

PONOKA SECONDARY CAMPUS

6100 54 Street • Ponoka, Alberta • T4J 1N9

Phone: 403-783-4411

Attendance Line: 403-785-0741

2022 -2023

Senior High School Registration Guide



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!



Ponoka Secondary Campus

Staff Commitments

We commit to:

- Supporting, guiding and challenging our students to become critical thinkers and active learners
- Being positive role models in order to challenge, engage and empower our students
- Organizing and participating in student recognition and celebrations
- Striving for continual student improvement and growth
- Maintaining accountability by holding all stakeholders accountable
- Creating positive relationships with all students, staff and community
- Maintaining high standards through implementation of course curriculum and citizenship for all students
- On-going professional development to work toward mastery within our profession

Ponoka Secondary Campus Administrative Team



Principal, TBA

- Responsible for all aspects of the school
- Instructional Leadership of staff
- Inclusion Coach for all students
- 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
- First nation, Metis, and Inuit liaison



Assistant Principal, TBA

- Responsible for student issues/discipline/Inclusion Coach in Jr. High
- Assist in planning/vision for PSC
- Facilities/maintenance of PSC
- Exam administrator for Junior High, including PAT's
- Health and safety regulations
- Responsible for coordination of Special Events

Assistant Principal, Mr. Cody Baird

- Responsible for student issues/discipline/Inclusion Coach in High School
- Assist in planning/vision for PSC
- Exam administrator for High School, including diploma exams
- Coordination of Special Education Program & Educational Assistants



Administrative Support Team



Mrs. Aimee Heilemann
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

Attendance Line: 403 783-0741

psc.wolfcreek.ab.ca

Student Services Team

In our quest to have all learners reach their full academic and social potential, we offer numerous resources, support and opportunities out of the regular classroom.



School Social Worker, Mrs. Carmen DeLeeuw

- School-based concerns (e.g., motivation, classroom and playground concerns, school transitions, attention difficulties, etc.)
- Emotional concerns (e.g., anger, conflicts, self-esteem, worry, grief, sadness, etc.)
- Social concerns (e.g., peer conflicts, relationship concerns, friendship issues, etc.)
- Family concerns (e.g., separation/divorce, sibling conflicts, parenting strategies, lack of resources, home-school communication, etc.)
- Behavioral issues (e.g., safety issues, bullying, defiance, etc.)
- Other (e.g., physical/health related issues, pregnancy, alcohol/drug misuse, basic needs resourcing, advocacy, etc.)



Academic & Career Advisor, Ms. Wendy Fessler

- 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
- Coordinator for our Off-Campus programming including:
Work Experience/RAP/Green Certificate/Dual Credit & Distance Learning Programming

The 3 A's of success at Ponoka Secondary Campus **ACHIEVE, BE ACTIVE & ATTEND**

Achieve:

Preparing all students for the future: Whether students continue their education or go directly to the world of work, PSC works to prepares students for the challenges and opportunities of the future. Our Academic Advisor, Ms. Fessler, has complete information on post-secondary education, scholarships, apprenticeships, and career planning resources. We encourage all of you to leave doors open! Courses in our high school include options that will provide opportunities beyond high school. Prepare yourself for a successful future. Scholarships, rewards and recognition follow hard work.

Be Active:

We encourage you all to get involved! Basketball, football, Reach, volleyball, curling, badminton, track, yearbook, homework club, cross country running, social justice club, ski trips, Skills Canada and many more. Get involved and make your high school years memorable. We encourage you to participate and explore your potential as a student in our community.

Attend:

Great grades and great attendance go hand in hand. A strong relationship exists between the two. Great attendance is recognized at PSC through the "Miss School, Miss Out" program.





Ponoka Secondary Campus is committed to the following ATTENDANCE PHILOSOPHY

Daily attendance, student contribution and participation in class are essential components in order for a student to be a successful learner. PSC expects that all students will attend class regularly and be on time for all of their classes. We believe that these traits are essential in our students' future career choices. By attending and participating in class, students learn to: participate in group discussions, develop an appreciation for the views and abilities of other students and form habits that are directly linked to success in the world of work.

Attendance Guidelines

PSC expects that all students will attend class regularly and will be on time for all of their classes. If a student is away from school for any reason, it is the **student's responsibility** to have his/her parent or guardian phone the school on or before the day of the absence. This option is available to parents 24 hours a day at 403-785-0741 or 403-783-4411 and press 8.

Any absence that has not been excused by a parent or guardian will be considered an **unexcused absence**.



HIGH SCHOOL ATTENDANCE POLICY

High School Attendance

Student attendance will be monitored regularly by our teachers / administrators and in the event that:

- a) that a student reaches 5 absences total in any one class, teachers will be contacting parents/guardians to have a conversation reiterating the need to attend.
- b) that a student reaches 10 absences total in any one class, a parent/guardian meeting will be scheduled with an administrator to confirm importance and validate the necessity of student's attendance in class to be successful in the course. A plan will be developed between student/parent/administrator to improve attendance.
- c) that a student reaches 15 absences total in any one class, a second Parent/Guardian meeting will be required with an administrator with the intention to re-evaluate the plan and outline additional supports to be put into place.
- d) that student reaches 20 absences total in any one class, the student will be withdrawn from the traditional "in class" course. The student will then be enrolled in our Enhanced Learning Program to give students the opportunity to earn credits.

