

ÉCOLE SECONDAIRE FOOTHILLS COMPOSITE HIGH  
SCHOOL  
ALBERTA HIGH SCHOOL of FINE ARTS

2017-2018  
REGISTRATION HANDBOOK



**COURAGE | COMMITMENT | INTEGRITY**

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## **PRINCIPAL'S WELCOME**

Dear Parents and Students:

### **PRINCIPAL'S WELCOME**

Great teaching is a multifaceted belief that embraces the challenges of the diverse needs of all learners. It is the commitment to the 21<sup>st</sup> century learner, teacher, parent and all other community members who impact or are impacted by today's youth.

ESFCHS/AHSFA staff is dedicated to engaging the creativity of a student's mind through authentic and meaningful experiences that intrigue the imagination. It is an educator's ability to embrace diversity and to celebrate individual talents by establishing supports for and collaborating with colleagues to facilitate an environment that is responsive to educational challenges. ESFCHS/AHSFA staff is determined to empower students through a holistic approach that promotes collaboration and inclusion, and that fosters respect and trust between students, teachers, and families. Staff strives to build authentic relationships with students with integrity and honesty, promoting a positive environment that utilizes the strengths and gifts of each other. It is through compassion and dedication that our teachers will exemplify a personal commitment and craze about education, and the future of our students, their community and society.

As educators we share our personal passion for this work by being accessible, transparent and personally active in the learning process. ESFCHS/AHSFA staff members are devoted to developing and fostering an environment that is dedicated to lifelong learning that goes far beyond the walls of our school.

Enhancing the learning experience for the learner is at the core of our work. Promoting a school environment that is authentic and meaningful to the unique talents of our students will ultimately reshape, engage and prepare the creative minds of our students.

Sincerely,



Mr. Vincent Hunter  
Principal ESFCHS/AHSFA

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## BEGINNING THE PROCESS

Students attending a large high school are often overwhelmed by the choices of course offerings. This is especially true when students have the opportunity to attend two schools in one building. Students are encouraged to talk to parents and teachers when planning coursework.

The first section (pg 4) contains description of:

- how classes are organized in the **Alberta Program of Studies**.
- the **course load** and **Standards for Success** students are expected to adhere to.
- a **three-year schedule**, with working course plan copy, for students to chart their high school program.

In the second section (pg 18), important **services for students** are described, as well as available student activities, as our:

- **School Counsellors'** provide important information to students for selecting appropriate coursework to align with plans after high school. As well, our counsellors provide support with student concerns, either on a personal or learning level.
- **Learning Support** staff (located in The Hub) are available to enable students to be successful in classes and achieve at high levels
- **Student extra-curricular activities** are listed with appropriate time frames

The third section (pg 20) of the handbook contains detailed descriptions of courses offered at ESFCHS / AHSFA.

Finally, we include some vital information that will help students plan their life after high school (pg 103).

## THE REGISTRATION HANDBOOK AND FEES

All efforts are made to ensure that the registration handbook is accurate and up to date. However, from time to time it is necessary to update, change, or modify course offerings as situations arise. Fees in the handbook are based on the previous year and are subject to change. The FSD Board sets school and program fees in the spring of each year. Due to time constraints and registration requirements the Registration Handbook must be printed before fees are finalized. As such fees are subject to change.

## PROGRAM CHOICES AT ESFCHS/AHSFA

Most students at ESFCHS/AHSFA are working towards a regular High School Diploma from École Secondaire Foothills Composite High School or Alberta High School of Fine Arts. However, some students may require specialized programming. ESFCHS/AHSFA offers three additional programs.

The **Registered Apprenticeship Program (RAP)** is designed to help students complete their high school diploma and at the same time begin their apprenticeship in a registered trade.

The **Certificate of Achievement Program** is designed for preparing students for the world of work. It targets students who have not been successful in the regular classroom and are having difficulty completing a regular diploma.

The **Certificate of Completion** and **Co-op** programs are geared to the development of special needs students. Both of these programs work in close consultation with parents.

In the following pages, the basic or minimum requirements used across the province of Alberta to achieve a High School Diploma are outlined.

Along with the minimum, other school specific requirements are in place to graduate from ESFCHS and/or the AHSFA. Continued enrolment in our schools is dependent on maintaining your eligibility as a **“Student in Good Standing”** including successful completion of our **LEADERSHIP** course at each grade level.

## **REQUIREMENTS FOR THE ALBERTA HIGH SCHOOL DIPLOMA**

A High School Diploma is an official document issued by Alberta Education certifying that the holder has completed a prescribed program of High School instruction. Minimum High School Diploma requirements are as follows:

**To qualify for the Alberta High School Diploma, students are required to:**

- 1)** Earn a minimum of 100 credits
- 2)** Complete and meet the standard of the following courses:
  - English 30-1 or 30-2
  - Social Studies 30-1 or 30-2
  - Math 20-1, 20-2, or 20-3
  - Science Course at the 20 level
  - Physical Education 10
  - Career and Life Management (CALM)
- 3)** Earn 10 credits from any combination of:
  - CTS classes
  - Fine Arts
  - Second Language
  - Physical Education 20 and/or Physical Education 30
  - RAP courses or K. & E. Occupational courses
- 4)** Earn 10 credits in any combination of 30-level courses, not including English 30-1 or 30-2 and not including Social 30-1 or 30-2. This includes senior level (3000's) CTS courses.

**NOTE:** The High School Diploma does not necessarily grant admission to post-secondary education institutions. Students should be aware that there are a variety of entrance requirements for post-secondary institutions and they should plan their programs accordingly.

## ALBERTA HIGH SCHOOL OF FINE ARTS DIPLOMA

Fine Arts students demonstrate a dedication, enthusiasm, and commitment to the arts. This passion helps the student to develop various skills that will be beneficial long after high school.

The **Alberta High School of Fine Arts Diploma** is awarded to those students who have received 35 or more credits (with at least 10 credits at the grade 12 level) in arts-related courses during their high school career culminating with a portfolio or performance presentation in their grade 12 year. It signifies that a student has obtained a strong background in one of the three areas of specialization: performing arts, visual arts or technical arts

The eligible courses are listed below:

Performing Arts	Technical Arts	Visual Arts
<ul style="list-style-type: none"> <li>• Music-Instrumental 10/20/30</li> <li>• Music-Choral 10/20/30</li> <li>• Music- Jazz Band 15/25/35</li> <li>• Music – General 10/20/30</li> <li>• Musical Theatre 10/20/30</li> <li>• Dance-15/25/35</li> <li>• Drama-10/20/30</li> <li>• Drama- Advanced Acting Tour Theatre 15/25/35</li> </ul>	<ul style="list-style-type: none"> <li>• Drama-Technical Theatre 15/25/35</li> <li>• Communication Technology- 10,20,30</li> <li>• Information and Design Technology 10/20/30</li> </ul>	<ul style="list-style-type: none"> <li>• Art 10/20/30</li> <li>• Art History 11/21/31</li> <li>• Communication Technology 10/20/30</li> <li>• Information and Design Technology 10/20/30</li> <li>• Professional Studio Arts 15/25/35</li> </ul>
<b>Additional Classes</b>		
<p>With the support and permission of the Visual Arts teacher and Fine Arts administrator, the following classes may also be considered towards an AHSFA diploma, depending on the work created:</p> <ul style="list-style-type: none"> <li>• Construction Technology 30</li> <li>• Fabrication Technology 30</li> </ul>		

For more information, we encourage students to contact their guidance counsellor and teachers to ensure that they are fulfilling the requirements needed to receive the AHSFA diploma.

### FLEX Block

- **Flex block** is one forty-five minute block each day in which students can choose to work with guidance and mentorship from a teacher of their choice. Students may also choose

to go to a workspace for independent study on any area relevant to their course work or they may pursue a passion of their choice (example: Learning Commons, Computer Lab). Teachers may choose to use Flex Block as an extension of regular classes to enrich learning for all by delving deeper into the curriculum or offering additional supports to support learning and build confidence within their students and the subject matter.

- ESFCHS/AHSFA staff agrees that the guiding principles of Flex Block are to; honor instructional time, give flexibility and choice for students to enrich learning opportunities, and have shared accountability by students, staff and administration.
- There will be ongoing conversations with staff, students, and parents to review the effectiveness of Flex Block.
- Students will receive guidance from teachers to sign into a Flex Block. Teachers will support students to make responsible choices that will increase their capacity for self-direction. Students will be able to make independent choices based on their own needs and interests

## Advisory Class

- The principle of Advisory Class is to create a shared and distributed advisory (counseling) based on the belief that it is the responsibility of all the adults in the school to provide a caring, safe, and supportive environment for students and, accordingly, serve as an advisor to a group of students. This will:
  - Develop interpersonal relationships among staff and students
  - Provide academic support to students
  - Provide college preparation
  - Build a school culture
  - Collect data
  - Build interpersonal relationships

An Advisory Class will be built into the **FLEX** time when the school feels it is necessary to support and effectively communicate to the student body. This will be communicated to the students via the FLEX timetable that will be made available on the school web page. The calendar will also provide information as to what teachers and programming is available during the FLEX block. This will be updated monthly so that students can plan how they will best use their time to support their learning.

## ADVANCED PLACEMENT (AP)

*Sharing of this content is for information purposes only; registration in AP for 2014-2015 is restricted to new grade ten students.*

### What is Advanced Placement?

Advanced Placement or AP, is an internationally recognized enrichment program that offers acceleration and challenge to motivated and gifted students. It prepares students for the transition from high school to university and beyond. This enriched academic program is

designed to provide high achieving students with post-secondary level courses in a high school setting. Students who complete AP courses demonstrate their mastery of the subject material by writing internationally recognized examinations prepared and graded by the College Board. Successful completion of Advanced Placement exams permits students to obtain credit in first-year university courses at many colleges and universities around the world.

AP is considered a standard for academic excellence in Canada, the United States and around the world. AP courses and exam grades are used in the admission process in more than 3,800 universities and colleges in 115 different countries.

### **What are the benefits of Advanced Placement?**

The Advanced Placement Program:

- allows students to study one or more subjects at an advanced level, depending upon the individual student's interests and expertise
- provides enrichment and challenge for academically talented and well motivated students
- helps students develop and practice higher order thinking skills
- provides opportunities for in-depth study in selected subjects
- eases the transition from high school to post-secondary studies
- helps students prepare for scholarships & awards, diploma examinations, and AP College Board examinations
- provides students with an opportunity to earn university credits, standing and/or placement while in high school.

### **Who should take AP courses?**

Generally, a grade of 80% or proficient to mastery in a prerequisite course and teacher recommendation is required for students who wish to take an AP course. However, students not possessing a grade of 80% or proficient to mastery are encouraged to apply and may be accepted depending on the strength of student application and teacher recommendation. AP application forms can be obtained from the guidance counsellor's office or as a download from <http://fchs.fsd38.ab.ca>.

To be successful, a student must:

- enjoy a challenge
- have a well-developed work ethic
- be self-disciplined and self-motivated
- be motivated to achieve
- find learning stimulating and exciting
- have parental support and approval

### **What AP Courses are offered at ESFCHS/AHSFA?**

Advanced Placement fits in very well with all Alberta High School curriculum requirements. Typically, AP courses build upon the Alberta Curriculum and provide additional enrichment. By the end of grade 12, students in AP courses will have exceeded the Alberta requirements in those areas.

Students registered in Advanced Placement classes in English are prepared for the AP English Language and Composition examination in Grade 11 and for the AP English Literature and Composition in Grade 12.

Students enrolled in Advanced Placement Mathematics program can expect a five course sequence which is designed to prepare students for the AP Calculus AB exam or the AP Calculus BC exam in May of the third year of the program.

### **Will my grade be affected by taking AP?**

Marks are reported as dash 1 stream marks consistent with what they would have received in a regular dash 1 stream course. Generally, students can expect AP course work to enhance and not hinder overall progress. **THERE WILL BE NO ADVERSE IMPACT ON YOUR MARKS FOR TAKING AP.**

### **Will taking AP courses affect extracurricular activities?**

AP students can be involved in other areas that interest them without jeopardizing their studies. AP scholars who are motivated and organized should be able to balance many different activities both in and out of school including athletics, music, Student Council, clubs, part-time employment, and committees.

### **What are the costs for the AP Program?**

AP students will be provided with all the necessary materials required to complete coursework. In some courses, students may wish to purchase their own textbooks in order to build their own personal library of materials. AP students are responsible for all examination costs.

### **What scholarship and scholar awards are available?**

Students who are enrolled in an Advanced Placement course usually receive very high marks on the Diploma Examinations which are used to qualify for scholarships. For more information, check the websites: [www.ap.ca](http://www.ap.ca) or [www.collegeboard.com](http://www.collegeboard.com)

### Proposed Course Structure\*

	English	Mathematics
Grade 10	English 10 AP	Mathematics 10C AP
Grade 11	English 20 AP	Mathematics 20-1 AP
Grade 12	English 30 AP English 35 AP	Mathematics 30-1 AP Mathematics 31 AP

\*Course numbers and sequence are subject to change

**ELA AP Overview:** These advanced placement courses offer students a chance to do rigorous academic work that eventually leads to the opportunity to complete college level work in high school. Marks are reported as -1 stream marks. In grade 12, students will write the advanced placement exam (50% of the fees paid in Grade 11, and 50% in grade 12), gaining an advanced placement at a post-secondary institution if their grade is suitable. There is a charge for the AP exam. There is also a mandatory pre-test for English AP that will take place in June. This written exam will last approximately 2 hours and will consist of a series of reading and writing selections.

Note: The Literature and Composition stream of Advanced Placement has rigorous reading requirements. As such, students will be expected to read and complete work both over the summer and during semesters when they are not actively taking the course.

**Math 10C AP** has a mandatory pre-test component that must be written in June. (Date posted on website) This test is used as a diagnostic tool and will not be the deciding factor for program admittance. Please register no later by emailing [laubmana@fsd38.ab.ca](mailto:laubmana@fsd38.ab.ca). Please insert your name and "Math 10C AP Pretest" in the email subject heading.

All students hoping to take Math 10C AP must write the pre-test. Any students who do not will be placed in Math 10C. We have found that students who receive under 80% on the pre-test are not successful in Math 10C AP, therefore students who receive 80% or lower are placed into Math 10C. However, if you still wish your child to take Math 10C AP and your child received under 80% on the pre-test, please make an appointment with your grade level administrator to discuss this.

## **REGISTERED APPRENTICESHIP PROGRAM (RAP)**

The Registered Apprenticeship Program is an apprenticeship program that permits high school students to become a first year apprentice and receive an Alberta High School Diploma while attending high school. Students may find their own apprenticeship (possibly including family or friends as employers) or request help from the RAP coordinator. Then, students make arrangements with the RAP coordinator to have their program formalized. Students must maintain a passing average in all courses and be progressing at a reasonable rate to graduate.

The RAP apprentice is a full-time high school student. A RAP apprentice accumulates hours of on the job training as credit toward a high school diploma.

Students may begin the process of entering RAP in Grade 10. For more information on trades, visit this website: [www.tradesecrets.gov.ab.ca](http://www.tradesecrets.gov.ab.ca)

**The RAP coordinator, school counsellors and administrators are available with more information.**

## **KNOWLEDGE AND EMPLOYABILITY**

Knowledge and Employability courses are designed for students who learn best and achieve success through learning experiences that can be provided by integrating academic skills in occupational contexts. Such students may choose to enter the workplace early with a Certificate of Achievement or while completing high school. Grade 10 K & E students begin with a set of courses to help them develop the skills needed to reach their potential in school and in the workplace.

Grade 11 and 12 K & E courses are offered as a modified program for individual students who are otherwise included in a classroom.

- Each student will develop a learning plan that clearly states the student's goals, maps and tracks courses needed to achieve these goals, and is created through consultation with the student, parents/guardians and teachers.
- K & E courses place greater emphasis on occupational exploration and preparation.
- Enrolment in a K & E course should involve an individual interview with the parent and the student in which the school outlines the proposed program that will result for the student both in the present year and subsequent years.
- Recommended placement into specific courses is the responsibility of the professional staff in consultation with parents. The final authority for placement in specific senior high school courses rests with the school principal, in consultation with parents and staff.

## **THE CERTIFICATE OF ACHIEVEMENT PATHWAY**

Students following the Certificate of Achievement pathway have the opportunity to complete their core academic courses through the Knowledge and Employability curriculum. Knowledge and Employability courses are designed for students who learn best and achieve success through learning experiences that can be provided by integrating academic skills in occupational contexts. Such students may choose to enter the workplace early with a Certificate of Achievement or while completing high school.

Grade 10 and 12 K & E courses are offered within a closely streamed course (for example, English Language Arts 10-4 is offered within English Language Arts 10-2).

- K & E courses place greater emphasis on occupational exploration and preparation.
- Elective courses do not have to follow the K & E curriculum.
- Enrolment in a K & E course should involve an individual interview with the parent and the student in which the school outlines the proposed program that will result for the student both in the present year and subsequent years.
- Each student will develop a learning plan that clearly states the student's goals, maps and tracks courses needed to achieve these goals, and is created through consultation with the student, parents/guardians and teachers.
- Recommended placement into specific courses is the responsibility of the professional staff in consultation with parents. The final authority for placement in specific senior high school courses rests with the school principal, in consultation with parents and staff.

Students following the Certificate of Completion pathway require individualized supports and programming in order to meet their diverse needs. This pathway provides programming that prepares students for life in the community as well as the world of work. Each student's course load is dependent upon his or her areas of strength and areas for growth. Students are assessed within the classroom based on adapted programming in which the teacher collaboratively creates with the Learning Coach. Students are encouraged to take a variety of courses but must participate in a Learning Centre course each semester in order to support literacy, numeracy, communication, and social skills.

## **MAKING SENSE OF CLASSES**

### **CREDITS**

Each high school course is assigned a certain number of credits. Generally the number of credits depends on the number of minutes of instructional time devoted to that course.

ESFCHS/AHSFA offers most courses in the semester system. Courses in Semester One start at the beginning of the school year and finish in January. Semester Two starts in February and finishes in June. In this system, the school schedules a 5-credit course for about 80

minutes/day per semester. Some 5-credit music courses are offered for 80-minutes every second day, both semesters.

**Students obtain credits with a course mark of 50% or above. No credits will be awarded for final marks below 50%.** A full year's program will consist of 40-42 credits. In Grades 10 and 11, it is expected that students take a full credit load (no spares). Grade 12 students are allowed to take one spare per year.

## **COURSES**

Of the 100 credits students need to earn a diploma, 56 will be earned through courses in subjects students are required to take. These **core** subjects are English, Social Studies, Mathematics, Science, Physical Education, and Career and Life Management. Students will be able to choose the courses students need to earn the remaining 44 credits. Although students have considerable freedom in choosing courses in **optional** subjects, it is important to make these choices carefully so that they gain skills that will be useful when they graduate. **Students who are planning to attend a post-secondary institution will discover that most require more core courses than are required for a high school diploma.** Students will have to select these core courses as optional choices.

Each high school course is given a number:

Grade 10 courses are generally numbered as 10, 10-1, 10-2, or 14; introductory level CTS courses are numbered 1 (e.g. Foods 1) and consist of 5-6 modules

Grade 11 courses are generally numbered as 20, 20-1, 20-2, 23 or 24; intermediate CTS courses are numbered 2 (e.g. Foods 2) and consist of 5-10 modules

Grade 12 courses are numbered 30, 30-1, or 30-2; senior level CTS courses are generally numbered 3 (e.g. Foods 3) and consist of 5 -10 modules

Promotion in high school is by course and subject. **Student must earn a minimum mark of 50% in a course to continue in the course sequence (e.g. English 20-1 to English 30-1). Marks are not always the best indicator to choose appropriate future course programming. It is highly recommended to obtain of the advice and recommendation of the current course instructor.**

For example, students need to complete English 10-2 before taking English 20-2 because English 10-2 is the prerequisite for English 20-2. Student courses should be selected by working backwards from those desired for graduation. For example, if students want to graduate with English 30-1, then English 20-1 and English 10-1 need to be studied as prerequisites.

