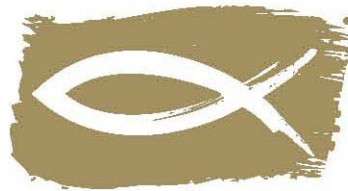


**HOLY REDEEMER  
CATHOLIC JR/SR HIGH SCHOOL**

**SENIOR HIGH  
REGISTRATION HANDBOOK**

**2018-2019**



**HOLY REDEEMER**  
HIGH SCHOOL

# **HOLY REDEEMER CATHOLIC JR/SR HIGH SCHOOL**

## **MISSION STATEMENT**

We will provide an environment in which students have the opportunity to:

- † Maximize their academic achievement**
- † Grow in our Catholic faith and cultivate a Catholic lifestyle**
- † Experience respectful community relationships and fellowship**

**CALLED TO SERVE**

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This document is also available on our website at [www.holyredeemerhigh.ca](http://www.holyredeemerhigh.ca).  
Click on School Documents, select Registration, and Click on Senior Registration Handbook

## A. Considerations for High School Programming

### ➤ COURSE PLACEMENT – Academic Program

The Holy Redeemer High policy on student placement in an academic program states that students should obtain a final grade of at least **65% in grade nine and 60% in grades ten and eleven** in order to register in and complete an academic sequence of courses (for example, Social 10-1, 20-1 and 30-1). **For Math 10C and Science 10, the prerequisite requirement will be 60% in the corresponding grade 9 course. For Math 20-1, the prerequisite will be 70% in Math 10C for entrance into Math 20-1.**

**If a student does not meet the prerequisite final grade, then that student will be placed in an alternate course sequence** (for example, Social 10-2, 20-2 30-2). A decision to move a student to an alternate course sequence is made in the best interest of the student. Generally, course material gets more demanding as the student progresses through grades eleven and twelve. If a student is struggling in a particular course sequence in grade nine or ten, that struggle is likely to intensify as the student moves into the more demanding challenge of preparing for grade twelve diploma exams.

Finally, students must be prepared to examine why they have chosen a particular course sequence. What post-secondary aspirations does the student have? **Is the particular course sequence necessary for the chosen post-secondary path?** Holy Redeemer's mission promotes academic excellence and a desire to prepare students for life after graduation. It is our intention to guide students on a successful path that prepares them to be lifelong learners.

Students wanting to enter a course sequence without the recommended prerequisite(s) must meet with the school Counselor and complete a Parent Request for Student Placement form. **Students should not request to enter more than two courses for which they do not have the recommended prerequisite.**

Also, students who request to move down in a course path (for example, from Science 10 to Science 14) must meet with the school Counselor and complete a Parent Request for Student Placement form. This form must be signed by a parent or guardian before any change will be made.

### ➤ HOMEWORK

Students registered in the academic courses in grade 10 are expected to do 1 to 2 hours home study per school night. Grade 11 students should expect between 1 and 1/2 to 3 hours home study. Grade 12 students require 2 or more hours of home study per school night. Study, review, and reading are also required. Students who consistently do less than this amount of homework generally get disappointing results unless they have low expectations despite their capabilities.

## ➤ COURSE LOAD

<b>Grade</b>	<b><i>Minimum Course Load</i></b>
10	40 credits (no spares)
11	35 credits
12	30 credits (or minimum 105 credits overall)

## ➤ DROPPING COURSES

Students and parents should give careful consideration to course selection. Students are not permitted to drop or add option courses after the first two weeks of the semester and are not permitted to drop or add core courses after the first month of the semester. Course changes should be avoided if at all possible. Dropping and adding courses while the term is in progress is disruptive to continuity. In order to change an option course, students must make an appointment with the school counselor. *To change a core course, students must see the school counselor and complete a course change form with a **parent signature**.*

## ➤ PLANNING FOR POST-SECONDARY STUDIES

It is essential when planning a high school program of studies to be aware of the **entrance requirements of post-secondary institutions**. It is in one's best interest to strive for the broadest spectrum of courses at the highest attainable level in order to keep "as many doors open to the future as possible".

Please refer to the final page of this document for a list of websites for Alberta Post-Secondary Institutions, where entrance requirements for specific courses of study are available.

## **B. THE ALBERTA HIGH SCHOOL DIPLOMA**

In Alberta, most students take three years, Grade 10 through Grade 12, to complete their senior high school program. Each year, students have access to 1000 hours of instruction. Students are required to remain in school up to the age of 16. Students may complete senior high school with an Alberta High School Diploma or a Certificate of Achievement.

**Students are responsible for checking their credit status to ensure that necessary courses and credits will be completed.**

To earn an Alberta High School Diploma, students successfully complete certain courses and earn a minimum of 100 credits. They may however, earn more than 100 credits. Having a full program (timetable) in senior high school allows students to explore a wider variety of courses and develop other interests and abilities that may help them in the future. Of the 100 credits students need to earn a diploma, approximately 50 credits will be earned through courses in required core subjects: English language arts, mathematics, science,

social studies, physical education and career and life management. Students will choose additional core and/or optional courses needed to earn the remaining credits.

The graduation requirements for the Alberta High School Diploma are outlined on the following chart. The courses listed indicate the **minimum level** that students are required to complete to earn a diploma. These requirements are set to ensure students graduate from senior high school with a broad education, but they are not always the same requirements as those needed to enter post-secondary institutions.

**Students should check with the post-secondary institution of their choice to determine the entrance requirements. Check requirements regularly as they may change from year to year.**

<b>ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS (ENGLISH)</b>
The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain an <u>Alberta High School Diploma</u> . The requirements for entry into post-secondary institutions and workplaces may require additional and specific courses.
<b>100 CREDITS including the following:</b>
<b>ENGLISH LANGUAGE ARTS - 30 LEVEL</b> (English Language Arts 30-1 or 30-2)
<b>SOCIAL STUDIES - 30 LEVEL</b> (Social Studies 30-1 or 30-2)
<b>MATHEMATICS - 20 LEVEL</b> (Math 20-1, Math 20-2 or Math 20-3)
<b>SCIENCE - 20 LEVEL ①</b> (Science 20 ②, Science 24, Biology 20, Chemistry 20 or Physics 20)
<b>PHYSICAL EDUCATION 10 (3 CREDITS) ③</b>
<b>CAREER AND LIFE MANAGEMENT (3 CREDITS) ④</b>
<b>10 CREDITS IN ANY COMBINATION FROM:</b>
<ul style="list-style-type: none"> <li>• Career and Technology Studies (CTS)</li> <li>• Fine Arts</li> <li>• Second Languages ⑤</li> <li>• Physical Education 20 and/or 30 ⑥</li> <li>• Locally developed/acquired and locally authorized courses in CTS, fine arts, second languages, Knowledge &amp; Employability occupational courses or IOP occupational courses</li> <li>• Knowledge &amp; Employability courses</li> <li>• Registered Apprenticeship Program courses</li> </ul>
<b>10 CREDITS IN ANY 30-LEVEL COURSE (IN <u>ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE</u>)<sup>7</sup></b>
<ul style="list-style-type: none"> <li>• 30-level Locally Developed/Acquired and Locally Authorized Courses</li> <li>• 3000 Series: Advanced Level in Career and Technology Studies Courses</li> <li>• 30-level Work Experience <sup>8</sup></li> <li>• one 30-level K&amp;E Course</li> <li>• 30-level Registered Apprenticeship Program</li> <li>• 30-level Green Certificate Specialization Courses</li> </ul>

- **Special Projects 30**

**(Diploma Requirements continued)**

- ① The science requirement-Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20-may also be met with the 10-credit combination of Science 14 and Science 10.
- ② Science 20 is not available in Francophone schools.
- ③ See information on exemption from the physical education requirement.
- ④ See information on exemption from the CALM requirement.
- ⑤ Student may earn any number of credits in the study of second languages, but only a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.
- ⑥ Students entering Grade 10 in the 1998-1999 school year and subsequent school years will be able to use Physical Education 20 and/or 30 to meet this 10-credit requirement.
- 7 30-level English or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.
- 8 Student may earn any number of credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

**FURTHER NOTES:**

- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark and the diploma examination mark.
- For more information, students in Francophone programs should consult the Alberta High School Diploma Requirements for French First Language-Francophone.
- Mature students should consult the Mature Students section for applicable requirements.

