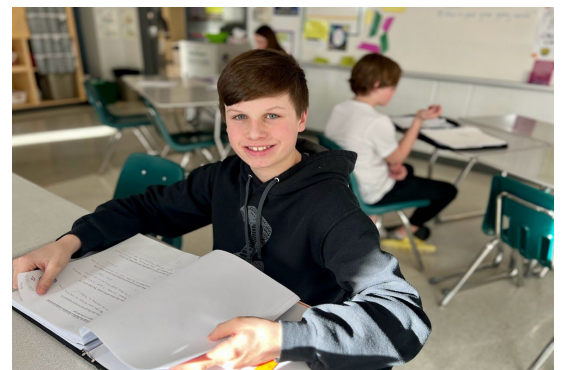


WM. E. HAY  
STETTLER  
SECONDARY  
CAMPUS

COURSE  
GUIDE



IGNITE YOUR FLAME



2024-2025

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## **COURSE SELECTION**

It is the responsibility of all students to select the courses which will best meet their educational needs and will enable them to meet the graduation requirements of Wm. E. Hay Stettler Secondary Campus and Clearview School Division.

## **PARENTS WHO WISH ADDITIONAL INFORMATION AND ASSISTANCE WITH EDUCATIONAL PLANNING AND COURSE SELECTION ARE ENCOURAGED TO CONTACT OUR STUDENT SERVICES PERSONNEL AND ARRANGE FOR A MEETING (403-742-3466).**

Please remember that our teachers can also provide advice regarding course selections in their subject fields.

## **COURSE AVAILABILITY**

It is very important that students complete their course selection choices promptly, meet with their teacher advisors or student services personnel, and make use of the information available to help them make wise choices. Student course selections determine, to a great extent, how many sections of a course are provided, or if the course is offered at all. Some option courses may be filled before the scheduling process is completed, with the result that some students may not be scheduled. Therefore, it is important that students have alternative courses planned. Students will be computer - scheduled. Teachers may not be requested and order or semester of classes is not guaranteed. Students will not be able to select courses unless they are a current registered student in our school and School Division. Any new students to our school and Clearview will have to fill out a Clearview Registration Form completely with the necessary supporting documents before any courses can be selected. Student registration and course selections will be done on-line using our Student Information System (PowerSchool). Therefore, all students and parents/guardians will need to have a PowerSchool student login in order to register on-line.

## **CLASS SCHEDULE CHANGES**

Requests to change a class after student timetables have been created may be considered or denied on the basis of availability of other courses, class balance and sizes, educational reasons for the change, and potential disruption of the student's schedule. Any changes in a student timetable must be made by our student services personnel or a school administrator. Few timetable changes will be made during the school year. Any course dropped after the mid-term grades of a semester may still be reported on a student's transcript.

## **SCHOOL DAY**

A normal school day for students in grades 7 - 11 (Full Time Student) is five class periods, including Teacher Advisor. A normal school day for a grade 12 student will depend on their course load. Grade 12 students may have up to **four free periods (spares) in the year out of eight periods if they are in good standing and on track to graduate. Please note that this does not include Work Experience.**

Students enrolling in the Work Experience Program, Registered Apprenticeship Program, Green Certificate or concurrent ADLC courses should refer to the course descriptions or check with our Student Services personnel regarding the minimum and maximum combination of regular and Off Campus Education credits they may be allowed to take.

**Note: Programs without significant registration will not be offered.**

## CREDITS

Currently in Alberta each high school course is assigned a credit value based on the number of hours of instruction (Carnegie Unit). One credit represents 25 hours of instruction. Most courses have a 5 credit value (e.g. Social Studies 20-1), but some are courses combined to make a credit value of 6 credits (e.g. General Psychology 20/Personal Psychology 20). You must get at least 50% in a course to earn your credits. Single credits will also be awarded for completed courses in Career and Technology Studies.

Note: Grade 10 students may, with permission and parent consent, take a grade 11 course in their second semester provided that they have the proper prerequisite with a passing grade and there is room in the class without taking away a seat from a grade 11 student.

Grade 11 students may, with permission, take a grade 12-diploma course provided that they have the proper pre-requisite with a passing grade and there is room in the class without taking away a seat from a grade 12 student.

## CREDIT LOAD

Grade 10 students are expected to carry a full school program – (8/8 blocks-no spares).

Grade 10 should be viewed as an exploratory year. There are many options available for you to fill your timetables.

Grade 11 students are expected to be timetabled in a minimum 7 out of 8 blocks.

**NOTE: For Grade 11 and 12 students, Theatre Arts, Band, RAP and Green Certificate courses could count as part of the regular school program.**

Grade 12 students are expected to be timetabled in 4 out of 8 blocks.

**NOTE: Special Projects are not included except in special circumstances with administration approval.**

## ACHIEVEMENT EXAMS

Grade 9 students will write achievement exams in Social Studies, Language Arts, Mathematics and Science at the end of the semester.

## DIPLOMA EXAMS

Diploma exams are written in the following courses:

- English 30-1 and 30-2
- Social Studies 30-1 and 30-2
- Mathematics 30-1 and Math 30-2
- Biology 30
- Chemistry 30
- Physics 30
- Science 30

## MARKS

As of September 1, 2015 diploma exam weighting shifted from a 50/50 weighting to a 30/70 weighting where school-awarded grades will be worth 70 per cent. For courses in which you write diploma exams, your transcript will show the **school awarded mark**, the **diploma exam mark**, and a **final blended mark**. Post-Secondary institutions may consider the **final blended mark** for entrance purposes. In order to change the result of a mark, students have the option of requesting a rescore of their exam (note: a rescore mark will be the final mark for that examination) or rewriting the exam at a later date. **Students re-writing exams must pay the non-refundable registration fee of \$26.25 (GST included) and register themselves to write the diploma exam. Students use their myPass account at myPass.alberta.ca to register for the diploma exam BEFORE REGISTRATION DEADLINE**

*For 30-level diploma courses, the final course mark consists of a blend of the school-awarded mark (70%) and the diploma examination mark (30%)*

*The Student Self-Service Website (myPass) is available for students to self-manage high school information and results. Students should complete self-service sign-up over the internet or through in-person sign-up at the school or Alberta Learning @ <https://public.education.alberta.ca/PAS/myPass>*

# Learn about Diploma and Certificate of High School Achievement Requirements

Most students go beyond the minimum diploma or certificate requirements listed below because they want to take advantage of the many choices available in high school or to meet post-secondary entrance requirements. If you are undecided about the path you might take after high school, you are like many students. You will discover your talents and interests while working toward your Diploma or Certificate of High School Achievement.