Special note for Gr. 12 diploma exam courses: 50% of the final mark is based on the class mark and the other 50% is based on the results achieved on the provincial exam. Diploma examinations are written in English 30-1 and 30-2, Social Studies 30-1 and 30-2, Mathematics 30-1 or 30-2, Science 30, Biology 30, Physics 30 and Chemistry 30.

## CORE COURSES

Courses in English, Social Studies, Mathematics and Science are offered at different levels of rigor. Choosing the highest level that students will succeed at is the best way to keep their options open for post-secondary. However, it is important to look realistically at students' learning potential. For most students, it is frustrating to be struggling in a course that is too difficult. At the same time, if experiencing difficulty, students can get extra help from teachers or fellow students. Students may consider getting a tutor or decide to move to a less challenging course series. Alternately, if exceeding learning expectations, students may want to move to a more challenging course series. Should students decide to transfer from one series to another, they must consult with a school counsellor on the best way and time to make a change.

- Courses numbered **10-C, 10-1, 20-1, 30-1; 10, 20, 30 and 31** are designed primarily for students planning on entering a university or certain programs in colleges and technical schools.
- Courses numbered **10-2, 20-2, and 30-2** are designed primarily for students planning on entering certain programs in colleges, technical and trade schools or getting a job.
- Courses numbered **14 – 24, 10-3, and 20-3** are designed primarily for students entering certain trade programs or planning on getting a job immediately after graduation.
- Courses numbered **10-4, 20-4 or 30-4** are reserved for students working toward the **Certificate of Achievement** in the Knowledge and Employability Program.

Students do not need to select all their courses from the same series. For example, students may choose English 10-1, Mathematics 14 and Social Studies 10-2. Students may also transfer from one series to another, if they take the appropriate pre-requisite courses. At some point in high school, students may find that a course they want to take is full. Students may have to postpone taking that course until another semester or school year.

## PLANNING YOUR HIGH SCHOOL DIPLOMA

Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>- Full schedule of classes</li> <li>- No spares</li> <li>- Possibility of additional courses outside the regular school day</li> <li>- CALM</li> <li>- Phys Ed</li> <li>- Minimum 41 credits</li> </ul>	<ul style="list-style-type: none"> <li>- Full schedule of classes including any required courses missed from Grade 10 and one of each of English, Mathematics, Social Studies, and Science.</li> <li>- No spares or unassigned class time</li> </ul>	<ul style="list-style-type: none"> <li>- Sufficient courses to meet graduation requirements (may require full load)</li> </ul> <p><b>*Returning for fourth year subject to admin approval</b></p>

## HIGH SCHOOL PLANNING TEMPLATE

<h1 style="text-align: center;">Planning Your High School Program</h1>										
Grade 9		First Year High School			Second Year High School			Third Year High School		
Course Name	Mark	Course Name	Mark	CR	Course Name	Mark	CR	Course Name	Mark	CR
English		English 10-1, 10-2 10AP		5	English 20-1, 20-2, 20AP		5	English 30-1, 30-2, 30AP		5
<i>French Immersion Only</i>		French Language Arts 10 -1		5	<i>French Language Arts 20 -1</i>			<i>French Language Arts 30 -1</i>		5
Social		Social 10-1, 10-2, French Social 10		5	Social 20-1, 20-2, French Social 20		5	Social 30-1, 30-2, French Social 30		5
Math		Math 10 C, 10-2, 10-3, Math 10AP		5	Math 20-1, 20-2, 20-3, Math 20AP		5	Option # 1		
Science		Science 10, 14		5	Science 20, 24 and/or Bio 20 and/or Chem 20 and or Phys 20		5	Option # 2		
Phys Ed		Phys Ed 10		5	Option # 1			Option # 3		
Option # 1		CALM (CTR 1010, HCS 3010, HSC 3000)		6	Option # 2			Option # 4		
Option # 2		Option # 1			Option # 3			Option # 5		
Option # 3		Option # 2			Option # 4			Option # 6		
Homeroom		Leadership 10 (HSS1080)		1	Leadership 20 (HSS2080)		1	Leadership 30 (HSS3080)		1
		After School (Optional)			After School (Optional)			After School (Optional)		
		Total Credits (40+)			Total Credits (40+)			Total Credits (30+)		

## **HIGH SCHOOL COURSE WITHDRAWALS AND CHANGES**

- (1) Students should carefully choose their courses when registering, so as to keep changes and withdrawal requests to a minimum.
- (2) Students asking to change or withdraw from classes must ensure that their timetable still meets the minimum requirements for their grade.
- (3) At the beginning of each semester, students will be permitted a set number of days to change classes. The exact dates during which course changes may be changed will be announced.
- (4) Administration may consider course changes after the designated “change period” (see point 3 for the designated change period). Students must make an appointment with an administrator to discuss the potential change. The student must also have parental support for the change. When a change is approved, the student will be enrolled in another class. Should the change occur at a point in the semester where it is not possible to enroll in another class, the student will then be enrolled in an ADLC course and assigned to a classroom to complete the course. Students must meet the minimum credit load. Grade 12 students who are dropping a course and who have not had a spare, may take a spare in the place of the dropped course. Courses may not be dropped that are required for graduation.
- (5) Students may not drop a class if intending on taking the same course in the next semester or next year. Students are expected to complete the course to the best of their ability and then if necessary, repeat the course.

## **RETROACTIVE CREDITS**

Students who achieve a final standing of between 40%-49% in Social Studies 10-1, English 10-1, Mathematics 10C, or Science 10 may elect to continue in the alternative course sequence (i.e. Social Studies 20-2, English 20-2, Mathematics 20-3 or Science 24). Students may NOT move from Math 10C to Math 20-2 without passing 10C. Retroactive credits may be granted for example, to students transferring from Social Studies 20-1 to Social Studies 30-2, English 20-1 to English 30-2, and Math 20-1 to Math 30-2.

Students who successfully complete the next higher level in an alternative course sequence in the next year or semester will be granted credit in the prerequisite course in that sequence. The student shall be granted retroactive credits automatically by Alberta Education.

## **ALTERNATIVE DELIVERY MODES OF LEARNING AT ESFCHS/AHSFA**

Most students take courses through classroom delivery; however, we do offer courses outside of the regular time schedule and outside of the regular boundaries of the school campus.

## **AFTER HOURS COURSES**

A number of courses at ESFCHS/AHSFA are offered after school. Students should look specifically at the Fine Arts areas (Musical Theatre, Music) and the Careers and the World of Work sections of this booklet. Students who register in these courses require additional commitment in terms of time, money and parental assistance. Most of these courses are offered immediately after school; some will involve weekends, evenings or field trips. Students in after school coursework must arrange for transportation home.

## **THE HUB**

At times our students must seek alternative paths to educational completion, due to scheduling and timetabling complexities, physical or emotional, health challenges, learning, behavioral, family circumstances. To ensure success for every learner a selected and distinct area was created, known as “the HUB”. Within this space is an alternative learning environment offered to the high school learner as a choice to complete one, some, or in certain cases, all of their high school courses. The hub offers a transformative way of learning.

A student from any offered program, with any ability, skill or interest can access the hub. Together, a committed team of teachers, guidance, family school liaison counsellors, and paraprofessionals, learning coaches, instructional coaches and administration collaborate with the learner and family to create a learning plan to ensure successful completion of the course(s).

## **DISTANCE EDUCATION**

With permission, or under special learning circumstances, students can complete certain courses through Foothills School Division Alternative Education (Hub Okotoks School). It is expected that students will work in a pre-arranged area during that assigned time. Contact an administrator or counsellor for more information.

## **OFF-CAMPUS EDUCATION**

Grade 11 and 12 students (and Grade 10 students in some programs) can take courses that require time spent on work sites in the community. Students earn credit in the Green Certificate, Work Experience, RAP, or in unique circumstances, Special Projects. Course work can be during school time or outside of school time, depending on the situation. Credits are based on the number of hours spent at the work site (25 hours = 1 credit).

## STUDENT SERVICES

### COUNSELLING SERVICES

Counsellors assist students with a wide variety of educational life/career and personal concerns. If students require assistance while planning high school programs, please make an appointment to see a counsellor either by dropping in or by phoning the school.

Services offered:

1. Educational Counselling  
We provide assistance in choosing the courses and programs best suited to a student's abilities and occupational interests. Assistance and strategies are offered on overcoming difficulties in learning, studying and taking exams.
2. Life / Career Counselling  
We help and encourage students to explore values, beliefs, interests, abilities, and strengths through counselling, computer-assisted research, and resource information.
3. Personal Counselling  
We assist students who are experiencing personal difficulties which interfere with learning progress. All discussions between students and counsellors will be kept confidential, whenever possible.
4. Resource Information
  - Post-secondary schools
  - Apprenticeship programs
  - Financial assistance, student loans
  - Occupational opportunities
  - Scholarships, bursaries, awards
  - Alberta Distance Learning Centre (correspondence)
  - Social services
5. Referral
  - Facilitating student transfers to other secondary schools
  - Personal counselling referrals to public or private agencies
  - Liaison with Social Services, educational and government agencies and the business community

## THE LEARNING SUPPORT TEAM

The Learning Support Team includes learning coaches and educational assistants. The job of the Learning Support Team is to ensure the success of all students. This is done through one-on-one intervention, small group support, and for some, the development of an Inclusive Learning Plan (ILP).

The work of the Learning Support Team includes the following:

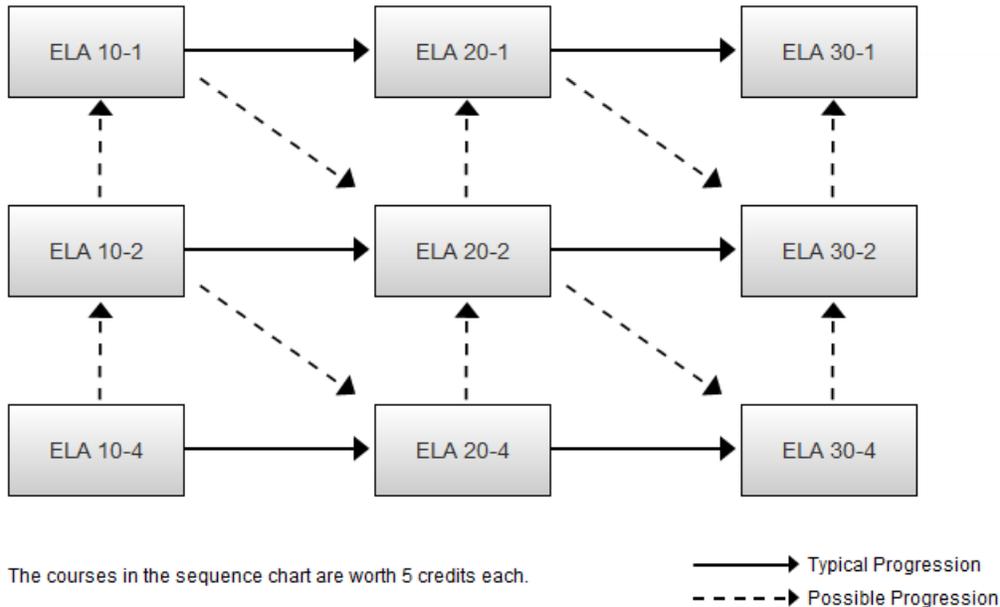
- provide teachers with support in meeting the wide variety of student learning needs in their classroom
- increase teacher understanding of individual student learning needs and strengths
- support teachers through the modelling of effective teaching and assessment strategies
- enhance communication between teachers, parents/guardians and students
- ensure that students are provided with the support and accommodations they require
- help create a long-term vision that can help families with transitions and future planning
- offer quiet areas for students where distractions are minimal and support is provided
- provide ESLL students with planned, systematic instruction and support that will assist in English language fluency and furthering education

## EXTRA-CURRICULAR ACTIVITIES

There are numerous student activities offered at ESFCHS/AHSFA. These activities are designed to provide students with the opportunity to enhance the high school experience. Learners are also expected to eventually help organize and lead other students in these activities.

Athletics		Other Activities
<b>Fall</b>	Football Volleyball (JV & Senior) Golf Girls Soccer X-Country Cheerleading	<b>Student Union:</b> year-round opportunity to lead and serve our school through adding student voice to learning decisions, organizing school spirit activities, and participating in charitable work that supports those in need.
<b>Winter</b>	Wrestling Basketball (JV & Senior) Curling Cheerleading	<b>Other activities:</b> Skills Canada Film Club 30 Hour Famine Humanitarian Club Gaming Club Sheldon Kennedy Youth Champion Committee Chess Club Young Author's Club
<b>Spring</b>	Rugby Badminton Boys Soccer Track & Field	

# English Language Arts



## English 10AP

Course Code: ELA1105 Credits: 5

Pre-requisite: English 9 (above 80% or proficient to mastery in consideration of PAT results) and/or teacher recommendation along with a placement test that takes place in June.

Required for: English 20AP

Students will study a variety of literary selections in a more challenging and concentrated manner than in regular ELA 10-1. Students will be introduced to Critical Theories of Literature (Formalist, Archetypal), investigating allegorical literature, and explore the universal notion of journeys (hero quest) over the semester. Students will be given an introduction to both styles of critical essays needed for each of their culminating examinations (AP & 30-1).

## **English Language Arts 10-1**

Course Code: ELA1105 Credits: 5

Prerequisite: Based on Recommendations of previous teacher as well as formative and summative assessments

Required for: English Language Arts 20-1 or 20-2

Course Description:

- This course is designed for students who intend to pursue post-secondary studies at a university.
- Students who achieve marks under 60% or beginning to acceptable in Grade 9 Language Arts may find this course difficult.
- Students are expected to refine and improve all language skills, focusing on critical and interpretative writing skills.
- This course offers a diverse collection of texts including: book-length non-fiction, Canadian literature, essays, films, novels, modern plays, poetry, Shakespearean plays, short stories, and visual / multimedia texts.

## **English Language Arts 10-2**

Course code: ELA1104 Credits: 5

Prerequisite: Based on Recommendations of previous teacher as well as formative and summative assessments

Required for: English Language Arts 20-2

Course Description:

- This course is designed for students who intend to pursue entrance into post-secondary programs at colleges or technical institutes.
- The six strands of reading, writing, speaking, listening, viewing, and representing will be integrated throughout the course, with an emphasis placed on clear communication and improvement of the student's particular language needs and capacities.
- This course offers a diverse collection of texts including: book-length non-fiction, Canadian literature, essays, films, popular non-fiction, novels, modern plays, poetry, short stories, and visual / multimedia texts.

## **English 20-1 AP**

Course code: ELA2105 Credits: 5

Pre-requisite: ELA 10-1 AP, or 80%+ in ELA 10-1 and an interview.

Required for: English Language Arts 30-1 AP

This continuation of the Pre-AP program explores increasingly complex texts. An even greater reading requirement and a further exploration of more advanced Critical Theory (Marxist, Psychoanalytical, and Deconstruction) will occur this year. With a strong emphasis on Critical/Analytical writing, this course is intended to prepare students for the University level texts that will make up the backbone of literary focus next year. In an exploration of the notions of Utopia and Dystopia, students will travel from the Gardens of Eden to frightening visions of Brave New Worlds.

**\*\*Note: Depending on interest and scheduling possibilities, this course could be full-year, occurring every second day, to facilitate the increased reading and writing demands.**

## **English Language Arts 20-1**

Course code: ELA2105 Credits: 5

Prerequisite: English Language Arts 10-1 with recommended grade of 65%, based on recommendations of previous teacher as well as formative and summative assessments

Required for: English Language Arts 30-1 or 30-2

Course Description:

- This course is designed for students who intend to pursue post-secondary studies at a university.
- Students who achieve marks under 65% in English 10-1 may find this course difficult.
- Students are expected to refine and improve all language skills, focusing on critical and interpretative writing skills.
- This course offers a diverse collection of texts including: book-length non-fiction, Canadian literature, essays, films, novels, modern plays, poetry, Shakespearean plays, short stories, and visual / multimedia texts.

## **English Language Arts 20-2**

Course code: ELA2104 Credits: 5

Prerequisite: English Language Arts 10-1 or 10-2

Required for: English Language Arts 30-2

### Course Description:

- This course is designed for students who intend to pursue entrance into post-secondary programs at colleges or technical institutes.
- The six strands of reading, writing, speaking, listening, viewing, and representing will be integrated throughout the course, with an emphasis placed on clear communication and improvement of the student's particular language needs and capacities.
- This course offers a diverse collection of texts including: book-length non-fiction, Canadian literature, essays, films, popular non-fiction, novels, modern plays, poetry, short stories, and visual / multimedia texts.

## **English 30-1 AP**

Course code: ELA3105 Credits: 5

Pre-requisite: ELA 20-1 AP, or 80%+ in ELA 20-1 and an interview.

Exam fee: \$100 Fee for the AP exam ( if student choses to write)

English 30-1 AP is the final course in the Advanced Placement Literature and Composition program. Culminating in both the 30-1 Diploma examination, and then (if the student chooses) the Advanced Placement Exam (fees apply). There is a strong Critical/Analytical writing focus, and students will be asked to read University level literary texts. In an exploration of the notions of the Dream, students will explore and individual's quest for the ideal, exploring the fragile hope of the American Dream and even the Nightmares in Shelley's "workshop of filthy creation."

Students in this course will write an Alberta Education Diploma *Exam valued at 30%* of their final grade.

## **English Language Arts 30-1**

Course code: ELA3105 Credits: 5

Prerequisite: English Language Arts 20-1 with recommended grade of 65%, based on recommendations of previous teacher as well as formative and summative assessments

Required for: Alberta High School Diploma

Students in this course will write an Alberta Education Diploma Exam valued at 30% of their final grade.

Course Description:

- This course is designed for students who intend to pursue post-secondary studies at a university.
- Students who achieve marks under 65% in English 20-1 may find this course difficult.
- The six strands of reading, writing, speaking, listening, viewing, and representing will be integrated throughout the course, with an emphasis placed on literary analysis and critical evaluation.
- This course offers a diverse collection of texts including: book-length non-fiction, Canadian literature, essays, films, novels, modern plays, poetry, Shakespearean plays, short stories, and visual / multimedia texts.

## **English Language Arts 30-2**

Course code: ELA3104 Credits: 5

Prerequisite: English Language Arts 20-1 or 20-2

Required for: Alberta High School Diploma

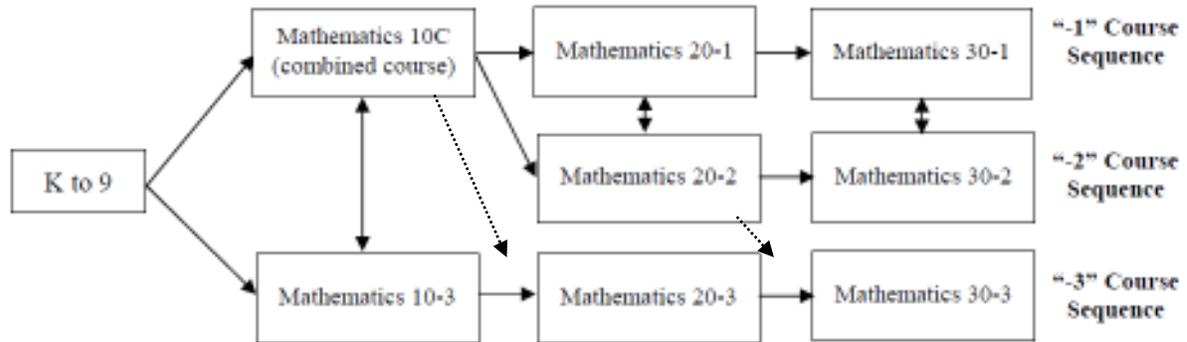
Students in this course will write an Alberta Education Diploma Exam valued at 30% of their final grade.

