/tradecareers

Distance Learning:
www.edu.gov.mb.ca/k12/dl/index.html

Diversity and Equity (English as an Additional Language):
www.edu.gov.mb.ca/k12/cur/diversity/eal/index.html

Graduation Requirements:
www.edu.gov.mb.ca/k12/policy/grad_require.html

International Baccalaureate: www.ibo.org

Locally Developed Curricula: SICs and SIPs:
www.edu.gov.mb.ca/k12/policy/sics_sips.html

Manitoba Tuition Fee Income Tax Rebate:
www.manitoba.ca/tuitionrebate/index.html

Mature Student Diploma:
www.edu.gov.mb.ca/k12/dl/iso/cmature.html

Private Music Option:
www.edu.gov.mb.ca/k12/cur/arts/music.html

Private Vocational Institutions:
www.edu.gov.mb.ca/acl/pvs/list.html

School Finder:
www.schoolfinder.com

Senior Years Apprenticeship Option:
www.manitoba.ca/tce/apprent/educators/senioryears.html

Special Language Credit Option:
www.edu.gov.mb.ca/k12/cur/diversity/langcredits/index.html

Young Entrepreneurs Program:
www.edu.gov.mb.ca/youth/employers/YoungEntrepreneurs.html



APPENDIX 1

The **Senior Years (Grades 9–12) credit system** provides flexibility to enable students to pursue Senior Years courses best suited to their individual requirements and aspirations.

COURSE AND PROGRAMMING DESIGNATIONS

Subject-area curricula from Grade 9 to Grade 12 have been designed for a variety of purposes. Course and programming designations identify and describe them. The most commonly used course designations are: **General (G)**, **Foundation (F)** and **Specialized (S)**. Parents and students may recognize some of these designations from course titles seen on school report cards or transcripts.

For Grade 9 to Grade 12, a particular Foundation, General and/or Specialized subject-area curriculum can be modified in a student's **Individual Education Plan (IEP)**, following departmental requirements. Descriptions of these course designations and programming designations are provided below. Parents and students can get more information on Senior Years course and programming designations from their counsellors, teachers or resource teachers.

MODIFIED COURSE DESIGNATION (M)

Students who have special needs may benefit from participating in the learning opportunities offered in Grades 9–12 courses. If students have significant cognitive disabilities that do not allow them to meet the Manitoba curricular outcomes, even with supports, the school team determines that these students' courses will be modified and they will receive a **Modified (M)** course designation. It is important that students and parents be included in this decision. The (M) course designation is to be applied on an individual course basis to those courses developed or approved by Manitoba Education, Citizenship and Youth. Modification means that the number or content of the Manitoba curriculum outcomes are changed to meet a student's cognitive learning needs. Modifications need to be outlined in an IEP and identified on the student's report card. Students receive marks according to their achievement of the modified curricular outcomes.



For additional information, refer to *Towards Inclusion: A Handbook for Modified Course Designation, Senior 1–4* at www.edu.gov.mb.ca/k12/specedu/modified/index.html.

ENGLISH AS AN ADDITIONAL LANGUAGE COURSE DESIGNATION (E)

Currently, an IEP is required for each student whose first language is not English and whose educational programming is designed to help her or him in making a transition into the English Program. A change in this policy will take effect with the release of the **Manitoba K–12 EAL framework**. With the implementation of the curriculum framework in the 2008–2009 school year, new **EAL Educational Plan (EAP)** and **EAL (E)–Designated Course Planning templates** will be utilized and provided.



For additional information, refer to www.edu.gov.mb.ca/k12/cur/diversity/eal/index.html.

INDIVIDUALIZED PROGRAMMING DESIGNATION (I)

Some students' cognitive disabilities are so severe that they require learning outcomes that are individualized and different than the Manitoba curricular outcomes. These students need appropriate educational programming that is based on highly individualized and functional student-specific outcomes within age-appropriate school and community environments. A team that includes the parent makes the decision to provide individualized programming based on the student's cognitive ability. The student's specific outcomes or goals should be outlined in an IEP. Students receiving an Individualized programming designation in Senior Years do not use Manitoba Education, Citizenship and Youth curricula. Individualized programming often includes vocational and transition planning for life after school. The **Individualized (I)** programming designation is not course-specific but identifies a full year of individualized programming. Students do not receive marks; their progress is documented through the IEP process.



For additional information regarding Individualized (I) programming, refer to *Towards Inclusion: A Handbook for Individualized (I) Programming Designation, Senior Years* at www.edu.gov.mb.ca/k12/specedu/individu/index.html.

