



PONOKA SECONDARY CAMPUS

2019 - 2020

Senior High School Registration Guide



Website:
[https://psc.
wolfcreek.ab.ca](https://psc.wolfcreek.ab.ca)

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T4J 1N9

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ab.ca](mailto:psc.wolfcreek.ab.ca)

WELCOME TO PONOKA SECONDARY CAMPUS,

a school that is working hard in ...

“Putting ALL Learners on Winning Streaks!”

At Ponoka Secondary Campus, our staff is dedicated to providing all the support necessary to make your transition as easy as possible from your existing school or grade to a new setting. We have programming designed specifically to provide opportunities and educational opportunities enabling students to get on a winning streak!

PSC BELIEF STATEMENTS

1. **We** believe effective schools foster a positive climate that focuses on the importance of learning and on the maintenance of a safe, orderly, supportive environment that values responsible citizenship as a top priority.
2. **We** believe effective schools provide a challenging curriculum with clear, high expectations and the opportunity for interdisciplinary education in order to prepare students for the real world.
3. **We** believe effective schools offer alternative educational settings which can be more responsive than the traditional settings to the educational needs of some students.
4. **We** believe effective schools consider a variety of scheduling options.
5. **We** believe effective schools promote co-curricular activities as an integral part of a student's education by providing opportunities that support and extend academic learning for all students.
6. **We** believe effective schools use a variety of assessments that are clearly aligned to standards.
7. **We** believe schools provide comprehensive and ongoing professional development for their staff.
8. **We** believe that effective schools initiate purposeful & planned transition activities for middle level and graduating students.
9. **We** believe effective schools make decisions concerning student learning and school operations collaboratively with students, teachers, administrators, families and community; which reflect best practice and are within policies established by board.

Ponoka Secondary Campus Administrative Team



Principal, Mrs. Kathy McTaggart

- Responsible for all aspects of the school
- Instructional Leadership of staff
- Collaborates with all staff on vision and programs at PSC
- Coordinates all events in the school
- Responsible for all scheduling, human resources and budgeting activities
- Coordinator for our Off-Campus programming including:
 - Work Experience
 - RAP
 - Green Certificate
 - Dual Credit
 - Distance Learning Programming

Assistant Principal

- Responsible for student issues/discipline in all grades
- Assist in planning/vision for PSC
- Facilities/maintenance of PSC
- Exam administrator for High School including Diplomas
- Health and safety regulations
- Responsible for coordination of Special Events
- Coordination of Special Education Program & Educational Assistants
- Provincial Achievement Exam administrator



Administrative Support Team



Mrs. Susan Rodwell
Admin Assistant



Mrs. Krystal Adcock
Admin Assistant



Mrs. Nicole Berg
Accounting Clerk

PSC Office Hours

8:00 a.m. – 4:00 p.m.

Phone: 403 783 – 4411

Fax: 403 783 – 5450

Attendance Line:

403 785 – 0741

<http://psc.wolfcreek.ab.ca>

Student Services Team



School Social Worker, Mrs. Carmen Rodwell

- Emotional and personal support for our students
- Mediation for student issues (bullying, cyber bullying, conflict, personal issues, etc)
- Meetings with at-risk youth
- Advocate for students and families
- Youth Court Representative



First Nations Metis & Inuit Student Success Lead Teacher, Mr. Adrian Paolinelli

- Implement interventions for student success as identified
- Provide transition, academic and attendance support to students as required
- Act as Liaison between school and home to increase communication
- Continue to build relationships to ensure a sense of belonging is being developed
- Provide guidance through registration process, class scheduling and assessing learning plans so students will achieve success in classes



Inclusion Coach, Mr. DeeJay Bowoade

- Review ALL IPP/APP in school
- Reviews all cumulative files each year
- Identification and testing of students
- Assists teachers with inclusive practices
- Coordinates IPP meetings with Parents & Teachers



Academic & Career Advisor, Mrs. Rhonda Slater

- Responsible for registration and orientation of ALL new students
- Assists students with all areas of career and academic planning
- Assists with student programming to ensure students will be successful in his/her academic stream
- Responsible for scheduling and timetable changes, post-secondary planning, scholarships, student finance, work search assistance
- Responsible for Scholarships/Awards and financial planning

ATTEND, ACHIEVE AND BE ACTIVE

The 3 A's of success at Ponoka Secondary Campus

Preparing all students for the future Whether students continue their education or go directly to the world of work, PSC prepares students for the challenges and opportunities of the future. Our Academic Advisor, Mrs. Slater, has complete information on post-secondary education, scholarships, apprenticeships, and career planning resources.

We encourage you all to get involved! Students' Council, basketball, football, Reach, volleyball, curling, badminton, track, yearbook, homework club, cross country running, social justice club, ski trips, Skills Canada and many more, are all ways to get involved and help ease the transition into our school. We encourage you to participate and explore your potential as a student in our community.

Special Programs! As you peruse our Registration Guide, you will learn about the specialized programs available at PSC.

We encourage all of you to leave doors open! Courses in our high school include options that will provide opportunities beyond the high school.



Teacher Advisor Program

All students have one characteristic in common ...the basic need to belong to a group (Glasser).

❖ **The Teacher Advisor class fosters positive relationships with a caring staff member who will advocate for students in educational and school related matters.**

❖ **This environment is for students to have a safe supportive adult to talk to.**

- Students will be grouped by grade and the student will follow the same Teacher Advisor through his/her education at PSC
- Taking a genuine interest in the student and inquiring about their personal characteristics, interests and experiences
- Make referrals to, Admin, Academic Counseling, School Social Worker, Alert Team for issues that arise with student
- Celebrate student accomplishments that occur in & outside of school activities with class and administration
- Monthly collaborative meeting with other staff to track and monitor TA students

❖ **Teacher Advisors will meet weekly with each student to help schedule for effective use of time.**

- This will be done during TA
- Short term goal setting with students
- Review and discussion of attendance
- Review and discussion of Marks
- Guiding students to take ownership of their learning



❖ **Teacher Advisors will promote communication between the home and school.**

- TA teachers will be the first contact parents will have if student attendance and academics are amiss
- Promote parent and student use of the Ponoka Secondary Campus website and parent portal
- Registration meetings and signup with Parents
- Parent contact meetings for signing of IPP/APP

❖ **Teacher Advisors will help students plan for their future.**

- Guide students in using "My Blueprint" for self-discovery and learning styles.
- Help students discover their strengths in terms of academics, career opportunities and choices.
- Investigate post-secondary placements, requirements and planning.

WIN Program

❖ **What is WIN?** *makes something more meaningful, substantial, or rewarding –*
“WHATEVER I NEED”

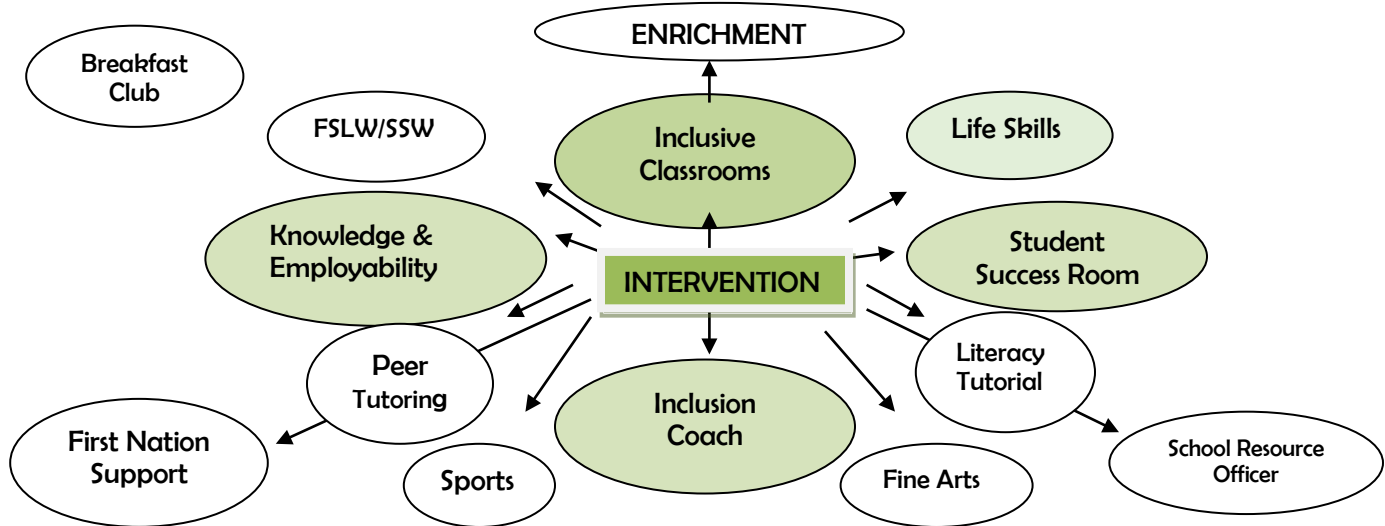
- This school year, we will be offering in our timetable for Grades 10, 11 and 12 students a built in enrichment program with guided learning on specific topics:
- time to work with students in smaller group who need extra time to master a concept
 - did poorly on a social test, get those 10-15 students together for a concentrated period of time to relearn a concept they didn't learn
 - extra time for things that did not get accomplished such as a foods lab students were absent for
 - study hall time to provide “just time” that some students do not have in the scheme of work/sports/school/family commitments, etc.
 - is offered 35 minutes a day 4 times per week (Tuesday to Friday); TA on Monday's will help direct students
 - WIN is subject specific or teacher specific, so students **may** be working with any qualified staff in a multi-grade environment who are offered what they need that week,
 - STUDENTS may be directed, on recommendation of teacher, to literacy specific enrichment to help students develop and/or enhance basic literacy skills
 - this is an earned “flexible” opportunity for students and may be removed if abused and assigned.

W I N is offered Tuesday, Wednesday, Thursday & Friday for
35 minutes to Gr 10, 11 & 12 students.

Students will go where they NEED to go!



INTERVENTION PROGRAMMING



An Intervention Program is an educational program that is modified for those students who have learning differences, or specific physical or developmental disabilities. At PSC, we believe that all children can learn and reach their full potential if they are given the opportunity, effective teaching, and appropriate resources. Founded on this belief, students at PSC have access to a full range of learning experiences and environments. Please contact our office if you require any additional information.

Inclusive Education

At PSC we believe that students with disabilities should be part of age-appropriate general education classes as much as possible. All students have access to the full range of appropriate learning experiences and environments. Every student:

- Is a member of an age-appropriate education class with support.
- Progresses through the grades according to the same pattern as students without special needs.
- Marches at graduation at the average age at which other classmates without disabilities graduate.
- Receives a Certificate of Achievement when discharged from special programming.
- Supplied with supports (ie. accommodations and adaptations) as necessary.
- Is included in classes, courses, clubs, and extracurricular activities.
- Is included in regular programming as much as possible, especially in terms of options or PhysEd courses.
- Name is on all class lists, list of groups put on the board, job lists, advisor program, etc.
- Participates in classroom and school routines with everyone
- Participates in whole class discussions, board work, small group work, etc.
- Participates in school plays, field trips, and community service activities.

Curriculum and programming are designed to accommodate the full range of student diversity. Student support is individualized to enable students to participate and make progress with their individual goals. Junior High Programming is highly inclusive. Students participate in the general education class with support of Educational Assistants. In High School CTS courses and PhysEd supports are put in place as necessary; core programming is divided into a possible five different streaming options.