Course Description:

- This course is designed for students who intend to pursue entrance into post-secondary programs at colleges or technical institutes.
- This course offers a diverse collection of texts including: book-length non-fiction, Canadian literature, essays, films, popular non-fiction, novels, modern plays, poetry, short stories, and visual / multimedia texts.

**Not all post-secondary institutions accept ELA 30-2 for entry. See note under English 20-2 descriptor for clarification.**

# Mathematics



## UNDERSTANDING MATH COURSE SEQUENCING

### “-1” Course Sequence

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

### “-2” Course Sequence

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

### “-3” Course Sequence

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

### “AP” Course Sequence

This course sequence is designed to provide students with the mathematical understandings and critical thinking skills identified in the College Board’s advanced placement program and for entry into postsecondary programs that require the study of calculus. Topics include algebra and number; measurement; relations and functions; trig; permutations, combinations, binomial theorem and calculus.

## **“AP” Course Sequence**

This course sequence is designed to provide students with the mathematical understandings and critical thinking skills identified in the College Board’s advanced placement program and for entry into postsecondary programs that require the study of calculus. Topics include algebra and number; measurement; relations and functions; trig; permutations, combinations, binomial theorem and calculus.

### **Other Important Points to Consider:**

- Mathematics credit requirements for graduation have not changed. Five credits at the 20 level are still required to obtain an Alberta High School Diploma.

## **Mathematics 10C - AP**

Course code: MAT1791 Credits: 5

Prerequisite: 80% or greater in Mathematics 9 or proficient to mastery and successful completion of the pre-test.

Required for: Mathematics 20AP, 20-1, 20-2 or 20-3

**workbook fee: TBA**

This course is designed to provide students with the mathematical understandings and critical thinking skills identified in the College Board’s advanced placement program and for entry into postsecondary programs that *require the study of calculus*.

The general outcomes in Mathematics 10AP include:

- Develop spatial sense and proportional reasoning.
- Apply algebraic reasoning and number sense.
- Develop graphical and algebraic reasoning through the study of relations.
- Algebraic reasoning (Math 20-1)

## **Mathematics 10C- Prep**

Course code: MAT1793 Credits: 5

Prerequisite: Based on Recommendations of previous teacher as well as formative and summative assessments

Required for: Math 10C

Mathematics 10C is the starting point for the -1 and -2 course sequences.

The general outcomes in Mathematics 10C prep include:

- Develop spatial sense and proportional reasoning.
- Apply algebraic reasoning and number sense
- Develop graphical and algebraic reasoning through the study of linear relations

Math 10C Prep is intended for those students with a mark between 50-65% in Math 9, who wish to take Math 10C and need to build on their understanding of the prerequisite skills required to be successful in Math 10C. This course will review and practice topics such as exponents, trigonometry, equation solving, and other concepts.

## **Mathematics 10C**

Course code: MAT1791 Credits: 5

Prerequisite: Based on Recommendations of previous teacher as well as formative and summative assessments

Required for: Mathematics 20-1, 20-2, or 20-3

**workbook fee: TBA**

Mathematics 10C is the starting point for the -1 and -2 course sequences.

The general outcomes in Mathematics 10C include:

- Develop spatial sense and proportional reasoning.
- Apply algebraic reasoning and number sense.
- Develop graphical and algebraic reasoning through the study of relations.

## **Mathematics 10-3**

Course code: MAT1793 Credits: 5

Prerequisite: Based on Recommendations of previous teacher as well as formative and summative assessments \*\*Required for students who were not successful in Math 9\*\*

Required for: Mathematics 20-3

**workbook fee: TBA**

The Mathematics 10-3 mathematics course is for students planning to enter a trade or the workforce upon completion of high school.

The general outcomes in Mathematics 10-3 include developing:

- Spatial sense
- Number sense
- Algebraic reasoning
- Critical thinking skills

## **Mathematics 20-1 AP**

Course code: MAT2791 Credits: 5

Prerequisite: Math 10C AP and teacher recommendation.

Required for: Mathematics 30AP, 30-1, 30-2 or 30-3

**workbook fee: TBA**

Students may be granted entrance into Math 20 AP from Math 10C if deficit Math 10 AP course work is completed prior to course start date.

This course is designed to provide students with the mathematical understandings and critical thinking skills identified in the College Board's advanced placement program and for entry into postsecondary programs that *require the study of calculus*.

The general outcomes in Mathematics 20AP include:

- Algebraic reasoning and number sense.
- Trigonometric reasoning.
- Algebraic and graphical reasoning through the study of relations.
- Algebraic reasoning (Math 30-1).

## **Mathematics 20-1**

Course code: MAT2791 Credits: 5

Prerequisite: A grade of 65% or higher in Math 10C, based on Recommendations of previous teacher as well as formative and summative assessments

Required for: Math 30-1 or 30-2

**workbook fee: TBA**

This course continues the -1 sequence and is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into postsecondary programs that *require the study of calculus*.

The general outcomes in Mathematics 20-1 include:

- Algebraic reasoning and number sense.
- Trigonometric reasoning.
- Algebraic and graphical reasoning through the study of relations.

## **Mathematics 20-2**

Course code: MAT2792 Credits: 5

Prerequisite: A grade of 60% or higher in Math 10C is recommended, based on recommendations of previous teacher as well as formative and summative assessments

Required for: Mathematics 30-2 or 30-3

**workbook fee: TBA**

This course continues the -2 sequence and is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies in programs that *do not require the study of calculus*.

The general outcomes in Mathematics 20-2 include:

- Spatial sense and proportional reasoning.
- Number sense and logical reasoning.
- Statistical reasoning.
- Algebraic and graphical reasoning through the study of relations.
- Appreciation of the role of mathematics in society.

## **Mathematics 20-3**

Course code: MAT2793 Credits: 5

Prerequisite: Math 10C or Math 10-3

Required for: Math 30-3

**workbook fee: TBA**

This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force.

The general outcomes in Mathematics 20-3 include:

- Spatial sense through direct and indirect measurement.
- Number sense and critical thinking skills.
- Algebraic reasoning.
- Statistical reasoning.

## **Mathematics 30-1 AP**

Course code: MAT3791 Credits: 5

Prerequisite: Math 20AP and teacher recommendation

Required for: Math 31AP

**workbook fee: TBA**

Students may be granted entrance into Math 30 AP from Math 20AP if deficit Math 20AP course work is completed prior to course start date. This course is designed to provide students with the mathematical understandings and critical thinking skills identified in the College Board's advanced placement program and for entry into postsecondary programs that *require the study of calculus*.

Students in this course will write an Alberta Education Diploma *Exam valued at 30%* of their final grade.

The general outcomes in Mathematics 30AP include:

- Trigonometric reasoning.
- Algebraic and graphical reasoning through the study of relations.
- Algebraic and numeric reasoning that involves combinatorics.
- Limits (Math 31)

## Mathematics 30-1

Course code: MAT3791 Credits: 5

Prerequisite: A grade of 65% or higher in Math 20-1 is recommended, based on recommendations of previous teacher as well as formative and summative assessments

Required for: Math 31

**workbook fee: TBA**

This course is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into postsecondary programs that *require the study of calculus*.

Students in this course will write an Alberta Education Diploma *Exam valued at 30%* of their final grade.

The general outcomes in Mathematics 30-1 include:

- Trigonometric reasoning.
- Algebraic and graphical reasoning through the study of relations.
- Algebraic and numeric reasoning that involves combinatorics.

## Mathematics 30-2

Course code: MAT3792 Credits: 5

Prerequisite: A grade of 60% or higher in Math 20-1 or 20-2 is recommended, based on recommendations of previous teacher as well as formative and summative assessments

**workbook fee: TBA**

This course is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies in programs that *do not require the study of calculus*.

Students in this course will write an Alberta Education Diploma *Exam valued at 30%* of their final grade.

The general outcomes in Mathematics 30-2 include:

- Logical reasoning.
- Critical thinking skills related to uncertainty.
- Algebraic and graphical reasoning through the study of relations.
- Appreciation of the role of mathematics in society.

## **Mathematics 30-3**

Course code: MAT3793 Credits: 5

Prerequisite: Math 20-1, 20-2 or 20-3

**workbook fee: TBA**

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force.

The general outcomes in Mathematics 30-3 include:

- Spatial sense through direct and indirect measurement.
- Number sense and critical thinking skills.
- Critical thinking skills related to uncertainty.
- Algebraic reasoning.
- Statistical reasoning.

## **Mathematics 31AP**

Course code: MAT3211 Credits: 5

Prerequisite: Math 30AP and teacher recommendation

Exam fee: \$100 Fee to write the AP test, reimbursed if the exam is not written

**workbook fee: TBA**

This course is designed to prepare student for the College Boards Calculus AB exam in May of 2014. Exam information can be found at [www.collegeboard.org](http://www.collegeboard.org).

The general outcomes in Mathematics 31AP include:

- Limits, Continuity and Rates of Change
- Derivatives and Applications of Derivatives
- Curve Sketching and Functions
- Differential Equations
- Definite Integrals

## **Mathematics 31**

Course code: MAT3211 Credits: 5

Prerequisite: Math 20-1 and co-requisite Math 30-1 or Math 30-1 AP - A grade of 65% or higher in Math 20-1 and 30-1 is recommended, based on recommendations of previous teacher as well as formative and summative assessments

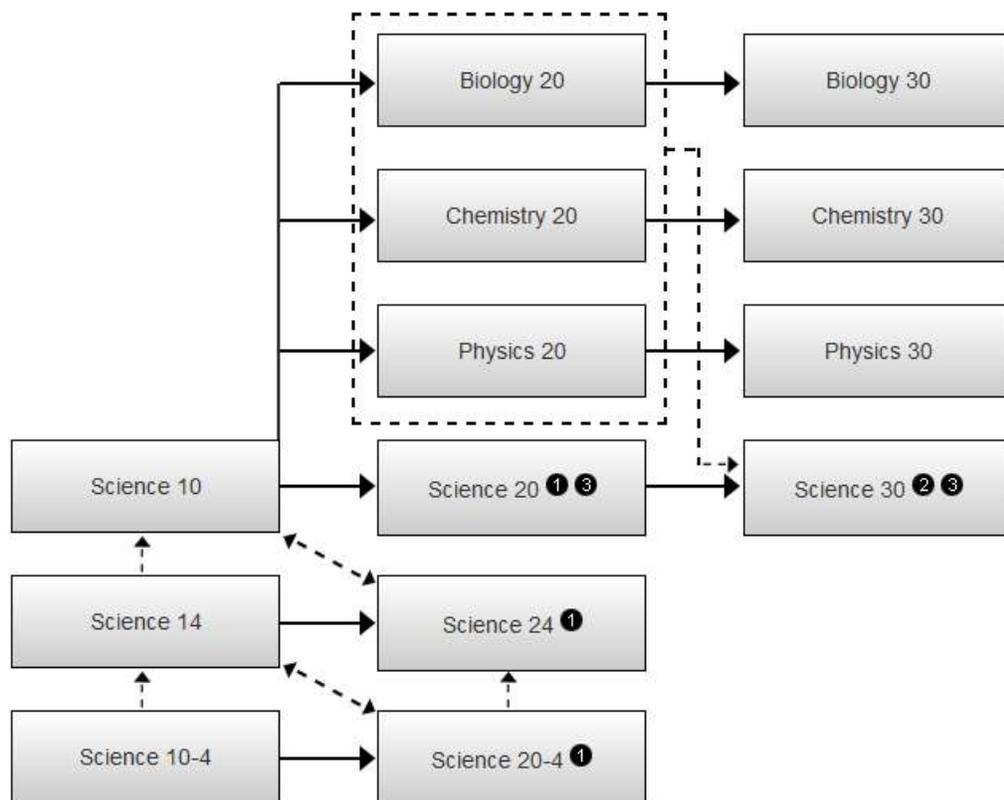
**workbook fee: TBA**

This course is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into mathematical postsecondary programs such as engineering and sciences.

The general outcomes in Mathematics 31 include:

- Limits and Rates of Change
- Derivatives
- Curve Sketching and Functions
- Differential Equations
- Integrals

# Sciences



The courses in the sequence chart are worth 5 credits each.

———> Typical Progression  
 - - - -> Possible Progression

- ❶ Although the recommended transfer point from Science 24 is to Science 10, in exceptional cases, students may be placed by the principal in 20-level courses, as serves the student's best interests.
- ❷ Students who have achieved a final mark of 50% or greater in Biology 20, Chemistry 20, Physics 20 or Science 20 may enroll in Science 30.
- ❸ Science 20 and 30 are available in English only.

## Science 10

Course code: SCN1270 Credits: 5

Prerequisite: Science 9

Required for: Science 20, Biology 20, Chemistry 20, Physics 20

Course Content:

This course involves the study of our major units:

- **Energy Flow in Technological Systems:** Students investigate mechanical energy conversions and transfers in systems to recognize that while energy is conserved, useful energy diminishes with each conversion.
- **Energy and Matter in Chemical Change Overview:** Students classify, name compounds and write balanced chemical equations to represent chemical changes.
- **Cycling of Matter in Living Systems Overview:** The understanding of fundamental life processes at the cellular level can also be applied to multi-cellular organisms.
- **Energy Flow in Global Systems Overview:** Students will gain an understanding that the absorption and transfer of thermal energy at and near the Earth's surface results in a variety of climate zones with characteristic weather patterns and biomes.

As Science 10 is a general science course, performance on individual units will help determine a student's selection of the 20 level sciences. For example, a student that does well in the Biology unit in Science 10 may want to pursue Biology 20. Teacher recommendations will be made to help guide students' selections.

## Science 14

Course code: SCN1288 Credits: 5

Prerequisite: None

Required for: Science 24

Course Content:

This course involves the study of four major units:

- **Investigating Properties of Matter:** The safe handling of chemicals encountered in everyday life and classification of elements on the periodic table. The atom is introduced.
- **Understanding Energy Transfer Technologies:** Energy transfers, machines, heat and temperature, and force.
- **Investigating Matter and Energy in Living Systems:** The cell, the digestive and circulatory systems, and diet.

- **Investigating Matter and Energy in the Environment:** Energy from the Sun, the biosphere, populations, and global energy use.

## Science 20

Course code: SCN2270 Credits: 5

Prerequisite: Science 10

Required for: Science 30

Course Content:

This course is designed to provide the non-science-oriented student with an academic science credit. This course consists of four major units of study:

- Geology and Earthquakes
- Biology and Evolution
- Chemistry: Solutions and Organic Chemistry
- Physics: Focus on Vectors

## Science 24

Course code: SCN2288 Credits: 5

Prerequisite: Science 10 or 14

AB High School Diploma: Minimum Requirement

Course Content:

This course includes four major units of study:

- **Applications of Matter and Chemical Change:** Investigation and classification of commonly used materials, and chemical change in everyday life; i.e. combustion and rusting, acid-base and simple composition reactions, writing and interpreting word and chemical equations.
- **Understanding Common Energy Conversion Systems:** Investigation of a variety of energy conversions occurring in biological, chemical, physical and technological systems, including those used to convert fossil fuels into forms for human use.
- **Disease Defense and Human Health:** Investigation of environmental, pathogenic, genetic and societal factors that relate to the health of the human organism.

- **Motion, Change and Transportation Safety:** Investigation of safety systems and practices designed to protect travelers. Based upon an understanding of speed, distance, time, force and the laws of conservation of momentum.

## Science 30

Course code: SCN3270 Credits: 5

Prerequisite: Science 20, Biology 20, Chemistry 20, or Physics 20

Students in this course will write an Alberta Education Diploma Exam valued at 30% of their final grade.

Science 30 is an excellent choice for students who know that they **will not** be pursuing a career in Engineering or the Sciences but who still wish to include a 30-level Science course in their high school program.

Course Content:

- **Chemical Changes:** Investigation of aqueous solutions, redox processes and hydrocarbon characteristics to understand how numerous useful materials are produced.
- **Changes in Motion:** Investigation of the effects of force on motion to understand their application on different technological applications such as safer road engineering, sports equipment design and traffic accident investigation.
- **The Changing Earth:** Investigation of evidence of natural causes of climate change for changing life forms and the Earth's surface.
- **Changes in Living Systems:** Investigation of different aspects of ecosystems and their change with focus on balancing the interests of a growing human population.

## Biology 20

Course code: SCN2231 Credits: 5

Prerequisite: Science 10 with recommended grade of 65%, based on recommendations of previous teacher as well as formative and summative assessments

Students in this course will write an Alberta Education Diploma Exam valued at 30% of their final grade.

Required for: Biology 30 or Science 30 (with administrator's permission)

Course Content:

This course involves the study of the following topics:

- **Biochemistry and Cells:** Proteins, carbohydrates, lipids, nucleic acids, cell structure and function.
- **Photosynthesis and Cell Respiration:** Conversion and utilization of energy by living things.
- **Human Body Systems:** Digestive, circulatory, immune response, respiratory, excretory, and musculoskeletal systems.
- **Evolution:** Evidence and theories of the process of change over time in species.
- **Ecology:** Interaction of biotic and abiotic factors in our local ecosystem.

## **Biology 30**

Course code: SCN3230 Credits: 5

Prerequisite: Biology 20 with recommended grade of 65%, based on recommendations of previous teacher as well as formative and summative assessments

Students in this course will write an Alberta Education Diploma Exam valued at 30% of their final grade.

Course Content:

This course involves the study of the following topics:

- **Anatomy and physiology of the control systems in the human organism:** Nervous system and endocrine system.
- **Anatomy and physiology of the reproductive systems:** Related reproductive technologies.
- **Reproduction at the cellular level:** Mitosis and meiosis.
- **Genetics:** Classical, molecular and population levels.
- **Ecology:** Population growth and community interactions.

## **Chemistry 20**

Credits: 5 Course code: SCN2796

Prerequisite: Science 10 with recommended grade of 65%, based on recommendations of previous teacher as well as formative and summative assessments

Required for: Chemistry 30 or Science 30 (with administrator's permission)

Students must have skills in basic algebra and quantitative problem solving.

Course Content:

This course involves the study of the following topics:

- **Solutions, acids and bases:** Properties of solutions, acids and bases, preparation and dilution of solutions.
- **Gases:** Behavior and properties of gases in terms of gas laws and quantitative analysis.
- **Stoichiometry:** Quantitative analysis of chemical reactions.
- **Chemical Bonding:** Forces that hold compounds together and forces of attraction between adjacent compounds.

## **Chemistry 30**

Course code: SCN3796 Credits: 5

Prerequisite: Chemistry 20 with recommended grade of 65%, based on recommendations of previous teacher as well as formative and summative assessments

Students in this course will write an Alberta Education Diploma Exam valued at 30% of their final grade.

Course Content:

The concepts build on the basics of chemical reactions and stoichiometry taught in Chemistry 20.

This course involves the study of four major units:

- **Thermochemistry:** Energy in physical and chemical reactions
- **Electrochemistry:** Oxidation-reduction reactions
- **Chemical Equilibrium:** Equilibrium, acids and bases involve proton transfer
- **Organic Chemistry:** Organic compounds as common form of matter and their reactions

## **Physics 20**

Course code: SCN2797 Credits: 5

Prerequisite: Science 10 with recommended grade of 65%, based on recommendations of previous teacher as well as formative and summative assessments

Required for: Physics 30 or Science 30

Preferred if Physics 20 taken with or after Math 20

#### Course Content:

Students will learn about significant contributors, experiments, and historical importance as well as current applications, in each of the topics studied.

- **Kinematics:** Investigation of change in position and velocity of objects and systems
- **Dynamics:** Investigation of causes of changes in position and velocity of objects and systems in a study of dynamics and gravitation. The concept of fields is introduced in the explanation of gravitational effects.
- **Circular Motion, Work & Energy:** Extension of previous units to uniform circular motion and to mechanical energy, work and power.
- **Oscillatory Motion and Mechanical Waves:** Investigation of simple harmonic motion and mechanical waves.

### Physics 30

Course code: SCN3797 Credits: 5

Prerequisite: Physics 20, Math 20 with recommended grade of 65%, based on recommendations of previous teacher as well as formative and summative assessments

Students in this course will write an Alberta Education Diploma Exam valued at 30% of their final grade.