Learn more | visit: [Alberta Education's Guide to Education](#)

ALBERTA HIGH SCHOOL DIPLOMA MINIMUM REQUIREMENTS	100 CREDITS	ALBERTA CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT MINIMUM REQUIREMENTS	80 CREDITS
<p>Earn a minimum of 100 credits. Successfully complete the following courses:</p> <ul style="list-style-type: none"> <li>▪ English 30-1 or 30-2*; <b>AND</b></li> <li>▪ Social 30-1 or 30-2*; <b>AND</b></li> <li>▪ Math 20-1 or 20-2 or 20-3; <b>AND</b></li> <li>▪ Science 20 or Science 24 or Biology 20 or Chemistry 20 or Physics 20 or Science 14 and 10; <b>AND</b></li> <li>▪ Physical Education (PE) 10; <b>AND</b></li> <li>▪ Career and Life Management (CALM); <b>AND</b></li> </ul>		<p>Earn a minimum of 80 credits. Successfully complete the following courses:</p> <ul style="list-style-type: none"> <li>▪ English 20-2 or Knowledge &amp; Employability (K&amp;E) English 30-4; <b>AND</b></li> <li>▪ Math 10-3 or K&amp;E Math 20-4; <b>AND</b></li> <li>▪ Science 14 or K&amp;E Science 20-4; <b>AND</b></li> <li>▪ Social 10-2 or K&amp;E Social 20-4; <b>AND</b></li> <li>▪ Physical Education 10; <b>AND</b></li> <li>▪ Career and Life Management (CALM); <b>AND</b></li> </ul>	
<p><b>Earn 10 credits, in any combination:</b></p> <ul style="list-style-type: none"> <li>▪ Career and Technology Studies (CTS) courses</li> <li>▪ Fine and Performing Arts courses</li> <li>▪ Second Languages* courses</li> <li>▪ Physical Education 20 and/or 30</li> <li>▪ Knowledge &amp; Employability (K&amp;E) courses</li> <li>▪ Registered Apprenticeship Program (RAP) courses</li> <li>▪ Locally Developed and Authorized courses in CTS, fine arts, second languages or K&amp;E occupational courses <b>AND</b></li> </ul>		<p><b>Earn 5 credits in:</b></p> <ul style="list-style-type: none"> <li>▪ 30-level K&amp;E occupational course, or</li> <li>▪ 30-level Career and Technology Studies (CTS), [Advanced level-3000 series] or</li> <li>▪ 30-level Locally Developed and Authorized course with an occupational focus</li> </ul> <p><b>AND</b></p> <p><b>Earn 5 credits in:</b></p> <ul style="list-style-type: none"> <li>▪ 30-level K&amp;E Workplace Practicum course, or</li> <li>▪ 30-level Work Experience course, or</li> <li>▪ 30-level Green Certificate Specialization course</li> <li>▪ Special Projects 30</li> </ul>	
<p><b>Earn 10 more credits, in any 30-level course</b> (in addition to English 30-1 or 30-2 and Social 30-1 or 30-2) from:</p> <ul style="list-style-type: none"> <li>▪ 30-level Math, Science, Fine Arts, Second Languages, or PE</li> <li>▪ Advanced Level (3000 series) CTS courses</li> <li>▪ 30-level Locally Developed and Authorized courses</li> <li>▪ 30-level Work Experience courses</li> <li>▪ 30-level Registered Apprenticeship Program (RAP) courses</li> <li>▪ 30-level K&amp;E courses</li> <li>▪ 30-level Green Certificate courses</li> </ul>		<p><b>OR instead of the 10 credits in the section immediately above</b></p> <p><b>Earn 5 credits in:</b></p> <ul style="list-style-type: none"> <li>▪ 30-level Registered Apprenticeship Program (RAP) course</li> </ul>	
<p><b>*IMPORTANT:</b> You are encouraged to explore many options in high school; be sure to gain the prerequisites to complete the 10 credits in 30-level courses other than English and Social.</p> <p><b>Provincial diploma exams are required for:</b> English 30-1 &amp; 30-2; French Language Arts 30-1; Social 30-1 &amp; 30-2; Math 30-1 &amp; 30-2 (in English or French); Science 30, Biology 30, Chemistry 30, and Physics 30. Final marks in these courses are a blend of school marks and the Diploma Exam marks (your Diploma Exam is worth 30%; your school mark is worth 70%).</p>		<p><b>IMPORTANT:</b></p> <p>A Certificate of Achievement is NOT a high school diploma. K&amp;E courses align with other courses to maximize opportunities for your success, to support your completion of high school, and to easily allow you to transfer to other courses. Such flexibility makes it possible to work toward achieving a High School Diploma. Another semester or year of high school may be part of your plan to do this.</p> <ul style="list-style-type: none"> <li>▪ To qualify for a Certificate of High School Achievement, you successfully complete a minimum of 1 academic Knowledge &amp; Employability (K&amp;E) -4 course (English, Math, Science, or Social).</li> <li>▪ A Certificate of High School Achievement can be earned in 2 - 4 years.</li> <li>▪ Written consent is required to register in each K&amp;E -4 course.</li> </ul>	

Figure 1 | Alberta High School Diploma & Certificate of High School Achievement Requirements



## KNOWLEDGE AND EMPLOYABILITY COURSES (Grades 9-12)

Knowledge and Employability courses provide students with practical and applied opportunities to develop competencies necessary to meet or exceed the following goals:

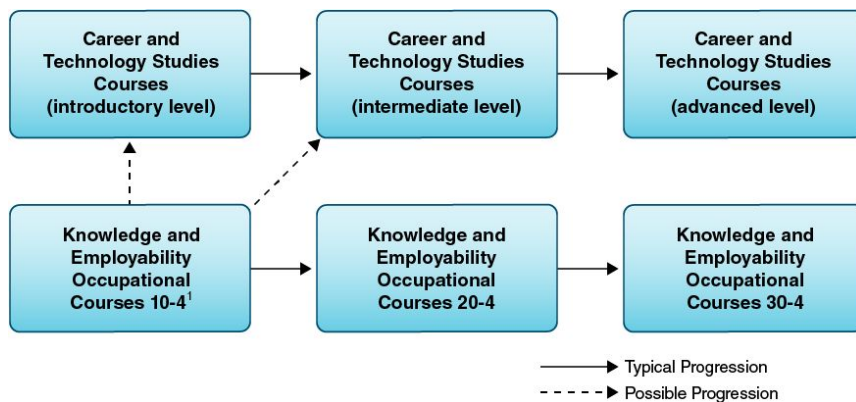
- Earn a high school credential (*Certificate of High School Achievement*).
- Enter the workplace upon leaving school with employability and occupational skills that meet industry standards.
- Make successful transitions to other courses or to further education and training (can transition to complete a *High School Diploma*).
- Become responsible and contributing members of society.

The Knowledge and Employability course policy includes the following changes:

- A sequence of courses rather than a program to better meet the needs of individual students by providing opportunities for students to take a variety of courses, transition to other courses and take courses at the student's highest level.
- All courses will be 5 credits to increase consistency with other courses.
- The opportunity to transition and continue their studies to qualify for a high school diploma.

The courses are unlike regular education programs in that they are adapted to the **strengths, weaknesses, abilities, and individual needs** of the students. In this way, students become aware of the **personal responsibilities, learning styles and strategies**, as well as **interpersonal and social skills** in a variety of core and enrichment based courses and projects. Students are recommended for the Knowledge and Employability courses by the student service's office or teachers in consultation with parents/guardians and the student. To this end, recommended candidates must attend an interview with their parents/guardians and the program coordinator, as creating a desire to learn and a positive attitude towards school are the cornerstones of success.

**Recommended** transition points from Knowledge and Employability courses to other courses:



## **MODIFIED PROGRAMMING COURSES (Grades 7-8)**

Modified programming courses for Math, Science, and Humanities are available for students working towards learning prerequisite skills required for regular and KAE programming options in their Grade 9-12 years.

These courses are unlike regular education programs in that they are adapted to the **strengths, weaknesses, abilities, and individual needs** of the students. In this way, students become aware of the **personal responsibilities, learning styles and strategies**, as well as **interpersonal and social skills** in a variety of core and enrichment based courses and projects. Students are recommended for modified programming by the student service's office or teachers in consultation with parents/guardians and the student.

## **NUMERACY and LITERACY COURSES**

Adapted learning for math, and literacy intervention programs may be available to support Grade 7 and 8 students who are enrolled in regular programs, and needing further, intensive, sometimes short term support to focus on key individual learning goals. These courses are designed to be short term. Students are recommended to participate in these programs by the student service's office based on standardized screening assessments, and teacher input and consultation. Parents will be notified when students are referred to these programs.





## TEACHER ADVISORY PROGRAM (Grades 9-12)

The primary goal of the Teacher Advisory Program is to enhance the educational experience of each student during their high school career and provide counseling and guidance for a successful transition in life beyond grade twelve. Through the development of trusting relationships, teacher advisors will be able to play a variety of roles that include advocate, counselor and mentor. The TA classes are organized so that each student stays with the same teacher advisor for their entire high school career which provides the time needed to create effective relationships with students and parents.

During TA time students will, with their TA teacher, be working towards the goals of the TA program including the development of the student portfolios. Students will also have time to access teachers whose courses they are currently enrolled in. Also, department teacher advisors will have periodic shutdowns throughout the year to discuss individual student programming and any concerns that may arise.

One of the main goals of the TA program is to make our school more personal. From a program point of view, we want:

- TO ENHANCE A STUDENTS' AWARENESS OF VARIOUS SOCIAL ISSUES SURROUNDING THEM
- TO ENHANCE A STUDENTS' OVERALL ACADEMIC AND PERSONAL GROWTH
- TO HELP STUDENTS WITH THEIR EDUCATIONAL AND CAREER PLANNING
- TO PROVIDE A STRONG SENSE OF BELONGING AND SECURITY
- TO ENHANCE COMMUNICATION WITHIN THE SCHOOL
- TO BOLSTER SCHOOL SPIRIT
- TO PROMOTE CITIZENSHIP

### Programming Supports

To provide a complete and well-rounded high school experience, students have access to a variety of programs throughout grades seven to twelve that aid them in their journey to the world of work and post-secondary education.

Teacher advisors offer support to students as they begin to plan what their life might look like after high school. Some of the programming supports that we offer are:

- Regular Academic Programming
- Off-Campus Work Experience Placements
- Registered Apprentice Program (RAP)
- Green Certificate Program & AGR 3000
- First Aid Training for students in Green Certificate

### Portfolio Development

- Beginning in grade 9, students start development of their Career Portfolio for which they will receive a credit towards their high school diploma with the completion of CTR3310 by the end of grade 12.
- Grade 12 Portfolio Presentations - **Note:** The formal portfolio presentation in CTR3310 is a mandatory requirement for students to participate in the Graduation Ceremonies

### Educational and Career Exploration Opportunities

- Post-Secondary Fair – Held in fall
- Career Expo – Red Deer: High school students attend this large scale trades and post-secondary career fair in the spring
- Post-Secondary Institution Presentations: In the past few years the following institutions gave small group presentations to interested students - usually during a TA block: U of A Augustana Campus, Grant MacEwan University, Mount Royal University, University of Alberta, Olds College and Red Deer College
- Job Shadowing placements facilitated through Student Services
- Health Discovery Day – Partnership between our school and the Stettler Health Care Complex which allows interested students to learn more about a variety of health care professions from individuals working in the field
- Careers Health Services Youth Initiative – Summer work placements at the Stettler Health Care
- Post-Secondary Scholarship and Funding workshops for students and parents

## **Sr. High Teacher Advisory Student Expectations**

All high school students shall:

- Provide all contact information (phone/email).
- Be a good and supportive role model for fellow classmates.
- Make an effort to get to know people in their class and participate in organized activities.
- Be receptive to and respond to concerns that arise from teacher to teacher communications.
- Attend a student learning conference.
- Start a portfolio
- Begin/update their Individualized Education Plan (IEP).