The purpose of the **Intervention Coach** is to support at risk students who have emotional/behavioural/academic challenges that require adult supervision, high levels of structure and other intensive support services and skill building in order to function successfully in an educational setting.

The **Intervention Coach** provides support for these students through:

- ✓ One-on-One interaction
- ✓ Academic coordination and behavioural planning with the classroom teachers, Educational Assistants, School Social Worker, Probation Officers, & Mental Health Workers.
- ✓ Academic Support
- ✓ Monitoring and tracking behaviour and attendance
- ✓ Appropriate timetabling
- ✓ Skill training for behaviour issues
- ✓ Social issues support
- ✓ Guidance with school and family related issues
- ✓ Regular communication between home and school
- ✓ Academic testing and a liaison for specialized services



Teachers strive to do everything possible to be proactive and work with students and families to ensure a high level of learning while adapting to student needs.

SCHOOL FEES

An up to date list and breakdown of school and course fees are available on our website. Course Fees are due and payable at the end of September and again at the end of February. Course fees are non-refundable. While we prefer using the online RYCOR program (through the PowerSchool Parent Portal), fees can be paid using cash, cheque, debit card, Visa/MasterCard. Fees may be waived/adjusted for qualifying families. Please book a meeting with the Principal to begin this process.

PLEASE NOTE: Grade 12 students with outstanding fee balances will not be eligible for Grad/Banquet Tickets.

TECHNOLOGY REQUIREMENT

Students at Ponoka Secondary Campus make extensive use of technology in their course work and everyday lives. **Students are encouraged to have an internet capable device which would be capable of working with the Google platform.**

Technology will be used for instruction every day. Student work will be accessed through their personal Google account via the internet. Students will also be able to access their digital files from any other computer at home by logging into their online account. Students will be able to collaborate with their classmates and teachers and all work saved to their account will be accessible to them anytime and anywhere, as long as they have an internet connection.



Students may bring in their personally owned devices. Examples of these would include an iPad, Netbooks, and Laptop. Google Apps will be a key part of instruction and learning and students will be expected to use this platform. Please ensure devices are able to run “Chrome” web browser.

HOMEWORK

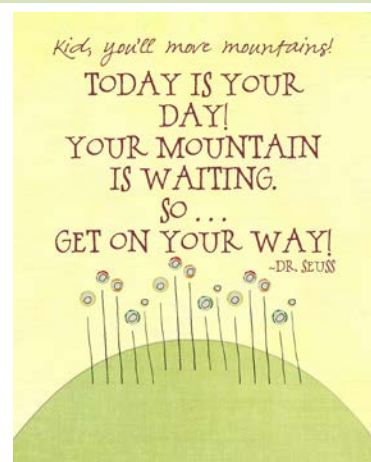
- Expect regular homework from your child.
- It's possible to “study smarter, not harder”. Students who have difficulties with study skills can get help from their teachers and through WIN.
- We see school as being a student's “job”. Be sure that any after school work does not interfere with their number one job!
- If you have any concerns, please discuss them with the student's advisor or teachers.
- Students who require tutoring should contact Student Services Team.
- Students always have work to do, it all assignments are completed and well done, there is always studying that can be done.



**HOMEWORK CLUB IS AVAILABLE TO ALL STUDENTS
EVERY TUESDAY, FROM 3:30 P.M. TO 5:00 P.M.**

2019 – 2020 COURSES OVERVIEWS

The senior high program is organized into courses of study for each subject area. Each senior high course is worth a specific number of credits. Higher numbers of credits indicate that more content is covered and more time is spent on that course. Most courses have a 1-credit, 3-credit or 5-credit value and you must have a final mark greater than 50% to earn these credits. Each course has a number, which usually designates the grade level as well as the level of difficulty. Students generally take the prerequisite in a course sequence: eg. Social Studies 10-20-30.



PSC offers courses in the semester system. Courses in Semester 1 start September and finish in January. Semester 2 starts in February and finishes in June. The senior high program includes required and optional courses. Following are some points to consider when planning a senior high program:

- Some core courses are designed for different purposes and are available in two or more levels of difficulty.
- It is usually necessary to complete courses in a sequence, so students should determine which courses they wish to graduate with, then work back through the prerequisites.
- Students should make sure that they select optional courses that contribute to their career plans: eg. Post secondary requirements, employment and/or further study.

In Alberta, most students take three years, Grade 10, Grade 11 and 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, Certificate of Achievement or a Certificate of High School Completion. **Students are responsible for checking their credit status to ensure that necessary courses and credits will be completed.**

MINIMUM CREDIT LOAD. To set students up to be successful and explore the many options available, PSC requires that:

- **Grade 10's MUST** carry at least 40 credits and **Grade 11's MUST** carry at least 35 credits. Note: you may, take ONE (1) Grade 12 level course in your Grade 11 year. However, in the case of a Grade 12 Diploma course (e.g. Math 30A or Math 30P, Chem. 30, Biol. 30, Physics 30) it is required that you have a final mark of at least 70% in the pre-requisite 20 level course to take the 30 level during your Grade 11 year.
- **Grade 12's MUST** carry at least 35 credits. Students carrying less credits than those outlined above will be allowed to do so only with permission of their parents and agreement of the administration. Keep in mind that upgrading courses at college or university cost upwards of \$600 per course.

Returning Grade 12 students are welcome at PSC. We require returning Grade 12's to register in a minimum of 10 credits each semester. These students are subject to the same policies with regards to attendance as others in the school. If you are a returning Grade 12 student interested in attending PSC, you **MUST** apply through the Principal.

Please Note: The enrolment process for students occurs in April. The course selection is based on student performance-to-date and any Summer School courses the student is registered for at the time. Changes to course selections may be made based upon improved performances identified on the final report card or changes to Summer School registration. All changes to course selections must be made early to ensure a proper timetable in September.

ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS

The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and work places may require additional and/or specific courses.

100 CREDITS including the following:

ENGLISH LANGUAGE ARTS – 30 LEVEL (English Language Arts 30-1, 30-2)
SOCIAL STUDIES – 30 LEVEL (Social Studies 30-1 or 30-2)
MATHEMATICS – 20 LEVEL (Pure Mathematics 20, Applied Mathematics 20, Mathematics 24, Mathematics 20-1, 20-2 or 20-3)
SCIENCE – 20 LEVEL (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS)
CAREER AND LIFE MANAGEMENT (3 CREDITS)

❖ 10 CREDITS IN ANY COMBINATION FROM:

- Career and Technology Studies (CTS)
- Fine Arts
- Second Languages
- Physical Education 20 and/or 30
- Locally developed/acquired and locally authorized courses in CTS, fine arts, second languages, Knowledge and Employability or IOP occupational courses
- Knowledge and Employability or IOP occupational courses
- Registered Apprenticeship Program

❖ 10 CREDITS IN ANY 30-LEVEL COURSE

- 30 level Science and Math courses
- 35-level locally developed/acquired and locally authorized courses
- Advanced level (3000 series) in Career and Technology Studies courses
- 35-level Work Experience
- 30-4 level Knowledge and Employability course or 36-level IOP course
- 35-level Registered Apprenticeship Program
- 30-level Green Certificate Specialization

High School graduation requirements will be discussed with students through their Teacher Advisor and individual appointments are set up by our Career Advisor with each student in the fall to review student academics/courses, further career plans and graduation requirements. For further information, please contact Mrs Rhonda Slater, Academic Advisor.

2019 - 2020	Grade 10	Grade 11	Grade 12
<i>ENGLISH</i>	Reading 15 (5)		
	English 10-1 (5)	English 20-1 (5)	English 30-1 (5)
	English 10-2 (5)	English 20-2 (5)	English 30-2 (5)
	English 10-4 (5)	English 20-4 (5)	English 30-4 (5)
<i>SOCIAL STUDIES</i>	Social Studies 10-1 (5)	Social Studies 20-1 (5)	Social Studies 30-1 (5)
	Social Studies 10-2 (5)	Social Studies 20-2 (5)	Social Studies 30-2 (5)
	Social Studies 10-4 (5)	Social Studies 20-4 (5)	
		Social Studies 20//World History 30/Anthropology 30 (11) **	
		CALM (3) (5)	
<i>MATH</i>	Math 10C (5)	Math 20-1 (5)	Math 30-1 (5)
	Math 10-3 (5)	Math 20-2(5)	Math 30-2 (5)
	Math 10-4 (5)	Math 20-3 (5)	Math 30-3 (5)
		Math 20-4 (5)	Math 31 (5) **
<i>SCIENCES</i>	Science 10 (5)	Science 20 (5)	Science 30 (5)
		Chemistry 20 (5)	Chemistry 30 (5)
		Biology 20 (5)	Biology 30 (5)
		Physics 20 (5)	Physics 30 (5) **
	Science 14 (5)	Science 24 (5)	
	Science 10-4 (5)	Science 20-4 (5)	
<i>FINE ARTS</i>	Drama 10 (5) **	Drama 20 (5) **	Drama 30 (5) **
	Art 10 (5)	Art 20 (5)	Art 30 (5)
	Musical Theatre 15 (3) (5) **	Musical Theatre 25 (3) (5) **	
	Choir 10	Choir 20	Choir 30
	Music 10	Music 20	Music 30
	Guitar 10	Guitar 20	
<i>PHYSICAL EDUCATION</i>	PhysEd 10(5)	PhysEd 20 (5)	Phys Ed30 (5)
<i>CAREER & TECHNOLOGY STUDIES</i>	Com Tech 1	Com Tech 2	Com Tech 3
	Food Studies 1	Food Studies 2	Food Studies 3
	Fabrication 1	Fabrication 2	Fabrication 3
	Vehicle Ownership	Food Prep	
	Auto Service Technician 1	Auto Service Technician 2	Auto Service Technician 3
	Cosmetology 1	Cosmetology 2	Cosmetology 3
	Esthetics 1		
	Const Tech 1	Const Tech 2	Const Tech 3
	Skills Canada	Green Certificate	RAP
	Special Projects 10 (3 & 5)	Special Projects 20 (3 & 5)	Special Projects 30 (3 & 5)
<i>COMPLIMENTARY COURSES</i>	Work Experience 15 (3-10)	Work Experience 25 (3-10)	Work Experience 35 (3-10)
	Health Internship	Community Volunteerism	Dual Credit Program
	Leadership	Broncs World Tour	PSC Adventures
	Mentorship	Yearbook	

** denotes enrollment dependent

CORE PROGRAMS

Certificate of High School Achievement

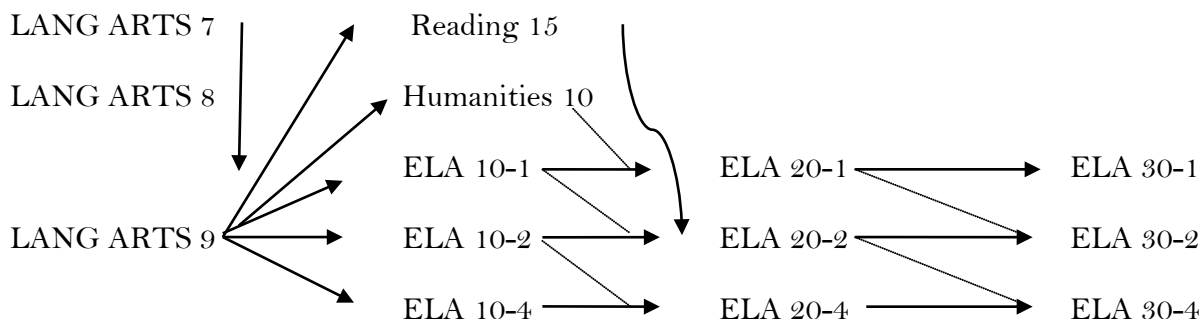
Knowledge and Employability courses are available for students who have not experienced success in the regular high school courses. These courses are designed to provide students with opportunities to experience success and become well prepared for employment, further studies, active citizenship and lifelong learning. Knowledge and Employability courses promote:

- Workplace standards for academic, occupational, and employability skills
- Practical applications through on and off campus experiences
- Career development skills for exploring careers and assessing career skills
- Interpersonal skills to ensure respect, support and cooperation with others at home, in the community and the workplace.