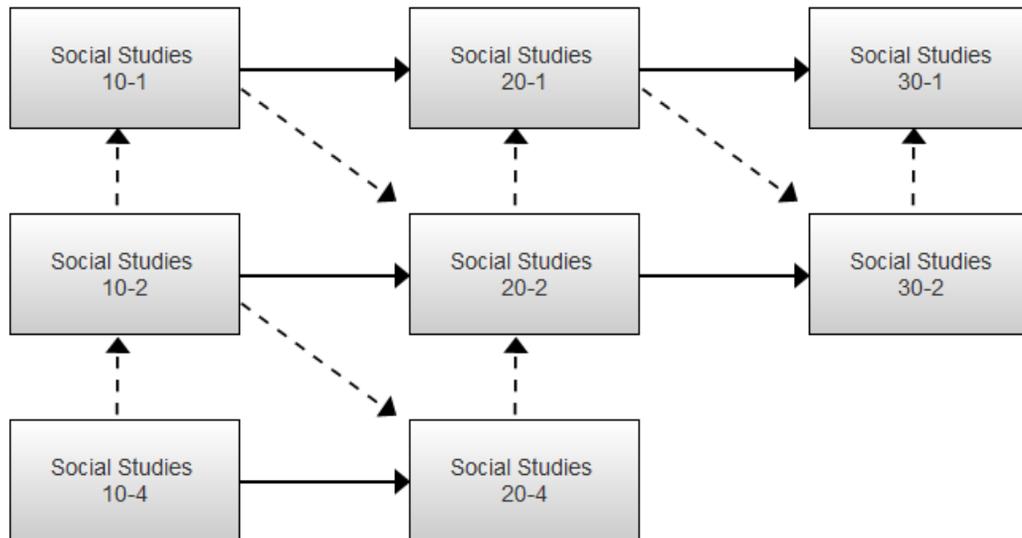
#### Course Content:

Students will learn about significant contributors, experiments, and historical importance as well as current applications, in each of the topics studied.

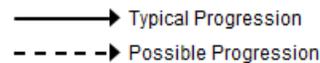
This course involves the study of four major units:

- **Momentum and Impulse:** Newton's Second Law linked to concepts of momentum and impulse.
- **Forces and Fields:** Investigation of electric and magnetic forces and fields and applications in technical devices.
- **Electromagnetic Radiation:** Investigation of the nature and characteristics of electromagnetic radiation using the wave and photon models of light.
- **Atomic Physics:** Investigation of development and modification of models of the structure of matter.

# Social Studies



The courses in the sequence chart are worth 5 credits each.



The Alberta High School Social Studies curriculum focuses on the following skills and processes to ensure success in subject learning:

## Thinking Skill Dimensions

- Critical and creative thinking
- Historical and geographic thinking
- Decision making and problem solving

## Communication Skills

- Verbal, visual and textual literacy
- Communicate effectively to express a point of view in a variety of situations
- Media literacy through assessing the authority, reliability and validity of electronically accessed information

## Social Participation as a Democratic Practice

- Cooperation, conflict resolution and consensus building
- Age-appropriate behaviour for social involvement
- Demonstrate leadership

## Research for Deliberative Inquiry Strategies

- Research for information
- Develop, express and defend an informed position on an issue

## **Social Studies 10-1**

Course code: SST1771 Credits: 5

Prerequisite: Social Studies 9

Required for: Social Studies 20-1 or 20-2

Course Content: *Perspectives on Globalization*

Key Issue: To what extent should we embrace globalization?

Students will explore multiple perspectives on:

- the origins of globalization and its impact on lands, cultures, economies, human rights and quality of life
- the relationships among globalization, citizenship and identity to enhance skills for social responsibility.
- the infusion of multiple perspectives that will allow students to examine the effects of globalization on peoples in Canada and throughout the world, including the impact on Aboriginal and Francophone communities.

## **Social Studies 10-2**

Course code: SST1772 Credits: 5

Prerequisite: Social Studies 9

Required for: Social Studies 20-2

Course Content: *Living in a Globalizing World*

Students will explore and assess:

- the impacts of globalization on their lives
- the impacts of historical globalization on Indigenous and non-Indigenous peoples
- economic, environmental and other contemporary impacts of globalization
- citizenship roles and responsibilities in a globalizing world.

## **Social Studies 20-1**

Course code: SST2771 Credits: 5

Prerequisite: Social Studies 10-1 with recommended grade of 65%, based on recommendations of previous teacher as well as formative and summative assessments

Required for: Social Studies 30-1 or 30-2

Course Content: *Perspectives on Nationalism*

Students will explore and assess:

- the complexities of nationalism in Canadian and international contexts
- the origins of nationalism and the influence of nationalism on regional, international and global relations
- the infusion of multiple perspectives will allow students to develop understandings of nationalism and how nationalism contributes to the citizenship and identities of peoples in Canada.

## **Social Studies 20-2**

Course code: SCN2772 Credits: 5

Prerequisite: Social Studies 10-1 or 10-2

Required for: Social Studies 30-2

Course Content: *Understandings of Nationalism*

Students will explore and assess:

- the relationships among identity, nation and nationalism
- impact of nationalism, ultra-nationalism and the pursuit of national interest
- impact of the pursuit of internationalism in contemporary global affairs
- the complexities of nationalism within the Canadian context.

## **Social Studies 30-1**

Course code: SST3771 Credits: 5

Prerequisite: Social Studies 20-1 with recommended grade of 65%, based on recommendations of previous teacher as well as formative and summative assessments

Required for: Alberta High School Diploma

Students in this course will write an Alberta Education Diploma Exam valued at 30% of their final grade.

Course Content: *Perspectives on Ideology*

Key Issue-To what extent should we embrace an ideology?

Students will explore and assess:

- the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism.
- various political and economic systems that will allow students to assess the viability of the principles of liberalism.
- the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

## **Social Studies 30-2**

Course code: SST3772 Credits: 5

Prerequisite: Social Studies 20-1 or 20-2

Required for: Alberta High School Diploma

Students in this course will write an Alberta Education Diploma Exam valued at 30% of their final grade.

Course Content: *Understandings of Ideologies*

Students will explore and assess the:

- relationship between identity and ideology
- impacts of, and reactions to, liberalism.
- extent to which values of liberalism are viable in a contemporary world
- rights, roles and responsibilities as citizens

# French Immersion

*Bienvenue au programme d'immersion à l'école secondaire Foothills Composite. The French Immersion Program is for students who have completed grade nine French Immersion courses either in the Continuing Bilingual program or the late Immersion Program.*

**The required courses in French Immersion for Gr. 10 study:**

- French Language Arts 10-1: 5 credits
- French Social Studies 10-1: 5 credits

**The required courses in French Immersion for Gr. 11 study:**

- French Language Arts 20-1: 5 credits
- French Social Studies 20-1: 5 credits

**The required courses in French Immersion for Gr. 12 study:**

- French Language Arts 30-1: 5 credits
- French Social Studies 30-1: 5 credits

French Social Studies and French Language Arts will not be in the same semester, as both of these courses require a variety of verbal, written, and reading assignments.

**Expectations of French Immersion Students (as in Foothills S.D. manual):**

- Students are expected to speak in French in French Immersion classes.
- Students are expected to do all assigned work and ask for help when needed.
- French grammar is taught explicitly and it is expected that students will make every effort possible to correct work in order to improve writing skills.
- Verbal presentations are also very important and students are expected to make in-class verbal presentations.

# Physical Education

## **Physical Education 10/Career and Life Management 20 Combined**

Course Code: PEDCALM Credits: 6

This course is designed for students who want to complete Physical Education 10 in a less competitive environment focused more on healthy activity than sport.

Course Code: PED0770 (3 credits)

Prerequisite: None

CALM is required of all senior high students, as their completion is mandatory to qualify for an Alberta High School Diploma.

Course Content – Skills/Competencies required for success in this course

- realistically setting and planning for personal goals
- self-assessing abilities and capacities
- Determining how personal characteristics affect learning and decision-making processes

Course Code: PED1445 (3 credits)

Prerequisite: None

Required for: Phys Ed 20

Course Fee: TBA

Gym Strip: TBA

Off-campus activities & transportation will be optional and students will only be charged for those extra activities in which they participate.

**The following four components are offered in all of our Physical Education coursework:**

- **Activity** – Students will acquire skills through a variety of movement activities: dance, games, types of gymnastics, individual activities, and activities in an alternate environment.
- **Health Benefits** – Students will understand, experience and appreciate the health benefits that result from physical activity.
- **Cooperation** – Students will interact positively with others.
- **Do It Daily for Life** – Students will assume responsibility to lead an active way of life.

## **Physical Education 10**

Course code: PED1445 Credits: 5

Prerequisite: None

Required for: High School Diploma and Physical Education 20

**Course Fee: TBA** Gym Strip: TBA

Off-Campus Activities & Transportation will be optional. ( Students will only be charged for if they chose to participate, a free option will be provided.

Badminton/ Dance

- Basketball / Nutrition
- Bowling / C.P.R.
- Curling /Skating
- Fitness /Billiards
- Volleyball/ Lacrosse
- Gymnastic/ Broomball
- Archery/ Cycling
- Low Organized Games/Hiking

## **Physical Education 20/30**

Course code: PED2445 or PED 3445 Credits: 5

Prerequisite: Physical Education 10

Required for: Physical Education 30

**Course Fee: TBA** Off-Campus Activities & Transportation will be optional.

This course is designed to enable students to develop the knowledge, skills, and attitudes necessary to lead an active and healthy lifestyle. Emphasis will be placed on the attitude, effort, participation, and leadership components of the course. Skill and knowledge will be assessed through active involvement in a lower-competitive environment.

Skills/Activities that may be included in this course:

- Badminton/ Dance
- Basketball/Nutrition
- Bowling/C.P.R.
- Curling/Skating
- Fitness /Billiards
- Volleyball/Lacrosse
- Gymnastics/Broomball
- Archery/Mountain Biking
- Low Organized Games/Hiking/
- Scuba Diving
- Racquetball/Squash
- Wall Climbing/ Leadership
- Cross-Country Skiing/Swimming
- Wall Climbing/ Leadership
- Low Organized Games
- Hiking

# Careers & the World of Work

## Career, Life Management (CALM) and the World of Work

Course Code: PED0770 Credits: 6

Prerequisite: None

**CALM is required of all senior high school students, as its completion is mandatory to qualify for an Alberta High School Diploma. The addition of HCS3000, CTR2310, and HCS3010 enhances the knowledge, skills and abilities to help students prepare for future careers.**

Course Content – Skills/Competencies required for success in this course –

- Realistically setting and planning for personal goals.
- Self-assessing abilities and capacities.
- Determining how personal characteristics affect learning and decision-making processes.
- Communicating effectively.
- Developing knowledge about career options and determining personal career strategies.
- Building an awareness of the relationship between and among personal economics, lifestyle and occupational planning.

### **Career and Life Management (CALM):**

It will give students the opportunity to think and talk about the issues faced during high school and into adulthood. The intent of this class is to invite students to become aware, reflective, and thoughtful participants in the choices faced throughout life. Likewise, this class will help to broaden students' knowledge-base around issues of healthy ways of being, to explore careers, the world of work, and post-secondary life.

The following topics are covered:

- **Personal Choices** – applying an understanding of the emotional/ psychological, intellectual, social, spiritual, sexual, and physical dimensions of health – and the dynamic interplay of these factors – in managing personal well-being.\*\*

**\*\*Parents may withdraw students from the Human Sexuality theme by submitting a letter to the school indicating their intention to do so. The students will receive an alternative assignment.**

- **Resource Choices** – making responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrating commitment to self and others.
- **Career & Life Choices** – developing and applying processes for managing personal, lifelong career development.

### **HCS3000**

- Student gain the attitudes, knowledge and skills related to workplace health and safety and examine relevant legislation required for the workplace

### **CTR1010**

- Students work on their learning/career plan and work on their action plan for strengthening skills and competencies required to reach their goals.

### **HCS3010**

- Students will develop knowledge and skills relating to the changing labour market, and use this knowledge to analyze and refine personal career plans.

Notes: Gr. 12 students for the school year 2014-2015, who have not completed CALM for graduation requirements, will be offered a 3 credit course.

## **Work Experience 15/25/35**

Credits: 3 to 10 credits for each of Work Experience 15/25/35, to a maximum of 30 credits in high school. 15 of these credits may be used towards graduation requirements. Credits are earned at the rate of 25 hours per credit.

Prerequisite: HCS3000,CTR 1010,HCS3010

Note: Students can go directly into Work Experience 35, without completing work experience 15 or 25.

Work Experience can be completed outside school hours, if prior arrangements are made with the Off-Campus Coordinator. Students may not commence this course until approval has been received for the work site and all necessary documentation is completed.

### **Course Content:**

Work Experience is employment undertaken by a student as a part of a planned school program that is under the cooperative supervision of a teacher-coordinator and the employer.

Consideration is given to placing students in work environments related to careers they may be exploring. Students will gain an understanding of the world of work and a particular occupation.

## **Registered Apprenticeship Program (RAP)**

Credits: Students earn 5 credits for each course completed, to a maximum of 8 courses. Each course requires 125 hours of apprenticeship. The first course is at the grade 10 level, the next three are at the grade 11 level, and the final 4 courses are at the grade 12 level.

### **Eligibility:**

RAP is open to students registered in a high school program and working towards an Alberta High School Diploma or Certificate of Achievement.

#### Course Details:

- Registered Apprenticeship Program (RAP) is a special program that starts an apprenticeship during high school. Depending on the trade, involvement with the apprenticeship program can last from 1 to 4 years.
- RAP is a “real world” program. Apprenticeship is a combination of on the job training, work experience and technical training in a trade in conjunction with the requirements for an Alberta High School Diploma.
- Students will be expected to attend work on schedule, and complete work quickly, safely, and efficiently. Students will also be expected to focus on learning the required skills from the journeyman supervisor.
- In return, the employer will pay students as a RAP apprentice, grant the agreed flexibility to set work hours, provide required training, update apprenticeship record books, and liaise with the school.
- When individuals complete their apprenticeship, 2-3 years after high school, they graduate as certified journeymen. The Alberta Journeyman Certificate proves meeting the Alberta’s high industry standard for that trade.

For additional information, please go to: [www.tradesecrets.gov.ab.ca](http://www.tradesecrets.gov.ab.ca)

### **Special Projects 10/20/30**

Contact: Ms. Joyce Loucks - Special Projects Coordinator  
Credits: 3 or 5 (25 hours per credit)

#### Course enrollment:

Students in Grade 10 are enrolled in Special Projects 10. They may only take Special Projects outside of regular class time. Students in Grade 11 are enrolled in Special Projects 20. Students in Grade 12 are enrolled in Special Projects 30.

#### Format:

These classes are designed to recognize learning undertaken by a student or by a small group of students. The purpose is to encourage students to become involved in the selection, planning, and organization of their own programs in specific interest areas. Student should pursue learning, in which they already have a considerable interest and/or ability, which is NOT within the scope of the regular curriculum.

#### Special Project Boundaries:

- Project must be primarily student initiated and carried out under the supervision of a staff member.
- Project must not duplicate any class offered within the school.

- Project may not be awarded for student activities that would be considered a normal part of extra-curricular activities. (e.g. team sports, yearbook).
- Continuing enrollment may not be approved unless learning outcomes vary from year to year, or demonstrate increased level of proficiency.
- The student must submit a brief description to the special projects coordinator within the first two days of classes. A detailed Special Projects Learning Proposal must be submitted in the first two weeks of classes.

## **Agriculture**

Green Certificate Program

Credits: Variable (5-6) per course

Prerequisites: None

Co-requisite: CTR 1210

Course Fee: \$150

Format:

A Green certificate recognizes the skill competence achieved by a person who works and trains in the farming industry. Through apprenticeship style training, students gain competence in career skills in any of the following production areas.

- Cow-Calf Beef Production
- Dairy Production
- Feedlot Beef Production
- Field Crop Production
- Irrigated Field Crop Production
- Sheep Production
- Swine Production
- Bee Keeping

Students earn up to 16 credits (all at the Grade 12 level) in one area of study. The 16 credits are earned in three courses (identified as X, Y or Z in each of the production areas). Each course (X, Y or Z) has a value of 5 or 6 credits. This program is most appropriate for the student who:

- has a career interest in agriculture and agri-food
- possesses appropriate work ethic and responsibility qualities
- is at least 15 years of age
- is able to locate a cooperative training site and trainer, which may be their home farm

Green Certificate courses are NOT sequential or developmental. Students can study courses in any order, so that training coincides with seasonal tasks on the Farm/Training site.

# Fine Arts

## Art

### Art 10

Course code: FNA1400 Credits: 5

Prerequisite: None

Required for: Art 20

**Course Fee: TBA**

Course Content:

This course encourages the student to study, apply, and be engaged in:

- opportunities to explore new media and develop as an artist
- mentorship by a community of artists
- the basic understanding of art and the creation of 5 (five) artworks
- in exhibitions, critiques, guest artist visits, and field trips
- sketchbook activities and project activities that are designed to stimulate creativity and focus on technical drawing/design skills.

Skills/ competencies required for success in this course:

- strong work ethic, creativity, and enthusiasm
- desire to participate in a variety of activities and media areas

### Art 20

Course code: FNA2400 Credits: 5

Prerequisite: Art 10

Required for: Art 30

**Course Fee: TBA**

Course Content:

This course encourages the student to study, apply, and be engaged in the following:

- the mentoring or sharing of artistic knowledge with other artists in the studio
- developing and demonstrating advanced control of a repertoire of visual skills and techniques.
- a firm understanding of art and the creation of 5 (five) artworks
- refining skill and styles through in-depth studies and critical analysis that enables the artist to interpret and evaluate art

- experience in the studio that focuses on personal themes of expression requiring appropriate media selection and knowledge
- the opportunity to participate in exhibitions, critiques, guest artist visits, and field trips
- Sketchbook and project activities designed to stimulate creativity and focus on technical drawing/design skills

Skills/ competencies required for success in this course:

- strong work ethic, creativity, and enthusiasm
- capacity to construct conceptually and technically sound artworks of their own design
- ability to be self-directed in their studio-art practice

## **Art 30**

Course code: FNA3400 Credits: 5

Prerequisite: Art 20

Required for: Art 15

**Course Fee: TBA**

Art 30 Students should have a strong desire to produce aesthetically sound, original artworks that communicate a message to the viewer. The artist may choose to focus on technical or conceptual work for any given project.

