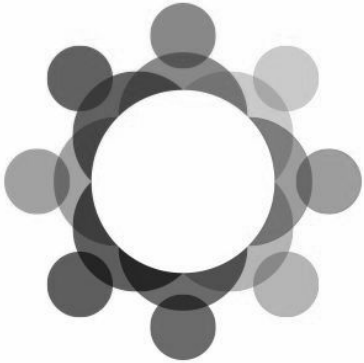


WELCOME to



# 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 9'S ONLY**

A large, stylized number 9 is the central focus. It has a thick white border with a gold inner edge. The interior of the 9 is filled with a vibrant red color and is decorated with a grid of small, glowing yellow lights. The number is positioned between the words 'GRADE' and 'ONLY', with an apostrophe 'S' to its right.

**Wednesday, September 4, 2024**



# ~~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





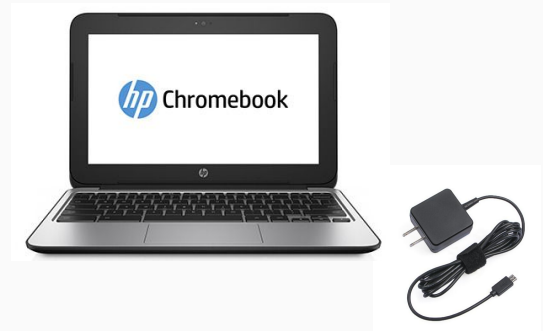
# 1:1 Technology

**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





Many ways to get involved in school life!!

# Sports



Soccer  
Volleyball  
Basketball  
Rugby  
Badminton  
Dragon Boat  
Track  
Hockey



# Clubs

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



# CREDIT SYSTEM

Manitoba high school graduation requirement:

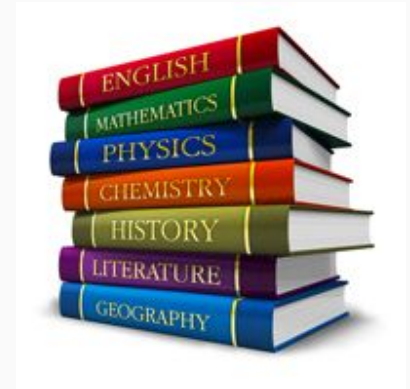
**30 CREDITS**

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



# MB REQUIRED CREDITS

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



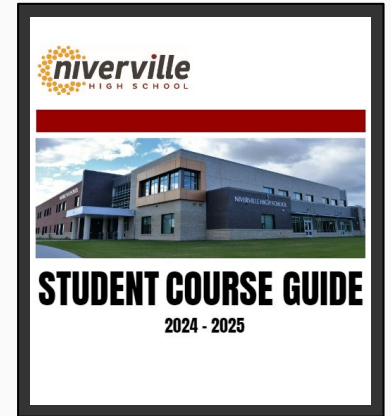
# NHS ELECTIVE CREDITS

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

**Arts:** Band, Jazz Band, Drama, Art, Choir

**Applied Commerce:** Innovations, Creative Promotions, Retailing, Marketing

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



# REQUIRED Grade 9 Courses

Math  
Science  
ELA  
Social Studies  
Phys Ed  
Keyboarding



# Optional Courses

French  
Reading is Thinking  
Band  
Family Studies  
ICT

**Pick three of the following . . .**

Business  
Interactive Digital Media  
Drama  
Music Production  
Art

# Choosing a MATH FOCUS

The learning outcomes will be the same for all math classes. All students will receive the same credit.

In the final term, teachers will shift the focus more intentionally on either the abstract concepts or the practical, daily math skills.



## **Essential Focus:**

Practical concepts - skills for daily living (fractions, decimals, measurement, financial literacy, problem-solving)

## **Applied/PreCalculus Focus:**

Abstract concepts - algebra, graphing, and data analysis  
- high student interest & ability in mathematics



# 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.

- blending subjects into longer blocks of time
- deep, long lasting learning
- real-world context
- experiential learning
- present learning to a public audience
- strong emphasis on the 6C's



# INTERDISCIPLINARY CLASSES

9 Science/Social Studies/ELA

10 Science/Geography/ELA

11 Topics in Science/ELA

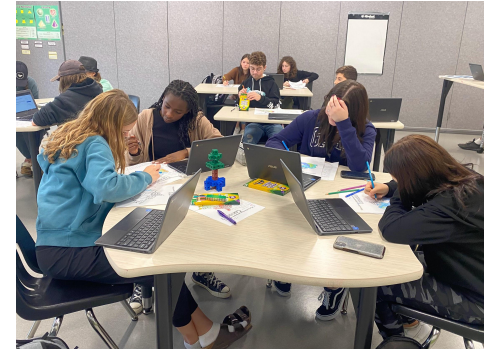
11 Sociology/ELA

11 History/ELA

12 Cinema/ELA

12 Indigenous Studies/ELA

12 Science of Kinesiology/Phys Ed



# INTERDISCIPLINARY

Subjects are taught simultaneously

Full year

The same teacher for these subjects

One classroom

Average class size of 20 - 22 students

PBL is a core teaching strategy

Experiential learning is foundational



# STAND-ALONE

Courses are taught individually

Semesterized

A different teacher for each subject

Different classrooms

Average class size of 26 - 28 students

PBL is used to varying degrees

# A Focus on the 6C's



# 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.

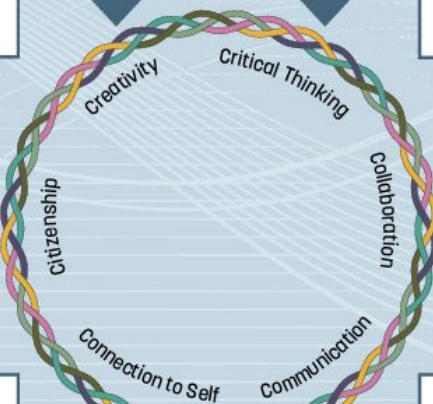
**Citizenship** involves engaging and working toward a more compassionate and sustainable world through the development and value of relationships with self, others, and the natural world. The competency of citizenship facilitates an understanding of the complex interactions among cultural, ecological, 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-pimashiw* (Iniwé)/*Mno-Simashiw* (Anishinabemowin)/*hansa oyo* (Dene)/*oklakya wetchoi* (Washoe) *okokak*/*minopimashiw* (Anishinabemowin) (Inuktitut) *Mvo-pimashiw* (Métis), 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.

# How is my student doing?



## SHOWCASE OF LEARNING



# GATHERING EVIDENCE OF LEARNING

**Triangulation of assessment** is a process by which an educator collects evidence about student learning.

## OBSERVATIONS

- Checklists
- Anecdotal Records
- Pictures
- Videos



## CONVERSATIONS

- Class meetings
- Student Conferences
- Small Group Instruction
- Peer Conversations
- Self-Assessments



## PRODUCTS

- Projects
- Presentations
- Demonstrations
- Portfolios
- Tests/Quizzes
- Performances



By using a variety of data to inform our assessment, we get a more **valid** and **reliable** idea of what the learner knows and what their next steps may be.



**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](mailto: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](https://nhs.hsd.ca)



Parent Portal



[nhs@hsd.ca](mailto:nhs@hsd.ca)



204-388-9761