Students may naturally transition from K&E courses to other courses to achieve a senior high school diploma or continuing education and training opportunities. The K & E Program is an 80 credit program where students leave Gr. 12 with a Certificate of Achievement instead of a High School Diploma. Students who initially enroll in K & E have the opportunity to achieve the remaining 20 credits needed for a diploma.

The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain a	
Certificate of High School Achievement	
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)	
CAREER AND LIFE MANAGEMENT (3 CREDITS)	
5 credits in:	5 credits in:
30 level K & E occupational course, or	30 level K & E Workplace Practicum course, or
30 level CTS course, or	30 level Work Experience course, or
30 level locally developed course with an occupational focus	30 level Green Certificate course, or
	Special Projects 30
OR 5 credits in:	
30 level Registered Apprenticeship Program (RAP) Course	

ENGLISH



The mission of PSC English is to create a learning community that fosters an appreciation of the necessity of clear, effective communication in all facets of life. In doing so, this community will guide learners in their analysis and creation of a wide variety of texts, placing a high value on excellence and recognition of an individual's own choices and thought processes.

High School English Language Arts (10-1, 20-1, and 30-1) and (10-2, 20-2, and 30-2) are based on similar program sequences and students' ability to comprehend and respond personally, creatively, and critically to texts. English 10-1, 20-1, and 30-1 focuses more on close reading and critical/analytical responses to literary texts, whereas English 10-2, 20-2, and 30-2 focuses more on practical applications of English and clear communication rather than intensive literary analysis.

READING 15 (5 credits) – Students will be enrolled in this specialist literacy program based on the results from Star Literacy Testing and on the recommendation of their Language Arts 9 Teacher

Most of the texts that students encounter in school, post-secondary education, in the workplace and in their leisure time pursuits will combine print and visual elements. Therefore, students need to understand how print and visual elements work together in order to construct the meaning of a text.

This course has at its heart the belief that senior high school students who require extra support to develop strong reading skills require deliberately taught, selected and self-regulated strategies upon which to draw on to help them construct the meaning of texts. This locally developed course emphasizes the importance of scaffolding to promote increasingly independent literacy practices.

The MORE
that you read,
the MORE things
you will know.
The MORE that you
Learn,
the MORE places you'll go.



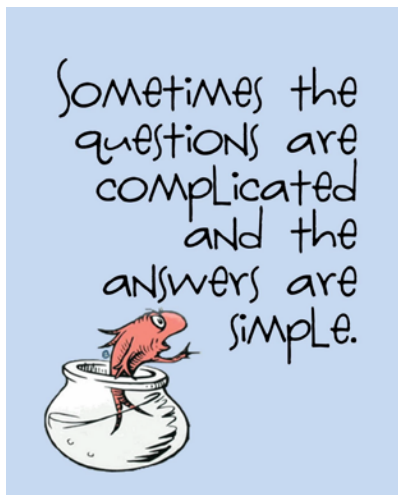
Language Arts 9 – 65% +

This course includes a study of language, literature, film, and visual texts. The language section stresses development of ideas, vocabulary, creative writing, essays, effective speech, and extension of structural English. The literature section includes study of the primary components of the short story, novel, modern drama, Shakespearean drama and poetry. There is an expectation that students will be prepared to do homework and are skilled at reading and writing on an independent basis.



English 10-2

This course emphasizes the language learning skills of listening, reading, speaking, viewing and writing as they relate to the needs of everyday life. A variety of books and materials is used with an attempt to make the content of current interest. The course is usually followed by English 20-2 and English 30-2.



English 20-1 *Recommended Average in English 10-1 = 65%+ & a recommendation from Teacher*

English 20-1 is a course designed to expand upon the student's ability to identify the key components of a variety of literary forms with an eye to explaining how these components contribute to the overall meaning of a text. Additionally, the course will foster the student's ability to analyze critically, to evaluate literature intelligently, and to increase the student's knowledge and enjoyment of various forms of literature through the study of prose, poetry and drama. In addition, major focus is the development of the student's writing ability for a variety of purposes.



English 20-2

This course is designed to increase the student's interest in reading, viewing, listening, understanding literature. An emphasis is placed on the student's ability to express ideas clearly, effectively, and accurately, both in speech and writing. The content of the course includes language learning activities to facilitate communication.

English 30-1 *Recommended Average in English 20-1 = 65% + and a recommendation from Teacher*

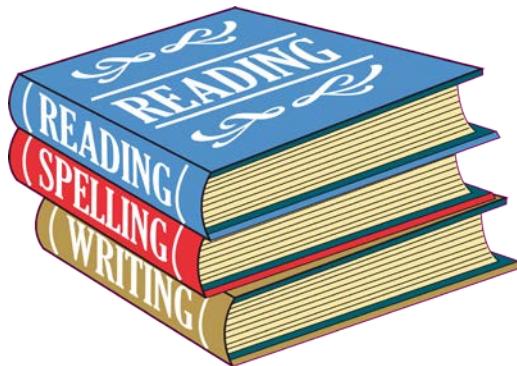
This course is the Grade 12 English course required for university entrance. It expands study of various forms of literature—essay, short story, film, modern drama, Shakespearean drama, poetry, and novel—to a further analysis of explanation and critical evaluation of literature and which aims at a better understanding of life through essays and class discussion on the reading. This course also concentrates on the integration of the language learning skills.

English 30-2

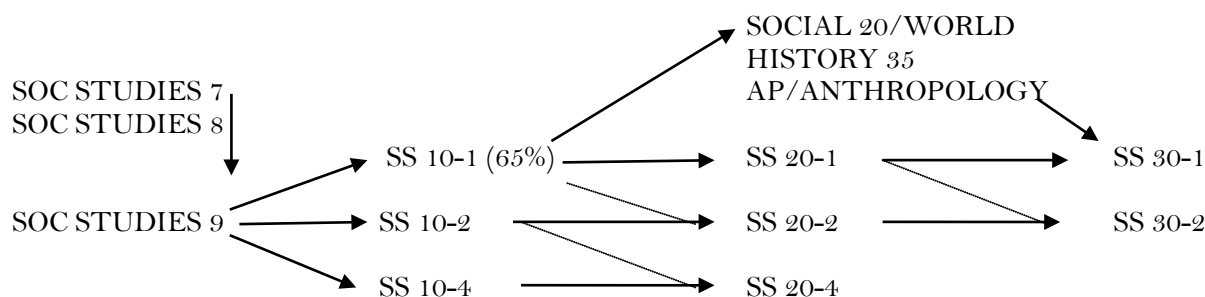
This course is an acceptable pre-requisite for many college and technical programs; however, it does not fulfill the pre-requisite for university programs. It builds on the communication skills that were developed in English 20-2. Emphasis is placed on personal response, functional writing and clear communication for a variety of purposes.

English 10-4/20-4/30-4

Knowledge and Employability English language arts highlight six language arts—listening, speaking, reading, writing, viewing and representing. Students engage all six language arts as they study texts and as they create their own texts in relevant situations for a variety of purposes and audiences. All of the language arts are interrelated and interdependent; proficiency in one strengthens and supports proficiency in the others.



SOCIAL STUDIES



Social Studies 10-1 (5 credits)

Recommended Average in Social 9 – 65% +

Globalization, the process by which the world's citizens are becoming increasingly connected and interdependent, demands that students explore responsibilities associated with local and global citizenship and formulate individual responses to issues related to globalization. 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. "To what extent should we embrace globalization?" is the Key Issue question to the course.

Excellent reading and comprehension skills are required! A sound understanding of visual and textual literacy (ie. analysing and evaluating visual source, quotes, etc.) Proficiency in daily independent study skills (ie. Homework, exam/essay prep).



Social Studies 10-2

Recommended Average in Social 9 – below 65%

Globalization - the process by which the world's citizens are becoming increasingly connected and interdependent, demands that students explore responsibilities associated with local and global citizenship and formulate individual responses to issues related to globalization. Students will explore historical aspects of globalization as well as the effects of globalization on lands, cultures, human rights and quality of

life. Students will explore the relationships among globalization, citizenship and identity. The infusion of multiple perspectives will allow students to examine the effects of globalization on people in Canada and other locations. "To what extent should we embrace globalization?" is the Key Issue question to the course.

Social Studies 10-4/20-4

Students will explore globalization; the process by which the world is becoming increasingly connected and interdependent. Students will explore historical aspects of globalization as well as the effects of globalization on lands, cultures, human rights and quality of life. Through a multiple-perspectives approach, students will examine the effects of globalization on people in Canada, including the Aboriginal and Francophone communities. Students will develop skills to express views about issues emerging in our increasingly globalized world.

Social Studies 20-1

Recommended Average in Social 10 -1 – 65% +

Nations and states grow, change, and respond to forces within and outside themselves as they mature and develop individual identities. How are these ideas and changes reflected through nationalism? Students will explore multiple perspectives as nationalism relates to these four specific related issue questions:

- To what extent should nations be the foundation of identity?
- To what extent should national interest be pursued?
- To what extent should internationalism be pursued?
- To what extent should individuals and groups in Canada embrace a national identity?

The ultimate goal in all Social Studies courses is to enhance skills of citizenship. “To what extent should we embrace nationalism?” is the key issue question for the course.

Excellent reading and comprehension skills are required! A sound understanding of visual and textual literacy (ie. analysing and evaluating visual source, quotes, etc.) Proficiency in daily independent study skills (ie. Homework, exam/essay prep).

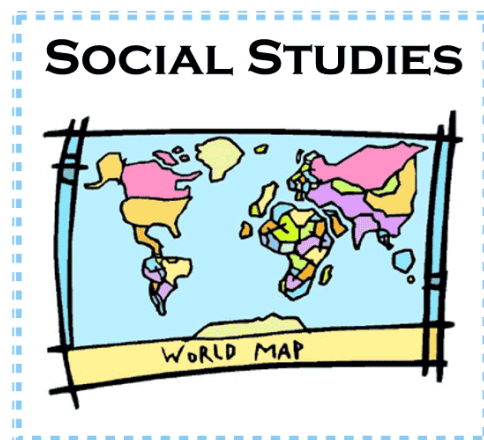
Social Studies 20-2

Recommended Average in Social 20-2 – 65% +

Nations and states grow, change and respond to forces within and outside themselves as they mature and develop individual identities. How are these ideas and changes reflected through nationalism? Students will explore multiple perspectives as nationalism relates to these four specific related issue questions:

- Should nations be the foundation of identity?
- Should nations pursue national interests?
- Should internationalism be pursued?
- Should individuals and groups inside Canada embrace a national identity?

