



**2024-2025**

**The Ultimate Guide  
for Students &  
Parents**



***Ponoka Secondary Campus***

Grades 7 - 12

6100 54 Street • Ponoka, Alberta • T4J 1N9

Email: [psc@wolfcreek.ab.ca](mailto:psc@wolfcreek.ab.ca)

Telephone: 403-783-4411 – Attendance Line: 403-785-0741

# Ponoka Secondary Campus Administrative Team



## Mr. Cody Baird, Principal

- 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

## Mr. Michael York, Assistant Principal



- Responsible for student issues/discipline/Inclusion Coach in High School
- Assist in planning/vision for PSC
- Exam administrator for High School, including diploma exams
- Health and safety regulations and Facilities/maintenance of PSC

## Miss. Nikki Allen, Assistant Principal



- Responsible for student issues/discipline/Inclusion Coach in Jr. High
- Assist in planning/vision for PSC
- Exam administrator for Junior High, including PAT's
- Coordination of Special Education Program & Educational Assistants
- Responsible for coordination of Special Events

## Administrative Support Team



**Mrs. Krystal Adcock**  
Administrative Assistant

**Mrs. Nicole Berg**  
Finance Clerk

**Mrs. Aimee Heilemann**  
Administrative Assistant

## PSC Office Hours

8:00am - 4.00pm

Phone: 403.783.4411

Attendance Line: 403.783.0741

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

## Student Support 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.



### **Mrs. Carmen DeLeeuw, School Social Worker**

- 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.)



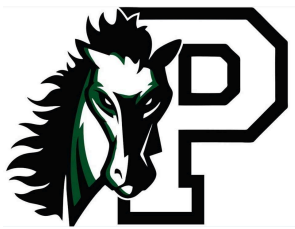
### **Ms. Wendy Fessler, Academic Advisor & Career Counselor**

- 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
- Coordinator for our Off-Campus programming including: Work Experience, RAP, Green Certificate, Dual Credit & Distance Learning Programming
- Responsible for Self-Directed and Special Interest courses



### **Indigenous Student Success Coach**

- Relationships and Mentoring
- Culture
- Academics & Transition Supports
- Career Planning
- Parental Engagement



# Ponoka Secondary Campus

## Staff Commitments

The PSC 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!**

We commit to:

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

### **1. Fostering Effective Relationships**

- building positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

### **2. Engaging in Career Long Learning**

- engaging in career-long professional learning and ongoing critical reflection to improve teaching and learning.

### **3. Demonstrating a Professional Body of Knowledge**

- applying a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

### **4. Establishing Inclusive Learning Environments**

- establishing, promoting and sustaining inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

### **5. Applying Foundational Knowledge about First Nations, Métis and Inuit**

- developing and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

### **6. Adhering to Legal Frameworks and Policies**

- demonstrating an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.



# Student Rights and Responsibilities

I have a RIGHT to learn in this school. It is my RESPONSIBILITY to listen to instructions, work quietly at my desk and to raise my hand if I have a question, concern, or need to leave.

1. I have a RIGHT to hear and be heard. It is my RESPONSIBILITY not to talk, shout or make loud noises when others are speaking.
2. I have a RIGHT to be respected in this school. It is my RESPONSIBILITY not to tease, bug or bully other people, or to hurt their feelings.
3. I have a RIGHT to be safe in this school. It is my RESPONSIBILITY not to threaten, kick, punch, or physically harm anyone else.
4. I have a RIGHT to privacy and to my own personal space. It is my RESPONSIBILITY to respect the personal property of others and to accept their right to privacy.
5. Students have the RIGHT to disagree but not to be disagreeable. In disagreeing they must remember three things:
  - a. PROPER TIME: the time is not when tempers are flaring.
  - b. PROPER PLACE: the proper place is not in front of a class or in front of another audience.
  - c. PROPER MANNER: with the respect due from a student to an adult.

# Parent Pact - “Together we are better!”

In our quest to serve our vision, a partnership must exist between home and school. Please take the time to read through and commit to the Parent Pact to ensure the success of your child.

*As parents, we will do our best to ensure:*

- Regular school visits and attendance at school events. We encourage you to be actively involved in your child's education and to model the importance of school. Research has shown that children are more likely to have successful school experiences if their parents are involved in their education. Some examples of ways to take part in PSC programs are: School Council, Parent Orientation Nights, Parent Teacher interviews, volunteering, attending sporting and fine arts events, communication, etc.
- Monitoring of student work and regular communication with your son/daughter's teacher.
- Doing homework helps students develop their ownership and responsibility for themselves. It helps students develop character and personal management skills. Homework skills become work skills and attitudes as students move into the workforce. Homework is intended to reinforce learning, to promote practice of skills, to review for exams, and to connect home and school. Homework connects the triangle of student, teacher and home (parents and guardians): the education team.
- Monitoring attendance and grades through the Parent Portal on the computer. **Parent Portal access for new students will be sent home in September, or if you do not receive login/password information, please contact the office.**
- Ensure your children get enough sleep during the school week, to ensure their punctuality and attentiveness. A well rested and well-fed student learns and feels better about themselves. They will be more successful at school.



Province of Alberta Education Act

# Student and Parent Responsibilities

This are the student and parent responsibilities from the Alberta Education Act: Section 31 - 32  
Chapter E-0.3

## Student Responsibilities

- 31 A student, as a partner in education, has the responsibility to
- (a) attend school regularly and punctually,
  - (b) be ready to learn and actively engage in and diligently pursue the student's education,
  - (c) ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
  - (d) respect the rights of others in the school,
  - (e) refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means,
  - (f) comply with the rules of the school and the policies of the board,
  - (g) cooperate with everyone authorized by the board to provide education programs and other services,
  - (h) be accountable to the student's teachers and other school staff for the student's conduct, and
  - (i) positively contribute to the student's school and community.

## Parent Responsibilities

- 32 A parent has the prior right to choose the kind of education that shall be provided to the parent's child, and as a partner in education, has the responsibility to
- (a) act as the primary guide and decision-maker with respect to the child's education,
  - (b) take an active role in the child's educational success, including assisting the child in complying with section 31,
  - (c) ensure that the child attends school regularly,
  - (d) ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
  - (e) co-operate and collaborate with school staff to support the delivery of supports and services to the child,
  - (f) encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and
  - (g) engage in the child's school community.

# Letter of Fair Notice from our Wolfcreek Superintendent



Tim De Ruyck  
Superintendent of Schools

8000 Highway 2A  
Ponoka, Alberta T4J 1P6

Phone(403) 783-3473  
Fax (403) 783-3483

Departmental Faxes  
Education Services  
(403) 783-3140  
Facilities & Transportation  
(403) 783-3155

[www.wolfcreek.ab.ca](http://www.wolfcreek.ab.ca)

## Wolf Creek Public Schools

September 3, 2024

Dear Parents,

### RE: Fair Notice

The safety of our children is a top priority for us all. We, as a school system, have been involved in intensive safety training and collaboration with our community partners – the police, Alberta Health Services (Addictions & Mental Health) and Children's Services. Together we have created and signed a community protocol for responding to all situations in which students may be posing a threat to themselves or others.

This letter is to inform you that we, as a school system, adopted a policy in January 2003 that mandates schools to have a “zero tolerance” stance for not investigating all threats and threatening behaviours (Admin Procedure 167). The purpose of the investigation/assessment is to determine how best to support high-risk students so that their behaviour does not become harmful or destructive. Please be assured that if your principal is aware of threatening behaviour, he/she will be taking measures to deal with the situation in a positive and proactive manner. If your principal invites you to a meeting to discuss safety concerns about your own child, please be assured that protocol is being followed and that the goal is safety, not punishment.

This letter is intended to serve our community with **fair notice** that we, as a school community, will not accept “no response” to a threat making behaviour. Our goal is to respond to all threats in a professional manner that provides for a healthy and caring learning environment.

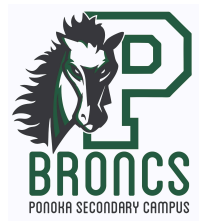
We are proud to be able to provide this level of support to our school communities and are most fortunate to have our community partners at our side.

Sincerely,

Tim De Ruyck  
Superintendent  
Wolf Creek Public Schools



# What It Means To Be a **BRONC**



<b>B</b>	<b>R</b>	<b>O</b>	<b>N</b>	<b>C</b>
<b>BE PRESENT</b>	<b>RESPECT</b>	<b>OWNERSHIP</b>	<b>NO EXCUSES</b>	<b>CITIZENSHIP</b>
What does being present look like, sound like and feel like?	What does it look like, sound like and feel like to show respect for yourself, others, and property?	How do you demonstrate ownership for your learning and belongings?	What do you need to be ready to learn?	How can you be a positive and contributing citizen to our school and community?
Attend class	Be kind to yourself	Advocate for yourself	Be well-rested and ready to learn	Invite peers to learning activities
Listen actively	Be kind to peers	Seek opportunities to connect & support	Have a growth mindset - <i>Be willing to learn and grow</i>	Support and celebrate others' differences
Engage in the lesson/learning	Be kind to staff	Manage materials and supplies	Strive for excellence	Participate in school activities
Be productive	Be kind to guests and community members	Adhere to deadlines	Be prepared to learn	Follow rules and expectations
Organize your materials and learning resources	Keep spaces clean	Do your best work - <i>Submit quality work</i>	Put your best foot forward	Volunteer and contribute to your school community
Maximize your on-task time in class	Support others' right to learn	Manage your breaks and devices	Set goals for yourself	Put the greater good ahead of self