**Knowledge and Employability and the Certificate of High School Achievement**

The Knowledge and Employability (K&E) program is designed for students whose learning styles, abilities and needs are best met through an integrated, real-life approach to teaching and learning. The courses provide functional and practical, hands-on learning experiences. Students experiencing success in K&E may possibly transfer to the diploma program but must complete the necessary courses in order to obtain an Alberta High School Diploma. This will vary, depending on the point at which the student transfers.

<b>REQUIREMENTS FOR A CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT ①</b>
The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
<b>80 CREDITS ②</b> including the following:
ENGLISH LANGUAGE ARTS 20-2 OR 30-4
MATHEMATICS 10-3 OR 20-4
SCIENCE 14 OR 20-4
SOCIAL STUDIES 10-2 OR 20-4
PHYSICAL EDUCATION 10 (3 CREDITS) ③
CAREER AND LIFE MANAGEMENT (3 CREDITS) ④
<b>5 CREDITS IN ⑤</b>
<ul style="list-style-type: none"> <li>• 30-level Knowledge and Employability Occupational course, or</li> <li>• 30-level Career and Technology Studies (CTS), or</li> <li>• 30-level Locally developed course with an occupational focus</li> </ul>

<p><b>AND</b> <b>5 CREDITS IN</b></p> <ul style="list-style-type: none"> <li>• 30-level Knowledge and Employability Workplace Practicum course, or</li> <li>• 30-level Work Experience course <b>6</b>, or</li> <li>• 30-level Green Certificate course <b>7</b></li> </ul>
<p><b>or</b></p> <p><b>5 CREDITS IN</b></p> <p style="text-align: center;">30-level Registered Apprenticeship Program (RAP) course <b>8</b></p>
<ul style="list-style-type: none"> <li><b>1</b> Students enrolled in senior high IOP as of January 2006 may choose to complete the requirements for the Certificate of High School Achievement or the <a href="#">Certificate of Achievement</a> (Appendix 3).</li> <li><b>2</b> To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course.</li> <li><b>3</b> See information on <a href="#">exemption from the physical education requirement</a>.</li> <li><b>4</b> See information on <a href="#">exemption from the CALM requirement</a>.</li> <li><b>5</b> To transition to the new Certificate of High School Achievement, 36-level IOP Occupational courses may be used in lieu of 30-level Knowledge and Employability Occupational courses.</li> <li><b>6</b> Refer to the <a href="#">Off-campus Education Guide for Administrators, Counsellors and Teachers, 2000</a> for additional information.</li> <li><b>7</b> Refer to the Alberta Education website for additional <a href="#">Green Certificate</a> information.</li> <li><b>8</b> Refer to the <a href="#">Off-campus Education Guide for Administrators, Counsellors and Teachers</a> for additional information.</li> </ul>

## C. PROVINCIAL DIPLOMA EXAMINATIONS

Provincial diploma examinations are a required part of the following courses:

- ✓ · Biology 30
- ✓ · Chemistry 30
- ✓ · English 30-1
- ✓ · English 30-2
- ✓ · Français 30 (Francophone – French first language)
- ✓ · French Language Arts 30
- ✓ · Mathematics 30-1
- ✓ · Mathematics 30-2
- ✓ · Physics 30
- ✓ · Science 30
- ✓ · Social Studies 30-1
- ✓ · Social Studies 30-2

To obtain credits in any one of these 30-level courses, a student must write the appropriate diploma examination. The student also must obtain a final mark of 50% or higher in the course. **The final mark is the average of the school-awarded mark and the diploma examination mark (blended mark).**

Diploma examinations are written at all senior high schools offering the diploma examination courses. Following the administration and marking of the examinations, a student receives a **Results Statement**, which reports the most recent diploma examination mark and the most recent school-awarded mark. Marks shown on the Results Statement may or may not correspond with the marks shown on the official transcript. The transcript reports the highest school-awarded mark, the highest diploma examination mark, and the

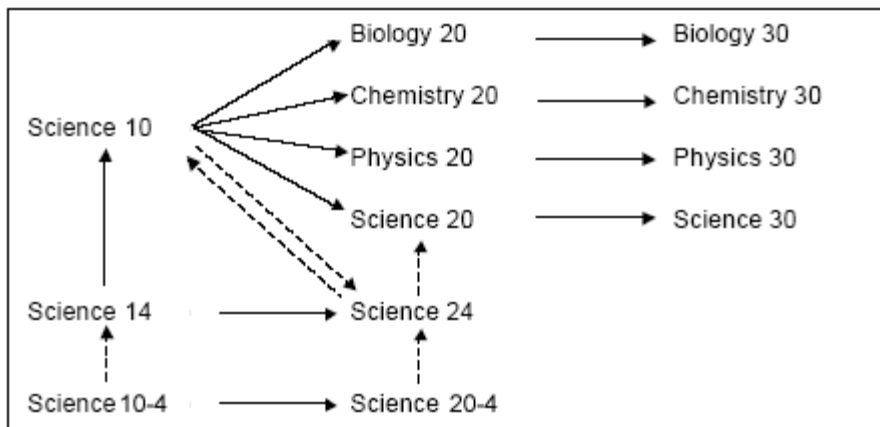
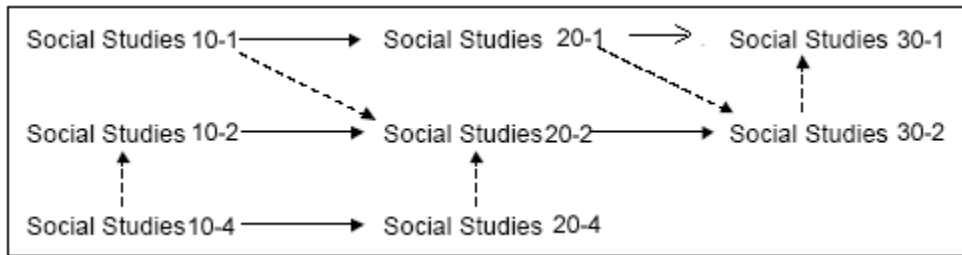
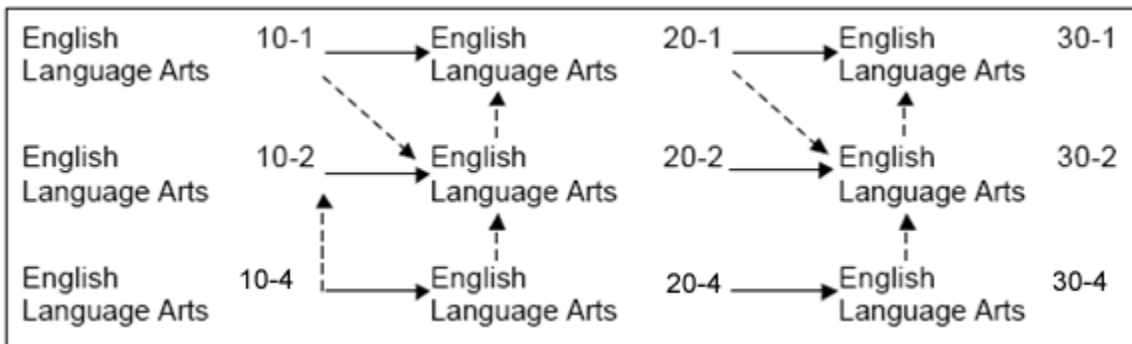


highest final mark within a three-year period. A student may apply to Alberta Learning to have a diploma examination **rescored** or to **rewrite** a diploma examination. There are fees associated with rescoring and rewriting. A student concerned about a school-awarded mark may appeal to the school principal.