In addition to this, a grade 12 student shall:

- Present a portfolio during their grade 12 year if he/she wishes to participate in graduation ceremonies in the spring.

## **TEACHER ADVISORY PROGRAM (Grades 7-8)**

The Teacher Advisory program builds community and creates connections by engaging students in guided discussions and activities that encourage meaningful, empathetic relationships that support a diverse community. Advisors support students as they develop unique roles and responsibilities within the Wm. E. Hay community and beyond. During TA class, students will have the opportunity to participate in life strategy lessons, access literacy opportunities and academic support, and participate in building school culture through class, grade, and whole school activities.

## **OFF- CAMPUS EDUCATION**

There are three programs that fall under the heading of Off-Campus Education, the Registered Apprenticeship Program, Green Certificate and Work Experience. All three programs allow students to extend their learning beyond the classroom and into the community to provide essential work skills in an environment that cannot be provided within the school.

## **RAP – REGISTERED APPRENTICESHIP PROGRAM**

(Prerequisite – 125 hours Work Experience)

RAP is a program which allows High School students the opportunity to start an apprenticeship program and earn credits toward both their Journeyman ticket and a high school diploma at the same time! Students can earn up to 40 credits and 1,000 hours of experience towards their first year's journeyman ticket.

This is an agreement worked out between the student, the employer, the Apprenticeship Board, Alberta Education and the school. Hours of work depend on the students individual agreements but they could involve:

- working as a RAP student for one semester and then going to school the next semester
- working a half day, going to school the other half
- working during the summer, on holidays and weekends, and attending school during the regular term
- working one or two days a week, going to school on other days

How do you sign up for RAP?

- contact one of the RAP coordinators at school (Mrs. Shepherd or Ms. McMillan)
- choose a trade and find an employer
- complete application forms online with RAP coordinator
- following discussions with you, your employer, and the school, an apprenticeship agreement is put in place
- when the agreement is completed you will be enrolled in one or more RAP courses
- you are on your way to a High School Diploma PLUS an apprenticeship!

RAP is a 'real world' program, so you will be a regular employee. You will be expected to focus on learning the required skills from your journeyman supervisor. In return, your employer will pay you as a RAP apprentice, give you the agreed flexibility in work hours, provide you with the training you require, update your apprenticeship record book and stay in touch with your school.

## GREEN CERTIFICATE FARM APPRENTICESHIP PROGRAM

(Prerequisite – AGR3000 and HCS3000-to be completed during CALM)

Requirement – Must be 15 Years Old and in Grade 10

The Green Certificate is an apprentice-style, competency-based farm training program which started in 1975. Certificates are issued for three job levels: Farm Technician, Farm Production Supervisor and Farm Manager. HIGH SCHOOL students generally complete only the Technician Certificate. All the work for the Green Certificate is completed at the student's own farm on their own time.

A graduate of Green Certificate is very employable, either part or full time, in the agricultural industry. A graduate may receive advanced credit from Alberta's Agricultural Colleges when registering for post-secondary studies.

Students who complete the Technician Certificate will receive up to sixteen (16) credits. These are granted through a combination of agricultural modules based on practical examinations.

Cow/Calf	Beekeeping	Equine
Feedlot	Dairy	Field-Crop
Irrigated Crop	Swine	Sheep

Students must be at least 15 years old, in grade 10 and registered in HIGH SCHOOL. There will be one intake period during the year for students that are interested in registering. **The intake period will be in the fall of each school year.**

If you have any questions regarding the Green Certificate Program, please feel free to contact Mrs. Shepherd or Mrs. Spady @ 403-742-3466.

*For more information please contact Mrs. Spady @ 403-742-3466.*

### WORK EXPERIENCE

(Prerequisite) – HCS3000 - to be completed during CALM

Requirement - Must be in Grade 11 or 12

#### “Education in the Community”

Employers are looking for students who have work experience. Research indicates that those students with meaningful and relevant work experience have significantly better employment opportunities than those students without. Whether your plans are to work after High School or to pursue College or University, all students need Work Experience to really find out about careers and the world of work. Employers like to see a Work Experience class on a student's resume.

It is in partnership with local employers that students earn credits while employed at work sites in the community. This provides an opportunity to:

- Explore possible career areas
- Understand employer expectations
- See the relation between school and work
- Develop work skills
- Benefit from employer contacts
- Obtain references

Work Experience is offered for 3 to 10 credits which requires 25 hours of employment per credit. **Students must complete a Workplace Health and Safety module (HCS3000) which students will gain knowledge, skills and attitudes in workplace health and safety preparing them for workplace orientation to off-campus education learning experiences, and the transition to the world of work. Students will describe and learn workplace health and safety management systems, interpret and incorporate hazard identification, assessment and control, and learn about legislation related to the workplace including the Occupational Health and Safety Act, Workers Compensation Act, and Employment Standards Code.** Transportation arrangements are the responsibility of the student.

**\*Work Experience 35 may be used as 30 level courses towards your diploma in addition to Social and English at the 30 level.**

**\*Students may only use a maximum of 15 Work Experience credits towards their High School Diploma.**

## **CALM (Career And Life Management)**

**3 credits**

All students are **required** by Alberta Education to complete CALM as part of their high school diploma. The aim of senior high school CALM is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviors and attitudes that contribute to the well-being and respect of self and others, now and in the future. This is articulated through three general outcomes:

- **Personal Choices** – Students apply an understanding of the emotional/psychological, intellectual, social, spiritual, and physical dimensions of health in managing personal well-being.
- **Resource Choices** – Students will investigate the use of finances and other resources that reflect personal values and goals and demonstrate commitment to self and others.
- **Career and Life Choices** – Students will develop and apply processes for managing personal, lifelong career development.

**CALM is a required scheduled course in Grade 10 and will automatically be scheduled on a student's timetable. In addition to completing the CALM course, students will also be working on a Workplace Health and Safety Module called HCS3000 during their time in the CALM class. Students who successfully complete both CALM and the HCS3000 module will gain 4 credits towards their high school diploma. HCS3000 is also a mandatory module for all students entering into the Work Experience Program.**

## **CAREER AND TECHNOLOGY STUDIES (Grade 10-12)**

Students who enroll in Career and Technology Studies (CTS) have the opportunity to develop skills, become more flexible learners; as well as become a part of the well-trained workforce.