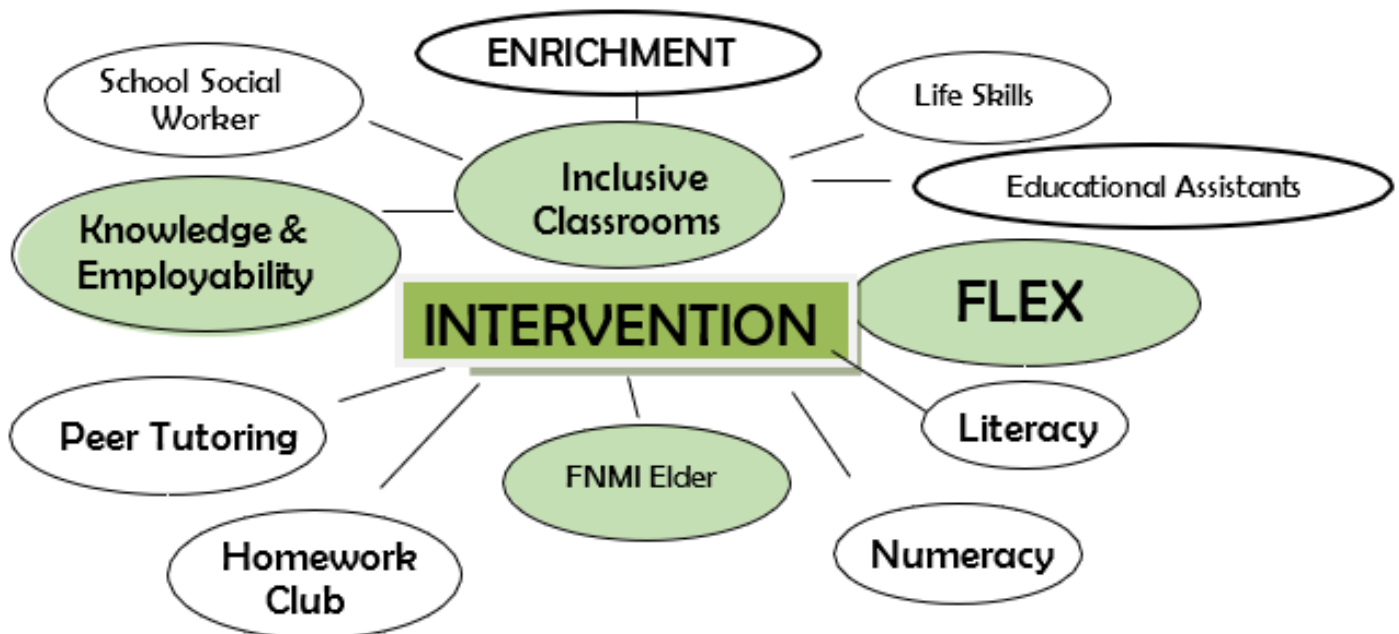
# COLLABORATIVE RESPONSE AND ALERT TEAMS

PSC Staff come together regularly to create cohesive responses to student challenges:

- Behavior Planning
- Academic coordination
- 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

## 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

## Student Intervention Program

At PSC we have a program known as the intervention program. This is to support behaviour and academic interventions and to help students who are not finding success in a regular classroom environment. This program is not available to all students as it is only able to be accessed with administration approval.

## 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 or Tutorial.
- 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, 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  
3:30 PM. TO 4:30 PM**

# 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 a 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.

## 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.



**1 or 2 days doesn't seem like much, but...**

If your child misses...	That equals...	Which is...	And over 13 years of schooling that's...
1 day every 2 weeks	20 days per year	4 weeks per year	Nearly 1 ½ years
1 day per week	40 days per year	8 weeks per year	Over 2 ½ years of school
2 days per week	80 days per year	16 weeks per year	Over 5 years
3 days per week	120 days per year	24 weeks per year	Nearly 8 years

**How about 10 minutes late a day? Surely that won't affect my child?**

He/she is only missing just...	That equals...	Which is...	And over 13 years of schooling that's...
10 minutes per day	50 minutes per week	Nearly 1 ½ weeks per year	Nearly ½ year
20 minutes per day	1 hr 40mins per week	Over 2 ½ weeks per year	Nearly 1 year
30 minutes per day	Half a day per week	4 weeks per year	Nearly 1 ½ years
1 hour per day	1 day per week	3 weeks per year	Over 2 ½ years

**EVERY DAY COUNTS**

**If you want your child to be successful at school, YES, attendance does matter!**

## Attendance Policy - Lates

- If a student is late we ask that parents still call in to let the school know when they will be arriving
- When a student arrives late they will go to their current class. As there are lessons, assignments and learning happening, students may need to wait outside the classroom until their teacher is able to transition them into the learning space.
- Teachers will mark their students as late and change any incorrect attendance before the end of the school day.
- If students are late or absent they will be able to access tutorial and Flex for support on missed classes. As beneficial as this time is, it does not replace the missed learning opportunities.

## Hall Passes

- When a student needs to leave a class they must inform their teacher.
- Staff will then assign the student leaving the classroom a hall pass to show that they have permission to be in the halls / on a break.
- Students without a hall pass in the hallways will be brought back to their classrooms.

# Awesome Attendance REWARDS

**Miss School Miss Out** will be tabulated mid-June of each school year. Eligible students include:

- Students with no more than 5 lates throughout the whole year in all their classes;
- Students who have 4 or less excused absences for an entire year;
- High School students must be enrolled in a minimum of 30 credits or are a full time Jr. High Student;

If students have further questions or need more information, please contact the Principal.

**Miss School Miss Out, Awesome Attendance Rewards:**

1. Broncs Wear
2. Punch Card for 5 lunches (\$7.00 maximum per lunch) OR
3. **An option to Exempt a Final Exam (Jr. High only)** - To qualify for the exam exemption, the student MUST have a mark of 80% or above in the selected course they are choosing to exempt. An additional application form must be completed and signed by the course teacher and parent/guardian of the student. The student can exempt only one final exam per subject area (i.e. Math, Sciences, Social, Language Arts) while attending PSC. For example: if a student exempts Social 7, they cannot exempt Social 10.

*Diploma Exams and PATs CAN NOT be exempted for awesome attendance.*

*For Reward #1 and #2 above, students must maintain an average of 65% in enrolled courses.*



# PSC RECOGNITION PROGRAMS

## A. Fall Academic Awards

**Principal's Award:** Students who attained an average of 90% or higher in their previous school year at PSC are awarded an Honors Certificate and a PSC Gift.

**Honors:** Students who attained an average of 80% - 89 % in their programming in their previous school year at PSC are awarded an Honors Certificate.

Junior High Honors are based on the student's final average from all four of their main core subjects, Language Art, Mathematics, Science and Social Studies. Senior High Honors are based on using English, three additional academic courses, and an additional 5 credits, which can be accumulated by using a combination of the highest graded modules (or courses) throughout the year equaling up to five credits (The additional 5 credit course can be a combination of two or more courses equaling five credits)

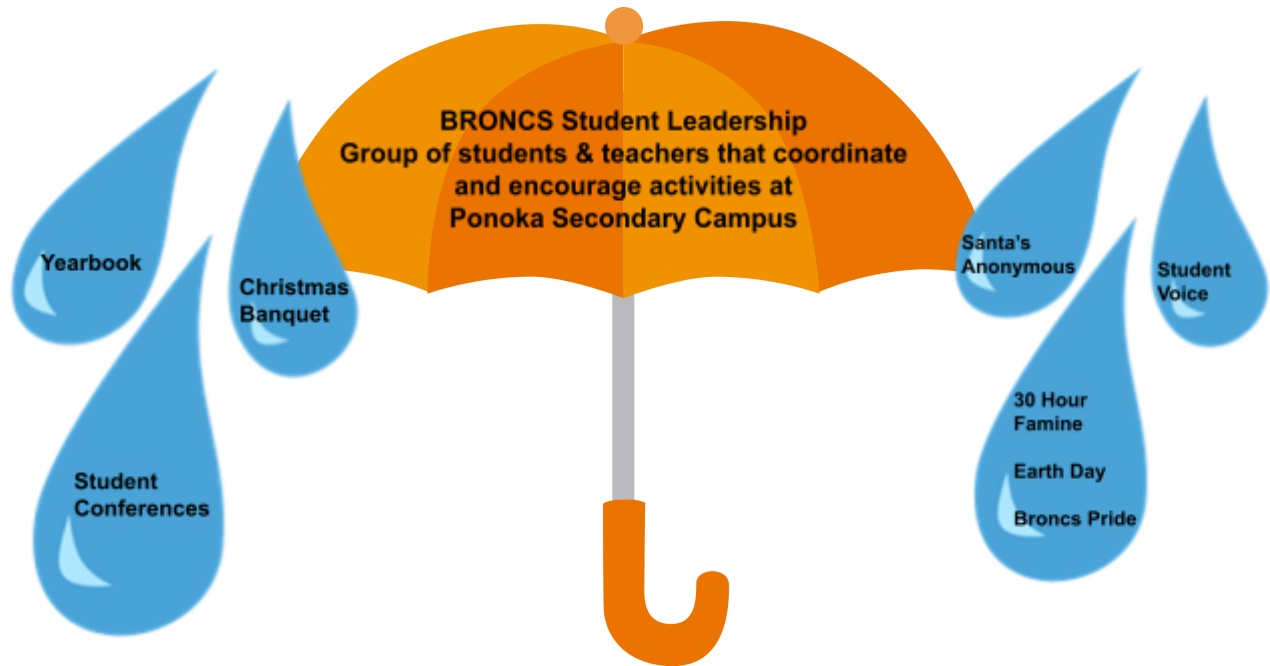
Student's scholarships and awards are awarded based on successful applicants.

**B. Commencement Awards Program-** Graduating students apply and are awarded scholarships and awards during commencement in June.

**C. Athletic Awards Banquet-** Athletic students are recognized for their athleticism, participation and leadership in school-based sports.

**D. Open House –** An evening to come out to the school to see what's happening and for next year's students and parents to tour the school and meet the staff.

**E. Boston Pizza Student of the Month –** Each staff nominates 1 student per month to recognize them for something specific. These students are identified in our Principal's Message and receive a Boston Pizza gift certificate.



