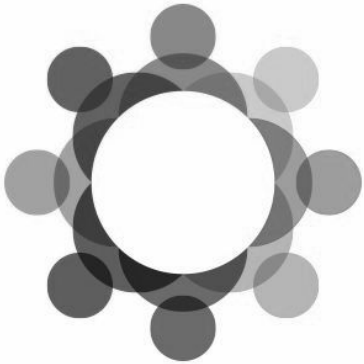


WELCOME to



OUR MISSION



CONNECT



GROW



THRIVE

OUR VISION

To develop strong positive relationships built on collaboration and compassion that will create trust and personal respect for one another.



To create an authentic learning environment that is connected, meaningful, engaging, and relevant.

OUR COMMITMENT

Through our intentional work, every student will have the opportunity to actively participate in school life; find connection and community; encounter new ways of thinking and being in the world; acquire 21st century skills and abilities; and experience rich authentic learning.

FIRST DAY of school is for

GRADE



's

ONLY



NIVERVILLE HIGH SCHOOL



Big Buds

Big Buds

Big Buds

~~bell~~ schedule



AM
9:00 - 12:30

LUNCH
12:30 - 1:20

PM
1:20 - 3:40

LIFE GROUPS

All grade 9 and 10 students at NHS belong to a LIFE group comprised of approximately 15 students and two teacher leaders.

LIFE groups meet from 9:00-10:00 every Wednesday morning for the purpose of:

- L** - Life/Work Inquiry & Planning
- I** - Individualized Goal Setting
- F** - Fostering Community
- E** - Emotional/Social Well-Being



1:1 Technology

Each student at NHS is given a Chromebook when they start Grade 9

The Chromebook is a school resource and Hanover School Division will supply the Chromebooks at no cost to students.

Chromebook 1:1 environment will enhance learning by ...

- creating a personalized student-centred learning environment
- enhancing the curriculum by extending learning opportunities both inside and outside our classrooms
- supporting collaborative inquiry



Sports



Soccer
Volleyball
Basketball
Rugby
Badminton
Track



Clubs

Board Games
Student Leadership
E-Sports
Drama/Musical
SAGA
Student Action
Math
Yearbook



Extra-Curricular Opportunities



CREDIT SYSTEM

Manitoba high school graduation requirement:

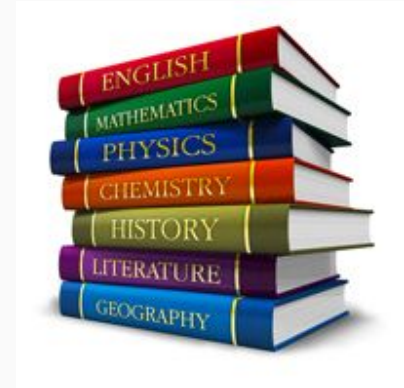
30 CREDITS

- accumulate from grade 9 to grade 12
- mix of compulsory and elective credits



MB REQUIRED CREDITS

English Language Arts	4 credits	Grade 9, 10, 11, 12
Mathematics	4 credits	Grade 9, 10, 11, 12
Physical Education	4 credits	Grade 9, 10, 11, 12
Science	2 credits	Grade 9, 10
Social Studies	1 credit	Grade 9
Geography	1 credit	Grade 10
History of Canada	1 credit	Grade 11



NHS ELECTIVE CREDITS

Academic: Biology, Physics, Chemistry, Psychology, Law, French, Sociology, Computer Science, Cinema as a Witness to Modern History, Global Issues

Arts: Band, Jazz Band, Drama, Art

Commerce: Innovations, Creative Promotions, Retailing, Marketing

Digital Technology: Interactive Digital Media, Digital Pictures, ICT, Web Design, Film/Broadcasting, Photography

Required Courses

Math
Science
ELA
Social Studies
Phys Ed
Keyboarding



Try-a-Trade Courses

Drama
Interactive Digital Media
Business
Art

Optional Courses

French
Reading is Thinking
Band
ICT

An INTERDISCIPLINARY Approach

In grade 9 and 10 the core academic subjects of **English, Social Studies** and **Science** are taught through an interdisciplinary, or cross-curricular, approach.




The learning outcomes in each content area are explored interconnectedly through projects that are based in authentic real world context.

A Focus on the 6C's



Global Competencies

[Global Competencies Document](#)  930 KB

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 within a context. They provide learners with the ability to meet “shifting and ongoing demands of life, work and learning; to be active and responsive in their communities; to understand diverse perspectives; and to act on issues of global significance.” (CMEC)

Global competencies are interdependent, interconnected, expandable, and extendable. They guide the implementation of curricula, providing a common focus and language across disciplines and programs and giving a rich, holistic purpose for learning and teaching.