The ultimate goal in all Social Studies courses is to enhance skills of citizenship. Key Issue Question for the Course - “To what extent should we embrace nationalism?”



Social Studies 30-1

Recommended Average in Social 20-1 – 65% +

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. **The ultimate goal of social studies is to enhance skills of citizenship. Key Issue: To what extent should we embrace an ideology? Related Issues:**

1. *To what extent should ideology be the foundation of identity?*
2. *To what extent is resistance to liberalism justified?*
3. *To what extent are the principles of liberalism viable?*
4. *To what extent should my actions as a citizen be shaped by an ideology?*

Excellent reading and comprehension skills are required! A sound understanding of visual and textual literacy (ie. analysing and evaluating visual source, quotes, etc.) Proficiency in daily independent study skills (ie. Homework, exam/essay prep).

Social Studies 30-2:

Recommended Average in Social 20-2 – 65%

Understandings of Ideologies

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. The ultimate goal of social studies is to enhance skills of citizenship. Key Issue: To what extent should we embrace an ideology?



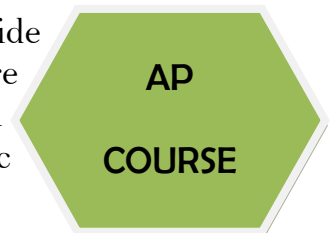
Related Issues:

1. Should ideology be the foundation of identity?
2. Is resistance to liberalism justified?
3. Are the values of liberalism viable?
4. Should my actions as a citizen be shaped by an Ideology?

Social Studies 20-1/World History 35/Anthropology 30 (11 credits) (Full Year Course)

Recommended Average in Social 10-1 – 65% +

Nations and states grow, change, and respond to forces within and outside themselves as they mature and develop individual identities. How are these ideas and changes reflected through nationalism? Students will explore multiple perspectives as nationalism relates to these four specific related issue questions:



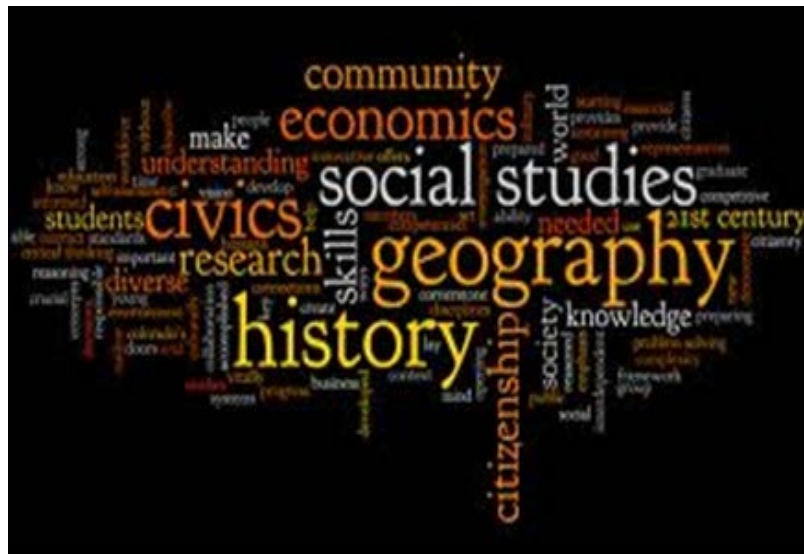
- To what extent should nations be the foundation of identity?
- To what extent should national interest be pursued?
- To what extent should internationalism be pursued?
- To what extent should individuals and groups in Canada embrace a national identity?

The ultimate goal in all Social Studies courses is to enhance skills of citizenship. “To what extent should we embrace nationalism?” is the key issue question for the course.

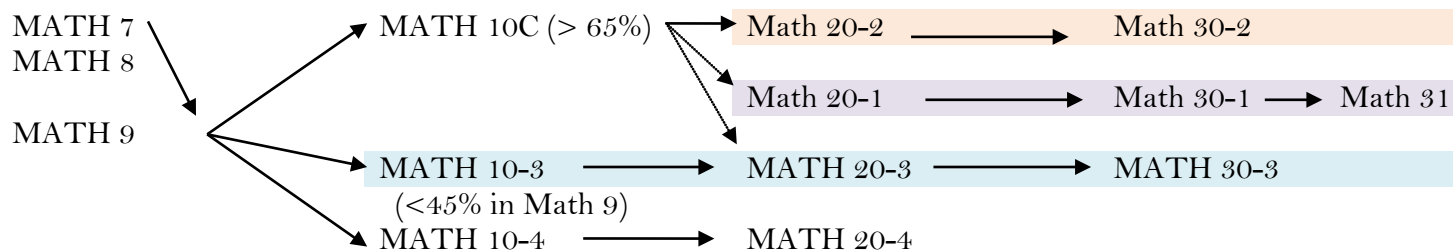
World History AP is course examining global societies and advances of humankind. We focus on politics, trade, economics and cross-cultural contacts. This course begins in the middle ages around the year 1200 CE and moves toward today, comparing and contrasting each global civilization encountered. This course may be considered for university credit. Students should enroll while in grade 11. This course includes the Social 20 curriculum.

Anthropology concerns itself with all aspects of human life. As students become more and more concerned with intercultural relationships and understandings, their need for an anthropological perspective increases.

Excellent reading and comprehension skills are required! A sound understanding of visual and textual literacy (ie. analysing and evaluating visual source, quotes, etc.) Proficiency in daily independent study skills (ie. Homework, exam/essay prep).



MATHEMATICS



Alberta Education recommends that
20% of students should be in this stream

Mathematics 1 Sequence

- is for students who want to study **mathematics or sciences at a university, college, or technical institute** and go on to a related career.
- is for students who plan to enter post-secondary programs such as **engineering, mathematics, sciences, some business studies**, or other programs that require **advanced math skills**. The sequence is a co-requisite for Mathematics 31 and may be required for post-secondary calculus courses.
- includes topics such as permutations and combinations, relations and functions, sequences and series, and trigonometry.

Alberta Education recommends that
60% of students should be in this stream

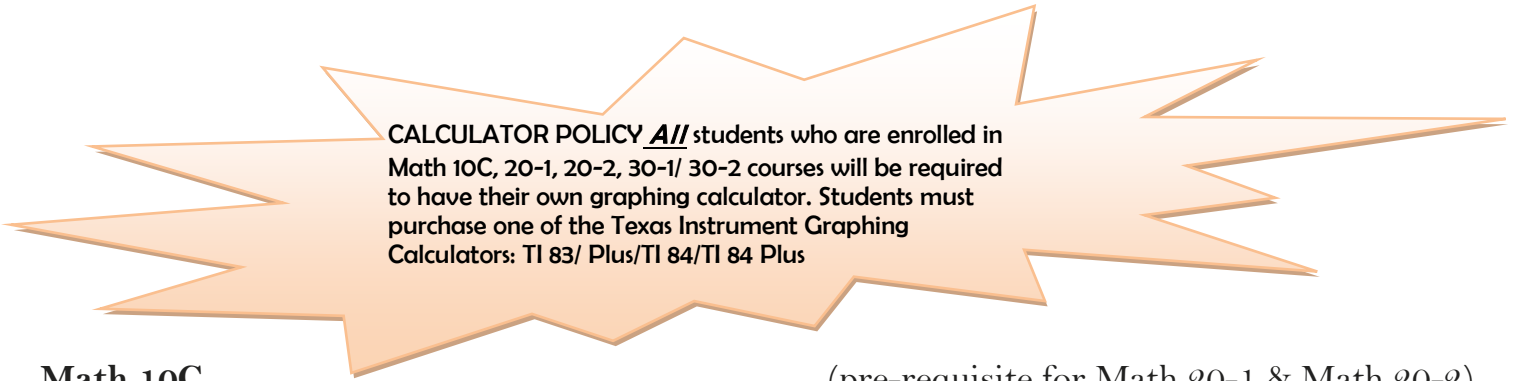
Mathematics 2 Sequence

- is for students who want to **attend a university, college, or technical institute** after high school, but do **NOT** need calculus skills.
- is for students wishing to study at the post-secondary level in diverse fields, including **arts programs, civil engineering technology, medical technologies, and some apprenticeship programs**. This path will fulfill **MOST** students' needs. Mathematics-2 is designed with a great deal of flexibility, so that the student can switch sequences in Grade 11 or Grade 12 if his or her interests change.
- includes topics such as relations, functions and equations, probability, statistics, and trigonometry.

Alberta Education recommends that
20% of students should be in this stream

Mathematics 3 Sequence

- is for students who are interested in learning the mathematics needed to enter **most trades** or want to enter the **workforce** after high school.
- is for students who want to **apprentice to a trade or enter the workforce** directly after high school. It is designed to meet the entrance requirements for apprentices in most trades programs, specifically levels one to three. Mathematics-3 includes topics such as **finance, geometry, measurement, and trigonometry**.



CALCULATOR POLICY ***All*** students who are enrolled in Math 10C, 20-1, 20-2, 30-1/ 30-2 courses will be required to have their own graphing calculator. Students must purchase one of the Texas Instrument Graphing Calculators: TI 83/ Plus/TI 84/TI 84 Plus

Math 10C

(pre-requisite for Math 20-1 & Math 20-2)

Mathematics 10C students determine the surface area and volume of 3-D objects and use trigonometric ratios to solve problems involving right triangles. They simplify expressions that involve powers with integral and rational exponents and simplify or factor polynomial expressions. At this level, students also analyze linear relations, solve systems of linear equations and solve problems related to both of these sets of skills.

Math 10-3 *(trades and/or workforce)*

Mathematics 10-3 students solve linear and area measurement problems of 2-D shapes and 3-D objects using SI and imperial units. They use spatial reasoning to solve puzzles; solve problems involving right triangles and angles; solve unit pricing, currency exchange and income problems; and manipulate formulas to solve problems. They also use scale factors and parallel and perpendicular lines to solve problems.

Math 10-4/20-4

Knowledge and Employability Mathematics 10-4 students solve everyday problems involving numbers and percents; explore patterns, variables, expressions and equations to solve problems; and solve problems involving estimation, measurement and comparison of objects. Students use visualization and symmetry to explore objects, shapes, patterns and designs; develop and apply a plan to collect, display and analyze data and information; and connect mathematical ideas to their everyday lives. Students who have experienced challenges or difficulty with their skills will be provided with additional strategies for success in the Knowledge and Employability -4 course sequence.

Math 20-1 *(engineering & math based sciences)* *Recommended Average in Math 10C – 65%*

Mathematics 20-1 students investigate arithmetic and geometric patterns and use the sine and cosine laws to solve problems involving triangles. They investigate the properties of radicals and rational expressions. Mathematics 20-1 students also analyze the characteristics of absolute value functions and quadratic functions, solve quadratic equations and systems of equations in various ways, and analyze the relationship between a function and its reciprocal.

Math 20-2 *(entrance into numerous faculties, including the Faculty of Nursing, Elementary Education and Arts)*

Mathematics 20-2 students use proportional reasoning to solve real-life problems involving 2-D shapes and 3-D objects. They use the properties of angles & triangles, including the sine & cosine laws, to solve problems; use reasoning to prove conjectures; use spatial reasoning to solve puzzles; and solve problems that involve radicals. They interpret statistical data, solve problems involving quadratics & research and present a mathematical topic of their choice.