### Governance

*Student Grade Reps  
Monthly meetings  
School Council Reps*

### Engagement

*Spirit Days  
Pep Rallies  
Promotion of events  
Cultural days*

### Ethical

*School/Social issues  
School Senate  
Charities  
Recognition Days*

### Entrepreneurial

*Skills Canada  
Off Campus  
Student Camps  
Career Explorations  
Opportunities*

# CODE OF CONDUCT

*The Wolf Creek School Division requires all schools to attend to their School Code of Conduct per Section 33.1 of the Education Act which stipulates that the Student Code of Conduct be made publicly available and be reviewed every year by all staff, students and parents.*

*The Code of Conduct provides all stakeholders the specifics about how each of our Wolf Creek Schools are focusing on being welcoming, caring, respectful and safe learning environments. It outlines what is acceptable behavior and what is unacceptable behavior. The Code of Conduct also provides information about the consequences of unacceptable behavior, which takes into account the student's age, maturity and individual circumstances. The Code of Conduct also explains what support is to be provided for students who are impacted by inappropriate behavior as well as for students who engage in inappropriate behavior.*

*At PSC we endeavor to nurture an attitude of respect for each other, our building, and learning. It is our assumption and expectation that students who register at PSC will comply with this philosophy.*

*Students must comply with [Section 31 of the Education Act](#) as outlined below:*

- attend school regularly and punctually,
- be ready to learn and actively engage in and diligently pursue the student's education,
- ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- respect the rights of others in the school,
- refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means,
- comply with the rules of the school and the policies of the board,
- cooperate with everyone authorized by the board to provide education programs and other services,
- be accountable to the student's teachers and other school staff for the student's conduct, and
- positively contribute to the student's school and community

In order for PSC to function effectively and in an orderly fashion, it is imperative that students behave in a manner that is respectful towards their peers, teachers and support staff. Good manners, common sense, courtesy and a respect for authority are guidelines for acceptable behavior. All of us in the school should consider the following as our rights as members of Ponoka Secondary Campus.

## In addition to our Code of Conduct, PSC has specific guidelines regarding the following situations:

### **Academic Dishonesty/Plagiarism**

Acts of academic dishonesty will not be tolerated at PSC. Under the guidelines of the Education Act and Wolf Creek Public School Policy, this may result in a zero grade, suspension or withdrawal.

### **Cleanliness Responsibilities**

Students are expected to cooperate with the custodial staff in keeping our building a clean and attractive environment. To this end, students **MUST** put garbage and recyclables in the appropriate receptacles provided, not write on walls, lockers or desks and refrain from chewing sunflower seeds in the building.

PSC seeks to be a safe, litter free area where students, staff and visitors alike respect the school buildings and surrounding environment. Students can face a littering ticket or community service for violation of this policy



## **Dress Requirements**

Students are asked to use good judgment in what they wear to school.

Please follow the below guidelines:

- **Do not wear clothing with profanity written on it or inappropriate pictures (marijuana, nudes, etc.)**
- **Do not wear revealing tops, shorts, skirts or pants. This would include tops that are backless/strapless and/or expose a significant amount of the abdominal area.**

In the event that clothing is deemed inappropriate, parents will be notified.

Students **are expected** to remove their hats in the Hall of Valor; Gymnasium; and the school office.

## **Fighting**

All students at PSC have a right to a safe and secure environment. Students who are involved in a fight at PSC will be suspended for a minimum three days out of school suspension. Repeated offenses will result in a five day out of school suspension and possible expulsion from PSC. The RCMP may or may not be involved.

Students in possession of a weapon or replica of a weapon on school property will be suspended with the possibility of a recommendation for expulsion unless extenuating circumstances apply. A weapon is any firearm, pistol, knife or any other device as deemed a weapon by Administration. The RCMP may or may not be involved.

## **Parking Lot/Vehicle Use**

1. Students are welcome to use the student parking lot provided they park responsibly and are issued a PSC parking pass.
2. Vehicles parked in reserved areas will be towed at the owner's expense.
3. Reckless driving (stunting/speeding) on school property will result in a suspension of parking privileges and potentially a ticket.



### **Possession/use of alcohol and drugs on school property is prohibited.**

Students in breach of this policy will face a minimum **3 day** suspension. This policy includes all school events. In addition to the suspension or expulsion, students may be requested to attend at least two counseling sessions that relate to their use of drugs or alcohol. The School Social Worker will coordinate attendance at these sessions. The RCMP may or may not be involved. All alcohol or drugs will be confiscated.

### **The possession and/or use of tobacco products, smokeless tobacco products and vapes are prohibited from use on school property.**

Students caught vaping or smoking

on school property will be suspended and possibly fined. In addition, vapes, vape juice, tobacco products or other paraphernalia will be confiscated.

## **Skateboards, Rollerblades, Bikes and Scooters**

Students are not permitted to skateboard on school property at any time. Students are not permitted to board, blade, bike or scooter inside the building at any time. Students in violation of this property will have these items confiscated.

## **Suspensions**

Students on suspension may serve the suspension either in or out of school as determined by administration. Students on suspension must understand that it is ***their responsibility***, not their teachers; to be sure they get caught up with all assignments.



## **Student Investigations And Searches (Wolf Creek School Policy)**

Investigations of student conduct by members of the school administration and teaching staff are covered in PSC Code of Conduct. Students are expected to cooperate fully with the teaching staff and administration. Students suspected of wrongdoing will be expected to empty their pockets, backpack, etc., if requested to do so. If, in the opinion of the Principal, a physical search should be conducted, a law enforcement officer (SRO) and parent/guardian shall be contacted. In the event that a Law Enforcement Officer finds it necessary to investigate a student during school hours, the administration will contact the parents to determine whether or not they wish the investigation to proceed. When permission is obtained, the investigation will proceed. If the parent cannot attend, the administrator, or an adult of the students choosing, will be in attendance. If an immediate arrest is deemed necessary, the Officer will proceed as per Criminal Code guidelines. From time to time, the school liaison Officer may question students on an informal basis and it is expected that students will be cooperative. If students believe that legal or policy issues are involved, they may decline the interview to seek further advice.

## **Technology Policy**

At Ponoka Secondary Campus we recognize technology is increasing and ever changing. When technology is used appropriately it can be a valuable educational tool. However, when used inappropriately, phones and social media create significant distractions and research shows more and more of our youth are addicted to phones and social media. This has led to increased distractions, cyber bullying and lack of focus on curriculum. Parents who wish to have more information on the impact of cell phones on youth are encouraged to read:

“IGen: Why Today's Super-Connected Kids Are Growing Up Less ...” A Book by Jean Twenge, or one of several articles available on the web.

## **Personal Mobile Device Discipline Policy**

This document outlines the steps taken when students attempt to use Personal Mobile Devices (PMDs) during instructional time. Instructional time is defined as any time in which a teacher is responsible for student learning, and is not limited to a classroom. All classes count towards the tracking, and are progressive as a whole system, not in isolation.

A tracking sheet is implemented for staff to access and

### 1) First Infraction:

- a) The staff member will remove the phone from the student.
- b) Phone will be given back to the student at the end of class.
- c) The responsible teacher will communicate expectations of phone policy to the student.
- d) The staff member will update the staff tracking sheet to note that the student has had their device confiscated.

### 2) Second Infraction:

- a) The staff member will remove the phone from the student.
- b) Phone will be given back to the student at the end of class.
- c) The responsible teacher will contact the student's parents/guardians to communicate the ongoing challenge the student is having in following the phone policy.
- d) The staff member will update the staff tracking sheet to note that the student has had their device confiscated.

### 3) Third Infraction:

- a) The staff member will remove the phone from the student.
- b) Phone will be taken to the office and given back to the student at the end of the school day.
- c) School admin will contact the student's parents/guardians to communicate the ongoing challenge the student is having in following the phone policy.

- d) School admin will update the staff tracking sheet to note that the student has had their device confiscated.
- 4) Fourth Infraction:
- a. The staff member will remove the phone from the student.
  - b. The phone will be taken to the office and retained until the parent is able to retrieve it and a meeting with administration is held.
    - i. If a parent is unable to retrieve the device, admin will either:
      - 1. make arrangements for the device to be picked up or;
      - 2. the phone may be returned and the student will be required to check it in at the office on proceeding school days, until the parent meets with school.
  - c. School admin will update the staff tracking sheet to note that the student has had their device confiscated.
- 5) Fifth Infractions and Beyond:
- a. The staff member will remove the phone from the student.
  - b. The phone will be taken to the office and retained until the parent is able to retrieve it and a meeting with administration is held.
    - i. If a parent is unable to retrieve the device, admin will either:
      - 1. make arrangements for the device to be picked up or;
      - 2. the phone may be returned and the student will be required to check it in at the office on proceeding school days, until the parent meets with school.
  - c. Disciplinary action may be taken (eg. suspension, recommendation for expulsion).
  - d. If the student is to return to programming at Ponoka Secondary Campus, a re-entry meeting between school admin and parents/guardians will be held to create a PMD contract as conditions of enrollment.



# What It Means To Be a **BRONC**



## **CONSEQUENCES**

Application of any consequence for behaviour infractions includes the following 3 aspects:

- **CONSEQUENCE** - serves to send a message to the student, and other students, that the behaviour was not acceptable.
- **LEARNING** - student needs to be re-taught (and re-learn) the desired behaviour so that another infraction does not occur.
- **RESTORATION** - student needs to 'make it right' with those affected by his/her behaviour infraction

<b>MINOR INFRACTIONS</b>	<b>CONSEQUENCES</b>
<p>Minor infractions are <b>isolated</b> and individual in nature. These behaviours, if seen repeatedly and frequently, would become middle or major infractions.</p> <ul style="list-style-type: none"><li>- Unprepared for class</li><li>- Inappropriate clothing</li><li>- Incomplete homework</li><li>- Running in the hallways</li><li>- Inappropriate footwear</li><li>- Talking out of turn in class</li><li>- Disrupting other students while they are working</li><li>- Unintentional swearing</li><li>- Teasing - that does not involve serious threats or name-calling and is not chronic or repeated</li><li>- Littering-inside or on school property</li><li>- Not opening the door for others in the hallway or saying hello to adults and guests</li><li>- Skipping/ Being late for class after breaks or lunch</li><li>- Wandering hallways during class time</li><li>- Non-compliance</li><li>- Assembly behaviours</li><li>- Purposefully excluding other students</li><li>- Bus behaviours - turned around in seat, too loud</li></ul>	<p>These behaviours are handled by the teacher or attending adult.</p> <p>Step 1:</p> <ul style="list-style-type: none"><li>- Verbal reminder to the student of the expected appropriate behaviour</li></ul> <p>Step 2:</p> <ul style="list-style-type: none"><li>- Verbal reminder to the student of the expected appropriate behaviour</li><li>- Consequences applied by the teacher or staff member such as loss of classroom privileges, time owed, walking with teachers at breaks, apologies, etc.</li><li>- Re-teach the desired behaviour so the student is aware of what to do next time the situation presents itself.</li></ul> <p>Step 3:</p> <ul style="list-style-type: none"><li>- Verbal reminder to the student of the expected appropriate behaviour</li><li>- Home contact made by the teacher</li><li>- Pattern of behaviour infractions documented by administrators using school tracking system</li></ul>

## **MIDDLE INFRACTIONS**

Middle infractions are repeated and more frequent than minor infractions. Steps under minor infractions may have been tried already with no success and we continue to see an increase in **frequency** of those behaviours.