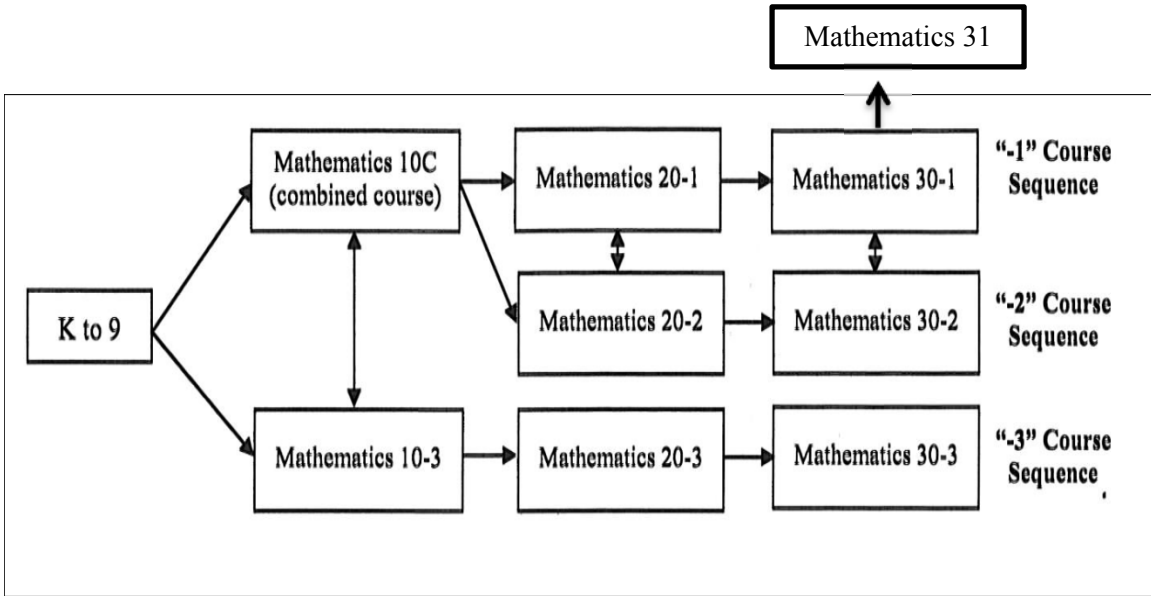
A flyer, entitled *Information for Students Planning to Write Diploma Examinations*, is provided to all grade twelve students. As well, information is available in the *General Information Bulletin, Diploma Examinations Program*. Both the bulletin and the student flyer are available on the Alberta Learning Web site.

#### D. COURSE SEQUENCE AND COURSE TRANSITION GRIDS

- Solid line arrows indicate normal course sequences.
- Dotted line arrows indicate course transitions.



## Course Transition from Pure to Applied Mathematics



### E. RETROACTIVE CREDITS

Students not achieving at least a 50% in a course may repeat the course, or subject to the approval of the Principal take a course in an alternative course sequence.

- ✓ Students who successfully complete the next higher level course in an alternative sequence shall be granted credit for the prerequisite course in that alternative sequence.
- ✓ The following chart presents the only courses toward which retroactive credits may be applied.

### COURSES ELIGIBLE FOR RETROACTIVE CREDITS<sup>1</sup>

Registered Course Reported Fail Semester/School Year A	Alternative Course Passed Semester/School Year: B	Alternative Retroactive Credits Semester/School Year: B
English Language Arts English Language Arts 20-1 English Language Arts 10-1 English Language Arts 10-2	English Language Arts 30-2 English Language Arts 20-2 English Language Arts 20-4	English Language Arts 20-2 English Language Arts 10-2 English Language Arts 10-4
Mathematics Pure Mathematics 10 Pure Mathematics 10 Applied Mathematics 10 Mathematics 14 Mathematics Preparation 10 Pure Mathematics 20 Mathematics 10C Mathematics 10-3 Mathematics 20-1 Mathematics 20-2	Applied Mathematics 20 Mathematics 24 Mathematics 24 Mathematics 20-4 Mathematics 24 Applied Mathematics 30 Mathematics 20-3 Mathematics 20-4 Mathematics 30-2 <sup>2</sup> Mathematics 30-3 <sup>2</sup>	Applied Mathematics 10 Mathematics 14 Mathematics 14 Mathematics 10-4 Mathematics 14 Applied Mathematics 20 Mathematics 10-3 Mathematics 10-4 Mathematics 20-2 Mathematics 20-3
Social Studies Social Studies 10-1 Social Studies 20-1	Social Studies 20-2 Social Studies 30-2	Social Studies 10-2 Social Studies 20-2

Social Studies 10-2	Social Studies 20-4	Social Studies 10-4
Science Science 10 Science 14	Science 24 Science 20-4	Science 14 Science 10-4
<p><sup>1</sup> The references to Semester/School Year "A" and Semester/School Year "B" are to emphasize that sequential registration and instruction are required.</p> <p><sup>2</sup> Mathematics 30-2 and 30-3 will be implemented in 2012.</p>		

A student shall be awarded retroactive credits automatically by Alberta Learning when all of the following criteria are met:

- ✓ The student is registered by the principal in an approved course and receives instruction in the course in Semester "A" or School Year "A".
- ✓ At the end of Semester "A" or School Year "A", the principal reports to the Information Services Branch, that the student has failed in the registered course. A mark of less than 50% must be reported to the Information Services Branch and retroactive credits in the following years.
- ✓ Pursuant to a specific school authority promotion policy, the student is registered, by the principal, in the next higher level course in an alternative sequence in the following Semester "B" or School Year "B".
- ✓ The principal subsequently submits to the Information Services Branch, in the appropriate reporting period for Semester "B" or School Year "B", a pass mark in the higher level alternative course completed.
- ✓ Courses for which retroactive credits have been granted will be recorded as "P" for pass on the student's record and transcript.

## F. CORE COURSES

### ➤ RELIGIOUS STUDIES

#### **Religious Studies 15:LDC1460 (3 credits)**

Religious Studies 15 introduces the student to the basics of Christianity and what it means to be a Christian in today's world. A second component is a study of "A Community Called Church". Through these two units and four possible electives the students are to develop a basic understanding and appreciation for Christianity and the church.

#### **Religious Studies 25:LDC2460 (3 credits)**

Religious Studies 25 begins to explore the foundations of our Christian beliefs through three units: "Basis of Belief", "Scripture", and "Jesus Christ". These three units describe the beliefs of Christianity and the source of those beliefs. Through these three units and four possible electives, students are to develop an understanding and appreciation of Christian beliefs.

**Religious Studies 35:LDC3460 (3 credits)**

Religious Studies 35 challenges students to begin thinking about what it means to be a Christian in the modern world. Through the units "Religious Lifestyle", "Sacraments", and "Christian Lifestyle", students will be challenged to live out their Christian faith in a difficult modern world.

**\*\* Religion 35 MUST be completed for students to participate in HRH graduation ceremonies \*\***

➤ **ENGLISH LANGUAGE ARTS COURSES**

**English 10-1 (ELA1105) (5 credits)**

**English 20-1 (ELA2105) (5 credits)**

**English 30-1 (ELA3105) (5 credits)**

**Pre-requisite: 65% in English LA 9, 60% in English 10-1 and 20-1**

This sequence replaces the former 10, 20, 30 sequence. At this level, students are engaged in a more in-depth study of *text* in terms of increased emphasis on textual analysis. (*Text* refers to works of literature and other texts in oral, print, visual and multimedia forms). Students who aspire to careers that involve the development, production, teaching and study of more complex texts should consider registering in this sequence. Most university courses will require that students have internalized the language writing, reading, viewing and responding skills that are the focus of this ELA sequence.

In terms of student needs, there are expectations which are different from those in the 10-2, 20-2, 30-2 sequence. Students in this program sequence are required to study the essay in its many forms. Students are expected to become proficient in writing a number of different essay types. Students in ELA 10-1 will be expected to master a wide range of literary terms and apply these to their writing. As well, students need to develop an understanding of more complex texts. For example, in General Outcome 2, students have the responsibility to “identify and examine ways in which cultural and societal influences are reflected in a variety of Canadian and International texts.” (Program of Studies for Senior High English Language Arts, Interim 2001).

The culmination of the 10-1; 20-1; 30-1 sequence is the Diploma exam. The exam consists of a Part A (written response) and Part B (multiple choice). Students will be required to create 3 pieces of text on the Part A Written exam; a personal response to literature, a visual response and a piece of persuasive writing. The second of these requires that the student explore an in-depth analysis of various works of literature which have been studied throughout the year. Writing must be focused, coherent, thoughtful and polished. Part B of the exam requires that students carefully consider reading selections and apply knowledge of literary terms when answering the multiple choice questions.

**English 10-2 (ELA1104) (5 credits)**

**English 20-2 (ELA2104) (5 credits)**

**English 30-2 (ELA3104) (5 credits)**

**Pre-requisite: 50% in English LA 10-2 and 20-2**

This sequence replaces the former 13, 23, 33 Sequence. At this level, students are given the opportunity to study text at a variety of different levels of sophistication to meet the needs of a student population that is more diverse in terms of aspirations.