Math 20-3 (*trades and or workforce*)

Mathematics 20-3 students solve surface area, volume and capacity problems. They use primary trigonometry to solve problems involving two or three right triangles, and model and draw 3-D objects and their views to scale. They use numerical reasoning to solve puzzles; create and analyze personal budgets; use proportional reasoning, unit analysis and manipulation of formulas to solve problems; and create and interpret graphs. Students use their understanding of slope and rate of change to interpret graphs.

Math 30-1 (*engineering & math based sciences*) *Recommended Average in Math 20-1 – 65%*

Mathematics 30-1 students investigate the properties of logarithms; study the characteristics and transformations of trigonometric, polynomial, exponential and logarithmic functions by sketching and analyzing their graphs; and solve equations and problems related to these functions. Students also use basic counting principles to determine the number of permutations or combinations of the elements of a set to solve problems.

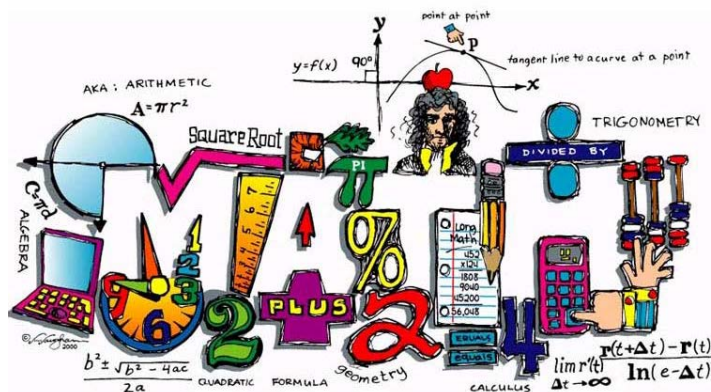
Math 30-2 (*entrance into numerous faculties, including the Faculty of Nursing, Elementary Education and Arts*) *Recommended Average in Math 20-2 – 65%*

Mathematics 30-2 students use numerical and logical reasoning to solve puzzles, and solve real-life problems about the probability of events occurring. They solve problems algebraically involving rational equations; investigate exponential, logarithmic, polynomial and sinusoidal functions; and research and present a mathematical topic of their choice.

Math 30-3 - Mathematics 30-3 students investigate the limitations of measuring instruments, use trigonometry to solve problems involving triangles, and describe and illustrate properties of polygons. They investigate slides, rotations, flips and size changes of 2-D shapes or 3-D objects; they use logical reasoning to solve puzzles; and they solve various other problems involving financial situations, linear relations and probability.

Math 31 – *Recommended Average in Math 30-1 – 75% +*

This course is strongly suggested for any student needing to take a first year calculus course in post-secondary. Topics include: limits, derivatives & their application, curve sketching, derivatives of trigonometry, exponents & logistic functions, differential equations & area and integration.



Ponoka Secondary Campus

Your High School Program Planner

Student Name: _____ Advisor: _____

INSTRUCTIONS:

- ✓ Fill in your latest Report Card marks in each subject
- ✓ Write the name of other courses you have taken
- ✓ Write in the number (ie. 10-1 or 10-2) and credits for courses you are planning to take
- ✓ Include your goals and career objectives for this year

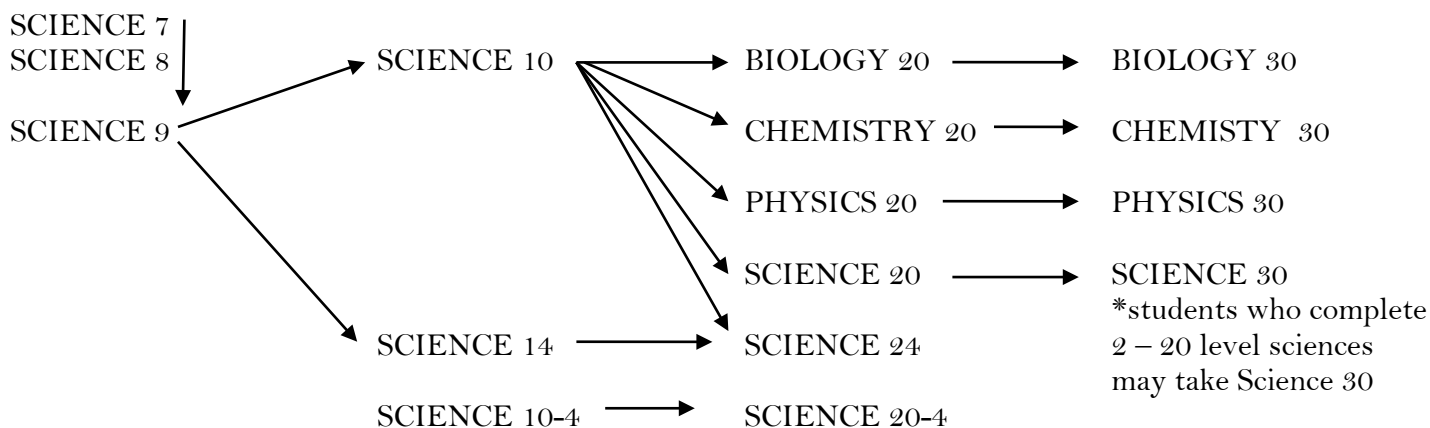


Grade 10				Grade 11				Grade 12				Grad Requirements
Course	Level	Mark	Credits	Level	Mark	Credits	Level	Mark	Credits			
English											15 credits	
Social Studies											15 credits	
Math											10 credits	
Sciences											10 credits	
- Science												
- Biology												
- Chemistry												
- Physics												
Physical Ed											3 or 5 credits	
Options				Options			Options				10 credits in CTS, Fine Arts, Second Language, PhysEd 20/30	
				CALM		3 or 5					3 credits	
											10 credits in any 30 level courses	
Min. Credits			40	Min. Credits		35	Min. Credits		35			
Total Credits				Total Credits			Total Credits					
Goal for Grade 10				Goal for Grade 11				Goal for Grade 12				
Career Objective				Post Secondary Plans								

PARENT SIGNATURE: _____

DATE: _____

SCIENCES

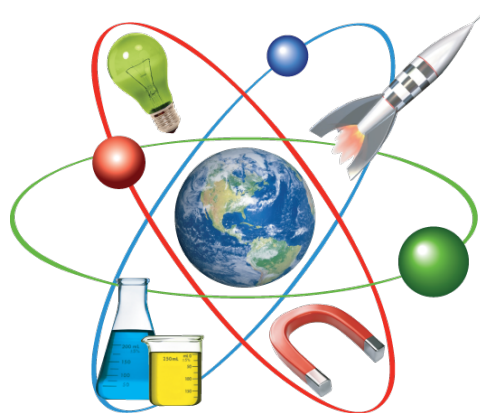


Science 10

Science 10 introduces and emphasizes three key themes in science that will continue to be studied through high school and into post-secondary: Matter, Energy and Changes with them. These themes are studied in context of 4 units:

1. Energy and Matter in Chemical Change (Chemistry)
2. Energy Flow in Technological Systems (Physics)
3. Cycling of Matter in Living Systems (Biology)
4. Energy Flow in Global Systems (Earth Science)

As this course is a gateway to the individual 20 level sciences, it is quite rigorous academically. With this in mind, we strongly recommend that students registering in this course have obtained a 65% or higher in Science 9.



Science 14

This is a general science course based around the Science Connect 1 Text for students who have found previous sciences difficult. It is based on a modular model of learning and is designed to meet basic credit requirements toward a high school diploma. The course includes four units involving: Basic Chemistry, Basic Physics, Basic Biology and Environmental Studies with an STS approach. Extra projects and enriched material round out the course. This course will be offered through the Ponoka Learning Centre.

Science 10-4/20-4

Knowledge and Employability Science focuses on developing and applying essential science skills, knowledge and attitudes needed for everyday living. Knowledge and Employability courses meet the science requirements for the Certificate of High School Achievement. They are designed to enable students to develop entry-level occupational competencies and to encourage lifelong learning. Each of the four themes provides hands-on learning experiences.

Chemistry 20

Recommended Average in Science 10 - 65% +

- Review of Science 10 – Nomenclature and Reactions
- Unit A: Chemical Bonding
- Unit B: Study of Gases
- Unit C: Solutions and Acid-Base Study
- Unit D: Quantitative Relationships in Stoichiometry and Titration

Biology 20

Recommended Average in Science 10 - 65% +

The topics to be covered include: The Biosphere; Cellular Matter and Energy Flows; Matter and Energy Exchange in Ecosystem; Matter and Energy Exchange by the Human Organism. As this course is a pre-requisite to Biology 30/Chemistry 30/Physics 30, it is quite rigorous academically. With this in mind, we strongly recommend that students registering in this course have obtained a 65% or higher in Science 10.



Physics 20

Recommended Average in Science 10 - 65% +

The focus of the Physics 20 course is the description and explanation of motion-linear, projectile, periodic, and circular. Students will also investigate the conservation and transmission of energy. This course is a pre-requisite to Physics 30.

Science 20

Recommended Average in Science 10 - 65% +

This is a prerequisite course for Science 30. This academic course focuses on change as the common theme and expands upon the areas explored in Science 10. This science program is intended to prepare students who want to pursue a post-secondary education that does NOT specialize in the sciences (i.e. engineering or medicine). It emphasizes the key concepts of all areas of science. The four units of study are: Chemical Changes, Changes in Motion, the Changing Earth, Changes in Living Systems.

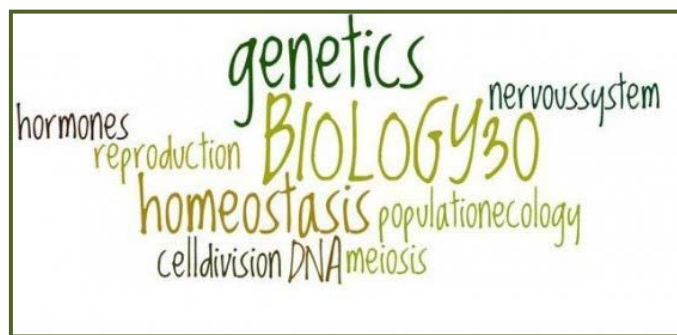
Science 24

This is a general science course that follows up the modular model of learning started in Science 14. It is based around the Science Connect 2 Text for students who have a 50% plus in Science 14 or who have changed streams from Science 10 with a 40% plus. The STS themes from Science 14 will continue. The course includes 4 units: Chemistry, Energy Transformations (Physics), Disease Defence (Biology) and Transportation Safety. Extra projects and enriched material round out the course.

Biology 30 *Recommended Average in Bio 20 – 65%*

The topics to be covered include:

1. Systems Regulating Change in Human Organisms
2. Reproduction and Development
3. Cells, Chromosomes and DNA
4. Change in Populations and Communities.