- Inappropriate language
- Inappropriate use of electronic equipment (ie. accessing inappropriate sites during class, using social media to harm, etc)
- Cheating on assignments, tests, quizzes
- Disrespecting teachers
- Lying
- Teasing other students - that is chronic or repeated and involves targeted attacks at the other student
- Frequently excluding other students
- Disrespect of bus driver including ignoring his/her instructions
- Intentional swearing
- Stunting / Reckless driving
- Impacting the safety of others

## **CONSEQUENCES**

These behaviours are initially handled by the attending adult but are referred to the administration.

### Step 1:

- Verbal reminder to the student of the expected appropriate behaviour
- Consequences applied by the teacher or staff member such as loss of classroom privileges, extra time owed, walking with teachers at breaks, apologies, behaviour contracts, detentions, teaching appropriate behaviours to younger students, etc.
- Parent/guardian informed and part of plan

### Step 2:

- Verbal reminder to the student of the expected appropriate behaviour
- Parent/guardian informed and part of plan
- Referral to Administration for more serious consequences including in-school suspension (1 day, 2 days, 3 days), behaviour contract, office time during lunch / breaks, loss of school-based privileges such as playing on teams, field trips, parking passes etc.

### Step 3:

- Verbal reminder to the student of the expected appropriate behaviour
- Parent meeting
- Behaviour plan and tracking will be developed
- Referral to Administration for more serious consequences including in-school suspension, out-of-school suspension (1 day, 3 days, 5 days), consultation with outside agencies/support, etc.

## **MAJOR INFRACTIONS**

These actions are serious infractions that disrupt the operations of our school / put the safety of others at risk.

- Fighting
- Bringing weapons to school
- Inappropriate use of emergency equipment
- Sexualized behaviour
- Endangerment of self/others
- Racism and other forms of discrimination
- Defacing school property
- Theft
- Ongoing and escalating defiance
- Inappropriate use of internet/print material
- Verbal aggression - threats
- Physical aggression
- Smoking/ Vaping
- Inappropriate use of matches/lighters on school property
- Vandalism
- Ongoing, targeted, and escalating bullying

## **CONSEQUENCES**

These behaviours are immediately referred to administration.

### Step 1:

- Verbal reminder to the student of the expected appropriate behaviour
- Consequence applied by the administration resulting in immediate loss of privileges such as in-school suspensions, out-of-school suspensions, denial of access to school extra-curricular programming or field trips, modified attendance day, etc.
- Parent/guardian informed by admin and behaviour tracking in place
- Meeting between student, homeroom teacher, and admin to outline expectations moving forward

### Step 2:

- Verbal reminder to the student of the expected appropriate behaviour
- Consequence applied by the administration resulting in immediate loss of privileges such as an increasing number of days of in-school suspensions, out-of-school suspensions, denial of access to school extra-curricular programming or field trips, modified attendance day, etc.
- Parent/guardian informed by admin and behaviour tracking in place
- Meeting between student, homeroom teacher, and admin to outline expectations moving forward
- Central Office personnel informed and involved in planning

### Step 3:

- Combination of consequences for the student including suspensions and recommendations for expulsion, depending on pattern of behaviour
- Immediate involvement of parents and Central Office personnel
- Possible referral to other agencies/services
- Possible VTRA candidate
- Re-entry plan for student including parent and teacher input



# General Information

Doors open to students at 8:15 each morning. The main office at PSC is open from 8:00 a.m. to 4:00 p.m. daily and staff is pleased to assist students and parents in any way we can.

We will make every effort to pass on messages to students of an urgent nature only.

Please understand that our teachers are busy teaching during school hours and are unlikely to have time to meet or return phone calls during class time.

## Accident Insurance

All registered students in Wolf Creek Public Schools are covered by Seaboard Life Insurance. Policy brochures and claim forms are available through Wolf Creek Public Schools website for [Kids Plus Accident Insurance](#).

## Breakfast And Snack Program

PSC offers a free breakfast open to all students every morning from 8.00am - 8.35am. Snack carts are also available during break times. Funding provided by Breakfast Clubs of Canada, Nutritional Grants and the Ponoka Youth Center.

## Cafeteria

The cafeteria is open for business during lunch break on school days. Students are expected to help keep this high traffic area clean by looking after their own garbage.

## Computer Accessibility

Computers are accessible in the school from 8:15 a.m. to 4:00 p.m. daily. Students are encouraged to bring their own laptops. Students may be granted access to wireless for personal devices after completing digital citizenship requirements. Students are NOT allowed to stay after school to “game” on computers.



## Emergency Preparations

Emergency procedures and evacuation routes are posted in each classroom. Fire drills and other safety drills will be practiced throughout the school year.

## Examinations

Students are expected to make every effort to be in attendance for all of their examinations. A final examination schedule is posted weeks ahead of time and examination days are set at the beginning of the school year. In the event there are extenuating circumstances, parents are asked to contact the school administration.

## Clubs and Extracurricular

PSC believes in offering students a variety of activities and opportunities. The following list represents some of the privileges offered to students at PSC:



Volleyball	Student Intramural Program	Field Trips
Basketball	School Spirit Days	School Reach
Badminton	Intramurals	Drama Performances
Cross Country Running	Homeroom Activities	Golf
Curling	Community Performances	Track & Field
Music Performances	Humanitarian Club	Chess Club
GSA Club	Students' Council	Broncs Travel Club
Leadership Team	Bamfield Field Trip	Quebec Field Trip

It should be noted that because these are privileges for our students, they earn the right to participate in them by attending regularly, being prepared for class, completing assignments and cooperating with staff and students.

## Field Trips

School sponsored field trips are considered regular school days. Students will be marked “school event” from class for administration purposes. Students who have outstanding school fees may not be allowed to participate. Field Trips will have a fee.

## Homework

To achieve and improve academic performance, students must expect to do homework. Each of the following areas listed below should be a part of your regular homework.



1. Completion of daily assignments and work missed due to illness or other reasons.
2. Completion of long term assignments. If you have an assignment due in two to three weeks, work on it regularly. Do not leave it until the night before, then do a poor job as you must rush through it.
3. Review work taken each day. Studies show that 70% of material learned is forgotten within three days if there has been no review.
4. Take time to keep your notes organized and in sequential order.
5. Study of quizzes, tests and exams.
6. If students need help/assistance, first ask your teacher, then access Homework Club, Raising the Grade or Learn Alberta resources.

## Intramurals

Intramurals are an integral part of our physical education program at the Junior High level. Students who participate in Intramurals have the opportunity to:

1. Improve physical fitness and skill development.
2. Improve social skills.
3. Utilize the lunch hour effectively.
4. Participate in special events and have some fun!



### Locked Doors

The main entrance is located at the east side of the school. With the exception of the parking lot doors and main entrance doors, all other doors will be locked to prevent outside access. This is to ensure the safety of all students and staff within the building. Please enter through the main doors or parking lot doors after this time. **Parents, guests and visitors are expected to check in and sign in at the main office.**

### Lockers & Locker Searches

Students will be assigned a school locker. The registration fee includes the cost of the locker for the duration of the school year. The school reserves the right to **search or repossess a locker at any time**. A locker search may include the use of dogs. Students are urged to keep their valuables locked up at all times, **especially in the physical education change rooms**. The majority of thefts occur in the change rooms. Expensive items could be left with the physical education instructor. Please lock valuable items in your main lockers. If a student's lock goes missing from his/her locker, he/she will be charged a \$10.00 replacement fee.

## Noon Hours

Students who remain at school during the lunch hour must observe the following regulations:

- Place your garbage in the wastebasket and clean off tables
- At the end of the lunch period, straighten the tables and chairs
- Take responsibility to clean up any mess that you may have made
- Act like responsible young people to respect the rights of others around you
- Inappropriate behavior at noon hour will result in disciplinary action taken.

### **Personal Leave (Extended Holidays)**

Although it is recognized that there may be benefits resulting from personal leave, the impacts of such leave must be clearly understood by the student and parent:

- Parents are asked to contact the school administration to inform us about extended leaves. Students should discuss the extended leave with their teachers.
- Students are expected to stay in contact with a classmate in regard to missed work and if necessary, seek clarification from their teachers.
- Extended leave days are considered as absences and will apply as such to the attendance policy.

### **PSC Student Supports**

**Academic/Career Counselor (Ms. Wendy Fessler)** - Assists families in course selection and provides career counseling to students related to high school and post-secondary programs.

**School Social Worker (Mrs. Carmen DeLeeuw)** - Provides personal counseling to students and arranges for outside agencies such as Social Services, Mental Health, AADAC or additional counseling and testing services as needed.

**School Resource Officer: (Cst. Allison Enright)** - An active RCMP member. In the case of any matters needing police involvement, the School SRO will be involved.

### **School Fees**

Instructional Course Fees are due and payable at the end of September and again mid-March. 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 extracurricular activities or field trips 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 Tickets.

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

### **Student Illness**

Students that become ill during the school day should report to the office and make the necessary arrangements to go home. In the event that no contact can be made with a parent/guardian, the emergency contact will be called. Staff members, by policy, are not allowed to dispense medication to students unless verbal confirmation is made from the student's legal guardian.

### **Student Resource Centre**

PSC students will have access to our on campus library and must use his/her Student ID card to sign out resources. Students are encouraged to use resources as provided by his/her teacher or utilize the Ponoka Jubilee Library for any additional resources.