Different student interests and aspirations are reflected in the different degrees of emphasis for text study and creation in the two course sequences. For example, students in ELA 10-2 are *encouraged* to study the essay while students in ELA 10-1 are *required* to study it. By the end of grade twelve, 30-1 students will have demonstrated a proficiency at writing a variety of essay types while 30-2 will have become competent at writing at least one essay type. Conversely, students in ELA 10-2 are *required* to study popular non-fiction while students in 10-1 are *encouraged* to study it.

Whereas students in the 10-1, 20-1, 30-1 sequence are expected to develop an understanding of and appreciation for more complex texts, students in 10-2, 20-2, 30-2 are expected to focus more on developing reading and text study skills. Thus, students in ELA 10-2 are given six additional reading comprehension strategies to learn. Students in each sequence are expected to appreciate, analyze and respond to various genres to different degrees. The degree of sophistication of response expected of the 10-2, 20-2, 30-2 student is different from that expected of the 10-1, 20-1, 30-1 student. This is perhaps why in both ELA 20-1 and 30-1 study of the Shakespearean play is required, whereas in ELA 20-2 and 30-2 the modern play may be substituted for the Shakespearean play.

Like the 30-1 student, the 30-2 student must also write a Part A (written response) and a Part B (multiple choice) Diploma exam. Part A of the exam focuses on shorter, more functional styles of writing. Students are expected to compose well-organized, clear and focused responses. Part B of the exam focuses on the ability to demonstrate reading comprehension skills, such as determining meaning from context. In both parts of the exam, students are expected to incorporate knowledge and skills acquired throughout the year.

## ➤ MATHEMATICS COURSES

### DESIGN OF COURSE SEQUENCES

Each course sequence is designed to provide students with the mathematical understandings, rigor and critical-thinking skills that have been identified for specific post-secondary programs of study and for direct entry into the work force.

#### “-1” Course Sequence

This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that **require the study of calculus**. Topics include algebra and number; measurement; relations and functions; trigonometry; and permutations, combinations and binomial theorem.

#### “-2” Course Sequence

This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that **do not require the study of calculus**. Topics include geometry, measurement, number and logic, logical reasoning, relations and functions, statistics, and probability.

### **“-3” Course Sequence**

This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurement, number, statistics and probability.

#### **Mathematics 10C: (MAT1791) (5 credits)**

**Pre-requisite:** 60% Mathematics 9

This course replaces Math 10 Pure and Math 10 Applied. Students planning on completing the Math 30-1 or Math 30-2 stream must complete this course as a prerequisite. This course provides the algebraic and reasoning skills required for the “-1” and “-2” series: polynomial operations, irrational numbers, operations with exponents, linear relations and functions, area and volume, and introductory trigonometry.

#### **Math 10-3: (MAT1793) (5 credits)**

**No pre-requisites**

This course replaces Math 14. This course series now includes the option of a 30 level math course, Math 30-3. Topics in this course include: SI and Imperial units of measurement, geometry, introductory trigonometry, income and currency, and 2-D and 3-D shapes.

#### **Mathematics 20-1: (MAT2791) (5 credits)**

**Pre-requisite:** 70% or above in Mathematics 10C

First course in the “- 1 series.” Math 20-1 focuses on the following topics: Algebra and Number, Relations and Functions, and Trigonometry.

#### **Mathematics 20-2: (MAT2792) (5 Credits)**

**Pre-requisite:** 60% or above in Mathematics 10C

First course in the “- 2 series.” Math 20-2 focuses on the following topics: Measurement, Geometry, Number Logic, Relations, and Functions and Statistics,

#### **Mathematics 20-3: (MAT2793) (5 Credits)**

**Pre-requisite:** 50% or above in Mathematics 10-3 or  
40% to 49% in Mathematics 10C

First course in the “- 3 series.” Math 20-3 focuses on the following topics: Measurement, Geometry, Number, and Algebra,

#### **Mathematics 30-1: (MAT3791) (5 credits)**

**Pre-requisite:** 60% in Mathematics 20-1

Final course in the *-1 series*. Math 30-1 includes the following topics: Trigonometry, Transforming Functions & Relations, Permutations, Combinations and the Binomial Theorem.

#### **Mathematics 30-2: (MAT3792) (5 credits)**

**Pre-requisite:** 60% in Math 20-2

Final course in the *-2 series*. Math 30-2 includes the following topics: logical reasoning, probability, relations and functions.

**Mathematics 30-3: (MAT3791) (5 credits)**

**Pre-requisite:** 50% in Math 20-3

Final course in the -3 *series*. Math 30-3 includes the following topics: Measurement, geometry, linear relations, statistics and probability.

**Mathematics 31: (MAT3211) (5 credits)**

**Pre-requisite:** 65% in Math 20-1 and enrollment in Math 30-1

For students who are pursuing Mathematics Intensive Post-Secondary Studies. This course is intended to introduce students to the differential and integral calculus of algebraic, trigonometric, exponential and logarithmic functions. There is no diploma exam in this course.

➤ **SCIENCE COURSES**

**Science 10: (SCN1270) (5 credits)**

**Pre-requisite** 60% in Science 9

Science 10 is an integrated academic course that helps students better understand and apply the fundamental concepts and skills that are common to biology, chemistry, physics and earth science. Science 10 is a pre-requisite for the 20 level science courses. Primarily, the focus is qualitative to help students understand the scientific principles behind the natural events they experience and the technology they use in their daily lives. It encourages enthusiasm for the scientific enterprise and develops positive attitudes about science as an interesting human activity with personal meaning. It develops in students the knowledge, skills, and attitudes to help them become capable of, and committed to, setting goals, making informed choices and acting in ways that will improve their own lives and lives in their communities.

**Science 20: (SCN2270) (5 credits)**

**Pre-requisite** 50% in Science 10 or 75% in Science 24

Science 20 consists of four units of study: A. Chemical Changes (Matter, Change and Energy); B. Changes in Motion (Change, Energy and Systems); C. The Changing Earth (Change, Diversity, Energy and Systems); D. Changes in Living Systems (Energy, Equilibrium, Change and Systems). Science 20 builds upon concepts developed in Science 10 and develops concepts that will be necessary to be successful in Science 30.

**Science 30: (SCN3270) (5 credits)**

**Pre-requisite** 50% in Science 20 or Biology 20 or Chemistry 20 or Physics 20

Science 30 consists of four units of study: A. Living Systems Respond to Their Environment (Energy, Equilibrium, Matter and Systems); B. Chemistry and the Environment (Change, Energy, Systems); C. Electromagnetic Energy (Diversity and Energy); D. Energy and the Environment (Energy and Systems). Science 30 builds upon concepts developed in Science 10 and 20. Science 30 is generally listed among the high school courses that may be used to gain entrance into many university degree programs.

**Biology 20: (SCN2231) (5 credits)**

**Pre-requisite:** 60% in Science 10

The major science concepts developed in this course are systems, equilibrium, energy and matter. Diversity and change are subordinate themes that are also addressed. The major concepts allow connections to be drawn between the four units of the course and between all eight units in the two courses in the program.

**Biology 30: (SCN3230) (5 credits)**

**Pre-requisite:** 60% in Biology 20

Biology 30 examines an interesting range of concepts in four interconnected units. Unit one focuses on the mechanisms which control and maintain body functions. The second unit examines human reproduction and development. Cells, chromosomes and the very fascinating study of DNA are explored in the third unit. Unit four investigates genetic change in populations and also looks at the complex systems in which populations exist.

**Chemistry 20: (SCN2242) (5 credits)**

**Pre-requisite:** 60% in Science 10

Matter and chemical change are the themes common to all the units in Chemistry 20. An understanding of the nature of matter and an analysis of its changes is essential for understanding what is happening and for predicting what will happen: control of change is essential for the design of technological systems. The principles of conservation of mass and energy help to predict and explain the changes that occur in a closed system. Chemistry 20 students are developmentally ready to begin defining matter in conceptual terms. Observations that provide evidence to support theories are stressed through experimentation, linking empirical and theoretical knowledge.

**Chemistry 30: (SCN3240) (5 credits)**

**Pre-requisite:** 60% in Chemistry 20

The chemistry 30 program consists of three units. The first unit examines heat energy and thermo-chemical changes. The second unit focuses on electro-chemical reactions and redox equations. Equilibrium and acid-base reactions are explored in unit three. All units are supported by laboratory investigations.

**Physics 20: (SCN2261) (5 credits)**

**Pre-requisite:** 60% in Science 10 and Math 10P

There are four units of study in this course:

1. Kinematics – this is the study of how things move.
2. Dynamics – the study of why things move it also deals mainly with Newton's Laws of Motion.
3. Circular Motion, Work and Energy – deals mainly with motion and energy transformations.
4. Oscillatory Motion and Mechanical Waves – the study of periodic and Simple Harmonic Motion.