** Please note that three lates constitutes one absence

TEACHER ADVISOR PROGRAM

Education is the key to success in life, and teachers make a lasting impact in the lives of their students

-Solomon Ortiz

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 in their high school years.
- 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
- Acknowledge student accomplishments that occur in & outside of school activities.
- Monthly collaborative meeting with other staff to track and monitor TA students

Teacher Advisors will meet every Friday with students to help schedule for effective use of time.

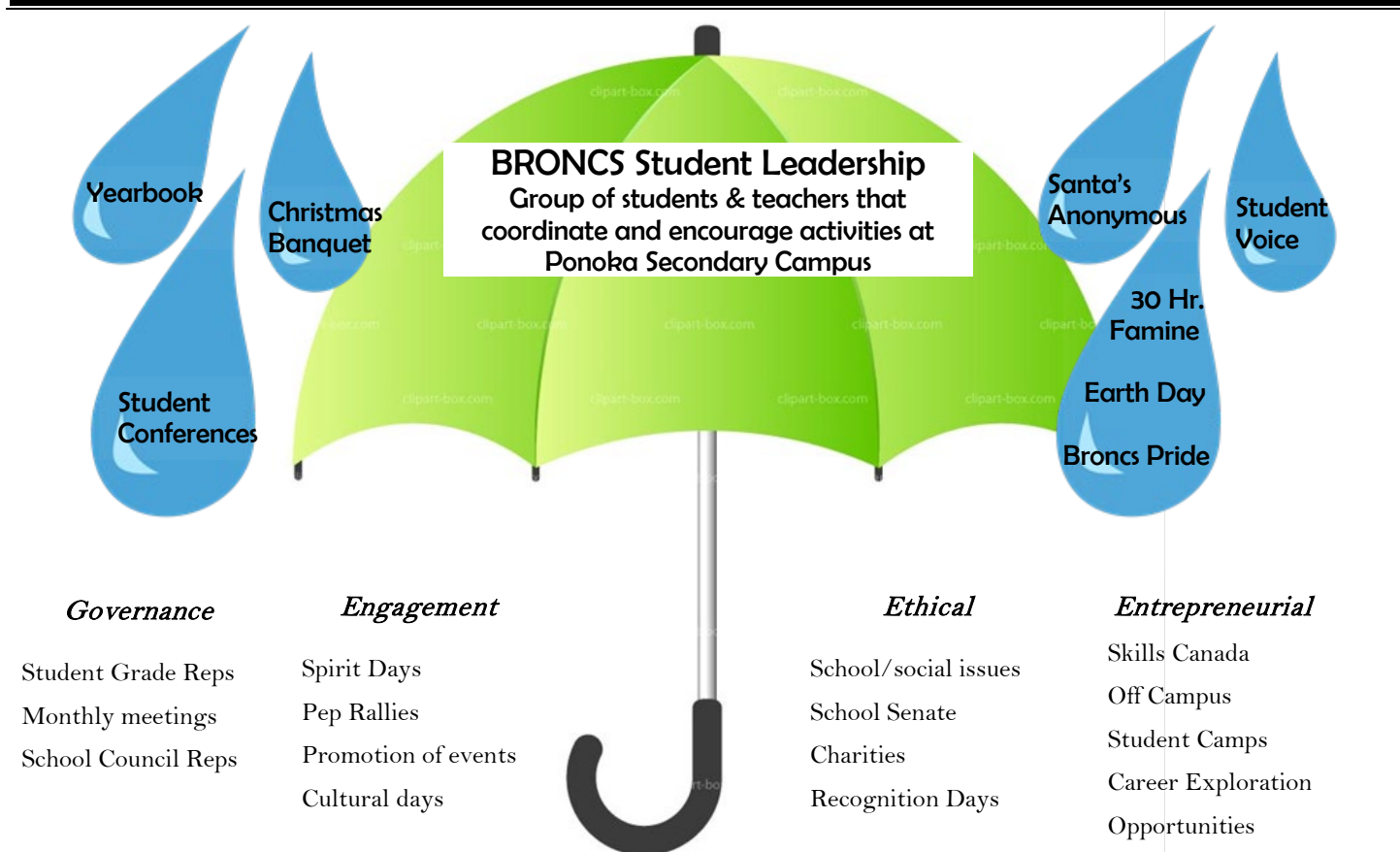
- Short term goal setting with students
- Review and discussion of attendance
- Review and discussion of marks
- Guiding students to take ownership of their learning
- Promote parent and student use of the Ponoka Secondary Campus website and parent portal
- Registration meetings and signup with Parents
- Parent contact meetings for signing of IPP/APP
- 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
- School wide activities and contests will run through TA
- Disbursement of school papers and information
- Will attend to all the housekeeping items of school, assign lockers, take pictures, practice safety procedures etc.