### **Technology Requirements**

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 when requested by teachers.** Examples of these would include an iPad, Netbooks, and Laptop. Google Apps will be a part of instruction and learning and students will be expected to use this platform. Please ensure devices are able to run "Chrome".

# Indoor Smudge Room Procedures

*We recognize that smudging is a Cree way of life that is guided by the knowledge of Elders, both men and women. The United Nations Declaration on the Rights of Indigenous Peoples, through Articles 2 & 12, affirms honouring Indigenous ways of being, ways of knowing and ways of doing.*

*Administrative Procedures 162, 162 A & 162 B (available on WCPS website) reference smudging rooms in Wolf Creek Public Schools. The site procedures identified here are guided by these Administrative Procedures. Smudging Ceremony practices are guided by our Maskwacis Cree Elders and the Indigenous Community.*

*Wolf Creek Public Schools is inclusive and culturally responsive, and supports the integration of Indigenous perspectives into school practices.*

## Procedures:

Staff member(s) assigned to the room at Ponoka Secondary Campus will supervise students in the room during smudging. These staff members will ensure the procedures that follow.

- **Time:** At Ponoka Secondary Campus, smudging may occur at any time
- **Place:** When inside, smudging will occur in room B134
- As per Administrative Procedure 162 A - the Principal will ensure that communication and education regarding site-based smudge room procedures is shared yearly with school staff, students, and families .
- The installed fan is to be turned on (minimum half speed with dial) during the smudge.
- The door is to be closed at all times during smudging and is to be kept closed for a minimum of 3 minutes after the smudge to allow the air to fully circulate (PSC only)
- It is recognized that smudging ceremonies may occur outside when weather permits.
- Any questions or concerns about the smudge room can be directed to the Principal. The Principal may communicate any questions or concerns to the Director of Indigenous Education and Reconciliation as needed.
- It is understood that student use of the smudge room may be a part of the individual students' success plan.
- The Smudging Notification Poster (as per AP162B) will be posted around the school to indicate when (times) smudging will occur.

# PSC 24/25 Junior High Course Review

## Grades 7, 8 & 9

### LANGUAGE ARTS

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.

#### Language Arts 7

Grade 7 students extend their understanding by finding different ways to express ideas, such as through magazine ads or brochures. They analyze how storylines progress, considering settings and characters and make notes using headings, subheadings or symbols. Students will develop and learn.

- To comprehend various kinds of texts;
- To communicate clearly;
- To manage ideas and information
- To explore thoughts and ideas
- To respect and support others.

#### Language Arts 8

Students will create their own texts, including oral, print and visual texts, as they develop listening and speaking, reading and writing, viewing and representing and inquiry and research skills. Students will also continue from Grade 7 Language Arts to develop and learn the above five skills sets.

#### Language Arts 9

This course builds on the learning skills developed in Language Arts 7 & 8 and further develops students' skills in the six language arts: reading, writing, speaking, listening, viewing, and representing. The course promotes active student participation in a balanced program; however, there is an emphasis on organization of ideas and critical thinking skills in preparation for more advanced high school English courses.

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





# SOCIAL STUDIES

## Social Studies 7

The student will explore the people and events that led to Canadian Confederation, and the major changes in Canadian life since then that have shaped citizenship and identity in our diverse society.

## Social Studies 8

Contact between societies that view the world in different ways has shaped our world. Through inquiry, the student will reflect on his/her own worldview and assess the influence that the past has on the present. By examining historical examples drawn from Japan, Renaissance Europe and Spanish and Aztec societies, the student will better understand how contact between societies can lead to change.



## Social Studies 9

In Grade 9 Social Studies, you will encounter issues that have impacts on citizenship and identity. Issues present opportunities and challenges for building a society in which all Canadians belong, and in which everyone has a good quality of life. Opportunities and challenges arise because people in Canada respond to issues differently, based on their individual and collective identities. This year, you will explore how responding to issues affects your quality of life. You will also explore how it involves perspectives of groups, points of view of individuals, and rights. The issues at the center of your investigation will come from two key issues:

- Issues for Canadians: Governance & Rights
- Issues for Canadians: Economic Systems in Canada & the USA







# SCIENCES

## Science 7

Students will begin the study of energy, matter and forces and analyze and communicate understandings of Earth and its ecosystems. Grade 7 science focuses on the science and technology related knowledge and skills your child needs in order to solve problems and make decisions about social and environmental issues.

## Science 8

Students use science vocabulary as they investigate machines and the human body. They experiment with liquids and gases to interpret their uses in everyday situations, and they learn how light travels through different materials and how vision works.

## Science 9

Science 9 covers 5 major topics which will prepare students for Science 10 and also give them a brief sample of the topics covered in biology, chemistry and physics at the gr. 11 level. Successful completion of this course will prepare students for Science 10.



# PHYSICAL EDUCATION

Ponoka Secondary Campus physical education develops lifelong skills, attitudes and personal characteristics which will set them up for successful healthy living lifestyles.

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

- Developing skills and strategies
- Having cardiovascular and functional fitness
- Showing sportsmanship and fair play
- Cooperating and being on task
- Including and supporting others
- Being trustworthy and responsible
- Being punctual and prepared
- Demonstrating hard work and being tenacious
- Challenging self and improving

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
- 5-6 Successfully performing at the level expected
- 7-8 Performing at a level slightly better than expected
- 9-10 Far exceeds what is expected and is doing exceptional

Physical Education 7-10 is mandatory and is needed to meet graduation requirements.

***Please note*** \* *Students are required to change into appropriate gymstrip as well as need indoor running shoes. Any injuries which require non-participation lasting longer than 3 classes require a medical note*

**Grade 7, 8 & 9 students will also have a Health and Life component incorporated into the PhysEd Program.** Students will become aware that they need to show more responsibility in their grooming, organization, study habits and relationships with others. More than ever, students will see who they are and what they believe. They will begin to understand what it means to keep good relationships and make choices that help them a long way into the future.

# JUNIOR HIGH OPTIONS

## (Let's add the new WC Grading System M,P,S...)

Alberta Education has implemented Career & Technology Foundation courses to students in Grades 7 – 9 that allows students to explore their interests and passions to gain experience with the Career & Technology Studies during their high school career.

Through CTF, students explore their interests and passions as they learn about various career possibilities and occupational areas. Challenges or tasks provide students with an opportunity to develop critical thinking, collaboration and communication skills. Hands-on learning helps students develop skills and knowledge and use technologies associated with various occupational areas.

The following is a list of CTF courses that have been approved to be offered at PSC for the upcoming school year. In addition to core subjects (Math, Language Arts, Social Studies, Science and Physical Education), Jr High students will be offered **FOUR (4)** CTF options in our school year.

### **Grade 7, 8, and 9 students ARE REQUIRED TO have a full time school program.**

- Please be aware that the school reserves the right to cancel any of the CTF courses offered due to limited enrollment.
- Not all options will be available every year or every quarter however each class will have the opportunity throughout the year to choose their option first.

<b>Alternative Health &amp; Fitness 1 &amp; 2</b>	Ever wonder what you could take instead of an Aspirin? Learn how to use natural foods and oils to maintain good health, try the oriental exercise of Tae Bo and Tai Chi, as well as learn how to set up your own fitness program, decrease your stress through yoga as well as many other personal directed health and wellness activities. Learn about chiropractic, physiotherapy, acupuncture as well as other non-traditional methods for maintaining good health. Put together and use newly learned knowledge to develop a fitness program that suits YOU and then put your health and fitness first!
<b>Art 1</b>	Learn basic drawing skills and techniques through a variety of drawing and painting media. Students will create several 2D pieces of art as well as one 3D sculpture.
<b>Art 2</b>	Build on your skills and techniques gained in Art 1 through the creation of several 2D pieces and one 3D sculpture. Projects and media differ from those completed in Art 1 as well as increase in size and scope.
<b>Computers 1</b>	This course is designed to give you experience exploring and playing with many digital skills, apps, and website design. In this course you will be given many mini projects to choose from including green screen technology, photography, basic block coding, digital design, video production, google tools and apps, programming, web video, animation, stop motion video, minecraft for education and beyond. You will be required to create your first digital portfolio to save and showcase your projects. You will need this portfolio for communication technology 2 to build onto.

<b>Computers 2</b>	After exploring the digital world of communication in communication technology 1, you will choose to work in depth with one of more digital communication tools of your choice. The choices of projects range from video production, photography, coding, digital design, google tools and apps, programming, animation, stop motion videos and beyond. You will continue to build your digital portfolio in this course. You can take your digital design portfolio to high school communication and technology courses.
<b>Cosmetology 1</b>	History of hair, hair through the ages, and how to do anyone's hair so it looks awesome. Students get an opportunity to make their own skin care products, essential oil blends and learn how to use them every day. We will learn basic hair skills and makeup application, nail painting and massage. As well as other dimensions of health and healing for self.
<b>Cosmetology 2</b>	Take it to the next level. Learn some skills for competing in Skills Canada, do some basic coloring and cutting. This class offers the opportunity for an insider look at the industry (potential field trips!) Students will also get an opportunity to make their own skin care products, essential oil blends and learn how to use them every day. We will learn basic hair skills and makeup application, nail painting and massage. As well as other dimensions of health and healing for self, medicine wheel, circle talk time etc.
<b>Digital Art 1</b>	This course will explore the art of basic video production. Students will learn the basics of video camera work and develop storyboards as they plan to create their own short video productions. There will be a combination of individual and group projects that the students will be required to complete.
<b>Digital Art 2</b>	Students will explore the art of digital photography and photo editing! This course is an introduction to capturing well composed digital photos, editing various aspects of your photos, and technical basics of your digital camera.
<b>Drama 1</b>	The primary objectives for drama are to enhance student confidence and imagination through active expression. Students will explore character, creativity, through acting games, and script work. We will work on scenes and short plays in this course.
<b>Drama 2</b>	In this class, students will build upon previously learned skills to portray more compelling characters and complex scenes. Students will focus on realistic acting, commanding audience attention, and developing a stage presence. We will work on a short play in this course.
<b>Flight 1</b>	This course will apply and test the many principles at work for aircraft and rocket applications. Projects will include gliders; propeller powered balsa aircraft as well as air and bottle rockets.
<b>Flight 2</b>	This option will further challenge students in more intricate aircraft and rocket designs as well as hot air balloons and kites.
<b>Foods 1</b>	This option is an introduction to the kitchen and food safety practices. Students will become familiar and confident working as a team and preparing basic recipes.
<b>Foods 2</b>	Students will build on the basic skills they have learned in Foods 1 and try out more complex recipes. When finished this option they will have a skill set that prepares them for Foods 10.
<b>Metal 1</b>	Students will be covering hand tool use, project planning, measurement and layout, some power tool use, and safety in the metals lab. Students will be completing a number of projects from a variety of different metalworking areas, including sheet metal, bar and tubular stock, machining and soldering/brazing. Previous Industrial Arts experience is helpful, but not necessary.