Chemistry 30 *Recommended Average in Chem 20 – 65%*

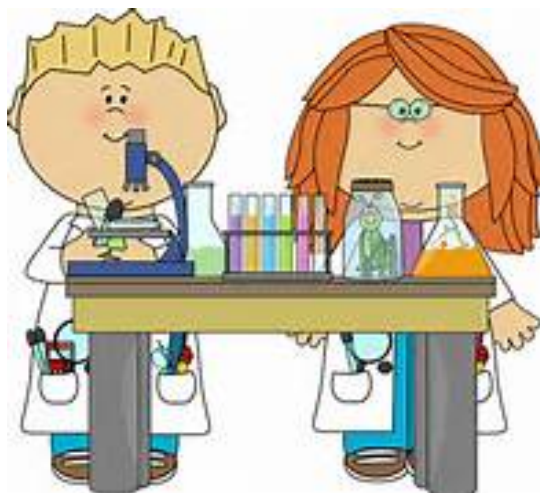
- Unit A: Thermochemical Changes – Energy
- Unit B: Electrochemical Changes – Redox
- Unit C: Chemical Changes of Organic Compounds
- Unit D: Chemical Equilibrium focusing on Acid-Base Systems

Science 30

Recommended Average in Science 20 – 65%

Science 30 is a 5-credit course designed for academic, conscious students who wish to **continue their studies at a post-secondary level**, but who are **not necessarily planning a career in science or a related technological field**. The experiences gained from this course are designed to provide a better understanding of the connections between science, technology, and society, from which a better-informed citizen will develop. Students are asked to investigate and experiment, gather, analyze and assess scientific information, and to test principles and their applications. This course will culminate at the end of the semester with a Diploma Exam. Science 30 is divided into 4 units of study:

1. Living Systems Respond to their Environment
2. Chemistry in the Environment
3. Electromagnetic Energy
4. Energy and the Environment



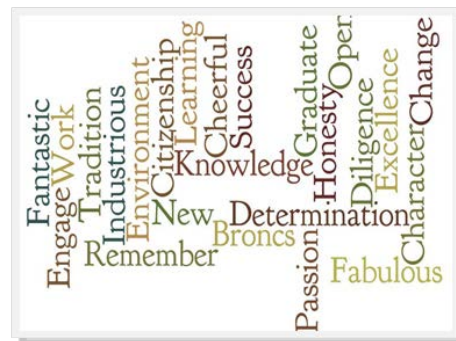
PHYSICAL EDUCATION



Ponoka Secondary Campus physical education develops lifelong skills, attitudes and personal characteristics which will set them up for successful healthy living lifestyles. ***Physical Education 10 is mandatory and is needed to meet graduation requirements.***

Through a wide variety of on and off campus activities students will focus and be assessed on the following 10 Outcomes:

- A) Develop skills and strategies
- B) Develop cardiovascular and functional fitness
- C) Show sportsmanship and fair play
- D) Cooperate and being on task
- E) Include and support others
- F) Be trustworthy and responsible
- G) Be punctual and prepared
- H) Demonstrate hard work and be tenacious
- I) Challenge self and show improvement



Students will be assessed on a 10 point scale:

- 1-2 At risk of not meeting outcomes
- 3-4 Needs to change actions, behavior, attitude or get help to get better
- 5-6 Doing a good job of meeting outcomes
- 7-8 Doing a very good job of meeting outcomes
- 9 -10 Exceptional job of meeting outcomes

Please note *Students are required to change into appropriate gym strip as well as need indoor running shoes. Also, any injuries which require non-participation lasting longer than 3 classes require a medical note.

CAREER & LIFE MANAGEMENT

Please note: All Grade 11 *students MUST* be enrolled in CALM

CALM will ONLY be offered in class

AIM: To enable students to make well informed, considered decisions and choices in all aspects of their lives and to develop behaviors and attitudes that contribute to the well being and respect of others, now and in the future.

GENERAL OUTCOMES:

Career and Life Choices: Students will develop and apply processes for managing personal, life long career development.

Resource Choices: Students will make responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrate commitment to self and others.

Personal Choices: students will apply an understanding of the emotional/psychological, intellectual, social, spiritual and physical dimensions of health -and the dynamic interplay of these factors- in managing personal well-being.



Career and Life Choices: The focus of this module is to help students examine the career and educational planning process and give them employability skills. This process will involve self- assessment, exploration, decision-making and action planning. Students will be encouraged to explore a variety of alternatives in planning their futures, with an awareness of trends and issues in society and the workplace. Students will also learn how to find, get and keep a job.



Financial Planning and Resource Choices: The focus of this unit is to develop effective financial planning skills and consumer choices that consider personal, family and community implications. The student will develop an understanding of financial planning, investment, credit and insurance. They will apply their consumer decision-making skills in a simulation unit.

Personal and Interpersonal Choices: This unit will include the nature of well-being and lifestyle, as well as the choices and challenges necessary for improving and maintaining personal health and wellness. This unit will also examine interpersonal relationships by identifying expectations and issues within relationships. The knowledge skills and attitudes that promote effective relationships will be explored. The human sexuality portion of this module will include responsible sexual decision- making, abstinence, sexually transmitted diseases, contraception and the consequences of sexual behavior.

FINE ARTS PROGRAMS

DRAMA

Drama 10 (5 credits)

This introductory course touches on movement, speech, improvisation, technical theater and design and theater studies. It is a course meant to develop the confidence of students in public presentations. It acts as a pre-requisite to further study and work in theater activities as well as a terminal course for those interested mainly in improving their communication skills. Students in Drama 10 will be involved in a production of a One Act Play.



Drama 20 (5 credits)

Drama 20 is a course for those students who have shown particular interest in or aptitude for dramatics. Students will participate in the production of a play for public presentation. It should be noted that the students of Drama 20 and 30 must develop responsibility and self-discipline, as much work must be done without direct supervision.

Drama 30 (5 credits)

An attempt is made here to take each student as far as possible in developing his or her chosen field of theater activity within the limitations of time, facilities and ability. The work of the course will involve the production of at least two plays. The major work for all Drama 30 students will be a directing project. Actors for this project will be other members of the drama class.

Musical Theatre 15/25/35

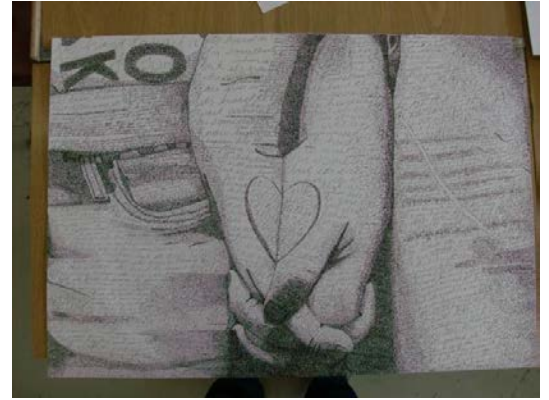
This course is the integration of three skills; acting dancing & singing into a story based, play like performance. Because its media are diverse but of equal importance, it is itself a separate art form from dance, dance theatre, drama or opera. This program aims to provide integrated students in dance, drama & vocal music for students who exhibit special skills in these areas and who seek the challenge of making a serious commitment to performance. It is expected that competencies in all of the above disciplines will be developed through the project work and or performance.



ART

Art 10 (5 credits)

Art 10 is an introductory program to visual art that promotes exploration in traditional and alternative media. This course emphasizes and develops basic drawing, painting, design, color and compositional skills both in two and three dimensions. Students will explore materials and techniques in drawing (graphite, charcoal, pen and ink, pastels), painting (acrylic, watercolour), sculptures (clay, alternative materials), printmaking (linoleum block prints, silkscreen), and design. An introduction to art history is incorporated into the program. Students will be encouraged to view art as primarily an expression of intellectual and emotional statements as well as an opportunity to learn and improve technical skill. It is required that students keep a sketchbook. Exhibiting student art in the school and the surrounding community is part of the learning process.



Art 20 (5 credits)

Students will continue the exploration and experimentation begun in Art 10. The Art 20 program places greater emphasis on growing competence in the technical skills needed to explore traditional and alternative media. Students will produce several major works in both two and three dimensions in a broad range of media (graphite, oil/ acrylic paint, mixed-media, clay, printmaking, etc.) Students will use personally selected images, as well as creating and solving, teacher presented problems. There will be a strong emphasis on critique and the vocabulary of art critique to interpret and evaluate students' own work and others. Compositional skills remain an important topic. Art history and contemporary art are integrated into the program. Students are required to keep a sketchbook. Students' artwork will be displayed in the school and community.



Art 30 (5 credits)

This course includes further development of techniques for a variety of media. Students will focus on exploring themes in the two and three dimensional media of their choosing to develop their own individual style and expression. The emphasis will be on self direction and independence, as well as competence in the technical aspects required to resolve major works. Students will be expected to research selected topics in contemporary art and art history that relate to their own work (theme, technique, or media). Students will be given the opportunity to think and behave as an artist and are required to keep a sketchbook. A portfolio will be produced that represents their art and enables them to apply to a post-secondary institution should they so desire. Artwork will be put on exhibition in the school and students will have a "solo portfolio show" in our school.

MUSIC 10/20/30 (5 credits per level)

These courses will introduce students to the subject that is music! It explores styles and basic theory and contains significant practical component. Basic sequencing and recording on computer software will be utilized to create compositions and creative assignments. Keyboards will be used to re-enforce core concepts such as instrumentation for composing and theory tasks. These courses are open to all students who enjoy and appreciate listening to and creating music.



CHORAL 10/20/30 (5 credits per level)

This is a chance to sing the songs you love in a safe environment! A variety of material will be selected for performance including pop/jazz/inspirational, and the repertoire will often include up to 3 parts for harmony. Basic vocal training and technique will be covered along with a variety of fun vocal warm up exercises! Performances will be expected at special events, seasonal celebrations and arts evenings.

GUITAR 10/20 (5 credits per level)



This intermediate level course builds and develops on prior skills and knowledge gained from Guitar 9. Students will challenge themselves with more advanced technique including finger picking and lead playing (solos), while continuing to show improvement with basic rhythm patterns. There is considerable scope for flexibility with regard to music style and selection and students will rehearse and produce a recording of their work and also a live performance in a solo and group setting. This course is open to all guitar applications (acoustic, electric and bass) however a basic understanding and skill set is required on the instrument.



CAREER & TECHNOLOGY STUDIES

Career and Technology Studies (CTS) Courses have the following common characteristics:

- An emphasis is placed on learning in an activity setting
- Introductory courses are exploratory and offer a variety of experiences
- Emphasis is on providing a variety of daily life skills
- Content gives an awareness of career opportunities
- Courses can be applied towards the 10 complementary course credits required for a high school diploma
- Topics studied reinforce concepts introduced in core subjects
- Advanced computer technology facilities
- Highly motivated and well trained staff
- CTS courses can be used toward Rutherford Scholarships

Career and Technology Studies offer an alternative to conventional classroom learning. All courses place an emphasis on “learning through doing” and are activity centered. Introductory courses are exploratory in nature and allow an opportunity to sample a variety of interests. When an interest is identified, courses at the intermediate and advanced levels can be taken. These become more focused and can allow for development of skills suitable to employment and entry into post secondary institutions. The Career and Technology Studies strands offered at PSC are listed below.

COM TECH

Com Tech 10 (5 credits) addresses introductory and intermediate modules of the MDC component of CTS. MDC is a cluster that focuses on the skills required in the visually creative areas of Media, Design and Communication Arts. In this course, students discover and develop skills to relay a message effectively using various forms of media, including photography and audio/visual.

The MDC cluster is designed to provide students the flexibility to adapt to various situations relating to design, communication and esthetics. This cluster includes courses related to art and culture, such as the performing arts, film and video, broadcasting, journalism, writing, creative design, fashion, libraries and museums.

Com Tech 20 (5 credits) addresses intermediate level modules of the MDC component of CTS. MDC is a cluster that focuses on the skills required in the visually creative areas of Media, Design, and Communication Arts. In this course, students discover and develop skills to relay a message effectively using various forms of media, including audio/visual.