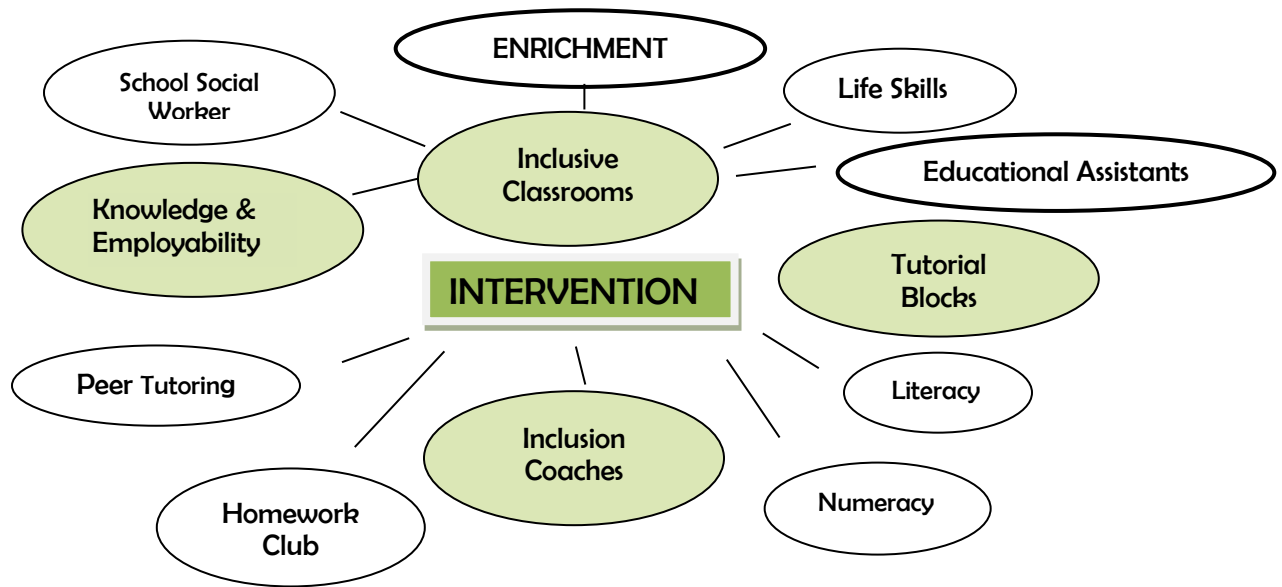
FLEX Time

At PSC we offer some flexibility time in our timetable for Grades 10, 11 and 12 students. This is built in as flex time and is available Monday - Thursday. This is scheduled time and is **MANDATORY** when assigned by a teacher. Attendance will be taken when assigned and consequences given if missed. If a teacher has not assigned a student to FLEX, they are still encouraged to use the supports they feel they need for that day. The purpose of FLEX is to have time and support to master concepts through practice and refinement on specific topics:

- is offered **30 minutes a day 4 times per week (Monday to Thursday)**; TA on Friday's
- students may use FLEX as often as they need
- teachers have the right and responsibility to assign students to FLEX based on attendance, grades and level of understanding of course outcome.
- A time to run specialty sessions with students:
 - post-secondary research
 - guest speakers
 - scholarship work sessions
 - career planning
- time to work with students in smaller groups who need extra time to master a concept
- did poorly on a 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 (ie. in class homework)
- to provide "just time" that some students do not have in the scheme of work/sports/school/family commitments, etc.
- is subject specific or teacher specific, so students may be working with any qualified staff who will offer what they need



INTERVENTION PROGRAMMING



Intervention is programming that is modified for students who have learning differences, physical or developmental disabilities, mental health needs, or any other factors which can affect their success at school. 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 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 cognitive delays 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. These students:

- Are a member of an age-appropriate education class with support.
- Progresses through the grades according to the same pattern as students without special needs.
- March 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.
- Included in classes, courses, clubs, and extracurricular activities.
- 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, school plays, field trips and community

COLLABORATIVE RESPONSE AND ALERT TEAMS

Staff coming together regularly to create cohesive responses to student challenges include:

- One-on-one interaction
- Academic coordination and behavioral planning
- Academic support
- Monitoring and tracking behavior and attendance
- Appropriate timetabling
- Social issues support
- Regular communication between home and school
- Academic testing and a liaison for specialized service

SCHOOL FEES

Instructional Course Fees are due and payable at the end of September and again mid-Mar. 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.

PLEASE NOTE:

- 1) Students will not be allowed to participate in extra-curricular activities and fieldtrips until all fees have been paid or arrangements for payment have been made (students may be able to volunteer for school duties as a way to pay sports/extracurricular fees).
- 2) Grade 12 students with outstanding fee balances will not be eligible for Grad/Banquet Tickets.

If there is difficulty in paying fees, please communicate with the school to create a payment plan.

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 FLEX.
- We see school as being a student's "job". Be sure that any after school work does not interfere with their number one job!
- Students always have work to do, if all assignments are completed and well done, there is always studying that can be done.
- If you have any concerns, please discuss them with the student's advisor or teachers.



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

ASSESSMENT

Your child's learning is assessed using a variety of tools and strategies within the classroom. The different assessment methods tell you and your child's teachers about your child's strengths, the areas in which they might grow and how well your child is doing throughout their courses. Your child's teachers can then change or refine their teaching plans to ensure that learning activities better meet the needs of your child. At the end of each course, your child is assessed and their achievement is reported so that you know if they have achieved the expected learning outcomes for their grade. Parents/guardians play an integral role in your child's education by providing the encouragement and support he or she needs to succeed.