CERTIFICATE OF SCHOOL COMPLETION FOR STUDENTS RECEIVING INDIVIDUALIZED PROGRAMMING

In March 2007, Manitoba Education, Citizenship and Youth introduced a certificate of completion for an Individualized Senior Years program, effective in the 2006–07 school year. This certificate recognizes the achievement of students with significant cognitive disabilities who benefit from a highly individualized and functionally appropriate learning experience.

This certificate has been developed to recognize the programming of students who did not follow the provincial curriculum and who would not acquire the credits required to graduate with a provincial diploma. Students who receive a certificate of completion for an Individualized Senior Years program have their educational programming identified through individualized outcomes that are recorded in their IEP and have an **Individualized (I)** programming designation reported on their transcript.



Information guidelines for awarding the certificate are available at www.edu.gov.mb.ca/k12/policy/grad_require.html. **Certificates of completion** can be ordered through the Manitoba Text Book Bureau at www.mtbb.mb.ca/, stock #72501.

Please note: Students can participate in the Modified course designation or Individualized programming designations, but not both.

APPENDIX 2

FACT SHEET

GRADUATION REQUIREMENTS FOR THE SENIOR YEARS ENGLISH PROGRAM

CREDITS	2007-08	2008-09	2009-10 AND BEYOND
Minimum Requirement	28	29	30
Compulsory	15	16	17
Optional	13	13	13

Compulsory Credits		Optional Credits
GRADE 9	CREDITS	13 credits from subject areas such as:
Language Arts (English)	1	• Language Arts (additional courses for credit)
Mathematics	1	• Mathematics (additional courses for credit)
Social Studies	1	• Social Studies (additional courses for credit)
Science	1	• Science** (additional courses for credit)
Physical Education/Health Education	1	• Basic French
TOTAL	5	• Other Languages
GRADE 10	CREDITS	• The Arts: Visual arts, Music, Drama, Dance
Language Arts (English)	1	• Career Development
Mathematics	1	• Technology Education: Technical vocational education, Human ecology, Business and marketing education, Industrial arts/technology education
Social Studies	1	• Others as initiated by the school or student including post-secondary credits (dual credits), Cultural Exploration SIP or Community Service SIP
Science	1	School-initiated courses (SICs) and student-initiated projects (SIPs) may be used to fulfill the graduation requirements within the optional credits to a maximum of 11 and 3, respectively.
Physical Education/Health Education	1	Within the optional subject areas, students must complete one Grade 11 credit and two Grade 12 credits.
TOTAL	5	
GRADE 11	CREDITS	
Language Arts (English)	1	
Mathematics	1	
Social Studies	1	
Physical Education/Health Education	1*	
TOTAL	4	
GRADE 12	CREDITS	
Language Arts (English)	1	
Mathematics	1	
Physical Education/Health Education	1*	
TOTAL	3	

* in 2008-09 and subsequent years.

** At Grades 11 and 12, a variety of optional science courses are available: discipline-based (biology, chemistry and physics), and interdisciplinary or integrated optional science courses.

CHECKLIST

GRADUATION REQUIREMENTS FOR THE SENIOR YEARS ENGLISH PROGRAM

In 2009-10, 30 credits entitle students to a provincial high school diploma.

Note: Put a check mark beside compulsory and optional credits listed below as credit is achieved.

COMPULSORY CREDITS					GRADUATING 2007-08	GRADUATING 2008-09	GRADUATING 2009-10 AND BEYOND
Subject Area	GRADE 9	GRADE 10	GRADE 11	GRADE 12			
Language Arts						4	
Mathematics	✓ check off as credit is achieved					4	
Social Studies						3	
Science						2	
Physical Education/Health Education					2	3	4
COMPULSORY CREDITS SUB-TOTAL:					15	16	17
OPTIONAL CREDITS					GRADUATING 2007-08	GRADUATING 2008-09	GRADUATING 2009-10 AND BEYOND
List courses:	GRADE 9	GRADE 10	GRADE 11*	GRADE 12*			
1.							
2.							
3.	✓ check off as credit is achieved						
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
OPTIONAL CREDITS SUB-TOTAL:						9	
TOTAL PROVINCIAL GRADUATION REQUIREMENTS:					28	29	30

*At least one optional credit must be at the Grade 11 level and two optional credits at the Grade 12 level.

Students should ensure they meet the entrance requirements of the post-secondary education and training, apprenticeship or private vocational opportunity they intend to pursue.