**Physics 30: (SCN3260) (5 credits)**

**Pre-requisite:** 60% in Physics 20 and Math 20P

Physics 30 students will investigate 4 areas of study: (1) Conservation of energy and momentum in a closed system. (2) Electric and Magnetic Forces and Fields. (3) Electromagnetic Radiation (4) Atomic Physics. This course is designed for a student who is serious about the study of Physics.

**Science 14: (SCN1405) (5 credits)**

This generic program allows students to meet the credit requirements in science for an Alberta High School Diploma and also provides opportunities for transfer into the academic program. The focus is on helping students understand the scientific principles behind the natural events they experience and the technology they use in their lives. The four topics covered are: Investigating Properties of Matter, Understanding Energy Transfer Technologies, Investigating Matter and Energy in Living Systems and Investigating Matter and Energy in the Environment.



**Science 24: (SCN2405) (5 credits)**

**Pre-requisite:** 50% in Science 14

This generic program allows students to meet the credit requirements in science for an Alberta High School Diploma and also provides opportunities for transfer into the academic program. The focus is on helping students understand the scientific principles behind the natural events they experience and the technology they use in their lives. The four topics covered are: Applications of Matter and Chemical Change, Understanding Common Energy Conversion Systems, Disease Defense and Human Health and Motion, Change and Transportation Safety.

➤ **SOCIAL STUDIES COURSES**

**Social Studies 10-1: (SST1150) (5 credits)**

**Pre-requisite:** 65% in Social Studies 9

Students will explore multiple perspectives on the origins of globalization and the local, national and international impacts of globalization on lands, cultures, economies, human rights and quality of life. Students will examine the relationships among globalization, citizenship and identity to enhance skills for citizenship in a globalizing world. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and throughout the world, including the impact on Aboriginal and Francophone communities. Assignments and activities include essays, role-plays, current events analyses and research projects.

**Social Studies 20-1: (SST2150) (5 credits)**

**Pre-requisite:** 60% in Social Studies 10-1

Students will explore the complexities of nationalism in Canadian and international contexts. They will study the origins of nationalism and the influence of nationalism on regional, international and global relations. The infusion of multiple perspectives will allow students to develop understandings of nationalism and how nationalism contributes to the citizenship and identities of peoples in Canada. Assignments and activities include essays, journals and debates.

**Social Studies 30-1: (SST3150) (5 credits)**

**Pre-requisite:** 60% in Social Studies 20-1

Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues. Students are expected to have an internalized understanding of these events and issues and be able to employ a sophisticated writing style to written responses.

**Social Studies 10-2: (SST1151) (5 credits)**

**No pre-requisite required.**

Students examine some of the forces and factors that have shaped Canada and developed its unique identity. Students gain an understanding of the rights and responsibilities of citizenship. This includes an examination of identity, citizenship, participation in politics and society, sovereignty and rights and responsibilities.

**Social Studies 20-2: (SST2151) (5 credits)**

**Pre-requisite: 50% in Social Studies 10-2**

Students will examine historical and contemporary understandings of nationalism in Canada and the world. They will explore the origins of nationalism as well as the impacts of nationalism on individuals and communities in Canada and other locations. Examples of nationalism, ultranationalism, supranationalism and internationalism will be examined from multiple perspectives. Students will develop personal and civic responses to emergent issues related to nationalism. There is greater emphasis on skill acquisition in SS20-2 than there is in SS20-1. Assignments and activities include essays, role plays, journals, debates and seminars.

**Social Studies 30-2: (SST3151) (5 credits)**

**Pre-requisite: 50% in Social Studies 20-2**

Students will examine the origins, values and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the viability of the values of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues. Assignments and activities include essays, role plays, journals, debates and seminars.

**G. NON-CORE COURSES**

➤ **CAREER AND LIFE MANAGEMENT**

**CALM 20:(PED0770)/HCS3000 (4 credits)**

CALM - The themes covered in this course include self-management, well-being, relationships, careers and the world at work, independent living, and another elective theme.

HCS3000 – is a job safety course and a pre-requisite to Work Experience and RAP.

**\*\* Successful completion of CALM 20 is part of the minimum high school diploma requirements \*\***

➤ **CAREER AND TECHNOLOGY STUDIES**

Career and Technology Studies form an essential component of the Alberta Diploma. Students are required to complete 10 credits in CTS, Fine Arts and/or Second Languages. In our registration process, students are encouraged to complete this requirement in grade 10. It is strongly recommended that students who are in a non-academic stream begin to specialize in one or two CTS strands in grade 10 and carry these through to the advanced level by grade 12. CTS modules can be used to fulfill the diploma requirement of 10 credits at the grade 12 level in courses other than English and Social Studies. (1000 level CTS modules ~ Grade 10; 2000 level CTS module ~ Grade 11; and 3000 level CTS module ~ Grade 12)

For the 2012/2013 school year, the following strands will be offered. For a listing and description of the modules available within these strands see the CTS course descriptions on the Alberta Education website.

## Strands:

**Urban Agriculture Arts:** Learn about basic gardening and landscaping techniques.

Harvest and process your own food.

AGR1050 – Plant Propagation

AGR1055 - Gardening

AGR1060 – Landscaping 1

AGR1100 – Agriculture Technology

AGR1150 – Greenhouse Nursery Crops

AGR2060 – Landscaping 2

AGR2095 – Indoor plants

AGR2100 – Protective Enclosures

AGR2120 – Soils Management 1

AGR2130 – Integrated Pest Management

AGR2150 – Greenhouse/Nursery Crops 2

AGR3060 – Landscaping 3

AGR3120 – Soils Management 3

AGR3150 – Greenhouse/Nursery Crops 3

**Animation/Web Design:** Flash Animation and Flash programming using Action Script, Web Page Design with Dreamweaver.

COM1035 - Graphic Tools

COM1055 - Web Design 1

COM1145 - Animation 1

COM1255 - E-Learning & Management Sys

COM1910 - COM Project A

COM2045 - Vector Graphics 1

COM2055 - Web Design 2

COM2145 - Animation 2

COM2175 - Interactive Presentation

COM2910 - COM Project B

COM2920 - COM Project C

COM3045 - Vector Graphics 2

COM3055 - Rich Media - Basics

COM3065 - Rich Media - Programming

COM3075 - Cascading Style Sheets

COM3145 - Animation 3

COM3155 - Digital – Advertising Campaign

COM3910 - COM Project D

COM3920 - COM Project E

**Film and Video Production:** Techniques used in movie and television industries. Directing, storyboarding, light, field of view, sound and video editing, and digital composition.

COM1005 – Visual Composition

COM1105 – Audio/Visual

COM1910 – Com Project A

COM2105 – AV Preproduction 1

COM2115 – AV Production 1

COM2125 – AV Postproduction 1

COM2910 – Com Project B

COM2920 – Com Project C

COM3105 – Preproduction 2

COM3115 – AV Production 2

COM3125 – AV Postproduction 2

COM3910 – Com Project D

COM3920 – Com Project E

**Information Processing:** keyboarding, word processing, spreadsheets, databases, desktop publishing, hypermedia tools, programming, document layout & production.

INF1030 - Word Processing 1

INF1050 - Database 1

INF1060 - Spreadsheet 1

INF1070 - Digital Presentation

INF1910 - INF Project A

INF2020 - Keyboarding

INF2050 - Word Processing 2

INF2070 - Database 2

INF2080 - Spreadsheet 2

INF2090 - Correspondence

INF2100 -Reports

INF2910 - INF Project B

INF2920 - INF Project C

INF3060 - Word Processing 3

INF3095 - Productivity Software Integration

**Photography: principles of digital cameras and software manipulation**

COM1205 - Photography – Intro

COM1215 - Photography – Exposure

COM1275 - Photography – Digital Pro 1

COM1910 - COM Project A

COM2205 - Photography - Composition

COM2215 –Photography – Communication

COM2225-Photography – Special Effect

COM2235-Photographic - Lenses

COM2910 - COM Project B

COM2920 - COM Project C

COM3225 – Photography - Color

COM3205 – Photography - Lighting

COM3235: Photography - B/W Digital Techniques

COM3245: Photography - Outdoor  
COM3910: COM Project D

### **Programming Video Games**

This course emphasizes students as builders of video games as opposed to players of video games. Through the construction of video games, students will incorporate problem-solving skills and critical thinking. This course will allow students to quickly and easily learn how to use some of the capabilities of Object based programming. Students will learn how to move Sprites (people, animals, objects, etc.), how to incorporate sounds, change colors, control actions with the mouse or the keyboard, how to design their own Sprites, debug and incorporate algorithms.