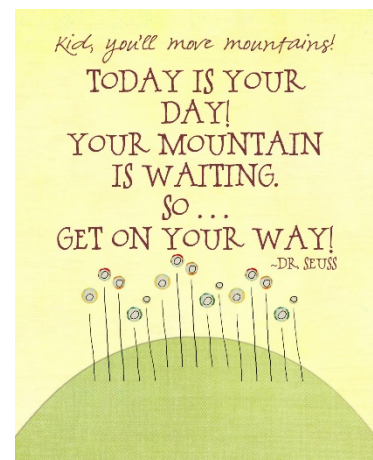


Ponoka Secondary Campus uses the PowerSchool Portal which is secure web-based student management system designed to strengthen communication between the school and home. This online portal is

accessible anywhere on the web that parents/students can log in to see in one place their grades, assignments, scores, attendance, schedules, school bulletins, registration, pay school fees and make purchases from the school directly from their portal account. Login information is provided to parents/guardians/students at the beginning of your child's education at PSC and remains the same throughout your child's school career.

2022 – 2023 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. The school year consists of 4 quarters with 2 classes in each quarter.



For 2022 - 2023

PSC is offering courses in the quarter system. 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: All Grade 11 students **MUST** be enrolled in CALM as it is a grad requirement. Grade 11 students are allowed to select Biology 30 or Science 30. You must maintain a minimum of 70% at the 20 level course to be eligible to take the 30 level in Grade 11.
- **Grade 12's MUST ensure they carry enough credits for graduation and have prerequisites required for post-secondary.** Keep in mind that upgrading courses at college or university cost upwards of \$600 per course. Students who do not carry full course loads are not to be loitering at the school when they do not have classes they will be asked to leave.

Returning Grade 12 students can be accommodated. Through consultation with their family it will be determined where it is most advantageous for a returning grade 12 to attend.

ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS

| ALBERTA HIGH SCHOOL DIPLOMA: GRADUATION REQUIREMENTS (ENGLISH) |
|---|
| The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses. |
| 100 CREDITS including the following: |
| ENGLISH LANGUAGE ARTS – 30 LEVEL (English Language Arts 30-1 or 30-2) |
| SOCIAL STUDIES – 30 LEVEL (Social Studies 30-1 or 30-2) |
| MATHEMATICS – 20 LEVEL (Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3) |
| SCIENCE – 20 LEVEL ^❶ (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20) |
| PHYSICAL EDUCATION 10 (3 CREDITS) ^❷ |
| CAREER AND LIFE MANAGEMENT (3 CREDITS) ^❸ |
| 10 CREDITS IN ANY COMBINATION FROM |
| <ul style="list-style-type: none"> • Career and Technology Studies (CTS) courses • Fine Arts courses • Second Languages courses • Physical Education 20 and/or 30 • Knowledge and Employability courses • Registered Apprenticeship Program courses • Locally developed courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses |
| 10 CREDITS IN ANY 30-LEVEL COURSE (<u>IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS</u> <u>AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE</u>) ^❹ |
| <p>These courses may include</p> <ul style="list-style-type: none"> • 30-level locally developed courses • Advanced level (3000 series) in Career and Technology Studies courses • 30-level Work Experience courses ^❺ • 30-level Knowledge and Employability courses • 30-level Registered Apprenticeship Program courses • 30-level Green Certificate Specialization courses • Special Projects 30 |

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.

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 Ms. Wendy Fessler, Academic Advisor.

Certificate of High School Achievement

| CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS (ENGLISH) | |
|---|--|
| The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses. | |
| 80 CREDITS ^① including the following: | |
| ENGLISH LANGUAGE ARTS 20-2 OR 30-4 | |
| MATHEMATICS 10-3 OR 20-4 | |
| SCIENCE 14 OR 20-4 | |
| SOCIAL STUDIES 10-2 OR 20-4 | |
| PHYSICAL EDUCATION 10 (3 CREDITS) ^② | |
| CAREER AND LIFE MANAGEMENT (3 CREDITS) ^③ | |
| 5 CREDITS IN | |
| <ul style="list-style-type: none"> • 30-level Knowledge and Employability occupational course, or • Advanced level (3000 series) in Career and Technology Studies courses,^④ or • 30-level locally developed course with an occupational focus | |
| AND | |
| 5 CREDITS IN | |
| <ul style="list-style-type: none"> • 30-level Knowledge and Employability Workplace Practicum course, or • 30-level Work Experience course,^⑤ or • 30-level Green Certificate course,^⑥ or • Special Projects 30 | |
| OR | |
| 5 CREDITS IN | |
| <ul style="list-style-type: none"> • 30-level Registered Apprenticeship Program (RAP) course^⑦ | |

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.

POSSIBLE COURSE OFFERINGS

2022 - 2023

| | Grade 10 | Grade 11 | Grade 12 |
|--|---------------------------|---------------------------|---------------------------|
| <i>ENGLISH</i> | 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) | |
| | | CALM (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) |
| | Science 14 (5) | Chemistry 20 (5) | Chemistry 30 (5) |
| | Science 10-4 (5) | Biology 20 (5) | Biology 30 (5) |
| | | Physics 20 (5) | Physics 30 (5) |
| | | Science 24 (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) |
| | Music 10 (5) | Music 20 (5) | Music 30 (5) |
| | Guitar 10 (5) | Guitar 20 (5) | |
| <i>PHYSICAL EDUCATION</i> | PhysEd 10-1 (5) | PhysEd 20-1 (5) | PhysEd 30-1 (5) |
| | PhysEd 10-2 (5) | PhysEd 20-2 (5) | PhysEd 30-2 (5) |
| <i>CAREER & TECHNOLOGY STUDIES</i> | Computers 1 | Computers 2 | Computers 3 |
| | Food Studies 1 | Food Studies 2 | Food Studies 3 |
| | Fabrication 1 | Fabrication 2 | Fabrication 3 |
| | Mechanics 1 | Mechanics 2 | Mechanics 3 |
| | Construction 1 | Construction 2 | Construction 3 |
| | Cosmetology 1 | Cosmetology 2 | Cosmetology 3 |
| | Esthetics 1 | Food Prep (cafeteria) | |
| <i>COMPLEMENTARY COURSES</i> | Work Experience 15 (3-10) | Work Experience 25 (3-10) | Work Experience 35 (3-10) |
| | Leadership | Community Volunteerism | PSC Adventures |
| | Mentorship | Broncs World Tour | RAP |
| | Skills Canada | Green Certificate | |