<b>Metal 2</b>	Students will be completing a number of projects from a variety of different welding and metal work areas. Students will learn general shop safety, hand tool use, power tool use, project planning, measurement and layout. Students will also learn welding safety and basic procedures in Stick (SMAW), MIG (GMAW), and Oxyacetylene welding/brazing. Students may also be introduced to forging and/or foundry basics as well.
<b>Model House Building 1</b>	Design your dream house! Using computer research and design, build a model house that would make all your dreams come true! Your only limits are your imagination...and if the house will stand up!
<b>Model House Building 2</b>	Use "sticks and stones" to create an accurate scale and design home of the future. Explore alternative power sources such as solar and heating systems to make your house completely self sufficient.
<b>Music 1</b>	Introduction to music in a group with some basic piano and ukulele skills.
<b>Music 2</b>	Students will further develop their basic piano and ukulele skills and will be introduced to more complex rhythms and fingerpicking.
<b>Native Art 1</b>	This option class will introduce students to a number of different art forms common to our aboriginal history. Activities will include wood burning, wood carving, sand art, soap carving and introductory beading.
<b>Native Art 2</b>	This option will further our exploration into aboriginal art. Beading and leather work will be the main focus.
<b>Outdoor Ed 1 &amp; 2</b>	Learn how to start a fire without a lighter, map your way through an unfamiliar city, use morse code to communicate without wifi as well as prepare your very own survival kit! We will teach you how to build a survival shelter, how to get water, learn about foods you can eat, learn how to use a compass as well as some basic military tactics to keep you and your friends safe!
<b>Passion for Fashion 1</b>	Learn to be more confident! Discover your fashion style! Appreciate your natural beauty! Experiment and learn how to use beauty products.
<b>Passion for Fashion 2</b>	In this option students will further their exploration of the world of fashion and the development of their own personal style. They will have the opportunity to create hands-on fashion projects and take a close look at the fashion industry.
<b>Plastics 1</b>	This option will introduce students to the world of working with acrylic plastic. Activities will include the design and manufacture of rings, a jewelry box and ornamental figures.
<b>Plastics 2</b>	More challenging plastic projects await students in the option. Some of the projects will include cell phone stands, single dimensional images and three dimensional designs.
<b>Sculpture 1</b>	Students will learn basic clay hand building techniques, paper mâché, plaster and wire sculpture techniques through the creation of several 3D pieces of art.
<b>Sports Performance</b>	Take charge of your ability to plan and carry out physical fitness. In this option, you will learn about how your muscles work together to keep you healthy. How to plan healthy, safe, fun workouts and then carry out those plans.
<b>Tourism: Home &amp; Abroad 1</b>	In this course we will explore the world! Through research, documentaries, world news, and personal travel experience, we will dive into the world of travel and tourism. We cover topics like how to travel on a budget, what types of jobs are available in tourism, safe countries and unsafe countries to visit, student exchange possibilities, humanitarian trips, volunteer vacations, benefits of being a good host (air bnb) and much more.



<b>Tourism: Home &amp; Abroad 2</b>	Take your tourism knowledge to the next level. We will discuss historical travel, traveling to learn about history, travel with a purpose, and the impact the travel industry has on our environment. There will be guest speakers and small projects.
<b>Transportation Tech 1</b>	This option has a focus on the design, engineering and construction processes that take place to bring an automobile to life. Students will construct and race co2 powered dragsters and air cars.
<b>Transportation Tech 2</b>	This option will continue to challenge students in the design and construction of co2 powered model vehicles. Students will construct and test custom cruisers (hot rods) and/or formula one cars.
<b>WoodWorking 1</b>	Learn how to use basic wood tools and develop an understanding of different types of wood to create projects. Students can make a tool box and cutting board or lazy susan.
<b>WoodWorking 2</b>	Students can advance to woodworking with stationary shop tools to learn precision and joinery to make an x-puzzle and keepsake box.

## Junior High Tutorial

Tutorial is a new support for ALL Junior High students. [Please click here to learn how our PSC students will be accessing extra support daily within our timetable!](#)

## REPORTING AND ASSESSING

At the beginning of each course, students are provided with a course syllabus which outlines the contents of the course and the basis for evaluation. Students and parents should look these over carefully and pose questions early in the semester. Wolf Creek Public Schools Policy provides for an appeal procedure should there be a dispute over a student's mark. Parent-Teacher Interviews to discuss student progress are scheduled each semester.

PSC believes in regular ongoing assessment. Marks are updated regularly a minimum of once a month. This will include a grade, complete assignments, missed assignments, attendance and comments. A final Report Card will only be issued at the end of the school year in June.

Parents, guardians and students will be able to view student progress through their Parent Portal Account. The Parent Portal is an easy to use communications tool that will allow you to take a more active role in your child's education and gives you access to attendance, grades, detailed assignment descriptions and school bulletins.

Login ID's and passwords are a one-time set up that allows you access for the duration of your child's time in Wolf Creek School. This is the same ID and password used for registration through the School Engage application. Parents/Guardians may access detailed instructions on how to use the system by going to PSC's home page. A direct link is also available on our home page to the PowerSchool Parent Login. If you have any further questions with respect to accessing the Parent Portal, please call our school office @ 403 783-4411.

### **Concerns Regarding A Course**

Students or parents that have concerns about a particular course should:

- 1) Speak to the teacher of that course
- 2) If a major concern still exists, request a meeting with the teacher and an Administrator.

## **Dropping Courses**

When a student registers in a course, resources in terms of teacher time and classroom space are allocated to the student. Therefore, it is expected that students will complete their courses in their assigned blocks. When circumstances such as poor attendance and/or achievement do warrant an alternative delivery, students will need to follow the appropriate 5 step process to drop a course.

## **24 25 Course Drop Form**

## **Evaluation Policies and Procedures**

1. Evaluation is in terms of course objectives set forth by Alberta Learning.
2. Evaluation is a continuous process throughout the semester with a variety of assessment tools being used.
3. Evaluation criteria will be set out at the beginning of the semester with consistency between subject areas and grade level.
4. Evaluation will be based on the course outcomes.

## **Final Grade Appeal Procedure**

Every student or parent has the right to appeal a final grade. The first level of appeal should be made directly to the course teacher. If the student and/or their parent/guardian are not satisfied with the decision, an appeal must be made to the Principal in writing within 5 days of receiving the final course mark from the teacher.

## **Late Assignment Policy**

1. Students are expected to submit their work in a timely fashion. Any missed assignments or quizzes must be made up by the student before the corresponding unit exam.
2. Students who are missing assignments must attend Flex and tutorial sessions to ensure these assignments are being handed in. The purpose of handing in assignments on time is to receive feedback and to support learning.
3. Students may re-do assignments that were handed in on time for regrading at the discretion of the teacher. The most recent grade stands.

## **Rewrite Policy**

1. It is expected that students are prepared and present for exams or assessments. Re-writes for exams will be dealt with on an individual basis and as follows:
  - a) A request to Rewrite form is to be completed or discussed, signed by the student, teacher and a parent/guardian.
  - b) It is expected that if a re-write is granted, the student will attend flex or tutorial class to prove competency.
2. The rewrite mark is the mark that stands. Rewrites are expected to be completed in a timely fashion and out of course time.
3. If a student legitimately misses an exam (excused absence), the exam is written on the first day of return of the student or as decided upon in consultation with the teacher.

## **Shared Students (BRICK Learning Center)**

**A student cannot register at the Brick Learning Centre** without the prior approval of the Principal of PSC and acceptance by the Principal of the Brick. The Brick has a limited number of spots available for students. These spots will be filled on an "as needed" basis and a student's admission to the Brick is not guaranteed. **Students must maintain minimum credit loads while at PSC to remain a PSC student.**

# ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS

ALBERTA HIGH SCHOOL DIPLOMA: GRADUATION REQUIREMENTS (ENGLISH)
<p>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.</p>
<p>100 CREDITS including the following:</p>
<p>ENGLISH LANGUAGE ARTS – 30 LEVEL (English Language Arts 30-1 or 30-2)</p>
<p>SOCIAL STUDIES – 30 LEVEL (Social Studies 30-1 or 30-2)</p>
<p>MATHEMATICS – 20 LEVEL (Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3)</p>
<p>SCIENCE – 20 LEVEL <sup>1</sup> (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)</p>
<p>PHYSICAL EDUCATION 10 (3 CREDITS) <sup>2</sup></p>
<p>CAREER AND LIFE MANAGEMENT (3 CREDITS) <sup>3</sup></p>
<p style="text-align: center;">10 CREDITS IN ANY COMBINATION FROM</p> <ul style="list-style-type: none"> <li>• Career and Technology Studies (CTS) courses</li> <li>• Fine Arts courses</li> <li>• Second Languages courses</li> <li>• Physical Education 20 and/or 30</li> <li>• Knowledge and Employability courses</li> <li>• Registered Apprenticeship Program courses</li> <li>• Locally developed courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses</li> </ul>
<p style="text-align: center;">10 CREDITS IN ANY 30-LEVEL COURSE (<u>IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE</u>) <sup>4</sup></p> <p>These courses may include</p> <ul style="list-style-type: none"> <li>• 30-level locally developed courses</li> <li>• Advanced level (3000 series) in Career and Technology Studies courses</li> <li>• 30-level Work Experience courses <sup>5</sup></li> <li>• 30-level Knowledge and Employability courses</li> <li>• 30-level Registered Apprenticeship Program courses</li> <li>• 30-level Green Certificate Specialization courses</li> <li>• Special Projects 30</li> </ul>

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 workplaces 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.