Course Content:

This course encourages the student to study, apply, and be engaged in the following:

- artistic mentoring with a focus on demonstrating advanced study through the development of a personal style
- developing and demonstrating advanced control of a repertoire of visual skills and techniques
- development of a strong understanding of art (conceptual and technical) and the creation of 5 (five) artworks
- expanding comprehensive ability in art terminology, techniques, critical art analysis, and evaluation and interpretation skills
- being highly adept at constructing conceptual artworks of their own design
- the opportunity to participate in solo or group exhibitions, critiques, guest artist visits, and field trips
- sketchbook activities designed to stimulate creativity and focus on technical drawing/design skills
- demonstrating strong work ethic and the ability to be self directed in their studio-art practice

# Art History

Skills and competencies required for success in these courses:

- strong work ethic and enthusiasm
- the ability to work well with others and help other students with artistic hurdles

Course involvements:

- being an integral part of a community of artists who mentor students in the research and creation of art forms and artistic understanding
- blending historical themes, knowledge and inspiration into original artworks
- students and instructors present lectures in the form of readings, slide lectures, gallery visits, group discussions, and student presentations
- participation in opportunities for solo and group exhibitions, critiques, guest artist visits, and field trips

## **Art History 11**

Course code: FNA1405 Credits: 5

Required for: Art 21/31 and PSA 15

**Course Fee: TBA**

Course Content:

Along with the general expectations for Studio & Art History, this course encourages the student to study, apply, and be engaged in:

- the origins of art and cultural influences
- developing and demonstrating a growing repertoire of visual skills and techniques
- developing an understanding of what art is
- learning about the historical art eras of Pre-history, Egyptian, and Roman to the Renaissance
- demonstrating strong work ethics and the ability to be self-directed in their studio-art practice

## **Art History 21**

Course code: FNA2405 Credits: 5

Prerequisite: Art 11

Required for: Art 31

**Course Fee: TBA**

Course Content:

Along with the general expectations for Studio & Art History, this course encourages the student to study, apply, and be engaged in:

- developing and demonstrating a strong, controlled repertoire of visual skills and techniques
- learning about artistic eras and movements from Mannerism through to Post-Impressionism
- demonstration of strong work ethics and the ability to be self directed in their studio-art practice

## **Art History 31**

Course code: FNA3405 Credits: 5

Prerequisite: Art 21

**Course Fee: TBA**

Course Content:

Along with the general expectations for Studio & Art History, this course encourages the student to study, apply, and be engaged in:

- developing and demonstrating a very strong, controlled repertoire of visual skills and techniques
- examining the impact of international influences, modern technology on modern art, post-modern art through the study of contemporary artworks
- building a comprehensive knowledge and ability in art terminology, techniques, critical art analysis, evaluation and interpretation skills, historical movements, and styles
- constructing conceptual and technically sound artworks of their own design
- learning about artistic eras and movements from Symbolism to Abstract Expressionism, Pop Art to 20<sup>th</sup> Century Photography/Sculpture.

# Art Professional Studio

This is an enrichment program that is very demanding of students. Each successive course level will require greater responsibility and refinement of skills.

## **Students should have:**

- a strong sense of responsibility, work ethic, enthusiasm, and dependability
- a very strong technical ability and understanding in a variety of media and technical skills
- an ability to work well with others and to help other students with artistic hurdles
- a strong desire to delve deeper into the professional experiences of an artist

## **Art 15 Professional Studio**

Course code: LDC1441 Credits: 5

Prerequisite: 80% Average in Art 30 & Art 11, plus a recommendation from a Visual Arts Instructor at ESFCHS/AHSFA

Required for: Art 25 Professional Studio

**Course Fee: TBA**

## Course Content:

This course encourages the student to study, apply, and be engaged in the following:

- an introduction to a variety of professional artist activities
- mentoring other high school artists, advanced thematic and conceptual/technical art making in the development of a professional portfolio, studio management, development of aesthetic and interpretive judgment skills and art criticism
- broadening and deepening knowledge of professional art experiences
- being adept at constructing conceptual artworks of their own design
- production of 5 (five) artworks in addition to their other responsibilities
- participation in and facilitation of Sketchbook activities
- beginning to build their portfolio including artist resume, artist statement, and documentation of their work

## **Art 25 Professional Studio**

Course code: LDC2441 Credits: 5

Prerequisite: Art 15 Professional Studio plus a recommendation from a Visual Arts Instructor at ESFCHS/AHSFA

Required for: Art 35 Professional Studio

**Course Fee: TBA**

Course Content:

The objective of this course is to broaden and deepen student knowledge of professional art experiences. This course encourages the student to study, apply, and be engaged in the following:

- an introduction to a variety of professional artist activities
- mentoring other high school artists, advanced thematic and conceptual/technical art making in the development of a professional portfolio, studio management, development of aesthetic and interpretive judgment skills and art criticism
- broadening and deepening knowledge of professional art experiences
- being adept at constructing conceptual artworks of their own design
- production of 5 (five) artworks in addition to their other responsibilities
- participation in and facilitation of sketchbook activities
- beginning to build their portfolio including artist resume, artist statement, and documentation of their work

## **Art 35 Professional Studio**

Course code: LDC3441 Credits: 5

Prerequisite: Art 25 plus a recommendation from a Visual Arts Instructor at ESFCHS/AHSFA

**Course Fee: TBA**

Course Content:

This advanced course encourages students to study, apply, and be engaged in the following:

- an introduction to a variety of professional artist activities
- mentoring other high school artists, advanced thematic and conceptual/technical art making in the development of a professional portfolio, studio management, development of aesthetic and interpretive judgment skills and art criticism
- broadening and deepening knowledge of professional art experiences
- being adept at constructing conceptual artworks of their own design
- production of 5 (five) artworks in addition to their other responsibilities
- participation in and facilitation of Sketchbook activities
- beginning to build their portfolio including artist resume, artist statement and documentation of their work

# Dance

## Dance 15

Course code: LDC1413 Credits: 5

Prerequisite: None

Required for: Dance 25

The primary focus of Dance 15 is to learn and explore different dance techniques. In Dance, students become artistic communicators, work together, think creatively and analytically, and develop as artists and performers in a non-competitive setting.

Course Content:

This course involves the study of the following:

- Basic dance skills
- Various genres of dance
- Development of techniques
- Stylistic versatility
- Choreography (group work)
- Fitness and nutrition

Skills developed:

- Strong work ethic
- Team work
- Creativity and risk-taking
- No dance experience necessary

## Dance 25

Course code: LDC2413 Credits: 5

Prerequisite: Dance 15 (or teacher recommendation)

Required for: Dance 35

Course Content:

This course involves the study of the following:

- Intermediate dance skills
- Various genres of dance
- Development of technique
- Stylistic versatility
- Choreography (small group work)
- Dance history

## **Dance 35**

Course code: LDC3413 Credits: 5

Prerequisite: Dance 25

Course Content:

This course involves the study of the following:

- Intermediate/advanced dance skills
- Various genres of dance
- Development of technique
- Stylistic versatility
- Choreography (solo work)
- Dance history

# **Theatre Arts**

## **Drama 10**

Course code: FNA1410 Credits: 5

Prerequisite: None

Required for: Drama 20

Course Content:

The overall goal of drama (10/20/30) is to foster a positive self-concept in students by encouraging them to explore life by the assumption of roles and by the acquisition of dramatic skills. The imaginative exploration involves setting up a dramatic situation, “acting out” that situation, communicating within that situation and reflecting on the consequences. It is this reflection that provides the knowledge for self-development.

- Collaboration with peers through dramatic exploration.
- Exploration of a variety of dramatic disciplines.
- Skill development in a number of different performance experiences, which may include theatre history presentations, mask theatre performances, scene studies, improvisation, tableaux, puppetry monologues to demonstrate their skill development and understanding in the areas of speech, acting, directing, theatre history, critique, and theatre production.

## **Drama 20**

Course code: FNA2410 Credits: 5

Prerequisite: Drama 10

Required for: Drama 30

### Course Content:

The overall goal of drama (10/20/30) is to foster a positive self-concept in students by encouraging them to explore life by the assumption of roles and by the acquisition of dramatic skills. The imaginative exploration involves setting up a dramatic situation, “acting out” that situation, communicating within that situation and reflecting on the consequences. It is this reflection that provides the knowledge for self-development.

- Collaboration with peers through dramatic exploration.
- Exploration of a variety of dramatic disciplines.
- Skill development in a number of different performance experiences, which may include theatre history presentations, scene study, improvisation, tableaux, puppetry, mask, and monologues to demonstrate skill development and understanding in the areas of speech, acting, playwriting, theatre history, critique, and theatre production.

## **Drama 30**

Course code: FNA3410 Credits: 5

Prerequisite: Drama 20

### Course Content:

The overall goal of drama (10/20/30) is to foster a positive self-concept in students by encouraging them to explore life by the assumption of roles and by the acquisition of dramatic skills. The imaginative exploration involves setting up a dramatic situation, “acting out” that situation, communicating within that situation and reflecting on the consequences. It is this reflection that provides the knowledge for self-development.

- Collaboration with peers through dramatic exploration.
- Exploration of a variety of dramatic disciplines.
- Skill development in a number of different performance experiences, which may include theatre history presentations, directing, scene studies, improvisation, tableaux, puppetry, and monologues to demonstrate skill development and understanding in the areas of speech, acting, directing, theatre history, critique, and theatre production.

## **Technical Theatre 15/25/35**

Course code: LDC1987/LDC2987/LDC3987

Credits: 5

**Course Fee: TBA**

Course Prerequisites: Technical Theatre 25 for 35

Co-requisites: none; but, we strongly recommend taking TMT, Art, Comm Tech, or Drama

Required for: Technical Theatre 25/35

Students enrolled in Tech Theatre 15/25/35 will also be required to provide technical support for the production classes, and school events. Students can gain work experience credits for the time the spent outside of class working as the tech crew for productions and events. Students can receive 1 credit for every 25 hours of work experience completed as theatre technicians provided they have completed CALM.

- Safety protocols for working in technical theatre production.
- Introductory modules in a number of areas such as lighting, sound, props, costumes, and stage management to encourage a comprehensive knowledge in all areas of technical production.
- Experiencing technical production on a main stage school production.
- Technical theatre design in at least one technical discipline

## **Theatre Production**

Two main stage productions (classes) will run each school year, and depending on the shows selected, students will receive credits in one of the following courses for each production.

### **Advanced Acting 15/25/35**

Course code: LDC1975/LDC2975/LDC3975

Credits: 5 credits in learning time after-school

Prerequisite: successful audition

**Course Fee: TBA**

Additional production fee paid to Music Parent Association.

Students will study theatre as a production-based course. They will focus their learning by exploring and experiencing skills as performers necessary to release a public theatrical performance.

- Proper vocal technique to further characterization and dramatic storytelling.
- Stylized movement to further characterization and dramatic storytelling.
- Development and performance of believable characters
- Audition, rehearsal, and performance of a role in the production to showcase their learning.
- Creative risk taking, and respectful collaboration
- Development of professional behaviours including preparation, commitment, accountability, organization, and reliability.

## **Musical Theatre Production 15/25/35**

Course codes: LDC 1979/LDC 2979/LDC 3979

Credits: 5 credits in learning time after-school

Prerequisite: successful audition

Required for: Musical Production 25/35

**Course Fee: TBA**

Addition production fee paid to Musical Parents Association

Course Content:

Musical Theatre 15/25/35 is designed to give students the opportunity to develop skills in singing, dancing, and acting while collaborating as an ensemble in a live musical production. Students will participate in an experience that reflects the professional discipline, while improving skills in vocal technique, choreography, character development, professionalism, and creative collaboration.

- Proper vocal technique to further dramatic storytelling.
- Dance and stylized movement to further dramatic storytelling.
- Development and performance of believable characters
- Creative risk taking, and respectful collaboration
- Development of professional behaviours including preparation, commitment, accountability, organization, and reliability.

# Music

An education in music develops many of the **means** that enable a person to act creatively throughout their life. The following outcomes will be achieved as directed by the Alberta Government's Program of Studies:

- Systemic development of musical skills, knowledge and perception.
- Creative expression through performance, listening and composition.
- Develop competencies and to strive for excellence in performing, listening, creating, researching and valuing.

## **Choral 10/20/30 (Concert Choir)**

Course code: FNA1420/FNA2420/FNA3420 Credits: 5

Prerequisite: Choral 10 for Choral 20/Choral 20 for Choral 30

Required for: Choral 20/ Choral 30

**Course Fee: TBA**

Course Content:

- Learn performance requirements for full ensemble, small ensemble, solo, combined instrumental and choral works.
- Basic music theory and history.
- Sight singing skill development.
- Critique as a consumer and performer of music.
- Possible large trip, local field trip, music camp, festival and/or recording CD.

## **Advanced Choral Music 10/20/30 (Vocal Ensemble)**

Course code: LDC1433/LDC2433/LDC3433 Credits: 5

Prerequisite: Audition & *Intermediate music skills (including ability to read music)*

Required for: Choral Music 20/ 30

**Course Fee: TBA**

Additional Fees: Paid to the Music Parents Association. Will cover busing, clinics, camps and tours, uniforms, etc.

**Please note:** This class runs every 2<sup>nd</sup> day for the *entire school year*. Another class will be run opposite it for grade 10 students or students will be required to work on and complete an alternative course every other day through The HUB. Commitment must be made for the year. This class *may not* be dropped at the semester change.

Course Content:

- Performance opportunities as a large or small ensemble and soloist, workshops, music festivals, and tours.
- Basic music theory and history as well as basic conducting techniques in class.
- Critique as a consumer and performer of music.
- Students will apply skills and knowledge learned to the preparation and performance of choral music repertoire.

## **Instrumental Music 10/20/30 (Concert Band)**

Course code: FNA1425/FNA2425/FNA3425

Credits: 5 of learning time outside of the regular timetable

Prerequisite: grade 9 band or proven musical proficiency/ IM 10 for IM 20/ IM 20 for IM 30

Required for: Instrumental Music 20/30

**Course Fee: TBA**

Instrument rental fee (if needed): \$100 (\$10/month)

Additional Fees: Paid to the Music Parents Association. Will cover busing, clinics, camps and tours, uniforms, etc.

**Please note:** This class runs every 2<sup>nd</sup> day for the *entire school year*. Phys. Ed. will be run opposite it for grade 10 students. Commitment must be made for the year. This class *may not* be dropped at the semester change.

Course Content:

- Performance opportunities as a large Concert Band (daytime and evening), instrument workshops, music festivals, and tours.
- Basic theory and history. As well as basic conducting techniques in class.
- Critique as a consumer and performer of music.
- Students will apply skills and knowledge learned to the preparation and performance of instrumental music repertoire.

## **Jazz Band 15/25/35**

Course code: LDC1431/LDC2431/LDC3431 Credits: 5

Prerequisite: None - Grade 9 Band is suggested;

Co-requisite Courses: Instrumental Music 10/20/30 (Concert Band)

Required for: Jazz Music 25/35

**Course Fee: TBA**

Additional Fees: Paid to the Music Parents Association. Will cover busing, clinics, camps and tours, etc.

Course Content:

- This course is a lab experience, as an extension of the instrumental music classes.
- Part of the performance expectations includes involvement in concerts (daytime and evening), instrument workshops, music festivals, and potentially recording sessions and tours.

Students will:

- learn and perform a repertoire that contains a variety of jazz styles
- learn basic concepts required for jazz improvisation, including reading chord symbols and melodic development
- apply skills and knowledge learned in the preparation and performance of standard jazz band repertoire
- study the history of jazz and influential jazz artists

## **General Music 10 & 20: Guitar**

Course code: FNA1424 and FNA2424 Credits: 5

Prerequisite: none for General Music 10; General Music 10 for General Music 20

Required for: General Music 30

Fees: TBA

Students must provide their own guitar and equipment. We have a limited number of rentals available.

Guitar (General Music) is for students who are interested in developing their skills and knowledge as guitarists, songwriters, and music enthusiasts.

Course Content:

- Developing technical skills on guitar. Experience may vary from beginner to advanced.
- Developing an understanding of the elements and structures of music as they apply to performance and listening.
- Develop the ability to critique as a consumer and performer of music, whilst appreciating the value and uniqueness of music in all its variety.
- Modules in: composition and song writing, music and technology, world music, careers in music, jazz or popular music.

## **General Music 10 & 20: Winds/Brass/Voice**

Course code: FNA1424 and FNA2424 Credits: 5

Prerequisite: none for General Music 10; General Music 10 for General Music 20

Required for: General Music 30

Fees: TBA

Depending on availability, instrument rentals are \$50 for the semester.

General Music: Winds/Brass/Voice is for students who are interested in developing their skills and knowledge on their instruments. Students may have previously taken band, may currently be enrolled in an ensemble class, or may be looking to learn a new wind instrument.

Course Content:

- Developing technical skills on a solo instrument. Experience may vary from beginner to advanced.
- Use technical, solo, and chamber music to advance technical and musical skill.
- Gain an appreciation for the repertoire of their given instrument.

- Developing an understanding of the elements and structures of music as they apply to performance and listening.
- Develop the ability to critique as a consumer and performer of music, whilst appreciating the value and uniqueness of music in all its variety.
- Modules in: composition and song writing, music and technology, world music, careers in music, jazz or popular music.

## Career & Technology Studies

### CAREER AND TECHNOLOGY STUDIES (CTS) CLASSES

CTS are divided into strands and course modules. Strands are the subject areas and course modules are the building blocks for each strand.

- A course (module) defines what a student is expected to know and be able to do. One course module successfully completed equals one credit (approximately equivalent to 25 hours of instruction). **The passing mark for each module is 50%.**
- Course modules are organized into three levels - introductory (1000's), intermediate (2000's) and advanced (3000's).
- Specific course modules are prerequisites for other course modules within and across the three levels.

Most of our CTS classes are in groups of similar strand modules. Students who successfully complete five CTS course modules will earn five credits; students who fail one course module and pass four-course modules will earn four credits. Students who successfully complete all the scheduled credits (5 to 6) may have the opportunity to earn additional credits, by completing more course modules.

The Career and Technology Studies (CTS) program is designed to develop skills that senior high school students can apply in their daily lives when preparing for entry into the workplace or for further learning opportunities. CTS enables students to develop the confidence they need as they move into adult roles by allowing them to assume increased responsibility for their learning; cultivate their individual talents, interests and abilities; and define and act on their goals.

# Business Education

These courses will expose students to a range of learning opportunities that all apply to the world of business, at an introductory, intermediate and advanced level. A project management approach will be used in these courses to provide an experiential learning environment. In this practical application class, the student will learn about the fundamentals of business, and then apply them in a real-life context.

## **Business Education 10**

Course Code: BUS10M

Credits: every student will earn a minimum of 6 credits

Prerequisite: None

This course is an introductory class to business, which will give the students the fundamental concepts required to effectively understand the business environment and to make critical business decisions. The course will involve the following four business-related modules and two project modules from the Business Section of CTS modules:

### **FIN 1010: Introduction to Financial Management**

This overview course forms the basis for all other courses in Financial Management. Concepts include ethics, the economic environment, acquiring and using financial resources, and the effects of government legislation on the finances of an individual and a small business.

### **ENT1010: Challenge & Opportunity**

Students identify, compare and assess a variety of venture opportunities and ideas.

### **FIN 1910: Project Module**

In this course, students will have the opportunity to apply the knowledge, skills and understandings learned in FIN 1010 and MAM 1010 to a simulated real-life context.

### **MAM 1010: Management & Marketing Basics**

Students will identify basic management and marketing concepts, and describe retail-merchandising strategies of value to the retail employee, manager or owner.

### **TOU 1010: The Tourism Industry**

Analyzing the organizational structure of the tourism industry at local and provincial levels, and investigating employment opportunities in tourism

### **MAM1910: Project Module**

In this course, students will have the opportunity to apply the knowledge, skills and understandings learned in TOU 1010 and ENT 1010 to a simulated real-life context.

## **Business Education 20**

Course Code: BUS20M

Credits: every student will earn a minimum of 6 credits

Prerequisite: None

Recommended previous course: Business Education 10

This course is an intermediate business class and will focus on practical applications of business concepts and will involve a project management approach. This course will incorporate course materials and subjects from the following CTS modules:

### **MAM 2040: Retail Operations**

Students identify and demonstrate retail operations that are typically performed off the selling floor and/or away from customers.

### **ENT 2030: Marketing the Venture**

Students appraise various marketing strategies and formulate a marketing strategy for a venture.

### **ENT 2910: Project Module B**

In this course, students will have the opportunity to apply the knowledge, skills and understandings learned in MAM 2040 and ENT 2030 in a real-life context.

### **MAM 2090: Promotion: Print Advertising**

Students are introduced to communication channels, delivery strategies and advertising media that can be used to inform potential customers about products and services available in the marketplace.

### **MAM 2030: Promotion: Visual Merchandising**

Students identify different types of visual merchandising and describe how to construct attention-getting displays and evaluate visual merchandising.

### **MAM 2910: Project Module B**

In this course, students will have the opportunity to apply the knowledge, skills and understandings learned in MAM 2090 and MAM 2030 in a real-life context.

## **Business Education 30**

Course Code: BUS30M

Credits: every student will earn a minimum of 6 credits

Prerequisite: None

Recommended previous course: Business Education 10 and/or 20

This is an advanced business class, where students will be challenged to apply their previous business knowledge to specific business-related tasks. It will involve projects from a variety of subject areas and will involve a strong practical component. The ability to be self-motivated and to work independently are attributes that are fundamental for this course.