CSE1010: Computer Science 1

CSE2010: Computer Science 2

CSE1110: Structured Programming 1

CSE1120 Structured Programming

CSE1910: CSE Project A

CSE2910: CSE Project B

### **Robotics: Level 1**

This course is created for students that are interested Engineering and Structural Design. Students will work in teams that will design, build and programming basic robotic code; applying knowledge obtained through the course and research.

DES 1020 – The Design Process

ELT 1130 – Robotics 1

ELT 2140 – Robotics 2

### **Robotics: Level 2**

This Advanced course is for students that have completed Introductory Robotics, and have demonstrated excellence and ambition for robotics. In this course, students will be working in teams and will design, present their design, and build custom robots. This course also emphasizes on advanced programming of autonomous robotics.

CSE 1110 - Structures Programming 1

CSE 1240 - Robotics Programming 1

DES 1910 – DES Project A

**Cosmetology:** principles and practice of hair care, skin care and manicuring.

COS1010 - Personal & Professional Practices

EST2075 - Manicuring 3 – Client Services

EST2090 - Nail Art

COS1020 - Long hair Design 1

EST2910 - EST Project B

COS1910 - COS Project A

EST2929 - EST Project C

COS2010 - Long Hair Design 2

EST3010 - Spa Awareness

COS2910 - COS Project B

EST3040 - Hair Removal

COS2920 - COS Project C

EST3045 - Hair Removal – Client Services

COS3000 - The Science of Cosmetology

EST3070 - Pedicuring

COS3010 - Professional Relationships

EST3075 - Manicuring & Pedicuring – Client Services

COS3020 - Long Hair Design 3

EST3090 - Nail Enhancement – Gel

COS3910 - COS Project D

EST3910 - EST Project D

COS3920 - COS Project E

EST1060 – Skin Care Practices

EST3920 - EST Project E

EST1070 - Manicuring 1

EST1910 - EST Project A

EST2070 - Manicuring 2

Any student wishing to continue with this field will be recommended to a local salon for hands on work experience. Only serious, responsible students will be allowed this option.

**Fashion Studies:** clothing and textiles

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| FAS1000 - Fashion Illustration 1      | FAS2130 - Construction Fundamentals 2 |
| FAS1010 - Fashion Dynamics            | FAS2160 - Creating Accessories 2      |
| FAS1020 - Textiles and Their Care     | FAS2170 - Digital Embroidery Tools 2  |
| FAS1030 - Sewing Fundamentals         | FAS218 - Creative Costuming           |
| FAS1050 - Redesign, Recycle & Restore | FAS2190 - Textile Arts 2              |
| FAS1060 - Creating Accessories 1      | FAS3000 - Fashion Illustration 3      |
| FAS1130 - Construction Fundamentals 1 | FAS3040 - Contemporary Tailoring      |
| FAS1170 - Digital Embroidery Tools 1  | FAS3080 - Cultural Fashions           |
| FAS1190 - Textile Art 1               | FAS3090 - Specialty Fabrics II        |
| FAS2000 - Fashion Illustration 2      | FAS3120 - Wearable Art                |
| FAS2080 - Active wear                 | FAS3130 - Construction Fundamentals 3 |
| FAS2090 - Specialty Fabrics           | FAS3170 - Digital Embroidery Tools 3  |
| FAS2100 - Sewing for Others           | FAS3180 - Theatrical Costuming        |
| FAS2110 - Creative Home Décor         | FAS3190 - Textile Arts 3              |
| FAS2120 - Surface Embellishment       | FAS3200 - Outdoor Clothing            |

**Food Studies:** nutrition, food preparation and presentation, food industry management, and food of various nations.

- |                                   |                                    |
|-----------------------------------|------------------------------------|
| FOD1010 - Food Basics             | FOD2140 - Rush Hour Cuisine        |
| FOD1020 - Contemporary Baking     | FOD2170 - International Cuisine    |
| FOD1030 - Snacks and Appetizers   | FOD3010 - Food for the Life Stages |
| FOD2030 - Food Decisions & Health | FOD3020 - Nutrition & Digestion    |
| FOD2040 - Cake and Pastry         | FOD3030 - Creative Baking          |
| FOD2060 - Milk Products & Eggs    | FOD3070 - Short Order Cooking      |
| FOD2080 - Vegetables & Fruits     | FOD3100 - Entertaining with Food   |
| FOD2120 - Meal Planning 2         | FOD3160 - Regional Cuisine         |

**Fitness/Conditioning**

The strength and conditioning course will target the major components to overall health, Muscular Fitness, Nutrition, Injury Prevention and Cardiovascular Fitness. Students will learn the proper techniques involved in strength training and conditioning exercises (both aerobic and anaerobic) to maximize progress and minimize injury. Most of the course will be spent in a practical environment but there will also be a classroom component. In this component students will be introduced to anatomy, exercise theory, leadership. Injury prevention and nutrition. By the end of this course, students will be required to create a personalized fitness program to address their specific fitness goals. In addition, students must research various methods of fitness training and present a report to their class. This course is meant to be an introduction to these aspects of fitness and not a comprehensive look at the theory and practice of exercise physiology. **Students wishing to take this course should not have any serious health issues.** This course is targeted at the grades 10-12.

- |   |  |
|---|--|
| REC 1040 – Foundations for Training 1       | REC 2060 – Leadership in Rec and Sport |
| REC 1910 – Project A                        | REC 2910 – REC Project B               |
| REC 2010 – Nutrition for Activities & Sport | REC 2920 – REC Project C               |
| REC 2040 – Foundations for Training 2       | REC 3040 – Training and Conditioning 3 |

REC 3010 - Human Movement  
REC 3080 – Resistance Training Leadership  
HSS 1010 – Health Services Foundations

HCS 1050 – Musculoskeletal System  
HCS 1080 – Cardiovascular System

### **Industrial Arts**

Students develop skills in the use of tools and materials used in construction processes. Safely transform common wood materials into useful products.

CON1010: Construction Tools and Materials  
CON1070: Building Construction  
CON1120: Product Management

### **Sports Performance/Medicine**

The Sports Medicine Program offers a foundation for those students who are interested in careers such as Athletic Therapy, Physiotherapy, Occupational Therapy, Sports Medicine, Physician, Kinesiology, Pro Athlete/Coach, Firefighter, Paramedic (EMR/EMT), Fitness Instructor, Massage Therapy or any other of the many Medical and Sport Sciences. Students will have the opportunity learn in depth human anatomy, an introductions to biomechanical movements, to develop training programs, taping and wrapping skills, athletic injury assessment, use of heat and cold modalities, recordkeeping and experience as an athletic trainer.

REC 1020 – Injury Management 1  
REC 1030 – Tech Foundations for Injury  
REC 1050 – Sports Psychology 1  
HCS 1050 - Musculoskeletal System  
HCS 1080 - Cardiovascular System  
HSS 1010 - Health Services Foundations  
REC 2020 - Injury Management 2

REC 2050 – Sports Psychology 2  
REC 2070 – Ever Active Aging Leadership  
REC 3010 – Human Movement  
REC 3020 – Injury Management 3  
REC 3050 – Sports Psychology 3

### **Sports Performance 10**

This course sequence allows students the opportunity to develop their physical and tactical abilities in all areas of sport through multifunctional training and skill improvement. Students will focus on developing individual's skill set and strengths in a sport specific environment. This course will also provide students the tools needed to become an all-around athlete by learning proper nutrition, how to engage in sport specific strength training and program development. Sports Performance 10 is only recommended for competitive athletes.

HSS 1020

REC2950

REC3140

## **➤ FINE ARTS**

### **Art 10: (FNA1400) (3 or 5 credits)**

This course deals with aspects of design, drawing, painting, color, sculpture and printmaking. Students will receive some instruction in Art History and will also develop their own style.

**Art 20: (FNA2400) (3 or 5 credits)**

This course is a further refinement of aspects of design, drawing, painting, color, sculpture and cartooning. Students will receive some instruction in Art History and will also develop their own style.

**Art 30: (FNA3400) (5 credits)**

In this course skills are further refined and developed with an emphasis on developing a portfolio that reflects personal style.