# POSSIBLE COURSE OFFERINGS 2024 - 2025

	Grade 10	Grade 11	Grade 12
<b>ENGLISH</b>	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)
<b>SOCIAL STUDIES</b>	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 (3)	
<b>MATH</b>	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)
<b>SCIENCES</b>	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)		
<b>FINE ARTS</b>	Art 10 (5)	Art 20 (5)	Art 30 (5)
	Drama 10 (5)	Drama 20 (5)	Drama 30 (5)
	Music 10 (5)	Music 20 (5)	Music 30 (5)
	Guitar 10 (5)	Guitar 20 (5)	
<b>PHYSICAL EDUCATION</b>	PhysEd 10-1 (5) (Competitive Sports 10)	PhysEd 20-1 (5) (Competitive Sports 20)	PhysEd 30-1 (5) (Competitive Sports 30)
	PhysEd 10-2 (5) (Lifestyle Activities)		
<b>CAREER &amp; TECHNOLOGY STUDIES</b>	Aboriginal Studies 10		
	Computers 1	Computers 2	Computers 3
	Construction 1	Construction 2	Construction 3
	Cosmetology 1	Cosmetology 2	Cosmetology 3
	Esthetics 1		
	Fabrication 1	Fabrication 2	Fabrication 3
	Food Prep (cafeteria)	Industry Workplace Safety & Trade Exploration (intro to apprenticeships)	
	Food Studies 1	Food Studies 2	Food Studies 3
	Mechanics 1	Mechanics 2	Mechanics 3
Student Leadership	Yoga 15/25		
<b>After School Courses</b>	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 54 & 55*

# PSC 24/25 High School Course Review

## Grades 10, 11 & 12

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 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:

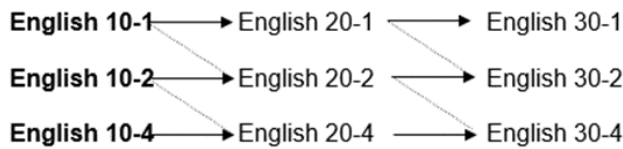
- Grade 10's MUST carry at least 40 credits and Grade 11's MUST carry at least 35 credits. Note: All Grade 11 students MUST be enrolled in CALM as it is a grad requirement. Grade 11 students are allowed to select Biology 30 or Science 30. You must maintain a minimum of 70% at the 20 level course to be 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 costs 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.

# FLEX & Learning Strategies

Flex is for ALL high school students, and is PSC's LARGEST intervention! It is assigned time for students to get extra support. [Click here to learn more about FLEX.](#)

## 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 (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%.

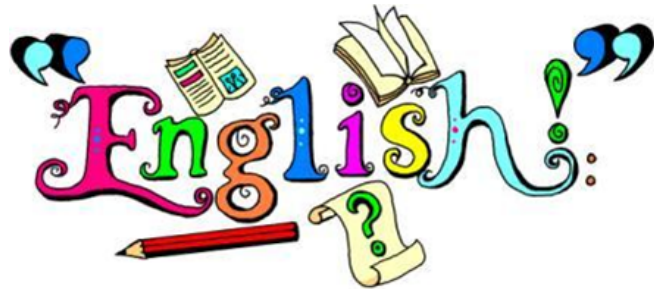
This course emphasizes the language learning skills of listening, reading, speaking, viewing and writing as they relate to the needs of everyday life. A variety of books and materials is used with an attempt to make the content of current interest. The course is usually followed by English 20-2 and English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



## 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, and 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 prerequisite 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. analyzing 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. analyzing 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.***

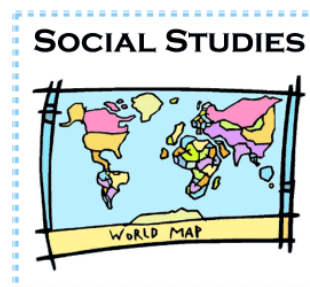
***Key Issue: To what extent should we embrace an ideology?***

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. analyzing 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

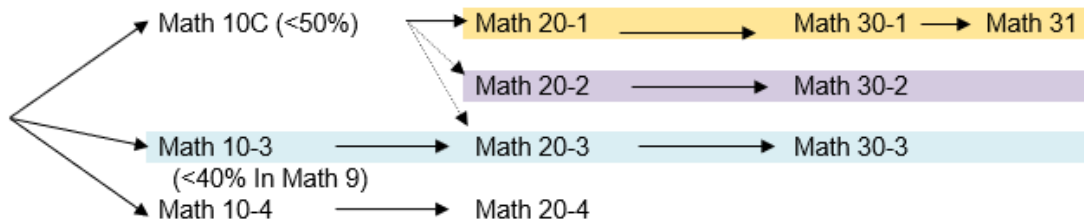
Students will examine the origins, values and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the 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**

(prerequisite 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 Prep**

Math 10 Prep is a course designed to support students who are entering grade 10 and need extra support before they attempt their Math 10C course. This course is recommended for students who have a grade between 65%-79%, and expected for anyone who is wanting to take math 10C with a mark lower than 65% in grade 9. The course is designed to help students transition into their math courses. Students who pass the course will be awarded Math 10-3 credit.

**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.

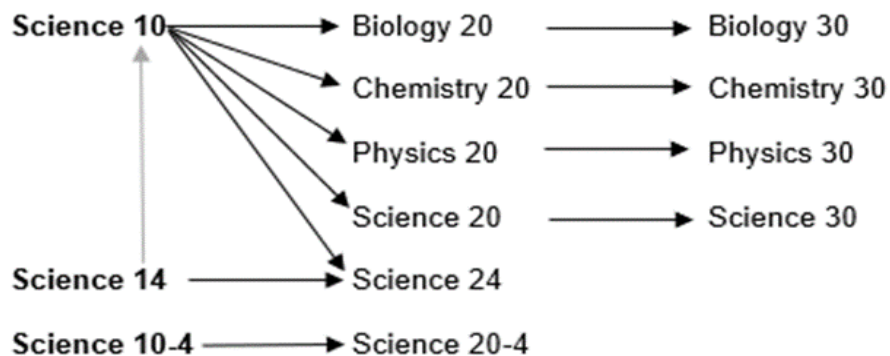
**Math 31**

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.

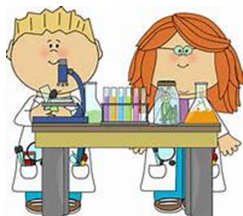
## **Science 10-4/20-4**

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 Ecosystem; Matter and Energy Exchange by the Human Organism. As this course is a prerequisite 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 prerequisite 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 C: Chemical Changes of Organic Compounds

Unit B: Electrochemical Changes – Redox

Unit D: Chemical Equilibrium focusing on Acid-Base

Systems

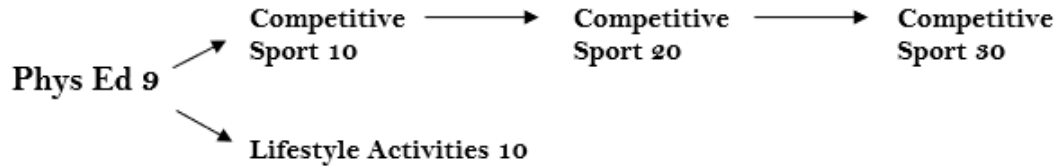
## **Science 30**

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  
\* recommended for students with 75% or above in PE9

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 student  
5 credits (or 3 depending on attendance)  
\* recommended for students with 75% or below in PE9

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 - CALM

*All Grade 10 students will complete CALM in their PE 10 course*

**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 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, lifelong 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.

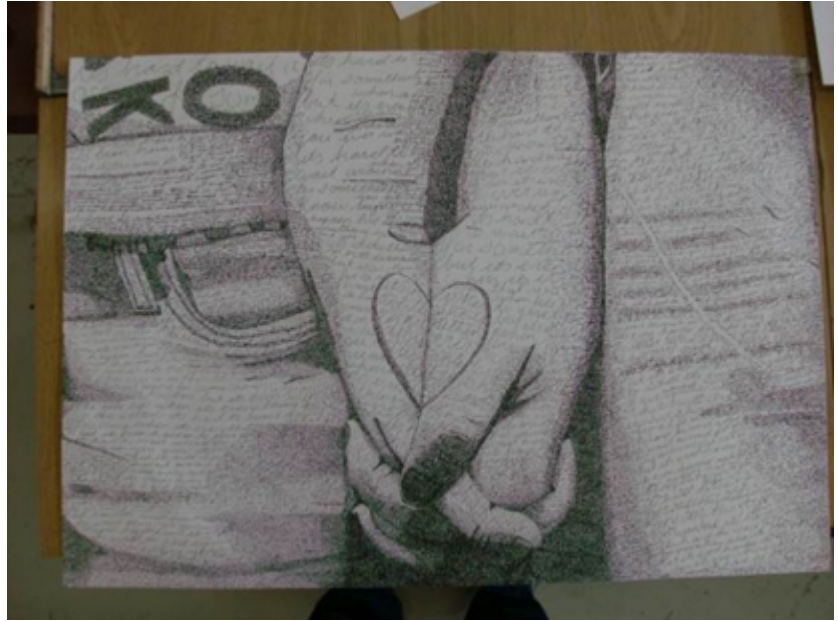


# PSC FINE ARTS PROGRAMS

## 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 prerequisite 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 components. Basic sequencing and recording on computer software will be utilized to create compositions and creative assignments. Keyboards will be used to reinforce 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 techniques 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.

## Communication Technology

### COMM TECH 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 advanced 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 credits; 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 prerequisite 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

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 journeyman'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.



## **FOUNDATION OF INDUSTRY & TRADES EXPLORATION**

### **(5 credits)**

Designed for grade 11 and 12 students of PSC to equip themselves with essential health and safety information to help keep themselves and others safe on the job. The idea of the course is to introduce students to career apprenticeships. This class will show students a variety of skilled trades and teach them how they can attain the skills necessary to begin a fulfilling and successful career in the trades.