DUAL CREDIT

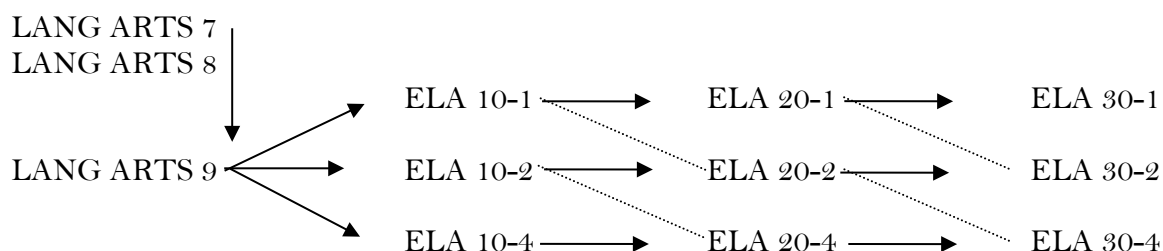
| | |
|-------------------|--|
| Animal Sciences | Intro to Veterinary Profession / Veterinary Practice Communication |
| Health Sciences | Health Care Aid / Nursing / Medical & Health Sciences / Kinesiology |
| Land Studies | Crop Production / Environmental Science / Landscaping / SMART Farm Tech |
| Social Sciences | Education / Legal Studies / Indigenous Studies / Psychology / Sociology of Crime |
| Sports Management | Training for Performance / Intro to Sports Management |
| Tech Studies | Cyber Securities / Computer Programming / Aviation Avionics Technology |
| Trades Training | Ag Equipment / Electrical / Pipefitter / Welding / Cook / Plumber / Steamfitter |
| Travel Studies | Marketing for Hospitality & Tourism / Global & Sustainable Tourism |

More Information about Dual Credit Programs can be found on pages 42 & 43

Courses may be cancelled if enrollments are too low.

If these are required courses, PSC will work with our Outreach School to fulfill the requirements.

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.

English 10-1

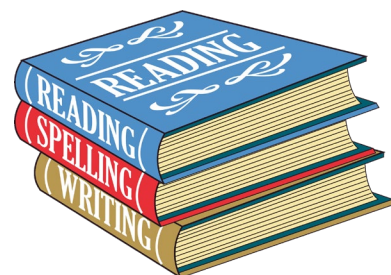
Recommended Average in Language Arts 9 is above 65%.

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

Recommended Average in Language Arts 9 is below 65%.

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.



Sometimes the
questions are
complicated
and the
answers are
simple.



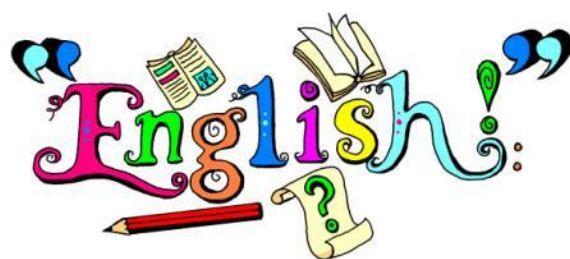
English 20-1

Recommended Average in English 10-1 is above 65%.

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 is above 65%.

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.

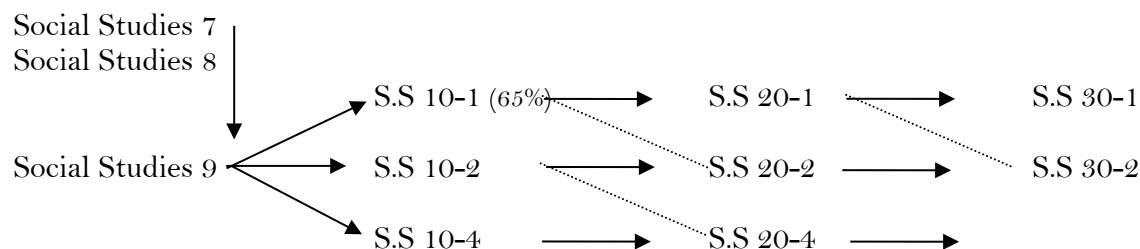
English 30-2

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 is above 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 is 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 is above 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).

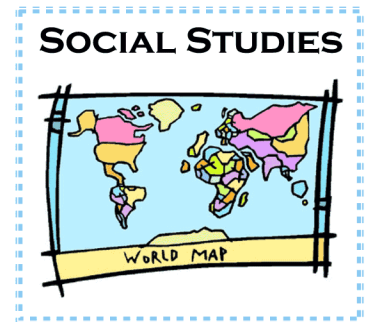
Social Studies 20-2

Recommended Average in Social 10-2 is below 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 is above 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 is above 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?