These areas lead students to self-discovery and awareness of the many trades and professions awaiting them in today's ever changing economy. Most of the modules offered in CTS provide the challenge of exploring areas new to them, as well as enhancing skills they have already learned. Practical courses lead to developing better work and personal skills that will be a part of their lives forever. Courses in CTS lead not only to careers and vocations, they teach skills to assist in everyday life.

As a high school graduate from a CTS program, students are prepared for direct entry into higher paying skilled jobs. These jobs can lead to apprenticeships or can be part-time ones while students attend college or university. The opportunities are endless.

CTS courses would include: Construction and Automotive Technology courses, Fabrication, Child Development Assist., CommTech, Cosmetology, Digital Photography, Fashion Studies, Foods, Design Engineering, Sports Performance, or Sports Medicine.

## **CAREER and TECHNOLOGY FOUNDATIONS (CTF Grade 7, 8 and 9 formerly Industrial Arts)**

CTF encourages an engaging and holistic learning process that results in the development of a product, performance or service. CTF can integrate other program outcomes by identifying cross-curricular connections as well as literacy and numeracy skills. CTF creates an environment where students explore interests and passions while developing skills and competencies and making connections to career possibilities by exploring any combination of the Career and Technology Studies (CTS) occupational areas. Students work toward a shared goal in response to a challenge. Finally, the process involves bridging the community and the school to create authentic learning experiences.

The CTF curriculum is based on three draft essence statements that outline the essential characteristics of CTF and provide the context for the related 13 draft learning outcomes:

**CTF is exploring interest, passions and skills while making personal connections to career possibilities**  
**CTF is designing, creating, appraising and communicating responses to challenges**  
**CTF is working independently and with others while exploring careers and technology**

## GRADE 7 – 9 COURSES

### HUMANITIES 7 & 8

#### English Language Arts 7 & 8 And Social Studies 7 & 8

##### ENGLISH LANGUAGE ARTS 7

Students will focus on improving their skills in Reading/Viewing, Writing, Speaking/Representing and Learning Strategies to enhance their ability to use language to communicate a message to various target audiences. Students will be exposed to multiple genres as models, and will practice their literacy skills to become responsible, contributing citizens and lifelong learners.

##### ENGLISH LANGUAGE ARTS 8

Students will focus on improving their skills in Reading/Viewing, Writing, Speaking/Representing and Learning Strategies to enhance their ability in using language to communicate to various target audiences. Students will be exposed to multiple genres as models, and will practice their literacy skills to become responsible, contributing citizens and lifelong learners.

##### ENGLISH LANGUAGE ARTS 9

Through a variety of activities, readings and viewing opportunities, students will practice skills in reading, writing, speaking, listening, viewing and representing. They will be given the opportunity to use language effectively in a variety of ways to enhance their personal experiences and to help them become responsible, contributing citizens and lifelong learners. *These students will write a 2 part Provincial Achievement test at the end of the semester.*

##### SOCIAL 7

Grade 7 provides a comprehensive examination of Canadian history preceding and following Confederation. The concept of intercultural contact is introduced through an examination of migration and immigration. Grade 7 forms the foundation for the continued dialogue on citizenship and identity in Canada.

##### SOCIAL 8

Grade 8 expands on the concept of intercultural contact and introduces the basis of a western worldview while developing historical thinking skills through an examination of past societies in different parts of the world. The societies that we explore are Aztec and Spanish, Renaissance and Japan.

##### SOCIAL 9

The focus of the Social 9 curriculum is issues: Governance and Rights for Canadians and Economic Systems in Canada and the United States. The course is designed so the students will explore these topics using student driven inquiry based learning. Students will explore how Canada's political and legislative processes impact citizenship and identity, as well as develop an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity. *These students will write a Provincial Achievement test at the end of the semester.*



## SCIENCE 7

The Grade 7 Science program is an introduction to secondary science, which focuses on the science and technology related knowledge and skills needed for decision making. The subject matter and processes we study this year forms the foundation for later years. The 5 units of study covered include Interactions and Ecosystems, Plants for Food and Fiber, Heat and Temperature, Structures and Forces, and Planet Earth.

## SCIENCE 8

The Grade 8 Science program continues to develop the knowledge and skills required to analyze data, form conclusions, and apply problem-solving strategies. The 5 units of study include Mix and Flow of Matter, Cells and Systems, Light and Optical Systems, Mechanical Systems, and Fresh and Saltwater Systems.

## SCIENCE 9

This program has three areas of emphasis: the nature of science; science and technology; and social and environmental issues. There are 5 units of study which cover the following topics; biological diversity, matter and chemical change; environmental chemistry; electrical principles and technologies; and space exploration. *These students will write a Provincial Achievement test at the end of the semester.*

## MATHEMATICS 7

This course will explore the relationships between percent, decimals and fractions. Students will improve their powers of estimation and explore the integer number system. There is a focus on evaluating, analyzing and solving linear relations and equations. Students will be expected to perform statistical analysis of data and calculate probabilities. Graphing analysis, transformations, geometric construction and calculating area are also emphasized in this course. There is an increased focus on problem solving and application skills in Math 7.

## MATHEMATICS 8

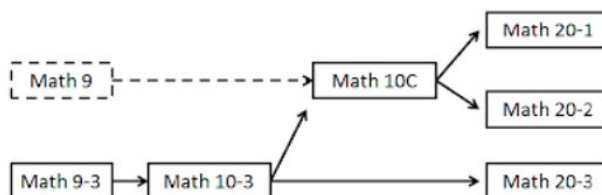
There is an emphasis on problem solving in this course. When problem solving, students will use ratios, rates, square roots and linear relations. Students will be expected to become proficient with adding, subtracting, multiplying and dividing fractions and integers. Three dimensional objects along with surface area and volume will be covered. Students will refine their skills when working with probability, communicating with graphs and exploring congruence.