Com Tech 30 (5 credits) addresses advanced level modules of the MDC component of CTS. MDC is a cluster that focuses on the skills required in the visually creative areas of Media, Design, and Communication Arts. In this course, students discover and develop skills to relay a message effectively using various forms of media, including audio/visual.

COSMETOLOGY STUDIES

Students explore all areas of the Cosmetology field: styling, graphics, cutting, perming, colouring, skin care, make-up, nail care, and business. Cosmetology combines the practical application of theory with artistic skill and creative abilities. This course of study will enable you to make choices associated with Cosmetology. Credits and hours earned in the classroom are transferable to most hairstyling post-secondary institutions.

Cosmetology 1 (5 credits)



The introductory level of Cosmetology Studies encourages you to explore and establish a foundation of related knowledge within the field of cosmetology. Focus is on personal and professional grooming, body care and enhancement practices. This course allows you to develop skills, confidence and flexibility which can be applied to future career paths. Introductory level modules help build daily living skills and form a basis for further learning.

Cosmetology 2 (5 credits)

This level of Cosmetology Studies is available for students with an interest in the industry. Modules will be chosen according to the class's areas of interest. Intermediate level modules help students build on the competencies developed in the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available.

This level focuses on developing competence in all aspects of cosmetology including colouring, cutting, nail care, and perming. Modules will emphasize technical skills to provide a foundation for practical application. Intermediate level modules help students build on the competencies developed in the introductory level. Students will examine career awareness and job opportunities available in the cosmetology industry.

Cosmetology 3 (5 credits)

The advance interest level of Cosmetology Studies is available for students with an interest in the industry who are unable to commit two classes per day. Modules will be chosen according to the class's areas of interest. Advanced level modules help students build on the competencies developed in the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available.



Cosmetology 3: 10 credit (2 BLOCKS)

Recommendation: Satisfactory completion of Cos 1, 2, 3

Major components of this program are customer service in a professional salon setting. All modules build on previous learning. Anatomy, esthetics, and business are explored more thoroughly at this level. Advance level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

Apprenticeship Credits - If students complete 1400 hours or 50 credits of cosmetology training they will be eligible to apply for an apprenticeship position in a salon. With additional 1400 hours apprenticeship training, students will then be able to attempt the Provincial and Interprovincial Examination for Apprenticeship and Journeyman Trade Certification.

ESTHETICS (5 credits)



Welcome to Esthetics! In Esthetics we focus on Pedicures, manicures, Nail art, waxing (at the higher levels), facials and basic massage. Students interested in the esthetics side of Cosmetology are encouraged to enroll in this class! COS 1010 is a pre requisite to this course, however all are welcome! We offer this pre rec to those students who don't yet have it.

Apprenticeship: The short story

An apprentice is someone learning a trade while he or she is employed. Apprenticeship is a combination of on-the-job training, work experience and technical training in a trade. Apprentices spend about 80% of the time learning on-the-job from a qualified tradesperson. The rest of the time they take technical training, usually at a college or technical institution. Depending on the trade and the region in Alberta, there may be other methods of delivery of technical training. An apprenticeship program lasts from 1 to 4 years, depending on the trade. From day one, apprentices earn money for their time on the job. First-year apprentices earn about half of a journeyperson's wage. The pay increases as the training progresses. When apprentices successfully complete their apprenticeship program, they graduate to become certified journey people. The Alberta Journeyman Certificate proves to themselves and to future employers that they meet Alberta's high industry standards. There are 50 apprenticeship trades in Alberta.



CONSTRUCTION TECHNOLOGY

Construction Technology has incorporated three levels of competencies, introductory, intermediate, and advanced levels. Construction Technology includes many separate modules from which students may build skills to apply in their everyday lives. Modules will be offered according to demand in combinations to meet student needs. As students progress through the various levels, they will be expected to meet higher standards and demonstrate increased degrees of competence.

Students who show an interest in the Skills Canada Competition and have displayed a good work ethic, and have good attendance may be a part of the PSC Skills team.



Construction 1 (5 credits)

Course material offered at this level will include; tool and production skills, building methods, shop drawings, estimating, construction material, machines and construction safety. Students will construct a number of projects beginning with simple hand tool projects and advancing to cabinet and furniture construction.

Construction 2 (5 credits)

Recommendation: Satisfactory completion of Const 1

These modules are designed for students who have successfully demonstrated the required competencies in the introductory level. Subject material will include; building site preparation, concrete foundations, preserved wood foundations, floor and wall framing, roof framing, finishing systems, door, window, and siding systems, plumbing systems, climate control systems, electrical systems, agri-structures, intermediate furniture and cabinetry, plus finishing and re-finishing. Students will construct various types of buildings, cabinets and furniture.

Construction 3 (5 credits)

Recommendation: Satisfactory completion of Const 2

These modules are designed to further expand the students experience in the construction field of study. Students should have demonstrated success in the introductory and intermediate levels. These modules will help to prepare the student for entry into the workplace. The advance level modules include concrete work masonry structures, interior wall and ceiling finishing, stair design and construction, advance roof framing, interior doors and trim, floor covering, energy efficient housing designs, building renovation and restoration, commercial structures, site management, tool and machine maintenance, advanced furniture and cabinetry construction. At these level students will construct more advanced buildings, cabinets and furniture.





SKILLS CANADA

These classes are reserved for students who are preparing for Skills Canada. The Instruction will assign the necessary projects and written assignments to help prepare the student for future competitions. Students must receive

Instructor's approval before signing up for any of these classes.

FABRICATION STUDIES

Students must provide their own safety glasses, welding gloves and coveralls. Glasses and gloves can be purchased through the school.



Fabrication Studies 1 (5 credits)

These modules will introduce you to the world of welding fabrication. There will be an emphasis on safety as one becomes acquainted with fabrication tools, oxyacetylene welding, basic electric welding, mig welding and sheet metal fabrication. There will be an opportunity to design and fabricate a number of projects.

Fabrication Studies 2 (5 credits)

The intermediate level modules will stress personal safety while helping the student build on the competencies introduced in level 1.

They will provide a broad perspective dealing with oxyfuel welding, arc welding, mig welding, flux core arc welding, print reading and fabrication and repair. The content will identify life roles related to the skill and content of this cluster.

Fabrication Studies 3 (5 credits)

Advanced level modules demand a higher level of expertise and help prepare students for entry into the work place or a related post secondary program. The course will provide one with an in-depth study of arc welding, mig welding, tig welding, and flux core arc welding. The student will have the opportunity to use these skills and knowledge to plan, design and build a number of elaborate projects.



Fabrication Studies 3 (10 credits)

In correlation with the instructor, this course may be a work study program where you gain actual on the job experience working with a journeyman welder. An alternative course is advanced repair work or fabrication in the lab.

FOODS

Students will examine the role of food, looking beyond consumption to production, visual appreciation, nutrition, meal planning, economics and preparation.

Foods Studies 1 (5 credits)

At the introductory level, students will gain a broad understanding of basic cooking principles. The recipes studied and prepared in the laboratory will cover the following categories:



- Basic food groups, according to the Food Guide
- Baking: cookies, cakes, muffins and quick breads
- Snacks and Appetizers
- Balanced meal planning: Breakfast, lunch, dinner and snacks
- Fast & Convenience Foods
- Canadian Heritage Foods
- Special Projects/Food Practicum

Foods Studies 2 (5 credits)

Recommendation: Satisfactory completion of Foods Studies 1

This course consists of six different module- all designed to have students discover food and food preparation in a wider and deeper context. The six modules that are covered in Foods Studies 2 are:

- Nutrition
- Creative Cold Foods
- Vegetarian Cuisine
- Fish & Poultry
- Rush Hour Cuisine
- International Cuisine 1



Foods Studies 3 (5 credits)

Recommendation: Satisfactory completion of Foods Studies 2

This course consists of six different module- all designed to have students discover food and food preparation in a much wider and deeper context. The six modules that are covered in Foods Studies 3 are:



- Nutrition & Digestion
- Food Presentation
- Food Evolution & Innovation
- International Cuisine 1
- Advance Meat Cookery
- Entertaining with Food

AUTOMOTIVE SERVICE

Vehicle Ownership (5 credits) This course is designed with general car care in mind. For first time out or experienced drivers, this program will enhance student knowledge about what goes on in, and around their vehicles. General car care, routine maintenance, minor servicing, roadside service and detailing procedures are areas that will be addressed. This course does not provide students with the pre-requisites to advance to the mechanics program.

Automotive Service 1

Modules offered at this level will introduce students to the tools of the trade, engine fundamentals, basic vehicle construction, vehicle care, preventative maintenance, general servicing procedures and roadside service. Students will also become familiar with the fundamentals of steering, suspension and braking systems. Five credits or more are offered at this level.



Automotive Service 2 (5 or 10 credits)

This is an intermediate year component in the mechanics program. Students will extend competencies obtained at the introductory level and becomes more service oriented. Students will diagnosis and perform repairs to steering, suspension, braking, fuel management and electrical systems.

Automotive Service 3 (5 or 10 credits)

This is the final year of mechanics that includes a focus on wheel alignment procedures, emission control systems, computer management systems, engine diagnosis and tune up. This course further extends the competencies practiced earlier and becomes more professionally oriented.

RAP – Registered Apprenticeship Program

Students are placed onto worksites that have designated journeyman supervisors/employers. RAP students can earn up to 40 credits (1000 hours) in a skilled trade and earn money as a first year apprentice in one of Alberta's designated trades. RAP Scholarships of \$1000 are also available. Grade 10 is the perfect time to start planning your future. If you think apprenticing in the trades is what you would like to do, then mapping out your grade 11 and grade 12 school years is vital. Your schedule can accommodate you to work in the afternoons or free up a full semester to work. You will still graduate with your class in June of your grad year. To register for a RAP you must go online to tradesecrets.alberta.ca and set up an account to register. There is a \$35 registration fee to the apprenticeship board. There are at least 50 trades in Alberta. The following trades require compulsory certification. Apprentices must be supervised by a journeyman. Contact Mrs. David for a complete list of trades or more information on the RAP.

Appliance Service Technician, Auto Body Technician, Automotive Service Technician, Boilermaker, Carpentry, Crane & Hoisting, Equipment Operator, Construction, Electrician, Elevator Constructor, Gasfitter, Hairstylist, Heavy Equipment Technician, Plumber, Recreation Vehicle Service Technician, Refrigeration & Air Conditioning Mechanic, Rig Technician, Sheet Metal Worker

COMPLIMENTARY COURSES

SPECIAL PROJECTS (5 credits per level)

Special Projects are designed to permit a student, together with a teacher, to do a study in some special area not included in the school curriculum. Depending upon the time spent, a student may earn 3 or 5 credits for 75 or 125 hours as a maximum. A special project is not intended to reward a student for extra-curricular or intramural activities or other out-of-school activities for which reward or recognition is otherwise earned. A proposal for a Special Project must be made ahead of time and approved by the Principal.

BRONCS WORLD TOUR (6 credits)



The purpose of this course is to provide students who have a genuine desire to learn about and travel to new destinations an opportunity to do so. Organizers of this trip sincerely believe that students who do concentrated work preparing themselves for the new cultures they will experience will find the trip far more rewarding. For this reason, students who sign up for this course will be individuals who will commit to a yearlong series of meetings, lectures, and assignments. It must be recognized that the actual tour will be the culmination of 12 months of dedicated

study towards the travel and tourism industry. Successful completion of the program will earn students up to 5 high school credits in CTS travel and tourism modules. Broncs World Tour is offered outside the regular timetable.