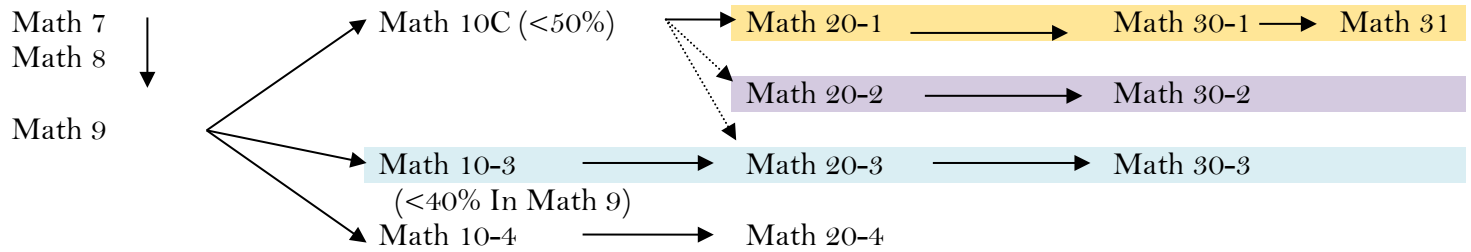


Related Issues:

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?



MATHEMATICS



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.

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.

Mathematics 3 Sequence

- is for students who are interested in learning the mathematics needed to enter some **trades** or want to enter the **workforce** after high school.
- 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

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 is above 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

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 is above 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 is above 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

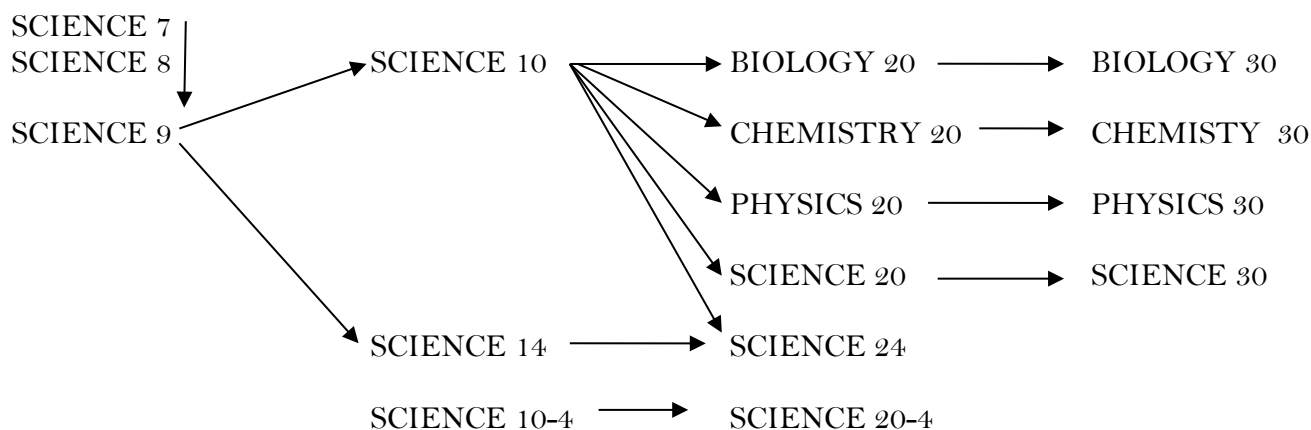
Mathematics 30-3 students investigate the limitations of measuring instruments, use trigonometry to solve problems involving triangles, and describe and illustrate properties of polygons. They investigate slides, rotations, flips and size changes of 2-D shapes or 3-D objects; they use logical reasoning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

Math 31 –

Recommended Average in Math 30-1 is above 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.

SCIENCES

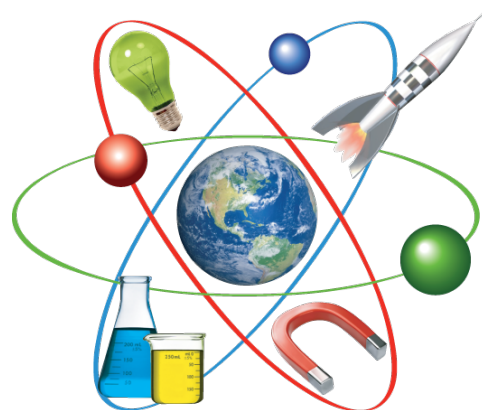


Science 10

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.

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 is above 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 is above 65%.

The topics to be covered include: The Biosphere; Cellular Matter and Energy Flows; Matter and Energy Exchange in Eco-system; 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 is above 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 is above 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 Defense (Biology) and Transportation Safety. Extra projects and enriched material round out the course.

Biology 30

Recommended Average in Bio 20 is above 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 is above 65%.