## MATHEMATICS 9

Students are requested to bring a **scientific calculator** to class, **not** a graphing calculator. This course includes elementary geometry, circle theory, graphing, statistics, basic algebra and problem solving. An introduction to spreadsheet skills may be done on the computer using the Excel Program or Google Sheets. *These students will write a Provincial Achievement test at the end of the semester.* **Students must achieve a passing grade of 50% in Mathematics 9 to be eligible to take the academic Math 10 Combined course in grade 10. Students who do not achieve a passing grade in Mathematics 9 must register in Mathematics 10-3 or 10-4 in grade 10.**

## MATH 9-3

The Math 9-3 course purpose is built for students coming into our grade nine program that have had math challenges in the past or are currently struggling in their math program. In Math 9-3 study is more focused on preparing for the 10-3 program. Smaller class size will mean more one-on-one time with the math instructor. The goal of the course is to increase numeracy and basic math skills to the level required for our 10-3, 20-3, 30-3 stream in high school. This means that students taking Math 9-3 are eligible, upon successful completion, to take math 10-3. Students wishing to progress into the 20-2/20-1 streams will need to complete 10-3 first, transition to math 10C (combined); then move into the 20 level course of their choice. Stated plainly Math 9-3 students are not able to go directly to math 10C. This course will not limit your student's options. The opportunities are still there, but it requires an additional math course (one semester) to re-enter the 20-1, 20-2 stream.



### **PHYSICAL EDUCATION 7**

Grade 7 Physical Education (PE 7) is a mandatory course that will run throughout the school year. Depending upon your class section you will have at least 2-3 PE classes per week and the course will cover a number of health and wellness related issues.

### **PHYSICAL EDUCATION 8**

Grade 8 Physical Education (PE 8) is a mandatory course that will run throughout the school year. Depending upon your class section you will have at least 2-3 PE classes per week and the course will cover a number of health and wellness related issues.

### **PHYSICAL EDUCATION 9**

Grade 9 Physical Education (PE 9) is a mandatory course that will run throughout the school year. Depending upon your class section you will have at least 2-3 PE classes per week and the course will cover a number of health and wellness related issues.

### **GRADE 7 – 9 OPTIONS**

#### **ART 7**

Art 7 aims to increase awareness and understanding of the wide range of purposes/concepts of art. Students will be introduced to the **Elements of Art** through experimentation with techniques and media within compositions of two and three dimensions. Aim is to investigate visual relationships in the environment, to appreciate art in many forms and to foster creativity. **Students will be required to provide their own sketchbook, pencils and eraser.**

#### **ART 8**

Art 8 aims to increase awareness and understanding of the wide range of purposes/concepts of art. Students will continue to learn the **Elements of Art** through experimentation with techniques and media within compositions of two and three dimensions. Aim is to investigate natural forms, man-made forms, cultural traditions and social activities as sources of imagery through time and across cultures, to appreciate art in a variety of cultures and history, continue to develop artistic skills and to foster creativity. **Students will be required to provide their own sketchbook, drawing pencils, black marker and eraser**

#### **ART 9**

Art 9 aims to increase awareness and understanding of the wide range of purposes/concepts of art preparing the student for more serious study in Senior High programs of study. Students will create compositions in both two and three dimensions with emphasis placed on the **Elements of Art** including the effects of controlling form, color and space in response to selected visual problems. Students will be introduced to artistic periods and will become aware of the importance society places upon various works of art. **Students will be required to provide their own sketchbook, set of drawing pencils, black marker and eraser.**

Course Fees  
may be  
associated



## **BAND 7**

The JH Band Program is a continuation of the overall Grade 5 to 12 Instrumental Music Program. We continue in a group setting focusing on the technique and musicianship that is needed for success as a young player. Individual work is also available and we perform at various functions, including our Annual “Night of the Bands” and in our local Stettler music festival.

## **BAND 8**

This course starts to become more focused on the individual player while still participating in a group setting. The level of music etc. reflects the higher commitment to improving as a musician.

## **BAND 9**

(Prerequisite – a background in music including experience in a previous band format and your own instrument).

This program runs as a continuation of the instrumental development offered in earlier grades through Grade 12. The specific areas covered range from theory and history to the practical application of experience on a specific instrument. This can include smaller ensemble study as well. This course may be offered outside of the regular day with Band 10, 20 and 30 if there is not enough enrollment. High School Band rehearsals start at 7:30 a.m. twice a week. Primarily rehearsals are Wednesday and Friday mornings. On weeks where there is no school on Fridays, rehearsals will be Monday (optional) and Wednesday. Concerts and various trips, band camps and workshops all form the content of any given year. Musicians involved in this program also have the opportunity to be part of the Jazz Cats which run rehearsals throughout the year during Thursday-noon hours.

## **COMPUTERS and TECHNOLOGY 7 and 8**

Computers & Technology 7 and 8 will teach students many necessary skills for our changing world. Topics of discovery may include robotics and coding, CNC and 3D printing design, as well as keyboarding and application skills useful for completing core classwork.

## **COSMETOLOGY 8**

Students design, create, and execute many basic hair and nail techniques on mannequins and each other. We discover basic health and hygiene practices related to beauty.

## **COSMETOLOGY 9**

This course introduces the students to the art and science of cosmetology. The strands that are covered include skin care, hair care, hair styling, nail care and make-up. This allows the students to further develop and focus interest in the field of Cosmetology.

## **DRAMA**

Our Drama Program is a participation-based course that develops students' imagination and creativity, increases students self-confidence through teamwork and teaches students' presentation skills through various dramatic activities and exercises. The main units of study in drama focus on speech, movement, improvisation, acting, theatre studies and technical theatre.

## **DRAMA 7**

The Drama 7 program aims to introduce grade 7 students to the basic principles of drama and most importantly allow them a safe environment in which they learn to feel comfortable on stage. We focus more on the process rather than the finished product. Students will play a variety of dramatic roles to develop skills in acting, improvisation, movement and speaking.

## **DRAMA 8**

The Drama 8 program builds on the skills built in the previous year. In Drama 8 we try to incorporate different genres of theatre so students can begin to understand the different disciplines. We believe students learn best by doing, so there is more of a focus on performance. Students will study the elements of drama and theatre that go into staging a successful production.

## **DRAMA 9**

The Drama 9 program aims to prepare students for high school theatre programs or other community based programs. Throughout Drama 9 we try to fine tune skills learned previously as well as introduce the basic elements of directing. Students will study elements of stage construction and set design, sound, lighting, costumes, sets and props. Students in this class will be expected to perform for an audience of their peers.