[Creativity](#) 


[Critical thinking](#) 

[Collaboration](#) 

[Communication](#) 

[Connection to Self](#) 

[Citizenship](#) 

[Global Competencies: More Information](#) 

Manitoba Education and Early Childhood Learning

Global Competencies

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.*

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.

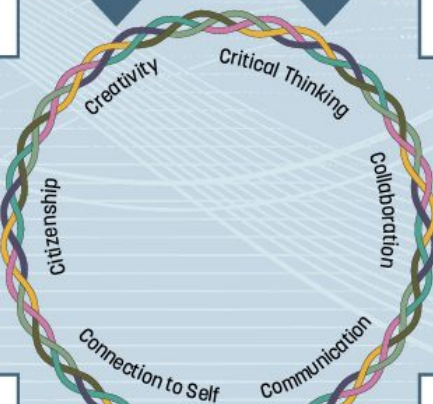
Citizenship involves engaging and working toward a more compassionate and sustainable world through the development and value of relationships with self, others, and the natural world. The competency of citizenship facilitates an understanding of the complex interactions among cultural, ecological, economic, 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.

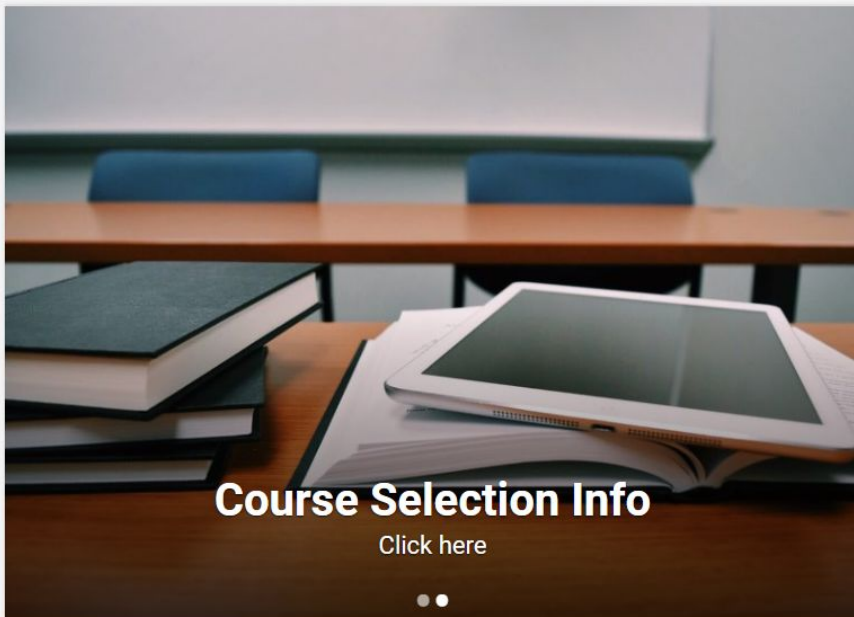
Critical thinking involves the intentional process of analyzing and synthesizing ideas using criteria and evidence, making thoughtful decisions, and reflecting on the outcomes and implications of those decisions. The competency of critical thinking facilitates the in-depth examination of situations, 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.



*Also referred to as *Mno-pimashishw* (Iniwew)/*Mno-Simashishw* (Anishinabemowin)/*hansa ovinu* (denis) *oklaskiya wetchari* *woshe* (oklax)/*minopimashishw* (Anishinabemowin) (Inuktitut) *Mno-pimashishw* (MCHFT), The Good Life refers to living a well-balanced life where all four components of a human are being addressed—emotional, physical, mental, and spiritual.



COVID-19
Updates and Notices



Career Development



Volunteer Info
Click Here



SRSS Health Clinic
Lets Chat!



Daily Announcements

Today's News and Information



Learning Commons

Browse & Reserve Books Online



HSD Parent Portal

Learn more...



Google for Education

Mail, Drive, Classroom

COURSE SELECTION

Planning Document:

Available as an attachment to assist with course options and selection.

Student Course Guide:

Provides credit information and course descriptions - available on the NHS website.

Online Course Selection:

Course selection will be done electronically April . Students will receive a link in their school email.

Questions:

Please contact Deanna Wiebe at dwiebe@hsd.ca or 204-388-9761.



STUDENT CARE TEAM



Kimberley Funk
Principal



Graham Sereda
Vice Principal



Deanna Wiebe
School Counsellor



Raelyn Voulgaris
Learning Support

FOLLOW and CONNECT with NHS!



@nivervillehs



nhs.hsd.ca



Parent Portal



nhs@hsd.ca



204-388-9761