**Drama 10: (FNA1410) (3 or 5 credits)**

Drama 10 is designed for students with a strong interest in drama. This course is an introduction to theatre arts, and through it students will acquire a greater knowledge of self and others as well as developing their dramatic skills. Drama 10 includes units in movement, speech, improvisation, and theatre history. Students registering in the course should be able to work well in groups, be self-disciplined, and have conscientious work habits. Students will work with other class members in both rehearsed and spontaneous presentations. No prerequisite.

**Drama 20: (FNA2410) (3 or 5 credits)**

Drama 20 is a course designed for those students who have been successful in Drama 10 and who wish to pursue the study of theatre arts in greater depth and with increased dedication. The major emphasis in this course is the study of acting styles and techniques of character analysis. Other areas covered include script analysis, theatrical design, and playwriting. Students are expected to be self-motivated. Prerequisite: 50% in Drama 10 (3 or 5 credits).

**Drama 30: (FNA3410) (3 or 5 credits)**

Drama 30 will include an intensive study of the theatre experience from the perspective of the actor, director, playwright, theatre critic, and designer. Students will explore the theatrical disciplines in greater depth and with a high expectation for excellence. Prerequisite: 50% in Drama 20 (3 or 5 credits).

**Technical Theatre 15, 25, 35: (LDC 1987) (3 credits)**

Technical Theatre is course designed for students interested in the backstage and design elements in preparing for a major production. Students will examine the script for the upcoming fall production and are in charge of preparing the set, props, costuming, lighting, and sound, special effects, and administration production aspects for the play. Technical Theatre 15 has no prerequisite; students require 50% in Technical Theatre 15 to enroll in Technical Theatre 25; students require 50% in Technical Theatre 25 to enroll in Technical Theatre 35.

**Film Studies 20: Meaning in Film: (LDC0025) (3 credits)**

Film Studies examines a variety of films from an analytical point of view. Students will study genres, the art of filmmaking, and the acting and directorial process. The genres studied include animation, teen comedy, suspense, horror, drama, documentary, and

musicals. Students will communicate their thoughts through written reviews and open discussion. No prerequisite.

**Advanced Acting 15, 25, 35:**

Advanced Acting provides a continuum of theater experiences that moves well beyond the introductory or exploratory activities outlined in Drama, 10, 20, and 30. Advanced Acting expands the specific skills related to performance, and is designed to extend the foundation skills outlined in Drama 10, 20, 30. The major difference between Drama 10, 20, 30 and Advanced Acting 15, 25, 35 is that all the learning objectives will be achieved through production experiences. Students must be enrolled or already have credits in Drama 10 to enroll in Advanced Acting 15.

**General Music 10/20/30:** (FNA1424/FNA2424/FNA3424) (3 credits)

These courses will revolve around three main aspects: creation/writing, performing/rehearsing, recording/engineering. We will touch on the basics of music theory in the areas of notation, scales, bars and meter. We will also look at the more advanced practices of syncopation, dynamics, ghost notes and off beats. Students will also be spending time in the computer lab using Pro-Tools advanced software that allows us to professionally enhance and engineer our recordings.

All students will learn the basics of reading music as “TAB” reading is very limiting.

**\*\* General knowledge of an instrument is a must \*\***

**Choral Music 10/20/30:** (FNA1420/FNA2420/FNA3420) (3/5 credits)

The choral music program seeks to develop musical competency and strives for excellence within the limits of the student’s capabilities. We study the areas of rhythm, melody, harmony, form and expression by singing pieces from varied musical genres. (Musical theater, Broadway show tunes, gospel, jazz, country, rock etc.)

Concepts are taught through student participation in the many varied projects such as musical theater, solos, duets etc.

**Instrumental Music 10/20/30:** (FNA1425/FNA2425/FNA3425)(3/5 credits)

The instrumental music program helps the student become a better musician and deepen their understanding of music. They will listen to others, read music and interpret or perform music to communicate thoughts and feelings. They will see how musical skills are developed, appreciate great musicians and see how the elements of music are put together to create masterpieces.



## PHYSICAL EDUCATION

The aim of Physical Education is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. The four general outcomes upon which the Physical Education Program is based, are: (A) Activity: Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment such as aquatics or outdoor pursuits. (B) Health Benefits: Students will understand, experience and appreciate the health benefits that result from physical activity. (C) Cooperation: Students will interact positively with others. (D) Do It Daily for Life: Students will assume responsibility to lead an active way of life. The general outcomes are interrelated and interdependent. Each is to be achieved through a variety of physical activities identified in general outcome A. Students must have the opportunity for participation in each of the activity dimensions.

### **Physical Education 10: (PED1445) (3/5 credits)**

**Required** – 80%: (1) Aquatics (2) Dance (3) Fitness (4) Games A and B (5) Gymnastics (6) Individual Activities (7) Outdoor Pursuits.

**Elective** – 20%: The 20% elective time can be used for remediation or enrichment of the required program content.

**\*\* Successful completion of PE 10 is part of  
the minimum high school diploma requirements \*\***

### **Physical Education 20: (PED2445) (3/5 credits)**

**Pre-requisite:** 50% in Phys. Ed. 10

**Required** - 70%: (1) Fitness (2) A minimum of three other dimensions: games, dance, aquatics, gymnastics, individual activities, outdoor pursuits.

**Elective** - 30%: (1) The 30% elective time can be applied to an extension of the required component. (2) The 30% elective time can be applied to one or more of the remaining dimensions not used to make up the 70% required component. (3) Instruction may include special emphasis on such areas as: contemporary issues, officiating, leadership, history, sports medicine, anatomy, kinesiology, etc.

### **Physical Education 30: (PED3445) (3/5 credits)**

**Pre-requisite:** 50% in Phys. Ed. 20

**Required** - 70%: (1) Fitness (2) A minimum of two other dimensions: games, dance, aquatics, gymnastics, individual activities, outdoor pursuits.

**Elective** - 30%: (1) The 30% elective time can be applied to an extension of the required component. (2) The 30% elective time can be applied to one or more of the remaining dimensions not used to make up the 70% required component. (3) Instruction may include special emphasis on such areas as: contemporary issues, officiating, leadership, history, sports medicine, anatomy, kinesiology, etc.

## ➤ SECOND LANGUAGES

### **French 10: (FSL1301) (5 credits)**

This course focuses on the development of functional use of the French Language in both social and academic settings. As in any language program, language skill development - reading, writing, speaking, listening - is pursued at this grade level to enhance progressively the student's ability to communicate effectively in the French language. Students continuing with the six year and/or the nine year programs in French in senior high should register in French 10.

### **French 20: (FSL2301) (5 credits)**

**Pre-requisite: 60% in French 10**

Provides further development of the basic communications skills. Includes learning the future tense and the passe compose and imparfait past tenses, along with some review of the present tense. Emphasis is placed on the conversational approach.

### **French 30: (FSL3301) (5 credits)**

**Pre-requisite: 60% in French 20**

Provides further development of the basic communication skills to the University entrance level. Includes reflexive verbs in simple and compound tenses, and the conditional and the subjunctive.

## ➤ OTHER SCIENCES: PSYCHOLOGY & FORENSICS

### **Personal Psychology 20: (SSN2171) (3 credits)**

The objectives in psychology are to develop within the student the skills and understandings that make it possible for more effective living in a complex environment. The student's attention will be focused on the scientific approach to understanding human behaviour so that he or she may appreciate more fully the reasons that underlie human responses and actions.

### **Forensic Science 25 (LDC2754) (3 credits)**

The study of scientific concepts and technologies related to solving crime. Students will begin by acquiring the knowledge of basic scientific concepts that apply to forensic science. These scientific principles will then be applied and authenticated through the discussion of realistic scenarios and by engaging in concrete learning activities such as notes, worksheets, laboratory experiments, library/internet research assignments, group mystery projects and the exploration of case study examples.

➤ **ADDITIONAL FEES**

In order to offset some of the costs of operating certain resource intensive strands within the CTS program, the following fee structure has been implemented:

<b>Art 10/20/30</b>	<b>\$ 20.00 per 3 credit time block</b>
<b>Food Studies:</b>	<b>\$ 45.00 - \$75.00 per 3 credit time block</b>
<b>Cosmetology:</b>	<b>\$ 35.00 - \$75.00 per 3 credit time block</b>
<b>Physical Education 10/20/30</b>	<b>\$ 50.00 to \$150.00 depending on activities</b>
<b>Distance Education</b>	<b>\$3.00/credit</b>
<b>Fashion Studies</b>	<b>\$25.00 plus cost per project</b>

Other strands may have costs associated with specialized student workbooks, activities or fieldtrips. These will be indicated at the beginning of the class by the classroom teacher.