Leadership (5 credits per level)

This course is designed to give those students interested in Leadership an opportunity to improve their skills in leadership, speaking & presenting, mentoring and volunteering. At the beginning of the course we would work on our speaking and mentoring skills by covering the outcomes listed in the program of studies. Then we would use those skills to work with students and seniors in our school, other schools or other organizations such as BBBS, The Youth Centre, Seniors' homes.

Students would also work on a project that would incorporate two of the modules. Examples of the project could be to plan and organize a fundraiser event (leadership & volunteering), to work with a grade 4 student on a regular basis to tutor a student weak in math (mentoring & volunteering) or to plan and carry out a weekly or monthly games event at a Seniors' home (mentoring & volunteering).

There will be five modules incorporated in Leadership 1.

- Course HSS 1080: Leadership Fundamentals 1
- Course HSS 1090: Speaking & Presenting
- Course HSS 1050: Introduction to Mentorship
- Course CCS 1080: Community Volunteerism 1
- Course HSS 1910: HSS Project A



There will be five modules incorporated in Leadership 2.

- Course HSS 2080: Leadership Fundamentals 2
- Course HSS 3090: Governance & Leadership
- Course HSS 2050: Becoming a Mentor
- Course CCS 2080: Community Volunteerism 2
- Course HSS 2910: HSS Project B

PSC Adventure Activities

Open to all High School students interested in doing fun, unique, off-campus activities such as overnight camping trips, indoor climbing, introductory scuba, river paddling or any other cool, crazy things we can think of to do! Sign up for activities as they are offered throughout the year. Based on the activity and the hours students input, students will be awarded career and technology (CTS) credits. Pick and choose activities with your friends, or better yet, make some new friends and learn some new skills.

Some activities may include but are not limited to: hiking trips, canoe trips, overnight camping trips, mountain biking, road biking, indoor kayaking, indoor scuba, wall climbing, corn maze, river paddling, swimming, bunny hunting ... don't let F.O.M.O hold you back – joint in the PSC Adventures!

OFF CAMPUS

At PSC, we believe that every student should have some sort of work experience before they leave our school. Off-campus education provides opportunities for senior high school students to explore and expand their career interests, skills and knowledge related to work and other life roles. They will gain valuable experiences that will be both positive and negative. This will teach students how to not only apply knowledge they have learned from school, but also learn new life experiences that they can take with them throughout their lives. Students who are already working, seeking relevant work experience, or want to learn more about a certain occupation are encouraged to see our Academic Advisor about their options. Credits can be obtained through paid work, summer work or volunteer placements.

Work Experience

Students have an opportunity to discover their career interests in meaningful work activities, situated in community based work sites in business, industry, government and community. Students who already hold a part-job also qualify. Work Experience is time based: 25 hours of work equals one credit and is available at three levels: Work Experience 15/25/35 (3—10 Credits at each level).



work experience

RAP – Registered Apprenticeship Program

Students are placed onto worksites that have designated journeyman supervisors/employers. RAP students can earn credits up to 1000 hours in a skilled trade and earn money as a first year apprentice in one of Alberta's designated trades. \$1000 RAP Scholarships are also available.

Health Service Internships

Grade 11 & 12 students are able to participate in 6-week summer internships in local health care facilities. Students are given the chance to experience what it would be like to work in the health sector. At the same time, earn money and 10 or more high school work experience credits for the hours worked.



Community Volunteerism (1 credit)

This module guides students to appreciate and participate in community volunteerism. In addition to completing a Worksheet on “Volunteerism, the Career and Character Builder”, students will do 20 hours of volunteer work in the community. A log book will be maintained and an evaluation performed by the volunteer supervisor. This module is excellent in that it not only opens the door to volunteerism but gives students evidence of their efforts when applying for scholarships or awards that require community service. This module would be completed outside of school time. Students who log in more than 20 hours may be eligible for further credit.

Career Internship 10

This is a workplace-based curriculum to assist students in making informed decisions about their school-career transitions. Specifically, the course is designed to prepare students for entry in trade, technology and service careers. (3-5 Credits).

HCS 3000 (1 credit)

Every student in grade 10 will take the Health Care Services 3000 module, which goes into depth about workplace safety. Regardless of whether your son/daughter will take work experience or not, this module will be helpful at some point in their lives. It teaches them how to conduct themselves at work in a safe and responsible manner; recent statistics report that the most often injured workers in Alberta fall between the ages of 14-24 years old. Eventually the students will find themselves in the work force and they should be aware of the rules and regulations of work place safety.

NEW TO WOLF CREEK PUBLIC SCHOOLS



In partnership with Red Deer College and Alberta Education, the Dual Credit program allows students to personalize their high school experience and build on or discover their career passions and interests. Dual credit

helps students to:

- get a jump start on their post-secondary education while still in high school
- complete high school while engaging in meaningful curriculum



- transition to post-secondary studies or move into the world of work
- potentially complete post-secondary with less financial debt

High school credits earned count towards course and credit requirements of the Alberta High School Diploma or the Alberta Certificate of High School Achievement.

Post-secondary credits earned may count towards a post-secondary certificate, diploma, or degree through partial or full completion of post-secondary requirements.

Students interested in this program are encouraged to see our Off-Campus Co-ordinator.

Current Trade Areas offered through the Dual Credit Program are:



Fire Fighting

Welding

Automotive Technician

Agricultural Equipment Technician

Rig Technician



WHAT DO YOU WANT TO BE WHEN YOU GROW UP?

As part of the Student Services Team, PSC is able to offer student's a full-time certified career counselor to provide individual or group support in exploration and decision making leading the student toward a career pathway, transition into the world of work or further professional education or training. Gone are the days when a person picked one career and worked in that job for the remainder of their life. In this day and age, the average person will change careers five to seven times. There are many career options available today and with so much pressure to plan for the future, the career planning process can be overwhelming for many people, especially youth. Our career counselor is able to provide knowledgeable and friendly help when navigating important career decisions.

STEP 1: CAREER PLANNING

- ☒ career planning to ensure students are making informed choices
- ☒ provide access to self-assessments and interest inventories
- ☒ current labour market information
- ☒ help students research post-secondary institutions and programs
- ☒ facilitate career development workshops to classes and explore career trends
- ☒ helping student create an action plan with realistic goals
- ☒ help students and staff explore career related websites



STEP 2: EDUCATION PLANNING

- ☒ post-secondary applications
- ☒ student finance applications
- ☒ scholarship and bursary information
- ☒ helping students register in appropriate classes

STEP 3: JOB SEEKING ASSISTANCE

- ☒ job search assistance
- ☒ resume, cover letter writing and interview skills help
- ☒ organize information interviews and job shadow opportunities

STEP 4: JOB SEEKING ASSISTANCE

- ☒ information on apprenticeship (RAP, Green Certificate) training
- ☒ provide appropriate referrals to outside agencies

**And will you succeed? Yes! You will indeed!
98 and 3/4% guaranteed!
- Dr Seuss**

PONOKA SECONDARY CAMPUS has partnered with **myBlueprint** to provide your child with an engaging and interactive online education and career planning program.



myBlueprint Education Planner (7-12) includes a number of beneficial resources to support your child as they progress through high school, including:

- ✓ **Who Am I** – 6 unique assessments for self-exploration and discovery (including Learning Styles, Myers-Briggs Personality, Holland Interests, Knowledge, Motivations, and Compatibility)
- ✓ **High School** – A tool to visually plan courses, track progress toward graduation, and instantly identify post-secondary eligibility for opportunities in all pathways
- ✓ **Post-Secondary** – A database to explore post-secondary opportunities and compare detailed information on apprenticeships, college programs, university programs and workplace sectors across Canada
- ✓ **Goals** – An interactive goal setting tool to set S.M.A.R.T. goals and action plans
- ✓ **Occupations** – A database of over 500 occupations to compare comprehensive information on jobs
- ✓ **Resumes & Cover Letters** – Interactive tools to record personal experiences, build resumes and write cover letters
- ✓ **Money** – An engaging budget-making tool to help students track income and expenses and develop financial literacy
- ✓ **Job Search** – A tool to explore real-world job postings that relate to occupations of interest
- ✓ **Portfolios** – A portfolio builder to create multiple portfolios and share it with parents, teachers, or future employers

To explore the features of **myBlueprint**, you can create a **Parent Account** and link to your child's account. With direct access from home, you can get more informed and involved with your child's education, and support your child in making the most informed decisions for their future.

To create your **Parent Account**, follow these simple steps:

1. Visit **www.myBlueprint.ca**
2. In the blue **New User** box, enter your child's school Activation Key **PONOKA** and click **Create Account**
3. Click **Not a Student? Teachers, Counsellors, and Parents sign up here**
4. Select **Parent/Guardian/Advisor**
5. Fill out the sign up form

≡ What is myPass?

Learn about what you can do on myPass and how to use it.



[myPass.alberta.ca](http://mypass.alberta.ca/) (<http://mypass.alberta.ca/>) is a secure self-service website for Alberta students to:

- Order high school transcripts
- View diploma exam marks
- Register to write or rewrite diploma exams (with online payment)
- View and print Detailed Academic Reports (DAR)
- View progress towards a credential (diploma or certificate)
- View/update student personal information
- Order additional copies of an awarded credential (in English or French)
- Request diploma exam rescores

Sign-up Requirements and Procedures

To sign up, you must have:

- An Alberta Student Number (ASN) (<https://education.alberta.ca/alberta-student-number-asn/what-is-an-asn/>)
- A personal email address
- A correct mailing address (<https://education.alberta.ca/transcripts/how-to-order/everyone/form/>) on file with Alberta Education

You can prepare yourself to succeed in your studies - Try to develop and appreciate the following habits:

- **Take responsibility for yourself**
Recognize that in order to succeed you need to make decisions about your priorities, your time, and your resources
- **Center yourself around your values and principles**
Don't let friends and acquaintances dictate what you consider important
- **Put first things first**
Follow up on the priorities you have set for yourself, and don't let others, or other interests, distract you from your goals
- **Discover your key productivity periods and places**
Morning, afternoon, or evening?
Find spaces where you can be the most focused and productive.
Prioritize these for your most difficult study challenges
- **Consider yourself in a win-win situation**
When you contribute your best to a class, you, your fellow students, and even your teacher will benefit.
Your grade can then be one additional check on your performance
- **First understand others, then attempt to be understood**
When you have an issue with an instructor (a questionable grade, an assignment deadline, etc.) put yourself in the instructor's place.
Now ask yourself how you can best make your argument given his/her situation
- **Look for better solutions to problems**
For example, if you don't understand the course material, don't just re-read it. Try something else! Consult with the teacher, a tutor, an academic advisor, a classmate, a study group, or your school's study skills center
- **Look to continually challenge yourself**

Grade 10 11 & 12 - High School

Block A	8:40 - 10:00 (80 min)
WIN (Tues-Friday) TA (Monday)	10:00 - 10:35 (35 min)
Wellness Break	10:35 - 10:40 (5 min)
Block B	10:40 - 12:00 (80 min)
LUNCH	12:00 - 12:40 (40 min)
Block C	12:40 - 2:00 (80 min)
Wellness Break	2:00 - 2:05 (5 min)
Block D	2:05 - 3:25 (80 min)