**MAM 3040: Promotion: Sales Techniques**

Students learn and demonstrate techniques for successful selling.

**MAM 3100: Promotion: Broadcast Advertising**

Students are introduced to broadcast communication channels, delivery strategies and advertising media that can be used to inform potential customers about products and services available in the marketplace.

**MAM 3910: Project Module**

In this course, students will have the opportunity to apply the knowledge, skills and understandings learned in MAM 3040 and MAM 3100 in a real-life context.

**ENT 3010: Managing the Venture**

Students develop management procedures for a venture.

**MAM 3010: The Business Organization**

Students identify and describe organizational structures, management theories and organizations as working units. Students also explain their beliefs about what successful organizations might look like in the future.

**ENT 3910: Project Module**

In this course, students will have the opportunity to apply the knowledge, skills and understandings learned in ENT 3010, and MAM 3010 in a real-life context.

## **Communication Technology**

### **Communication Technology 1 (Introductory)**

Course Codes: COM10M

Credits (6): Every student must complete all six modules.

Prerequisite: None

Required for: Communication Technology 20

**Course Fee: TBA**

## Course Description

Communication Technology caters to the aspiring young creative professional by providing authentic collaborative production, team-building, and problem-solving experiences in a project-based environment. Students explore a wide variety of industries within the digital arts and begin by working with graphic design in Adobe Photoshop and Illustrator before progressing to audio recording, vinyl vector cutting, web-design, journalism/film or animation, and photography.

### **COM1005 - Visual Composition**

“Students learn to employ fundamental elements and principles of design for various media and gain a strong foundational multidisciplinary experience in preparation for other Communication Technology courses.”

### **COM1035 - Graphics Tools**

“Students are introduced to the basics of computer graphics (vector and raster), and graphic computer programs.

### **COM1055 - Web Design 1**

“Students research the characteristics of effective Web page(s) and learn World Wide Web Consortium (W3C) conventions and accessibility concerns to construct a simple Web page.”

### **COM1105 - Audio/Video**

“Students acquire basic production skills, including planning, recording and editing, through the production of simple audio and/or video projects using basic equipment and techniques.”

### **COM1165 - Print 1**

“Students are introduced to basic layout and design techniques as well as to various print reproduction processes using a positive or negative master such as digital, offset, screen, vinyl plotting, wide format and laser cutting.”

### **COM1205 - Introductory Photography**

“Students develop essential skills in camera use with a focus on basic composition, set-up and examination of exposure. Students operate a camera to capture images and produce final display proofs.”

## Communication Technology 2/3 A - Graphic Design

Course Code: COM2/3A Credits (5): Every student must earn a minimum of 5 credits

Prerequisite: Communication Technology 10

Course Fee: TBA

Communication Technology caters to the aspiring young creative professional by providing authentic collaborative production, team-building, and problem-solving experiences in a project-based environment.

Each student will complete the indicated 1-credit courses from the graphic design curriculum:

<b>(COM 20 A) Intermediate Graphic Design</b>	<b>(COM 30 A) Advanced Graphic Design</b>
<p><b>COM2035 – Raster Graphics 1</b></p> <p>(Adobe Photoshop) - “A raster format is commonly used in full colour images/graphics and photographs by using a data structure representing a generally rectangular grid of pixels or points of colour. In this course, students are introduced to the fundamental skills of raster graphics and their application.”</p>	<p><b>COM3035 – Raster Graphics 2</b></p> <p>(Adobe Photoshop) - “Students build on the knowledge and skills acquired in Raster Graphics 1 by using raster editing software to create advanced raster graphics.”</p>
<p><b>COM2045 – Vector Graphics 1</b></p> <p>(Adobe Illustrator) - “Vector graphics are commonly used in graphic design, page layout, typography, logos, sharp-edged artistic illustrations, technical illustrations, diagramming and flowcharting. In this course, students use vector editing software to create basic vector graphics.”</p>	<p><b>COM3045 – Vector Graphics 2</b></p> <p>(Adobe Illustrator) - “Students build on knowledge and skills acquired in Vector Graphics 1 by using vector editing software to create advanced vector graphics.”</p>
<p><b>COM2910 – Design Project B</b></p> <p>(Student Design Project) – “Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.”</p>	<p><b>COM3910 – Design Project D</b></p> <p>(Student Design Project) – “Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.”</p>
<p><b>COM2920 – Design Project C</b></p> <p>(Student Design Project) – “Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.”</p>	<p><b>COM3920 – Design Project E</b></p> <p>(Student Design Project) – “Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.”</p>

## Communication Technology 2/3 B – Video/Sound Production

Course Code: COM2/3 B Credits (5): Every student must earn a minimum of 5 credits

Prerequisite: Communication Technology 10

**Course Fee: TBA**

Communication Technology caters to the aspiring young creative professional by providing authentic collaborative production, team-building, and problem-solving experiences in a project-based environment.

Each student will complete the indicated 1-credit courses from the film/audio curriculum:

<b>(COM 20 B) Intermediate Video/Sound (Broadcast, Audio, Film Production)</b>	<b>(COM 30 B) Intermediate Video/Sound (Broadcast, Audio, Film Production)</b>
<p><b>COM2105 – AV Preproduction 1</b></p> <p>“Students examine the value and need for audio and video preproduction, and explore strategies used to plan an audio and/or a video project using a variety of techniques. Students understand that preproduction is stage one in the audio and video process.”</p>	<p><b>COM3105 – AV Preproduction 2</b></p> <p>“Students refine planning skills used in an audio and video project.”</p>
<p><b>COM2115 – AV Production 1</b></p> <p>“Students expand on basic audio and/or video production techniques with an emphasis on following a production plan, capturing content to edit and ensuring that continuity is maintained. Students understand that production is stage two in the audio/video process.”</p>	<p><b>COM3115 – AV Production 2</b></p> <p>“Students expand on intermediate audio and video production techniques.”</p>
<p><b>COM2125 – AV Post Production 1</b></p> <p>(Adobe Premiere Pro, After Effects &amp; Audition) - “Students expand on basic audio and/or video production techniques with an emphasis on following a plan, capturing content to edit and ensuring that continuity is maintained. Students understand that postproduction is stage three in the audio and video process.”</p>	<p><b>COM3125 – AV Post Production 2</b></p> <p>(Adobe Premiere Pro, After Effects &amp; Audition) - “Students expand on digital editing software skills to edit and process audio and video, and continue working with motion graphics and audio/video effects to enhance a product.”</p>
<p><b>COM2910 – AV Project B</b></p> <p>(Student Short Film Project) – “Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.”</p>	<p><b>COM3910 – AV Project D</b></p> <p>(Student Short Film Project) – “Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.”</p>
<p><b>COM2920 – AV Project C</b></p> <p>(Student Short Film Project) – “Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.”</p>	<p><b>COM3920 – AV Project E</b></p> <p>(Student Short Film Project) – “Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.”</p>

# Construction Technology

## Construction Technology 20

Course Code: COM20M Credits: every student must earn a minimum of 5 credits

Prerequisite: TMT01M (Construction/Fabrication)

Required for: Construction Technology 30

**Course Fee: TBA**

Students select from Set A (cabinetry), Set B (construction), or a combination.

Course Content:

### **Set A**

This course is for students who have an interest in cabinetmaking, furniture design and construction, woodturning and general woodwork. Students gain integral knowledge in shop safety, tools, and procedures. Students will learn to design, plan, estimate, properly sequence, and construct an intermediate woodwork project.

Typical projects students might complete in this course are:

- Night stand
- Shelving unit
- Mirror
- Small cabinet with a door and drawer
- Dresser

### **Set B**

This course is designed to give the student a basic understanding of construction fundamentals. The student will study the correct use of tools and machines, site processes, safety, framing and roofing procedures, exterior finishing techniques, measurement, and shop mathematics. Construction skills will be developed as the projects are completed.

Typical projects students might complete in this course are:

- Garden shed
- Dog House
- Recycle Bin
- Picnic Table

## **Construction Technology 30**

Course Code: COM30M

Credits: every student must earn a minimum of 5 credits

Prerequisite: Construction Technology 20 and the appropriate intermediate courses.

**Course Fee: TBA**

Students select from Set A (cabinetry), Set B (construction), or a combination

Course Content:

### **Set A**

This course is for students who have an interest in cabinetmaking, furniture design, and advanced woodwork. The student will review the correct use of tools and machines, shop processes, safety, joinery and measurement. Learners will also look at tool care and maintenance, web frame construction, veneering, and leg and rail construction. Students will learn to design, plan, estimate, properly sequence, and construct an advanced woodwork project.

Typical projects students might complete in this course are:

- Table (leg and rail with a veneered top)
- Entertainment unit
- Bookcase
- Dresser

### **Set B**

For students who have an interest in construction practices and procedures. Students gain integral knowledge in shop/site safety, tools, and procedures. Students will learn to estimate, plan, properly sequence, and complete a construction project.

Typical projects students might attempt in this course are:

- Shed
- Greenhouse
- Garage
- Set of Stairs
- Insulate, poly, and drywall a room
- Cattle/ Horse Shelter
- Gazebo

# Cosmetology Apprenticeship Program

The Career and Technology Studies (CTS) program is designed to develop skills that senior high school students can apply in their daily lives when preparing for entry into the workplace or for further learning opportunities. CTS enables students to develop the confidence they need as they move into adult roles by allowing them to assume increased responsibility for their learning; cultivate their individual talents, interests and abilities; and define and act on their goals.

The Cosmetology Apprenticeship Program provides an exceptional opportunity to achieve post-secondary credentials while still in senior high school. In addition, students are building self-confidence ultimately enhancing their personal self-image.

Borrowed and modified from the Education Alberta Website

**Regular attendance is mandatory to fulfill the hours required by the Apprenticeship Board**

**Course Fee: TBA** (each Cosmetology level)

\*Please note: each course level = 5 modules = 5 credits—It is **required** that you pass **all 5** Modules in order to advance to the next level

**Modules for Instruction:**

Listed in sequential order—each level is a prerequisite to enroll in the subsequent level

## **Cosmetology 1 (COSM01)**

- COS 1010 Personal and Professional Practices
- COS 1020 Long Hair Design 1
- COS 2010 Long Hair Design 2
- HSA 3400 Hair and Scalp Care 1
- EST 1020 Skin Care Practical

## **Cosmetology 2A (COSM02)**

- HSA 3410 Hair and Scalp Care 2
- HSA 3420 Hair and Scalp Care 3
- HSA 3430 Hair Styling 1
- HSA 3520 Chemical Texturizing 1
- EST 2050 Make-Up

## **Cosmetology 2B & 2C (COS20M)**

- HSA 3440 Hair Styling 2
- HSA 3450 Haircutting 1
- HSA 3455 Haircutting 2—Client Services
- HSA 3570 Haircoloring 1
- HSA 3530 Chemical Texturizing 2—Cold Waving
- HSA 3460 Haircutting 3—Advanced Techniques
- HSA 3580 Haircoloring 2—Oxidative
- COS 2210 Client Services and Sales 1
- HSA 3540 Chemical Texturizing 3—Heat Assisted
- COS 2000 Salon Design

**\*Please Note: At this level the students are required to purchase a Haircutting Kit that includes a long hair mannequin (on which they will perform 4 haircuts), a pair of scissors, sectioning clips etc.) The cost of this kit ranges from \$150.00 to \$200.00, depending on the sales offered by our suppliers at the time of purchasing. Consequently, the cost of this level is over and above the original \$30.00 course fee. It is essential to remember that this kit is utilized for the remainder of the program and is a fundamental component to develop and enhance student learning.**

## **Cosmetology 3A & 3B (COS30M)**

- HSA 3425 Hair and Scalp Care 4—Client Services
  - HSA 3465 Haircutting 4—Advanced Techniques—Client Services
  - HSA 3550 Chemical Texturizing 4—Designer
  - HSA 3585 Haircoloring 3—Client Services
  - HSA 3620 Hair Goods and Extensions
  - HSA 3470 Haircutting 5—Creative Services
  - COS 3020 Long Hair Design 3
  - HSA 3590 Haircoloring 4—Decolorization
  - HSA 3625 Hair Goods and Extensions—Client Services
  - EST 2055 Make-Up—Client Services
- 
- HSA 3475 Haircutting 6—Creative Client Services
  - COS 3000 The Science of Cosmetology
  - HSA 3555 Chemical Texturizing 5—Client Services
  - HSA 3560 Hair Texturizing
  - HSA 3445 Hair Styling 3—Client Services
  - COS 3010 Professional Relationships
  - HSA 3595 Haircoloring 5—Decolorization—Client Services
  - HSA 3600 Haircoloring 6—Color Correction

- HSA 3605 Haircoloring 7—Advanced Client Services 1
- EST 3040 Hair Removal

### **Cosmetology RAP (COSRAP)**

**Prerequisite: Enrolled in RAP (Subject to space availability)**

- HSA 3485 Haircutting 7—Current Trends—Client Services
- HSA 3495 Haircutting 8—Male Client Services
- HSA 3630 Historical Cosmetology
- COS 3280 Client Services and Sales 2
- HSA 3565 Hair Texturizing—Client Services
- HSA 3505 Hair Care and Cutting—Client Services
- HSA 3515 Hair Care and Cutting 2—Client Services
- HSA 3615 Haircoloring 8—Advanced Client Services 2
- HSA 3640 Creative Cosmetology
- HSA 3650 Competition Cosmetology

## **Culinary Arts (Professional Cooking)**

General:

- This course is for students interested in gaining the skills needed to secure an entry-level position and/or considering a career in the Food Service Industry.
- Students gain valuable experience by working with current industry-standard tools and equipment and by being instructed by Journeymen Chefs.
- Students are introduced to a wide variety of techniques specific to baking, cooking snacks and entrees, and salad making
- Students learn the importance of safety and sanitation techniques vital to all personnel who work with food.
- This course has very few teacher lectures or bookwork. This is a “hands-on, learning by doing” type of class. The final exam is a dinner that students make for invited guests!

## **Foods 10**

Course Code: FOD10M Credits: 5

Prerequisite: None

Required for: Foods 20 Level

**Course Fee: TBA**

Course Content:

- This course is for students interested in learning the basics of cooking.
- Students learn the importance of safety and sanitation techniques vital to all personnel who work with food.

CTS modules included in this course:

- FOD1010 Food Basics
- FOD1020 Contemporary Baking
- FOD1030 Snacks and Appetizers
- FOD1040 Meal Planner
- FOD2150 Food Safety and Sanitation

Typical projects that students create in this course are:

Chicken wings, pizzas, nachos, devilled eggs, soup, bread, cupcakes, cheese buns, salads, canapés, onion rings and fruit kebabs.

## **Foods 20-A**

Course Code: FOD20MA Credits: 5

Prerequisite: Foods 10

Required for: Foods 30 Level Courses

**Course Fee: TBA**

Course Content:

These intermediate courses build upon basic skills and knowledge of cooking. At the end of the semester there is a field trip to enjoy some fine dining.

- FOD1060 Canadian Heritage Foods
- FOD2050 Bread Products
- FOD 2070 Stocks, Soups and Sauces
- FOD2090 Creative Cold Foods
- FOD2100 Meat Cookery

Typical projects that students create are Jerky, cultural cuisine-of-choice, doughnuts, mayonnaise, cinnamon buns, gravy, fruit trays, braided bread, cream soups and Kaiser buns.

## **Foods 20-B**

Course Code: FOD20MA Credits: 5

Prerequisite: Foods 10

**Course Fee: TBA**

Course Content:

These intermediate courses build upon basic skills and knowledge of cooking. At the end of the semester there is a field trip to enjoy some fine dining.

- FOD1070 Farm to Table
- FOD2040 Cake and Pastry
- FOD 2120 Meal Planner II
- FOD2130 Vegetarian Cuisine
- FOD2170 International Cuisine

Typical projects that students create are Pie, cream puffs, vegetarian chili, quiche, garden salad, Chinese stir-fry, borscht, tofu, soy-milk dessert.

## **Foods 20-C**

Course Code: FOD20MA Credits: 5

Prerequisite: Foods 10

**Course Fee: TBA**

Course Content:

These intermediate courses build upon basic skills and knowledge of cooking. At the end of the semester there is a field trip to enjoy some fine dining.

- FOD2060 Milk & Eggs
- FOD2110 Fish & Poultry
- FOD 2140 Rush Hour Cuisine
- FOD2180 Vegetables & Fruit
- FOD2190 Grains, Legumes, Nuts & Seeds

Typical projects that students create:

Egg salad, omelet, crepe, filleting trout, shrimp kebabs, stuffed chicken, invent-a-burger, fruit glaze, dessert, and lentil soup & rice pilaf.

## **Foods 30**

Course Code: FODS30M Credits: 5

Prerequisite: Foods 20-A

**Course Fee: TBA**

Course Content:

These advanced level courses build upon basic skills and knowledge and may lead to a promising career. At the end of the semester there is a field trip to enjoy some fine dining.

CTS modules included in this course:

- FOD 3010 Food for the Lifecycle
- FOD3030 Creative Baking
- FOD3050 Advanced Soups & Sauces
- FOD3080 Advanced Meat Cookery
- FOD3100 Entertaining with Food

Typical projects that students create:

Baby food, pre-natal meal, torte, marzipan, braided bread, clam chowder, French onion soup, broiled steak, beef bourguignon, etc.

## **Foods 30-A**

Course Code: FOD30MA Credits: 5

Prerequisite: Foods 20-A

**Course Fee: TBA**

Course Content:

These advanced level courses build upon basic skills and knowledge and may lead to a promising career. At the end of the semester there is a field trip to enjoy some fine dining.

CTS modules included in this course:

- FOD 3040 Yeast Products
- FOD3060 Food Presentation
- FOD3070 Short-order Cooking
- FOD3110 Food Processing
- FOD3140 International Cuisine II

Typical projects that students create:

Fancy buns, brioche, stollen, fruit/vegetable carving, culinary art salad, Panini, breakfast special, homemade jam/jelly, pickles and ethnic meals of your choice.

# Fabrication (Welding)

## Fabrication 20

Course Code: FAB20M Credits: every student must earn a minimum of 5 credits

Prerequisite: TMT01M (Construction/Fabrication)

Required for: Fabrication 30 Level

**Course Fee: TBA**

CTS modules are selected from the following list:

- FAB2030 Oxy-Fuel Welding
- FAB2050 Arc Welding 1
- FAB2040 Thermal Cutting
- FAB1100 Fabrication Principles
- CTR2110- 2150 Project 2A-E
- FAB2070 Gas Metal Arc Welding
- FAB2020 Print Reading
- FAB2060 Arc Welding 2
- FAB1110 Bar and Tubular Fabrication
- FAB1130 Principles of Machining
- FAB2130 Precision Turning 1
- FAB2140 Precision Milling 1
- FAB2010 Structural Engineering

## Fabrication 30

Course Code: FOD30M Credits: every student must earn a minimum of 5 credits

Prerequisite: Fabrication 20

**Course Fee: TBA**

CTS modules are selected from the following list:

- FAB3170 Bas Metal Arc Welding 2
- FAB3050 Arc Welding 3
- FAB2160 Custom Fabrication
- FAB2170 Pipe Fitting
- CTR3110- 3150 Project 3A-E
- FAB3060 Arc Welding 4
- FAB3030 Gas Tungsten Arc Welding
- FAB3070 Pipe Welding
- FAB3110 Materials Testing
- FAB3160 Prefab Principles
- FAB3020 Metallurgy
- FAB3130 Precision Turning 2
- FAB 3140 Precision Milling 2
- FAB1160 Production System

# Information and Design Technology

Information and Design Technology is a multi-level course designed to accommodate the learning needs of students interested in fields of computer study. Computer Programming, Networking and Hardware, and Design Studies (Computer Assisted Design) are streams offered in this course. Students who have an interest in computers, computer networks, computer hardware / software, computer programming, engineering, architecture, design or drafting technology will find this to be a valuable course. A major emphasis in Design Studies will be learning to use the computer as a tool in the design process (AutoCAD). This course is offered at Level 1, Level 2 and Level 3 simultaneously.