➤ **DISTANCE EDUCATION PROGRAM**

Students may register in Distance Education courses in order to:

- a) solve timetable conflicts for core courses or;
- b) supplement their options for complementary courses.

Please see the Distance Education Coordinator for a copy of the ADLC registration guide.

➤ **WORK EXPERIENCE**

**Work Experience 15 (OTH1998) (3 - 10 credits)**

**Work Experience 25 (OTH2998) (3 - 10 credits)**

**Work Experience 35 (OTH3998) (3 - 10 credits)**

The course allows students to explore career opportunities within our business community. Students receive instruction on job search techniques, filling out application forms, preparing for an interview, and writing personal resumes. Students are then placed at job sites in which a variety of skills may be developed according to their capacity. Students who complete 75 hours within the program receive 3 credits, or 125 hours for 5 credits.

## ➤ REGISTERED APPRENTICESHIP PROGRAM

Alberta's innovative Registered Apprenticeship Program (RAP) allows full-time high school students to begin an apprenticeship training program as early as grade 10, earning credit toward both a high school diploma and an apprenticeship program at the same time. How? Through a flexible partnership among the RAP apprentice, the employer and the school. The differences in RAP make the program especially attractive to employers interested in training part-time apprentices. Hours of work are decided together by the employer, the RAP apprentice and the school. They can be quite flexible. Options include:

- working as a RAP apprentice one semester, attending school the next
- working mornings as a RAP apprentice, going to school afternoons, or vice versa
- working as a RAP apprentice in the summer, on holidays and weekends, and attending school during the regular term
- working as a RAP apprentice one or two days a week, going to school on other days.

RAP apprentices are paid at least minimum wage. Until they leave high school, they work part-time because they are still full-time high school students. Their apprenticeship technical training is normally delayed until after high school.

### **GREEN CERTIFICATE**

### ***cultivate/nurture/produce***

#### Apprenticeship-style Agriculture Training

#### What is the Green Certificate Training Program?

It is an apprenticeship-style training program serving the agriculture industry. Students must be enrolled in grades 10, 11 or 12 and must be at least 15 years of age. Students can earn up to 16 credits in this program including 250 hours of work experience.

#### Are you interested? Here is what you have to do:

1. Contact Mrs. Tobin to express your interest.
2. Locate a suitable trainer. Trainers must have the skills and knowledge to help trainees complete all of the required tasks in the course. Secondary trainers can teach specialized skills.
3. Complete AGR 3000(1) and HCS 3000(1).
4. \$960 + GST paid by the school to enroll in Green Certificate. Students pay a \$500 deposit which is refundable in full upon successful completion of the Green Certificate.
5. Attend an induction meeting with parents, trainer, the school representative and the district representative to review the key points of the current skill level.

6. At the meeting, receive all materials required for the course and complete registration and Workman's compensation forms.
7. Apprenticeship begins once the training period is selected.(X, Y or Z)
8. Students keep a log of hours spent in training.
9. Trainer checks off the skills as they are mastered.
10. Trainer conducts farm tests.
11. Trainee attends regional certification testing where 5 random skills are chosen for testing.
12. The tester submits the results to the supervising teacher for submission to Alberta Learning for credits (16 credits per certificate).
13. When all three training periods are successfully completed a Green Certificate is issued to the graduate.

**For more information go to**  
**<http://www.agriculture.alberta.ca/greencertificate>**

# Apprenticeship-style Agriculture Training

You will learn specialized skills in one of the specializations:

## **Cow-calf, Feedlot, Sheep, Swine, Dairy**

- Employability and safety skills
- Processing and handling systems
- Feeding systems and rations
- Waste management and sanitation
- Health and treatment of livestock
- Reproduction
- Management systems

## **Field Crop, Irrigated Crops**

- Employability and safety skills
- Fertilizing and seeding
- Harvesting, handling and storing grain and forage crops
- Land preparation, field and crop care
- Operating and servicing equipment and facilities
- Management systems

## **Beekeeping**

- Employability and safety skills
- Handling bees
- Maintaining bee health
- Operating bee equipment
- Beekeeping business planning

## **Equine**

- Employability and safety skills
- Production cycles
- Handling, behavior and anatomy
- Facilities and environment
- Maintain equine health
- Administer nutritional programs
- Business management practices

➤ **ALBERTA POST-SECONDARY INSTITUTIONS:**

Alberta College	<a href="http://www.abcollege.ab.ca">www.abcollege.ab.ca</a>
Alberta College of Art and Design	<a href="http://www.acad.ab.ca">www.acad.ab.ca</a>
Athabasca University	<a href="http://www.athabascau.ab.ca">www.athabascau.ab.ca</a>
Augustana University College	<a href="http://www.augustana.ca">www.augustana.ca</a>
Bow Valley College	<a href="http://www.bowvalleyc.ab.ca">www.bowvalleyc.ab.ca</a>
Canadian University College	<a href="http://www.cauc.ab.ca">www.cauc.ab.ca</a>
Concordia University College of Alberta	<a href="http://www.concordia.ab.ca">www.concordia.ab.ca</a>
Fairview College	<a href="http://www.fairviewcollege.com">www.fairviewcollege.com</a>
Grande Prairie Regional College	<a href="http://www.gprc.ab.ca">www.gprc.ab.ca</a>
Grant MacEwan University	<a href="http://www.macewan.ca">www.macewan.ca</a>
Keyano College	<a href="http://www.keyanoc.ca">www.keyanoc.ca</a>
King's University College	<a href="http://www.kingsu.ab.ca">www.kingsu.ab.ca</a>
Lakeland College	<a href="http://www.lakelandc.ab.ca">www.lakelandc.ab.ca</a>
Lethbridge Community College	<a href="http://www.lethbridgecollege.ab.ca">www.lethbridgecollege.ab.ca</a>
Maskwachees Cultural College	<a href="http://www.maskwachees.ab.ca">www.maskwachees.ab.ca</a>
Medicine Hat College	<a href="http://www.mhc.ab.ca">www.mhc.ab.ca</a>
Mount Royal College	<a href="http://www.mtroyal.ab.ca">www.mtroyal.ab.ca</a>
Nazarene University College	<a href="http://www.nuc.edu">www.nuc.edu</a>
NorQuest College	<a href="http://www.norquest.ca">www.norquest.ca</a>
NAIT	<a href="http://www.nait.ab.ca">www.nait.ab.ca</a>
Northern Lakes College	<a href="http://www.yourfuture.ab.ca">www.yourfuture.ab.ca</a>
Olds College	<a href="http://www.oldscollege.ab.ca">www.oldscollege.ab.ca</a>
Portage College	<a href="http://www.portagec.ab.ca">www.portagec.ab.ca</a>
Red Deer College	<a href="http://www.rdc.ab.ca">www.rdc.ab.ca</a>
SAIT	<a href="http://www.sait.ab.ca">www.sait.ab.ca</a>
St. Mary's College	<a href="http://www.stmc.ab.ca">www.stmc.ab.ca</a>
Taylor University College	<a href="http://www.nabcebs.ab.ca">www.nabcebs.ab.ca</a>
University of Alberta	<a href="http://www.ualberta.ca">www.ualberta.ca</a>
University of Calgary	<a href="http://www.ucalgary.ca">www.ucalgary.ca</a>
University of Lethbridge	<a href="http://www.uleth.ca">www.uleth.ca</a>

**COLLEGES AND UNIVERSITIES OUTSIDE ALBERTA:**

For a complete list, visit: <http://www.uwaterloo.ca/canu/>

**OTHER USEFUL SITES:**

[www.alis.gov.ab.ca](http://www.alis.gov.ab.ca)

Students can go to the *Learning* unit to find a section on *Financial Assistance and Scholarships*.

[www.canlearn.ca](http://www.canlearn.ca)

This site helps with all aspects of planning for college or university.

[www.hrdc-drhc.gc.ca/student\\_loans/guide/index.shtml](http://www.hrdc-drhc.gc.ca/student_loans/guide/index.shtml)

This student guide provides information on the loans programs, grants, and tax breaks for students.

<http://www.schoolfinder.com/> This is an excellent site to explore career options, complete an interest inventory and get detailed information on schools and scholarships.