Course Fees  
may be  
associated



### **FASHION & DESIGN 9**

If you are interested in fashion and design, this is the course for you! This course is designed to expand upon the skills acquired in Grades 7 and 8 and prepare students for CTS Fashion Studies at the High School level. Students may also obtain an extra credit in Fashion and Design 10 if they enroll in it after completing Fashion and Design 9. Students will study the impact that fashion has on our lives, as well as costume design and garment construction, while designing and creating a variety of projects. Students who are creative and enjoy “hands-on” learning will certainly do well in this course!

*No sewing experience is required.*

### **FOODS & FASHION STUDIES 7**

There are two components to the program. In Foods, the students will be introduced to basic methods of cooking and baking. In the Fashion Studies component, students will be introduced to machine sewing while constructing a variety of projects.

### **FOODS & FASHION STUDIES 8**

There are two components to the program. In Foods, the students focus on the preparation of nutritious meals. In the Fashion Studies component, students will develop more skill at machine and hand sewing while constructing a variety of projects.

### **FOODS & FASHION STUDIES 9**

This course is designed to expand upon the students acquired skills acquired in Grades 7 and 8. It will prepare them for CTS Foods and Fashion Studies at the High School level. The Food modules include Appetizers and Meal Planning. The Fashion module lets the student have the opportunity to construct a variety of projects. Students are expected to provide material for this project. Students who enjoy “hands-on” learning will certainly do well in this course!

### **FOOD STUDIES 9**

This course is designed to expand upon the skills acquired in Grades 7 and 8 and prepare students for CTS Foods Studies at the High School Level. The main goal of our Foods Program is to help students develop an appreciation for different kinds of food, gain experience in food preparation techniques, and learn about safe food handling. Students who enjoy “hands-on” learning will certainly do well in this course!

This is an introductory course to study French Language and culture through a variety of units. Students will learn to speak, write, and respond in French. Upon learning basic conversational French, students will study: l'alphabet, les nombres, les couleurs, le calendrier, les verbes, les objets de la classe, les parties du corps, les vêtements, la famille, les saisons, et les animaux. Francophone culture in Alberta and Quebec are explored.

### **FRENCH 8**

**This course is intended for students who have previously completed French 7.** Students will build on their knowledge of basic French as well as improve their spoken French. Students will study: ma communauté, les sports, la nourriture, et ma santé. Francophone culture in Alberta and Quebec are explored.

### **FRENCH 9**

(continued from Grade 7 and Grade 8)

This course is intended for students who have previously completed **BOTH French 7 and French 8.** Students will continue to build on their French knowledge, and further develop their spoken French skills. Students will study: Ma Vie et Moi, Les Sports et L'Exercice, à Chez Moi, et Faire les Courses. Francophone culture in Alberta and Quebec are explored. Students who complete French 9 proceed to French 20-3Y **with a teacher recommendation.** This course will be instructed primarily in French.

Course Fees  
may be  
associated

Course Fee:  
\$300.00

### **HOCKEY SKILLS ACADEMY 7, 8, 9**

Hockey Skills Academy option is for any student who loves the game of hockey and is motivated to improve their basic skills on the ice. The students receive approximately 35 on ice sessions from September to the end of January at the Stettler Recreation Centre and are able to leave their equipment at the rink. The fee is used to pay for ice time and transportation to and from the arena. All courses are instructed by a certified Hockey Canada Coach. Classes may be combined pending enrollment numbers.

### **INDUSTRIAL ARTS/CAREER and TECHNOLOGY FOUNDATIONS 7, 8, 9**

Every attempt will be made to have students experience projects in the automotive, woodworking, machining, fabrication, and CNC areas of our school. Each area has projects designed to teach students skills that are valuable in many of the high school CTS shops and outside of the shop setting.

### **LEADERSHIP 9**

In Leadership 9, students will develop their leadership and communication skills through the planning and completion of a variety of service initiatives. This course encourages students to consider their personal role in becoming capable, collaborative, and contributing members of society. The focus of the course is on the foundations of leadership, communication, mentorship, volunteerism and school culture-building projects.

### **LITERACY FOUNDATIONS**

This course is intended to provide Grade 7 and Grade 8 students with reading comprehension and writing strategies to strengthen foundational literacy skills. Students will be recommended to this course.

### **MEDIA & VIDEO 9**

This course serves as an introduction to Video Production and Photography. Using the Apple iLife software suite, students will be introduced to Media Production. This will include planning media projects, using cameras, editing and developing an understanding of media and its impact in our society. This course helps guide students into high school Photography and Video Production classes.

**\*\*NOTE: This course consists of a great deal of group work and collaboration with other students. Students will need to be able to conduct themselves in a mature and professional manner.**

### **NUMERACY FOUNDATIONS**

This course is intended to provide Grade 7 and Grade 8 students with skills to strengthen foundational numeracy skills. Students will be recommended to this course.

### **OUTDOOR EDUCATION 8, 9**

This course is not another Phys. Ed course, but is for active students. This class will consist of various outdoor activities (weather depending) with a focus on healthy living, survival situations, environmental and animal conservation. There will be in-class theory and assignments based on safety and nature conservation.

### **THEATRE ARTS 8, 9**

This course offers a focus on acting and performance as well as the technical aspects of theatre (lighting, sound, set design, costume, properties, stage management).