## **Information and Design Technology 10**

Course Code: IND10M Credits: every student must earn a minimum of 5 credits

Prerequisite: None

Required for: Information and Design Technology 20

**Course Fee: TBA**

Students will select modules from **Computer Science Stream or Design Studies Stream or a combination** of either. This is an introductory level course allowing students to sample both areas and facilitate choosing modules from either stream when pursuing studies at a higher level.

### **Introductory Computer Science Stream**

Students who have an interest in computers, computer networks, computer hardware / software and computer programming will find this to be a valuable course. Students gain experience and knowledge in the general area of computer science and are able to branch into any of several more specific streams. This stream is a pre-requisite for Intermediate Computer Programming and Intermediate Networking and Hardware Streams.

CTS modules included in this course:

- CSE1010: Computer Science 1\*
- CSE1110: Structured Programming 1
- CSE1120: Structured Programming 2
- CSE1210: Client-Side Scripting 1
- CSE1220: Client-Side Scripting 2
- CSE1240: Robotics Programming 1
- NET1010: Digital Technology 1
- NET1910: NET Project A\*\*
- CSE1910: CSE Project A\*\*

\*Mandatory introductory module for this stream

Students have the opportunity to attempt other modules for extra credits.

\*\* Project Modules require relevance in two other modules for credit

### **Introductory Design Studies Stream**

Students who have an interest in engineering, architecture, design or drafting technology or video game design will find this to be a valuable course. Students gain experience in both manual and computer drafting, and wireframe graphic modeling. Students are exposed to aspects of several design processes. Students produce precise drawings suitable for manufacturing.

CTS modules included in this course:

- DES1010: Sketch, Draw and Model\*
- DES1020: The Design Process \*
- DES1030: 2D Design 1
- DES1040: 3D Design 1
- DES1050: CAD 1 (Computer Aided Design – Autodesk Inventor)
- DES1060: Technical Design and Drafting 1
- DES1910: Design Project A (pre-requisite: none) \*\*

\*Mandatory introductory module for this stream

### **Information and Design Technology 20**

Course Code: IND20M Credits: every student must earn a minimum of 5 credits

Prerequisite: Information and Design Technology 10

Required for: Information and Design Technology 30

**Course Fee: TBA**

As students progress at a higher level, specialization in a stream of interest is expected. Students are to select modules from the stream of their choice.

### **Intermediate Level Computer Programming Stream**

Students use C, C++, and Java as standards for learning intermediate level computer programming skills. Students are expected to complete 5-6 modules from this stream. This course is a prerequisite for Advanced Level Computer Programming Stream.

CTS modules included in this course:

- CSE2010: Computer Science 2
- CSE2110: Procedural Programming 1
- CSE2120: Data File Structures 1
- CSE2130: Files and File Structures 1
- CSE2140: Second Language Programming 1
- CSE2210: Client Side Scripting 3
- CSE2240: Robotics Programming 2
- CSE2910: CSE Project B\*\*
- CSE2920: CSE Project C\*\*

### **Intermediate Networking and Hardware Stream**

This stream places an emphasis on hardware and networking concepts. Students are expected to complete 5-6 modules from this stream. This course is a prerequisite for Advanced Level Networking and Hardware Stream.

CTS modules included in this course:

- CSE2010: Computer Science 2
- NET2010: Digital Technology 2
- NET2020: Workstation Technology & Operations
- NET2030: Network Structures
- NET2040: Network Media and Devices
- NET2050: Open System Interconnection
- NET2060: Network Protocols
- NET2070: Local Areas Networks
- NET2080: Laptops and Peripherals
- NET2090: Network Protocols
- NET2110: Telecommunications 1
- NET2910: NET Project B\*\*
- NET2920: NET Project C\*\*

### **Information and Design Technology 30**

Course Code: IND30M Credits: every student must earn a minimum of 5 credits  
Prerequisite: Computer Science 20 and Programming 20

As students progress at a higher level, specialization in a stream of interest is expected. Students are to select modules from the stream of their choice.

Students who have an interest in computers, computer networks, computer hardware/software, and computer programming will find this to be a valuable course. Students gain experience and knowledge in the general area of computer science and are able to branch into any of several more specific streams.

### **Advanced Computer Programming Stream**

Students are expected to complete modules from the following:

- CSE3010: Computer Science 3
- CSE3020: Computer Science 4
- CSE3110: Iterative Algorithm 1
- CSE3120: Object Oriented Programming 1
- CSE3130: Object Oriented Programming 2
- CSE3140: Second Language Programming 2
- CSE3210: Server Side Scripting 1
- CSE3240: Robotics Programming 3
- CSE3310: Recursive Algorithms 1
- CSE3320: Dynamic Data Structures 1
- CSE3330: Dynamic Data Structures 2
- CSE3340: Dynamic Data Structures 3
- CSE3910: CSE Project D\*\*

- CSE3920: CSE Project E\*\*

\*\* Project Modules require relevance in two other modules for credit

### **Advanced Networking and Hardware Stream**

This advanced level course has an emphasis on computer hardware and networking concepts.

Students are expected to complete modules from the following:

- CSE3010: Computer Science 3
- CSE3020: Computer Science 4
- NET3010: Digital Technology 3
- NET3020: Digital Applications
- NET3030: Microprocessors
- NET3040: Microprocessor Interface
- NET3050: Network Operating Systems
- NET3060: Wide Area Networks
- NET3070: Routing Fundamentals
- NET3080: Internet Processes
- NET3090: Network Management
- NET3100: Network Media & Devices, Security
- NET3110: Telecommunications 2 (pre-requisite: NET2110)
- NET3910: NET Project D\*\*
- NET3920: NET Project E\*\*

### **Advanced Design Studies Stream**

Students gain experience with 2 and 3 dimensional computer drafting. Students will generate rendered computer models of their design. Students will investigate possible career paths in the field of design.

Students are expected to complete modules from the following:

- DES3035: 2D Design 3
- DES3045: 3D Design 3
- DES3055: CAD 3
- DES3065: Technical Design 3
- DES3075: Technical Drafting 3
- DES3095: Architectural Design
- DES3105: Engineering Design
- DES3115: Industrial Design
- DES3125: Interior Design
- DES3135: Landscape Design
- DES3145: Modeling – Real
- DES3155: Modeling – Virtual
- DES3165: Presentation
- DES3170: Evolution of Design – Future
- DES3180: The Design Profession
- DES3910: Design Project D\*\*
- DES3920: Design Project E\*\*

# Exercise Sciences

Exercise Sciences courses consist of necessary component's to develop, achieve, and maintain a healthy lifestyle. Focus is on wellness, sport, nutrition, injury prevention/management and training for athletic competition. There is a strong emphasis in some modules on anatomy, physiology, and pathology.

## **Sports Medicine 10**

Course Code: SPM10M Credits: Every student must earn a minimum of 6 credits

Prerequisite: None

Required for: Sports Medicine 20

**Course Fee: TBA**

Note: Some colleges such as SAIT may accept these courses as prerequisites for programs such as Kinesiology, Paramedics, Emergency Technician Nursing, and Massage Therapy. NCCP coaching certification

Course Content:

- Sports First Aid/CPR
- Basic Injury Management Skills
- Professional Conduct and Athletic Trainer Responsibilities
- Theory and Practical knowledge of Human Anatomy and Body Systems
- Risk Management (Emergency Actions Plans)
- Practical knowledge of nutrition for healthy and active living

CTS modules will include:

- HSS1010: Health Services Foundations
- HCS1050: Musculoskeletal System
- REC1020: Injury Management 1
- REC 1030: Technical Foundations for Injury Management
- HSS1020: Nutrition and Wellness
- HCS2020: First Aid/CPR with AED
- HCS1910: Project A

## **Sports Medicine 20**

Course Code: SOM20M Credits: every student must earn a minimum of 6 credit.

Prerequisite: Sports Medicine 10 Required for: Sports Medicine 35

**Course Fee: TBA**

Some colleges such as SAIT may accept these courses as prerequisites for programs such as Kinesiology, Paramedics, Emergency Technician Nursing, and Massage Therapy.

Course Content:

- Chronic and Acute Injury Management Skills
- Child First Aid and CPR
- Intermediate Athletic Trainer Responsibilities
- Theory and Practical knowledge of Human Physiology
- Sports Specific Injuries and Treatment
- Hands on Training and Experience with a Falcons' Athletic Team or Community Agency

CTS Modules will include:

- REC2010: Nutrition for Recreation Activities & Sport
- HCS3040: Child First Aid/CPR
- HCS2130: Chronic Conditions
- REC2020: Injury Management 2
- HCS2120: Pain and Pain Management
- REC2950: Rec Intermediate Practicum

## **Sports Medicine 30**

Course Code: SPM30M Credits: every student must earn a minimum of 5 credits

Prerequisite: Sports Medicine 20

**Course Fee: TBA**

Some colleges such as SAIT may accept these courses as prerequisites for programs such as Kinesiology, Paramedics, Emergency Technician Nursing, and Massage Therapy.

Course Content:

- Advancement in Human Anatomy Studies
- Sport Politics and Community Sport Development
- Senior Athletic Trainer Responsibilities

- Advanced theory and practical knowledge of human physiology
- Sports Specific Injury Treatment and Rehabilitation
- Continued Hands on Training and Experience with a Falcons or Community Athletic Team

CTS modules may include:

- REC3020: Injury Management 3
- REC3010: Human Movement
- HSS1100: Nature and Wellness
- HCS3020: First Responder 1
- HCS3150 Advances in Medical Technology
- REC3920: Rec Project E
- REC3950: REC Advanced Practicum

## **Sport Performance**

Course Content – Sports Performance students will apply basic training, movement and nutrition principles to health and performance related components of fitness. We will explore and assess the impact of mental fitness on optimal sport and demonstrate strategies to strengthen mental fitness. Students will also learn basic coaching skills that are common to all sports. This course is designed for the athletes involved in extra-curricular sporting activities both in the school and community.

### **Sport Performance 10**

Course Code: SPRT10M Credits: every student must earn a minimum of 6 credits

Prerequisite: None

Required for: Sport Performance 20

**Course Fee: TBA**

Skills/Competencies required being successful

- Incorporate theory into personalized program.
- Musculoskeletal system anatomy
- Initiate, reflect and assess goals on a continuous basis.
- Mental skills in a fitness and or sport environment
- Understanding the fundamentals of coaching

CTS modules will include:

- HSS1010: Health Services Foundations
- REC1040: Foundations for Training 1
- HCS1080: Cardiovascular System
- HCS1050: Musculoskeletal System
- REC1050: Sport Psychology 1
- REC1910: Project

## **Sport Performance 20**

Course Code: SPRT20M Credits: every student must earn a minimum of 6 credits

Prerequisite: Sport Performance 10

**Course Fee: TBA**

Skills/Competencies required being successful

- Incorporate theory into personalized program.
- Initiate, reflect and assess goals on a continuous basis.
- Mental skills in a fitness and or sport environment
- Understanding the advanced fundamentals of coaching
- Understanding the fundamentals of nutrition for athletic endeavors

CTS modules will include:

- REC2010: Nutrition for Rec. Activities and Sport
- REC2120: Coaching 1
- REC3120: Coaching 2
- REC2910: Project B
- REC2040: Foundations for Training 2
- REC2050: Sport Psychology 2

## **Sport Performance 30**

Course Code: SPRT30M Credits: every student must earn a minimum of 6 credits

Prerequisite: Sport Performance 20

**Course Fee: TBA**

Skills/Competencies required being successful

- Incorporate theory into personalized program.
- Initiate, reflect and assess goals on a continuous basis.
- Advanced sport psychology skills
- Understanding of the impacts of sport and athletics on society
- Understanding the fundamentals of officiating

CTS modules will include:

- REC3010: Human Movement
- REC3040: Training and Conditioning
- REC3050: Sport Psychology 3
- REC3910: Project B
- REC3140: Sport and Society
- REC3130: Officiating

## Medical Sciences

These courses support interest in careers in the Health Services fields such as nursing, paramedics, medicine, and EMT. They also support higher level anatomy, kinesiology, and biological sciences.

### **Medical Sciences 10**

Course Code: CHM10M

Credits: every student must earn a minimum of 6 credits

Prerequisite: None

Required for – Medical Sciences 20

Note: Some colleagues such as SAIT may accept these courses as prerequisites for programs such as Kinesiology, Paramedics, Emergency Technician Nursing, and Massage Therapy.

Course Content:

- Students acquire basic knowledge of the dimensions of wellbeing including issues around adolescent health.
- Students learn the basic of first aid through hands-on simulations.
- Anatomy, physiology and pathology of the body systems are explored.
- Research and presentation skills are enhanced.

CTS modules that will be offered in this course:

- HSS1010: Health Services Foundations
- HCS1070: Respiratory System
- HCS1080: Cardiovascular System
- HCS1100: Infection & Immunity 1
- CCS1030: Caring for Body Systems 1
- HCS1910 Project A

## **Medical Sciences 20**

Course Code: CHM20M

Credits: every student must earn a minimum of 6 credits

Prerequisite – Medical Sciences 10

Required for – Medical Sciences 30

Course Content:

- Advanced Human Anatomy, physiology and pathology
- Human growth and development of infants and children
- Advanced study of urinary, nervous, and digestive systems

CTS modules that will be included in this course:

- HCS1060: Digestive System
- HCS2050: Nervous System & Senses
- CCS2030: Caring for Body Systems 2
- CCS2040: Integrative Health
- HCS1110 : Infection & Immunity 2
- HCS2070: Urinary System

## **Medical Sciences 30**

Course Code: CMH30M

Credits: every student must earn a minimum of 6 credits

Prerequisite: Medical Sciences 20

Course Content:

- Genetic and congenital conditions are researched
- Brain/ Body connections and development

- Complimentary therapies such as massage, reflexology, yoga, aromatherapy, and acupuncture are explored in a practical hands-on approach
- Building relationships with special needs students is a focus of this course, including organizing a Track Meet

CTS modules that will be included in this course:

- HCS3060: Pregnancy, birth and infant care
- HSS3020: Mental Health & Wellness
- HCS3150: Advances in medical technology .
- CCS3060: Supporting Persons with Disabilities 1
- HCS2100: Infection and Immunity 3
- HCS2060: Endocrine System

## Mechanics

The CTS mechanics strand offers students hands-on experience, knowledge and skills related to the design and maintenance of transportation vehicles and the impact they have on the environment and the economy.

### **Mechanics 20**

Course Code: MEC20M

Credits: every student must earn a minimum of 5 credits

Prerequisite: TMT02M (Robotics/Mechanics)

Required for: Mechanics 30 Level

**Course Fee: TBA**

CTS modules included in these courses:

- |   |  |
|---|--|
| • MEC1090 Electrical Fundamentals         | • MEC2040 Fuel and Exhaust Systems     |
| • MEC2090 Electrical Components           | • MEC2050 Alternate Fuel Systems       |
| • MEC2100 Power Assist Accessories        | • MEC2060 Ignition Systems             |
| • MEC2110 Braking System                  | • MEC2130 Power Trains                 |
| • MEC2120 Hydraulic Accessories           | • MEC2140 Transmissions and Transaxles |
| • MEC2020 Vehicle Maintenance             | • MEC2150 Suspension Systems           |
| • MEC2030 Lubrication and Cooling Systems |  |

## **Mechanics 30**

Course Code: MEC30M

Credits: every student must earn a minimum of 5 credits

Prerequisite – Mechanics 20

**Course Fee: TBA**

Students usually complete 1 or more of the following bundles of courses (CTS modules):

- MEC3010 Buying and selling vehicles
- MEC3020 Vehicle value appraisal
- MEC3030 Engine Diagnosis
- MEC3040 Engine Tune-up
- MEC3050 Engine Replacement
- MEC3060 Engine Reconditioning 1
- MEC3070 Engine Reconditioning 2
- MEC 3090 Computer Management Systems
- MEC 2160 Steering Systems
- MEC3150 Wheel Alignment
- MEC 3140 Drive Train Repair
- MEC2070 Emission Cont

## **Building Trades**

The CTS mechanics strand offers students hands-on experience, knowledge and skills related to the building of houses, including construction, electrical and plumbing

## **Introduction to Electrical Systems 20**

Course Code: ELECT20

Credits: minimum of 5-6 credits

Prerequisite: TMT02M (Robotics/Mechanics)

Required for: n/a

**Course Fee: TBA**

CTS modules included in these courses:

- CON1070 – Building Construction
- CON2070 – Electrical Systems
- ELT1010 – Electro Assembly 1
- ELT1030 – Conversion & Distribution
- ELT2030 – Branch Circuit Wiring
- ELT1110 – Security Systems

Course content: This CTS cluster is an introduction to the electrical trade. This course will involve modules involved in the building trades as experience by a Journeyman Electrician. This class will focus on the fundamental knowledge and skills necessary to be successful in the electrical trade. Students will develop knowledge and skills in the correct use of tools, machines, safety and shop culture. This course will provide students with the knowledge, skills, and attitudes for employment or further education. This course will engage students in learning opportunities to discover their interests in practical and purposeful ways.

## **Robotics 20/30**

Course Code: ROBOT20

Credits: minimum of 5-6 credits

Prerequisite: TMT02M (Robotics/Mechanics)

Required for: n/a

**Course Fee: TBA**

In this course students will have the opportunity to fabricate printed circuit boards, control mobile robots, use sensors to enhance robotics systems and apply the skills developed to complete one or more integrated projects. Students will build on previously developed fabricating and servicing techniques to construct and test direct control robot systems.

CTS modules included in these courses:

- ELT 1140 - Robotics Applications
- ELT 2010 - Electro-Assembly 2
- ELT 2140 - Robotics 2
- ELT 2160 - Robotics Sensors 1
- ELT 2170 - Robotics Sensors 2ELT 2910 – Project B

\*Individual project materials are the responsibility of the student

## **Introduction to Mechanical Systems 20**

Course Code: PLUMB20

Credits: minimum of 5-6 credits

Prerequisite: TMT02M (Robotics/Mechanics)

Required for: n/a

**Course Fee: TBA**

Course content: This CTS cluster is an introduction to the HVAC/Plumbing/Pipefitting trades. This course will involve modules involved in the building trades as experience by a Journeyman. This class will focus on the fundamental knowledge and skills necessary to be successful in the mechanical systems trades. Students will develop knowledge and skills in the correct use of tools, machines, safety and shop culture. This course will provide students with the knowledge, skills, and attitudes for employment or further education. This course will engage students in learning opportunities to discover their interests in practical and purposeful ways.

CTS modules included in these courses:

- CON2080 – Plumbing
- CON2090 Climate Control
- FAB1090 Sheet Fab 1
- FAB2090 – Sheet Fab 2
- FAB2170 – Pipefitting
- Project Module

## **Trades Manufacturing and Technology**

Credits: 6

Prerequisite: None

Required for: Any of the 20 level TMT strands (Construction/Welding or Mechanis/Robotics)

**Course Fee: TBA**

## **TMT01M – Construction & Welding**

### **Course content:**

This CTS cluster is an introduction to the trade shops at F.C.H.S. This course will involve classes in the fabrication (welding) and construction. This class will focus on the fundamental skills necessary to be successful in the trades programs. Students will develop knowledge and skills in the correct use of tools, machines, safety and shop culture.

This course will provide students with the knowledge, skills, and attitudes for employment or further education. This course will engage students in learning opportunities to discover their interests in practical and purposeful ways.