APPENDIX 2

FACT SHEET

GRADUATION REQUIREMENTS FOR THE SENIOR YEARS TECHNOLOGY EDUCATION PROGRAM

CREDITS	2007-08	2008-09	2009-10 AND BEYOND
Minimum Requirement	28	29	30
Compulsory	15	16	17
Optional	13	13	13

Compulsory Credits		Optional Credits
GRADE 9	CREDITS	14 optional credits, 8 to 14 must be from the Technology Education cluster. Other credits can be from subject areas such as: • Language Arts (additional courses for credit) • Mathematics (additional courses for credit) • Social Studies (additional courses for credit) • Science** (additional courses for credit) • Basic French • Other Languages • The Arts: Visual arts, Music, Drama, Dance • Career Development • Technology Education: Technical vocational education, Human ecology, Business and marketing education, Industrial arts/technology education • Others as initiated by the school or student including post-secondary credits (dual credits), Cultural Exploration SIP or Community Service SIP School-initiated courses (SICs) and student-initiated projects (SIPs) may be used to fulfill the graduation requirements within the optional credits to a maximum of 11 and 3, respectively. Within the optional subject areas, students must complete two Grade 11 credits and two Grade 12 credits. TECHNOLOGY EDUCATION CREDITS CLUSTER A minimum of eight to a maximum of 14 approved credits are required from within an approved Senior Years Technology Education Program cluster. In addition, students must fulfill the graduation requirements by completing (0 to 6) credits from the optional category.
Language Arts (English)	1	
Mathematics	1	
Social Studies	1	
Science	1	
Physical Education/Health Education	1	
TOTAL	5	
GRADE 10	CREDITS	
Language Arts (English)	1	
Mathematics	1	
Social Studies	1	
Science	1	
Physical Education/Health Education	1	
TOTAL	5	
GRADE 11	CREDITS	
Language Arts (English)	1	
Mathematics	1	
Physical Education/Health Education	1*	
TOTAL	3	
GRADE 12	CREDITS	
Language Arts (English)	1	
Mathematics	1	
Physical Education/Health Education	1*	
TOTAL	3	

* in 2008-09 and subsequent years.

** At Grades 11 and 12, a variety of optional science courses are available—discipline-based (biology, chemistry, and physics), and interdisciplinary or integrated optional science courses.

CHECKLIST

GRADUATION REQUIREMENTS FOR THE SENIOR YEARS TECHNOLOGY EDUCATION PROGRAM

In 2009-10, 30 credits entitle students to a provincial high school diploma.

Note: Put a check mark beside compulsory and optional credits listed below as credit is achieved.

COMPULSORY CREDITS					GRADUATING 2007-08	GRADUATING 2008-09	GRADUATING 2009-10 AND BEYOND
Subject Area	GRADE 9	GRADE 10	GRADE 11	GRADE 12			
Language Arts						4	
Mathematics	☒ check off as credit is achieved					4	
Social Studies						2	
Science						2	
Physical Education/Health Education					2	3	4
COMPULSORY CREDITS SUB-TOTAL:					14	15	16
TECHNOLOGY PROGRAM CREDITS					GRADUATING 2007-08	GRADUATING 2008-09	GRADUATING 2009-10 AND BEYOND
List courses:	GRADE 9	GRADE 10	GRADE 11*	GRADE 12*			
1.							
2.							
3.							
4. List credits from the approved							
5. Senior Years Technology	☒ check off as credit is achieved						
6. Education Program cluster.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
TECHNOLOGY PROGRAMS CREDITS SUB-TOTAL:					8 to 14		
OPTIONAL CREDITS					GRADUATING 2007-08	GRADUATING 2008-09	GRADUATING 2009-10 AND BEYOND
List courses:	GRADE 9	GRADE 10	GRADE 11*	GRADE 12*			
1.							
2.							
3.							
4.							
5.							
6.							
OPTIONAL CREDITS SUB-TOTAL:					0 to 6		
TOTAL PROVINCIAL GRADUATION REQUIREMENTS:					28	29	30

* At least two optional credits must be at the Grade 11 level and two optional credits at the Grade 12 level.

Students should ensure that they meet the entrance requirements of the post-secondary education and training, apprenticeship, or private vocational opportunity they intend to pursue.



Remember when you knew what you
wanted to be when you grew up?

Need some help this time? Go to this link to view High Demand Occupations:
www.manitoba.ca/tce/lmi/hdo/hdo.html