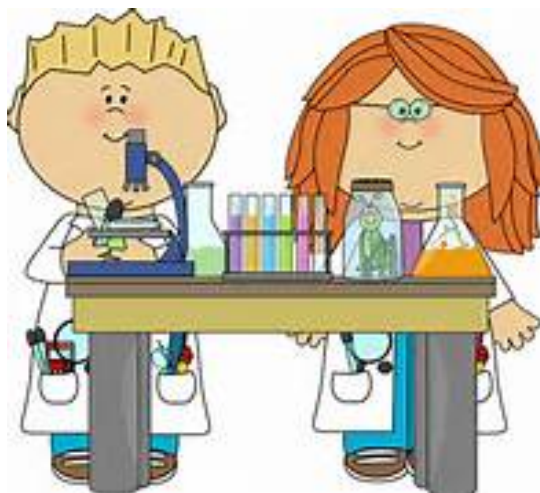
- Unit A: Thermochemical Changes – Energy
- Unit B: Electrochemical Changes – Redox
- Unit C: Chemical Changes of Organic Compounds
- Unit D: Chemical Equilibrium focusing on Acid-Base Systems

Science 30

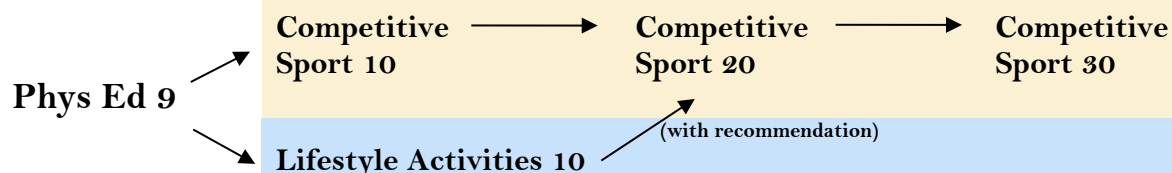
Recommended Average in Science 20 is above 65%.

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



Physical Education High School COMPETITIVE SPORT (10, 20, 30)

Any Grade 10, 11, or 12 students
5 credits with the possibility of more

The Competitive Sport individual is someone who has an above average interest and ability in sport and fitness. It is someone that has participated in sports in the past or continues to participate in the present. The Competitive Sport individual is interested in a higher level of play, and a more aggressive, competitive environment. The Sport individual is team and athletics focused. They are self-motivated when it comes to being active and involved. They have a significant passion for sport and pursue an above average fitness level.

Focus:

- Sport specific strategy and higher-level skill development for all 'traditional' sports
- Development of competitive mindset and mental toughness
- Development of leadership skills
- Community coaching
- CPR, FITT Principles, Body Image, Anatomy
- Level 1 sport taping

Physical activities may include, but not be limited to: volleyball, basketball, hockey, ringette, soccer, tennis, football, outdoor pursuits (hiking, canoeing, climbing, wilderness survival, shelter building), weight training, cross-fit, aquatics (swimming, kayaking, water aerobics)



Physical Education High School LIFESTYLE ACTIVITIES 10

Any Grade 10, 11, or 12 students
5 credits (or 3 depending on attendance)

The PE Lifestyle Activities individual is one who does not necessarily enjoy traditional "sport" and/or being in a competitive setting. This individual is often more comfortable in a small group or even prefers individual activities. A Lifestyle individual may be more interested in learning about leisure activities and healthy lifestyle choices for future health and wellness. The Lifestyle Activities individual is more interested in acquiring personal skills and awareness, socializing and small group comradery and personal health than becoming a highly skilled athlete.

Focus:

- Functional fitness and daily participation
- Individual Pursuits such as walking, weights, yoga, etc.
- Small Group Pursuits - those activities in which the intent is to maintain a recreational, social atmosphere with others while acquiring physical fitness as well as personal enjoyment.
- CPR, FITT Principles

Physical activities may include, but not be limited to: horseshoes, paddling, darts, 5 pin bowling, billiards, ultimate frisbee, lawn bowling, yoga, aerobics, zumba, lawn games, curling, frisbee golf, running, walking, water aerobics, bicycling, skating, golf skills, bouldering, etc.



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 behaviours and attitudes that contribute to the wellbeing and respect of others, now and in the future.

GENERAL OUTCOMES:

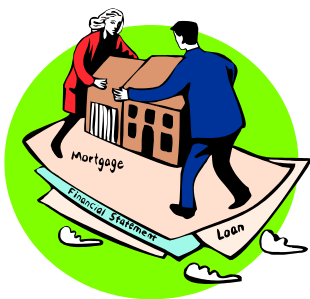
Career and Life Choices: Students will develop and apply processes for managing personal, life long career development.

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 behaviour.

FINE ARTS PROGRAMS

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.

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.



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.



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:

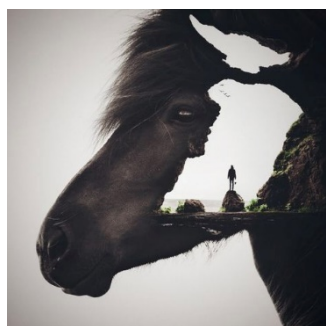
- An emphasis is placed on learning in an activity setting
- Introductory courses are exploratory and offer a variety of experiences
- Emphasis is on providing a variety of daily life skills
- Content gives an awareness of career opportunities
- Courses can be applied towards the 10 complementary course 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.

COMPUTERS

COMPUTERS 1, 2, 3 (5 credits each)



Are you interested in Media, Design, Art and Culture, Performing Arts, Film, Video design, Broadcasting, Journalism, Creative Design, or Fashion? If so, then this stream of courses is just what you are looking for! Com Tech is designed to be a hands on course that builds skills

related to online tools that enable the students to explore visual design, web design, photography, film making, marketing, video broadcasting, graphic design, green screen implementation, and much more. Com Tech has been designed to be versatile and flexible to meet all students' needs and interests; if you have an interest in anything online, this course has something for you.



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.

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 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.