Through the support of local industry and businesses, students will have the opportunity to be introduced to, and explore, a number of trades. Some of the trades we will explore may include, but are not limited to, plumbing, electrician (residential and commercial, and oil field technician), millwright, carpenter, cement finisher, rebar, crane/heavy equipment operator, different welding and iron worker trades/jobs, scaffolding, insulator, HVAC (cooling, heating, ductwork and furnace repair), gas fitter, pipe fitter, insulator, heavy duty/ Agricultural technician, auto body technician, boilermaker, floor covering installation, landscaping, machinist, roofing, sheet metal worker, small engine/motorcycle mechanic and water well driller.

Additional information regarding our Registered Apprenticeship Program and Dual Credit Program, can be found on pages 55 & 56



# FOODS

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

## **Food 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

## **Food 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

## **Food Studies 3 (5 credits)**

Recommendation: Satisfactory completion of Foods Studies 2

This course consists of six different modules- 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 (5 credits)**

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.

### **Mech 1 Modules**

**Mechanics Tools and Materials**  
**Vehicle Service & Care**  
**Ride & Control Systems**  
**Engine Fundamentals**  
**Electrical Fundamentals**

## **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.

### **Mech 2 Modules**

**Vehicle Detailing**  
**Emission Controls**  
**Fuel & Exhaust Systems**  
**Lubrication & Cooling**  
**Electrical Components**

## **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.

### **Mech 3 Modules**

**Buying & Selling Vehicles**  
**Engine Diagnosis**  
**Engine Tune-up**  
**Computer Systems**  
**Engine Replacement**





# COMPLEMENTARY COURSES

## **ABORIGINAL STUDIES 10/20 (5 credits)**

Aboriginal Studies 10 is a course based on perspectives and worldviews of Aboriginal peoples. It includes the study of traditions and history of Aboriginal peoples in Canada, and particularly in Alberta. Student learning outcomes provide opportunities to examine such topics as governmental structures, literature, the arts and the sciences. The four themes in Aboriginal Studies 10 are:

- Origin and Settlement Patterns
- Political and Economic Organization
- Aboriginal Worldviews
- Aboriginal Symbolism and Expression



## **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 – 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.

### **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).

### **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 journeyman 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](http://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 2024-2025

Please speak to Ms. Fessler for more information

### 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

# PSC GRADUATION POLICY

All Grade 12 students registered at PSC who wish to participate in the school graduation ceremony must meet minimal graduation requirements. Participation in graduation ceremonies **is a privilege for students and not a right.**

1. Students must meet the minimum course credit requirements for a high school diploma as established by Alberta Learning. Specifically, students will:
  - A) Achieve a minimum grade of at least 50% in all non diploma subjects required for graduation and meet the requirements for diploma subjects described below. Because the final grades for diploma exam subjects are established by blending the school awarded mark and the diploma examination mark, the following rules will apply:
    - i) Students must have earned at least 50% in the blended mark in any required diploma exam subjects. If students achieve 50% or more on the school based mark, but less than 50% on the blended mark, they may become eligible by rewriting the diploma exam at the end of the second semester.
    - ii) In the second semester, students must have earned at least 50% in the school awarded mark in any diploma examination subject students require in order to meet their diploma requirements.
    - iii) Students who are rewriting diploma exams in June in courses required for graduation must submit proof of their registration to the Grade 12 Assistant Principal by April 30<sup>th</sup> to satisfy the graduation requirements.
  - B) Be eligible for a Certificate of Achievement
  - C) Be eligible for a Certificate of School Completion
  - D) Students who are registered in a modular based course at PSC must have at least 60% of the course completed to be considered for the graduation BY April 15<sup>th</sup>.
2. The list of eligible graduates will be prepared by April 15<sup>th</sup>.
3. The final list of graduates will be prepared by May 15<sup>th</sup>.
4. If you are a dual student (enrolled in more than 1 school), to be eligible to be a part of the Ponoka Secondary Graduation Ceremony, student(s) must have more credits at PSC than the other institution in your graduating year.



5. To provide information to prospective graduates and their parents the school shall provide a copy and review this policy and regulation to the Grade 12 students throughout the year.
6. The graduation ceremony is a school sponsored event meaning that students are responsible to the school for their decorum. Behavior that distracts from the dignity of the celebration may result in the student losing the privilege of continuing the day's activities.
7. The Principal will have the authority to make decisions for the eligibility of students in extraordinary circumstances.
8. It is the responsibility of a graduation committee in consultation with the school administration to plan and organize the graduation activities.
9. The school shall not be responsible for any financial costs associated with graduation or for any financial liability that may arise as a result of the graduation activities.

Graduation exercises at PSC are sanctioned by the school and organized by the class of graduates with the assistance of, and under the supervision of a staff advisor. All activities planned for the formal graduation exercises under the auspices of the school, are subject to the approval of school administration. Monies raised for graduation activities, through direct or indirect reference to the school, may only be spent on activities which are approved by the school administration. Activities which negatively affect the community, the students or the school are unacceptable and may result in the loss of the privilege of participating in graduation for those individuals involved.

In October/November of each year, the graduating class may volunteer for a committee who will be charged with the overall responsibility for organizing the graduation exercises. Individual members of the graduation committees shall act as coordinators associated with the organization of the graduation exercises.

All graduation information regarding ceremonies, pictures, events, etc. will be posted on the school website and graduation Instagram account as well as communicated through the Graduation coordinator. Any questions regarding Graduation can be directed to our Grad Coordinator.

**\*\*\* Please note Banquet Tickets will not be issued if there is a balance owing on the student's account (i.e student fees).**





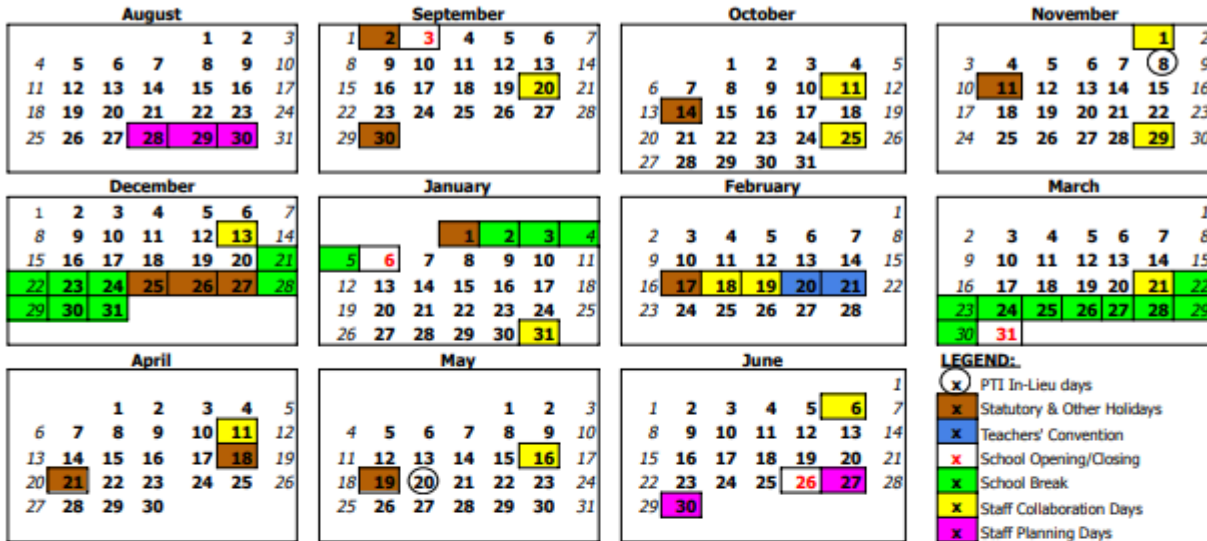
# WOLF CREEK PUBLIC SCHOOLS

2024 - 2025 School Year

## BASE CALENDAR

APPROVED

Su Mo Tu We Th Fr Sa    Su Mo Tu We Th Fr Sa    Su Mo Tu We Th Fr Sa    Su Mo Tu We Th Fr Sa



			Staff	Students
<b>August</b>	Aug. 28, 29, 30	Staff Planning Days	3	0
<b>September</b>	Sept. 2	Labour Day		
	Sept. 3	Students' First Day		
	Sept. 20	Staff Collaboration Day		
	Sept. 30	National Day for Truth and Reconciliation	19	18
<b>October</b>	Oct. 11	Staff Collaboration Day		
	Oct. 14	Thanksgiving Day		
	Oct. 25	Staff Collaboration Day	22	20
<b>November</b>	Nov. 1	Staff Collaboration Day		
	Nov. 8	Staff Earned Day Off (In-Lieu for Parent-Teacher Interviews)		
	Nov. 11	Remembrance Day		
	Nov. 29	Staff Collaboration Day	20	17
<b>December</b>	Dec. 13	Staff Collaboration Day		
	Dec. 25, 26, 27	Christmas Stat Holidays		
	Dec. 21	Christmas Break (Dec 21- Jan 5 inclusive)	15	14
<b>January</b>	Jan. 1	New Years Day Stat		
	Jan. 6	First day back after Holiday Break		
	Jan. 31	Staff Collaboration Day		
	Jan. 31	Conclusion of First Semester	20	19
<b>Semester One Total</b>			<b>99</b>	<b>88</b>
<b>February</b>	Feb. 3	Commencement of Second Semester		
	Feb. 17	Family Day		
	Feb. 18 & 19	Staff Collaboration Day		
	Feb. 20 & 21	Teachers' Convention	19	15
<b>March</b>	Mar. 21	Staff Collaboration Day		
	Mar. 22	Spring Break (March 22 to March 30 inclusive)	16	15
<b>April</b>	Apr. 11	Staff Collaboration Day		
	Apr. 18	Good Friday		
	Apr. 21	Easter Monday	20	19
<b>May</b>	May 16	Staff Collaboration Day		
	May 19	Victoria Day		
	May 20	Staff Earned Day Off (In-Lieu for Parent-Teacher Interviews)	21	19
<b>June</b>	Jun. 6	Staff Collaboration Day		
	Jun. 26	Students' Last Day		
	Jun. 27 & 30	Teacher Evaluation Day (final staff days)	21	18
<b>Semester Two Total</b>			<b>97</b>	<b>86</b>
<b>Year Total</b>			<b>196</b>	<b>174</b>