- CON 1010 Basic Tools and Materials
- CON 1130 Solid Stock Construction
- CON 1140 Turning Operations or CON 1910 Project A ( Depending on student choice/ project)
- FAB 1010 Fabrication Tools and Materials
- FAB1048 Semi-automated / Automated Welding
- FAB1050 Basic Electrical Welding
- ELT 2160 - Robotics Sensors 1
- ELT 2170 - Robotics Sensors 2ELT 2910 – Project B

## **TMT02M – Mechanics & Robotics**

### **Course content:**

This CTS cluster is an introduction to the electrical and automotive shops at FCHS. This course is designed to increase a student's familiarity with automotive maintenance, tool use and robotics systems. Students will learn to program Arduino's, prototype direct control robotics systems, work with hand tools, perform safety inspections on vehicles and develop an understanding of basic circuits, motors and forms of alternate energy.

This course will prepare students for a successful transition into higher level Automotive and Robotics coursework and future employment by emphasizing the knowledge, skills and attitudes required. In addition, this course will engage students in learning opportunities to discover their interests in practical and purposeful ways.

- MEC1010 Modes of Mechanisms
- MEC1015 Mechanics Tools and Materials
- MEC 1020 Vehicle Service and Care
- ELT 1010 Electro Assembly 1
- ELT 1130 Robotics 1
- ELT 1910 Robotics Project A

# Modern Languages

## French

**Students who do not have the required prerequisite course may be able to take a FRENCH PLACEMENT EXAM for advanced standing in a course.**

Students must contact the French teacher to arrange a placement exam prior to June 30<sup>th</sup> or immediately upon registration. In all courses, students will spend time learning to read, write, speak and listen to French through a variety of games, movies, music, projects and other learning activities.

### **French 10-3Y**

Course code: FSL1093 Credits: 5

Prerequisite: None

This is an introductory course in French as a Second Language designed for students who have never taken a course in French, or for those who took French in elementary but not in Junior High.

Course Content:

This BEGINNING course involves the study of the following thematic units: School (L'école), Food (L'alimentation), Clothing (Les vêtements), Holidays and Celebrations (Les fêtes et les célébrations), Weather (La météo) and People Around Us (Les gens autour de nous).

## **French 20-3Y**

Course code: FSL2093 Credits: 5

Prerequisite: French 10 or teacher recommendation

Required for: French 30

Course Content:

This INTERMEDIATE course involves the study of the following thematic units: The Train Station and The Airport (l'aéroport et la gare), Sports (les sports), Summer and Winter Activities (l'été et l'hiver), My Daily Routine (Ma Routine Quotidienne), Health and Medicine (La Santé et la médecine).

## **French 30-3Y**

Course code: FSL3093 Credits: 5

Prerequisite: French 20 or teacher recommendation

Course Content:

This INTERMEDIATE/ADVANCED course involves the study of the following thematic units: World of work (Le monde du travail), Role of the Media (Le rôle du media), Trips, excursions and exchanges (Les voyages, les excursions et les échanges), Money (L'argent) and Conservation and the Environment (La conversation et L'environnement).

# Spanish

## **Spanish 10 (Spanish Language and Culture 10- 3Y)**

Course code: SPN1345 Credits: 5

Prerequisite: None

Required for: Spanish 20

**workbook fee: TBA**

This introductory Spanish course is designed for those students with little or no previous exposure to Spanish. The learning begins the development of verbal, written, and reading skills. An appreciation of and activities related to culture and countries associated with the language are included. The themes of this course are hobbies and pastimes (sports), describing self, others, family and friends, classroom vocabulary, locations in and courses taken at school, entertainment, food, clothing, and celebrations.

## **Spanish 20 (Spanish Language and Culture 20- 3Y)**

Course code: SPN2345 Credits: 5

Prerequisite: Spanish 10

Required for: Spanish 30

**workbook fee: TBA**

This intermediate course evolves from beginner knowledge of the present tense and daily activities. In Spanish 20 we focus on more complex grammar, including the past and future. The students improve their reading and writing skills in order to be able to communicate about past, present, and future events. Units of study are:

- Travelling by airplane and train
- Shopping
- Ordering food
- Giving directions
- Talking about summer and winter sports
- Going to a doctor

## **Spanish 30 (Spanish Language and Culture 30- 3Y)**

Course code: SPN3345 Credits: 5

Prerequisite: Spanish 20

**workbook fee: TBA**

This intermediate/advanced course involves more in-depth study of complex grammatical concepts: past, imperfect, subjunctive, and conditional tenses. The students grow their vocabulary base in order to communicate in the following thematic units:

- Technology and the environment
- Health and body
- Getting around a city
- Having fun at amusement parks, zoos, and circuses
- Shopping for food and clothing
- Home, family, and lifestyle

# Other Options

## **Psychology & Sociology 30**

Course Codes: SSN30M Credits: 6

Prerequisite: None (restricted to grade 11 and 12 students)

**Course Fee: TBA**

This course provides an opportunity to deepen understanding of human behavior and appreciate more fully the reasons as to why individuals and groups act in the way that they do. From this study, it is hoped that learners develop skills and attitudes to live more effectively in today's complex world.

Course content:

This course explores the disciplines of Psychology and Sociology, through the lens of issues that are appealing and engaging to adolescents. Learners will gain knowledge through looking at how individuals develop their personalities and offer reasoning as to why they behave in certain ways. There will be discovery as to the effects of both individual factors, on our actions, and how we are affected by others socially.

Themes:

- Sociology and the Individual: Personal Action and Community Connections
- Applied Sociology: Adolescent Crime, Youth Rebellion, Protests
- Sociology and the Individual: Personal Action and Community Connections
- Changes in Culture: Influences and Social Movements
- Psychology: research to support increasing knowledge in individual issues of Personality Development, Behavior, Intelligence, Heredity, Mental Health

**This course is recognized at the 30 level for high school graduation.**

## **Forensics and Law 25**

Course Codes: LDC2754

Credits: every student will be expected to complete 6 credits

Prerequisite: Science 10 or Science 14

**Course Fee: TBA**

Course Content:

Learning in this course will start with acquiring knowledge of basic scientific concepts, which will then be applied to realistic scenarios related to law. Students will engage in hands-on forensic laboratory activities, internet research and case study examples and an introductory level. This course offers students the opportunity to learn basic and practical information about the law, the ways in which it impacts daily life, and how students can participate in its evolution.

### **Forensics Areas of Study**

- Introduction to Forensic Science
  - Police Note Taking
- Questioned Document Analysis
- Blood Spatter Analysis
- Fingerprint Analysis
- Glass Fragment Analysis
- Hair and Fibre Analysis
- Bullet Striation Analysis

**LGS3080 Criminal Law:** Students examine the criminal justice system, including the criminal process and the roles and responsibilities of the participants. Students also explore challenging issues and law-related careers.

**LGS3040 Negligence:** Students explore the legal meaning of negligence and legal actions related to negligence.

**LGS3910 Project Module:** Students Develop project and design and management skills to extend and enhance competencies and skills in other Career and Technology (CTS) courses through contexts that are personally relevant.

## **Forensics and Law 35**

Course Codes: LDC3754

Credits: every student will be expected to complete 6 credits

Prerequisite: Forensics and Law 25 (LDC2754)

**Course Fee: TBA**

Course Content:

Learning in this course will start with extending knowledge of basic scientific concepts, which will again be applied to realistic scenarios related to law. Students will engage in hands-on forensic laboratory activities, internet research and case study examples at a more advanced level. This course offers students the opportunity to learn basic and practical information about the law, the ways in which it impacts daily life, and how students can participate in its evolution.

### **Forensics Areas of Study**

- Blood Detection and Analysis
- Fire Debris Analysis
- Drug Testing Analysis
- Bite Mark Analysis
- Forensic Entomology
- Footprint Analysis
- DNA Analysis
- Gunshot Residue Analysis

**LGS3070 Landmark Decisions:** Students analyze in detail landmark decisions and their influence on society.

**LGS3060 Controversy and Change:** Students explore how controversial issues evoke responses that may bring about changes in the law and describe a wide variety of strategies that may be used for changing the law.

**LGS3920 Project Module:** Students Develop project and design and management skills to extend and enhance competencies and skills in other Career and Technology (CTS) courses through contexts that are personally relevant.

# Bow Valley College Dual Credit Courses

Each of these courses will have a HUB Block for attendance to work on the Bow Valley Course. Upon successful completion of the college course , the students will receive the corresponding modules. Students must be self-motivated and self-directed to be able to handle the college-level expectations and curriculum. **FEE: \$100 (includes textbook)**

Each course is aligned to 5 CTS credits unless noted.

Check BVC Web site for further pathway information and transferability.

<https://bowvalleycollege.ca/programs-and-courses.html>

Course	BVC Pathway
<p><b>MGMT1101 Introduction to Management</b>            This course will introduce students to the principles of management and leadership. Students will review the major managerial processes of planning, organizing, controlling, and leading. The course will also examine the role of a manager as the decision-maker responsible for the attainment of strategic goals and objectives of the organization.</p>	<p><b>Business Administration Certificate</b>  <b>Human Resources Certificate</b>  <b>Events Management Certificate</b>  <b>Business Administration Diploma</b></p>
<p><b>MGMT 1601 Business Law</b>            This course focuses on statutory and contractual laws that affect the operation of a business enterprise. Specific topics include: contracts, torts, bailment, insurance, agency, employment, land transfers, tenancy, mortgage, partnership, and corporate law.</p>	<p><b>Business Administration Certificate</b>  <b>Business Administration Diploma</b>  <b>Human Resources Certificate</b></p>
<p><b>MGMT 1101 Introduction to Marketing</b>            This course introduces various marketing concepts and practices. Topics include: market research, consumer motivation, buyer behavior</p>	<p><b>Business Administration Certificate</b>  <b>Human Resources Certificate</b>  <b>Events Management Certificate</b>  <b>Business Administration Diploma</b></p>

patterns, the industrial market, product planning and development, distribution channels, the price system, personal selling, and advertising.	
<p><b>MGMT 2901 Introduction to Entrepreneurship</b>  This course explores the field of entrepreneurship and small business in Canada. Students will develop their critical thinking skills, ability to analyze varying business situations and opportunities, and develop business proposals and plans.</p>	<b>General Business Major -Year 2</b>
<p><b>TOUR 2101 Introduction to Global Tourism</b>  This course defines the tourism industry and how all industry groups' work together to meet the needs and expectations of the visitor. The course will focus on the impact and contributions to the economy by the tourism industry.</p>	<b>Events Management Certificate  Global Tourism Major Year 2</b>
<p><b>HUCL 1401 Medical Terminology I</b>  This course offers instruction in the language of medical terminology and teaches how to read and interpret commonly used medical terms, symbols, and abbreviations. Topics include rules, prefixes, suffixes, roots, combining forms, and basic introduction to body systems.</p>	<b>Medical Office Assistant Certificate  Hospital Unit Clerk Certificate  Veterinary Office Assistant Certificate  Dental Business Assistant Certificate</b>
<p><b>ANAT1101 Anatomy &amp; Physiology (NOTE - 10 CTS credits)</b>  This course focuses on an introduction to the typical structure and function of the human body according to a body system approach; preparing graduates for the health care environment with a unique body of knowledge, combining both arts and science.  Unlike traditional Anatomy and Physiology courses which follow a sequence of starting with cells and ending with reproduction, this course is designed to cover topics essential to clinical nursing twice within the course. The first half of the course will cover the basics of all 11 body systems from a basic, nursing perspective. The second half of the course will be a review of those same basics from the first half of the course, and then building on those fundamentals to deal with more clinically advanced and complex topics. This design ensures that anatomy and physiology concepts essential to the nurse will be emphasized and repeated during the course.</p>	<b>Practical Nurse</b>

<p><b>COMM1101 - Interpersonal Relationships and Communication Skills</b></p> <p>Learners develop strategies necessary for effective and accurate communication in relationships with others, within a variety of contexts. They explore theories and concepts of interpersonal communication and reflect on their own values, beliefs, attitudes, and experiences. Emphasis is placed on self-awareness, cultural diversity in communication, and conflict management. In addition, it focuses on the development of personal strengths and self-awareness that contribute to the development of communication skills and positive relationships.</p>	<p><b>Justice Studies Diploma</b>  <b>Addiction Studies</b>  <b>Early Learning &amp; Child Care</b>  <b>Practical Nurse</b>  <b>Recreation Therapy Aide</b>  <b>Educational Assistant</b>  <b>Pharmacy Technician</b></p>
<p><b>JUST1101 - Introduction to the Criminal Justice System</b></p> <p>This course is an overview of Canada's Criminal Justice System. The structure and jurisdictions of the three levels of government involved are examined, together with the development, role and functions of the police as well as other agencies and practices: the courts, sentencing philosophies, correctional institutions, community corrections, and alternative sanctions. Also considered are discretion, decision points, and limitations of authority in the justice system.</p>	<p><b>Justice Studies Diploma</b></p>

# ESFCHS/AHSFA Post-Secondary Planning Resources

**Myblueprint:** Myblueprint is a comprehensive educational, financial, and life planning tool that all our students have access to. If they haven't created an account, just use the word: foothills as an activation key. You will need your child's 9-digit Alberta Education Number to ensure that their Maplewood data is transferred!

**Alberta Learning Information Service (ALIS):** ALIS is the provincial gateway for career, learning and employment information and services in Alberta. The site is provided through a provincial government partnership of Alberta Employment, Immigration and Industry, Alberta Education, and Alberta Advanced Education and Technology. (Please note that ALIS is pronounced "Alice").

The ALIS website provides information to help Albertans with career planning, post-secondary education and training, educational funding, job search, labour market trends, and workplace issues. See: [www.alis.gov.ab.ca](http://www.alis.gov.ab.ca)

## Career Planning / Selection:

**CAREERinsite:** <http://www.alis.gov.ab.ca/careerinsite/home.asp>

This introduction to the career planning process links you to relevant information on the ALIS website. It also refers you to more resources to help you get where you want to go.

**OCCinfo:** <http://www.alis.gov.ab.ca/occinfo/>

Check out over 500 occupations and get all the details, from duties, working conditions, salaries and advancement opportunities to personal characteristics and educational qualifications.

## Post-Secondary:

**Myblueprint:** <http://www.myblueprint.ca/>

Myblueprint has a post-secondary planner that will tell each student whether or not the prerequisites for each program have been met! It will also bring you to the application website for each university and college.

**Tradesecrets:** <http://www.tradesecrets.gov.ab.ca/>

Alberta Apprenticeship and Industry Training site for those looking for a career in the skilled trades. Industries that rely on apprenticeship training - including construction, transportation, manufacturing and services - have been growing and need new workers. These jobs are highly skilled and pay well. Governments have responded to this need for skilled people and have invested more in the apprenticeship system. This means new facilities and equipment and more classes. Tradesecrets is the site with up-to-date and complete Alberta information.

**Alberta Post-Secondary Events & Timelines:** [www.elaa.ab.ca](http://www.elaa.ab.ca)

The Educational Liaison Association of Alberta (ELAA) provides information from most post-secondary institutions in Alberta, colleges (private and public), universities, university colleges and technical institutes.

**AUCC-Association of Universities and Colleges of Canada – Schools and Programs of Study:**  
[http://www.aucc.ca/can\\_uni/index\\_e.html](http://www.aucc.ca/can_uni/index_e.html)

Once a student decides what to study, the site locates applicable programs at Canadian universities by name or by province.

**CanLearn Interactive:** [www.canlearn.ca](http://www.canlearn.ca)

Discover information and interactive planning tools to explore learning and educational opportunities, research occupations, develop learning strategies and create financial plans to achieve goals.

**Campus Starter:** [www.campusstarter.com](http://www.campusstarter.com)

A Canadian magazine for students planning post-secondary education. Discover columns, feature articles, contests and experts who can answer questions.

**School Finder:** [www.schoolfinder.com](http://www.schoolfinder.com)

An interactive site providing students and parents with information on colleges, universities, finances and careers.

**Student Finances – Scholarships, Bursaries, Awards, Grants & Loans:**

**School homepage:** <http://fchs.fsd38.ab.ca/find-scholarships/>

We keep an updated scholarship chart with eligibility criteria, application links and deadlines. Check it out monthly!

**ALIS Students Finance:** <http://www.alis.gov.ab.ca/studentsfinance/main.asp>

This site has information and resources to help you finance post-secondary education. Get useful information on budgeting, loans, grants, and bursaries. Financial assistance can be applied for online.

**EDULINX Canada:** [www.edulinx.ca](http://www.edulinx.ca)

As a student loan provider, this website provides information to help students make decisions about education financing.

**Scholarships Canada:** [www.scholarshipscanada.com](http://www.scholarshipscanada.com)

This website provides a searchable database that contains scholarship information on colleges, universities, finances and careers.

**Student Awards:** [www.studentawards.com](http://www.studentawards.com)

A database of scholarships, bursaries, grants, fellowships and a search engine that matches student profiles with suitable awards

## ALEXANDER RUTHERFORD SCHOLARSHIPS

**Over 30% of our graduates receive Alexander Rutherford Scholarships. Successful performance in each grade can lead to monetary rewards!**

The Alexander Rutherford Scholarship for High School Achievement recognizes and rewards exceptional achievement at the High School level and encourages students to continue their studies. The scholarships are based on scholastic achievement in grades 10, 11 & 12. Students can earn up to \$2,500 for high learning performance throughout high school.

To be considered an Alberta resident for scholarship purposes, the applicant must be a Canadian citizen or landed immigrant of Canada, and either their parents live in Alberta or Alberta is the last place the applicant spent one year outside of school. This definition is common for most of the scholarships.

### NOTES for RUTHERFORD SCHOLARSHIP

- French and Français are not the same course and are not interchangeable.
- Driver Education, Work Experience and Special Projects cannot be used when calculating a student's academic average.
- Eligibility is restricted to grades taken while a resident of Alberta.
- Averages are not rounded up for scholarship purposes.
- Regarding CALM, this course can be taken in any grade, but the final mark will be calculated for Grade 11.
- **Career Technology Studies Courses** Three one-credit courses can be combined and used as one of the other courses at the Grade 10 and Grade 11 level. To be combined, all courses must be from the same level. (Introductory or Intermediate) Courses from different streams or subject areas can be combined i.e. computer courses with welding courses. Courses from advanced modules cannot be used.

Applications are now done online the STS system through Student Aid Alberta:

<https://ads.siams.alberta.ca/ads/lis/?wa=wsignin1.0&wtrealm=https%3a%2f%2fads2.iae.alberta.ca%2fSFS2R2.Web.UI.Learner%2f&wctx=rm%3d0%26id%3dpassive%26ru%3d%252fSFS2R2.Web.UI.Learner%252f&wct=2016-04-11T21%3a00%3a11Z>

## ALEXANDER RUTHERFORD SCHOLARSHIP ELIGIBLE COURSES

### Grade 10

**Average of 75.0-79.9% in 5 subjects - \$300**

**Average of 80.0% or higher in 5 subjects - \$400**

One of:

- English 10-1, 10-2, Français 10, 10-2, or 13, and

Two of the following:

- Mathematics 10C
- Science 10
- Social Studies 10-1 or 10-2
- A language other than the one used above at the Grade 10 level, and
- Any two other subjects at the Grade 10 level including those listed above and combined Introductory Career Technology Studies courses.

### Grade 11

**Average of 75.0-79.9% in 5 subjects - \$500**

**Average of 80.0% or higher in 5 subjects - \$800**

One of:

- English 20-1, 20-2, Français 20, 20-2, or 23, and

Two of the following:

- Mathematics 20-1 or 20-2
- Science 20
- Biology 20
- Chemistry 20
- Physics 20
- Social Studies 20-1, or 20-2
- A language other than the one used above at the Grade 11 level, and
- Any two other subjects at the Grade 11 level including those listed above and combined Intermediate Career Technology Studies courses.

### Grade 12

**Average of 75.0-79.9% in 5 subjects - \$700**

**Average of 80.0% or higher in 5 subjects - \$1,300**

One of:

- English 30-1, 30-2, Français 30, or 30-2

Four of the following:

- Mathematics 30-1 or 30-2
- Mathematics 31
- Science 30
- Biology 30
- Chemistry 30
- Physics 30
- Social Studies 30-1 or 30-2 or
- A language other than the one used above at the Grade 12 level