Apprenticeship

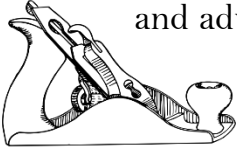
The short story

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 three levels of competencies, introductory, intermediate, and advanced levels. Each level has sequential modules that help students to gain knowledge and experience that they can apply to their everyday lives or use to pursue as an occupation.



Students that show interest and demonstrate proficiency also have the opportunity to compete in the Skills Canada Competition and also have an opportunity to begin first year carpentry apprenticeship.

Construction Level 1 (5 credits)



This is a 5 credit course that offers an introduction into carpentry fundamentals, that can help students to gain knowledge and experience of construction tools, common materials used and safe work practices in carpentry. Students will construct a number of projects that start from simple to complex.

Construction Level 2 (5 Credits)

This course is a continuation of the level 1 construction course that splits between house construction and small woodworking projects. House framing may involve building a shed or small scale model that involves learning about floor framing, structural wall framing and roof framing. Woodworking will build a keepsake box from hardwood materials.



Construction Level 3 (5 Credits)



This course is a continuation of the Level 2 Construction course. These modules are designed to further expand the students experience in the construction field of study. This course includes tool and machine maintenance, door and trim installation, one end table with leg and rail assembly and enhanced surface top, and demonstration of general stair construction. These modules will help to prepare the student for entry into the workplace and continue to enhance skills in advanced woodworking skills.

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

MECHANICS

Mechanics 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.



Mechanics 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.

Mechanics 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.

COMPLIMENTARY COURSES

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.

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 – join 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.

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. Must complete this module before you can earn work experience credits.

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.

Mentorship

Students have the opportunity to mentor younger students by working through the Big Brother Big Sister program. Students can earn HSS credits.



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.

Green Certificate

Apprenticeship style Agriculture Training. Under the guidance of an agriculture trainer, students are able to earn certification in over eight farming/agriculture specializations or earn recognition for what they already do on the farm. Earn up to 16 credits per specialization completed.

DUAL CREDIT PROGRAM

Dual credit allows high school students to earn credits in high school and college at the same time. Dual Credit courses are an option for students at PSC who are looking for rewarding learning opportunities with valuable experiences aligned with their potential career pathways. A student who participates in dual credit completes a college or university course while enrolled in their high school. These opportunities help students develop the attitudes and skills needed to improve their employability in Alberta's dynamic job market.

As students complete dual credit courses, they earn high school credits and credits that count toward a post-secondary certificate, diploma, or degree, including a journeyperson certificate. Wolf Creek Public Schools has partnerships with four post-secondary institutions.

- Grade 11 and 12 students are eligible for dual credit programs.
- Students need to be prepared for the expectations and rigors of a post-secondary course.
- Students interested in participating must be approved by their high school. Students then complete an application package through the district, attend a formal interview to be accepted into dual credit and complete a responsibility agreement.

Potential benefits of participating in dual credit?

- Students can get a jump start on their post-secondary education while in high school.
- Students have access to an individualized learning opportunity.
- Students who are engaged in meaningful high school programming are more likely to complete high school.
- Students gain an increased awareness of labour market needs and future career opportunities.
- Students who participate in dual credit programming transition more easily to post-secondary studies or into the world of work.
- Potentially, some students may complete post-secondary with less financial debt.

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. Fessler 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

DUAL CREDIT PROGRAM

Potential Programs for 2021-2022

Animal Sciences

Intro to Veterinary Profession

Veterinary Practice Communication

Health Sciences

Health Care Aide

Nursing

Medicine/Health Studies

Kinesiology

Land Studies

Crop Production

Environmental Science

Landscaping

SMART Farm Technologies

Social Sciences

Education

Indigenous Studies

Anthropology

Legal Studies

Psychology

Sociology of Crime

Sports Management

Training for
Performance

Introduction to
Sports Management

Technology Studies

Cyber Securities

Computer Programming

Cloud-Based Operations
(Microsoft Azure)

Aviation Avionics Technology

Trades Training

Agriculture Equipment

Electrical

Sprinkler Fitter

Automotive Service

Pipefitter

Steamfitter

Cook

Plumber

Welding

Travel Studies

Marketing for Hospitality & Tourism

Global & Sustainable Tourism

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**

≡ What is myPass?

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



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

EXECUTIVE FUNCTIONING

Keys to Success

Organization

Designing and maintaining a system to keep track of materials



Task Initiation

Independently starting a task and being able to overcome procrastination



Time Management

Having an accurate understanding of time in order to work efficiently



Attention

Being able to focus on a person or task for a given period of time



Metacognition

Being aware of what you know and what you don't know to help you learn best



Self-Control

Being able to stop and think in order to control your words and actions



Flexibility

The ability to adapt to new situations and deal with change



Planning

Creating a roadmap for completing a task or goal



Perseverance

Sticking with a task and not giving up, even when it is challenging



Working Memory

Holding information in our minds while working with it



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2022 - 2023 PSC - GRADE 10-12 SCHEDULE

| | |
|------------------------|------------------|
| 8:40 - 10:00 (80 min) | Block 1 |
| 10:00 - 10:30 (30 min) | FLEX (TA Friday) |
| 10:30 - 10:40 (10 min) | Wellness Break |
| 10:40 - 12:00 (80 min) | Block 2 |
| 12:00 - 12:40 (40 min) | LUNCH |
| 12:40 - 2:00 (80 min) | Block 3 |
| 2:00 - 2:05 (5 min) | Wellness Break |
| 2:05 - 3:25 (80 min) | Block 4 |