Students participating in this course will be actively involved in the Junior Wildcat Theatre production. This course will provide introductory/exploratory activities and expand to the necessary skills needed in theatrical production. The Theatre Arts course is designed to prepare seriously committed students for involvement in a final theatrical production. Students will develop talents, skills, and knowledge of themselves, while developing originality and creativity through the exploration of theatre. It is hoped that students will develop a greater appreciation of theatre while gaining confidence and strong intrapersonal skills. **THERE WILL BE EXTRA REHEARSALS OUTSIDE OF THE REGULAR CLASS THAT STUDENTS WILL BE EXPECTED TO ATTEND IN ADDITION TO THE ACTUAL PERFORMANCE DATES.**

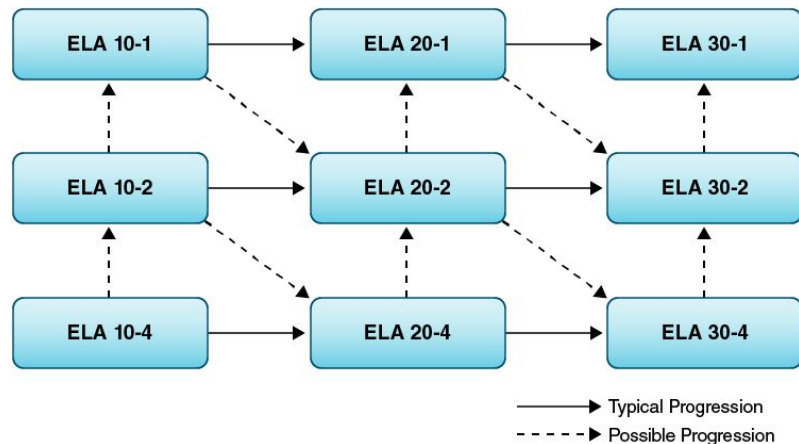


## REQUIRED ACADEMIC COURSES

In high school, you choose from different courses in English Language Arts, Mathematics, Social Studies and Science. It's exciting to have choices; sometimes making decisions may seem overwhelming. Parents, counsellors, teachers, school administrators and career practitioners will support you as you make choices about your high school courses.

### ENGLISH LANGUAGE ARTS (ELA)

ELA courses are 5 credits



All ELA students are assessed according to the following competencies:

#### **FOUR COMPETENCIES**

- 1) *Use of literacy strategies*
- 2) *Reading/viewing text*
- 3) *Writing*
- 4) *Speaking/Representing*

Students will:

- explore thoughts, ideas, feelings and experiences comprehend and respond personally, critically and creatively to literature and to other texts in oral, print, visual and multimedia forms
- manage ideas and information
- create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication
- respect, support and collaborate with others

A teacher's recommendation for a particular course level is made after careful consideration and assessment of a student's skills and ability. The English department would like to stress that the 10-2, 20-2, 30-2 route **IS NOT** inferior to the 10-1, 20-1, 30-1 route. These courses emphasize different language skills. Also, Shakespeare is optional in the -2 program at the discretion of the teacher, and may be substituted with a modern play.

The senior high English Language Arts program consists of two course sequences – English Language Arts (ELA)10-1; 20-1; 30-1 and ELA 10-2; 20-2; 30-2.

These programs are designed to:

- maintain current high standards of literacy
- satisfy graduation requirements
- reflect the outcomes based Alberta Education Curriculum
- emphasize the importance of context, including purpose, audience and situation
- emphasize student creation and comprehension of text
- emphasize correct and effective communication in a variety of formats
- include communication for pragmatic purposes
- include flexibility opportunities for students to learn and reflect their learning in a variety of ways

## ELA 10-1

(Prerequisite - 60% in ELA9 or a teacher recommendation)

In ELA 10-1, students will listen, speak, read, write, view and represent to comprehend and respond to different types of fiction and nonfiction texts written by Canadian and global authors. They will develop the foundations for strong reading, understand symbolic language and think critically about literary texts, including extended texts (a novel/nonfiction book, a feature film and a Shakespearean play) and shorter texts (poetry, short stories, visuals/photographs and multimedia, and essays). Students will demonstrate strong communication and language

skills and create different types of texts, including fiction, nonfiction (e.g., essays, articles, reviews), poetry and presentations/media (e.g., speeches). By completing this course and the next two in the sequence, students will have a solid foundation for post-secondary studies and a career that requires strong reading and communication skills.

## ELA 10-2

In ELA 10-2, students with diverse abilities and goals study different types of texts, written at various levels, that explore issues in Canadian and global contexts. They study extended texts (a novel or nonfiction book, a feature film, and a modern play) and shorter texts (poetry, short stories, visuals and multimedia, and popular nonfiction). Students are also encouraged to create their own texts; e.g., fiction, nonfiction and reports, poetry, and presentations/media. Material will often have daily life or practical applications for students. This course is designed for students considering careers that require basic reading and communication skills and for those interested in a range of post-secondary education or other opportunities.

## KNOWLEDGE AND EMPLOYABILITY ELA 10-4

This course, through the six strands of ELA: reading, writing, speaking, listening, viewing and representing, are designed to enable to students to:

- Become responsible members of society.
- Develop entry-level vocational abilities.
- Recognize the need for lifelong learning.

*ELA 10-4, ELA 20-4 and ELA 30-4 may be multi-graded courses and lead to a Certificate of Achievement rather than a High School Diploma.* The six strands of ELA are explored through units based upon short stories, the oral traditions of our Indigenous Peoples, the media, one novel study, poetry, essay writing, and resume writing - interview preparation.

## ELA 20-1

(Prerequisite - 60% in ELA 10-1 or a teacher recommendation)

This course provides practice in interpretation and writing skills for **university bound students and/or students with a strong interest in literature**. English 20-1 is essential for success in English 30-1. Study includes speaking, listening, viewing, representing and writing skills, plus readings, which may include stories, poems, essays, novels, Shakespearean plays, and non-fiction.

## ELA 20-2

(Prerequisite - English 10-1 or 10-2)

This course provides students with practical personal English skills for daily use and is a prerequisite for many vocational and college programs. It includes speaking, listening, viewing, reading, representing and writing skills. Content may include stories, poems, essay reading, a modern play, a novel, and in some cases, a book of nonfiction.

## KNOWLEDGE AND EMPLOYABILITY ELA 20-4

This course, through the six strands of English Language Arts: reading, writing, speaking, listening, viewing and representing, are designed to enable to students to:

- Become responsible members of society.
- Develop entry-level vocational abilities.
- Recognize the need for lifelong learning.

*ELA 10-4, ELA 20-4 and ELA 30-4 may be multi-graded courses.*

The six strands of ELA are explored through units based upon short stories, the oral traditions of our Indigenous Peoples, the media, one novel study, public speaking and debating, creative writing, poetry, and business writing.

In English 30-1 or English 30-2, you write a provincial Diploma Exam, worth 30% of your final grade

### **ELA 30-1**

(Prerequisite – 60% in English 20-1 or 50% in English 30-2 or a teacher recommendation)

**This is a rigorous academic course which prepares students for many post-secondary programs.**

Writing, reading, viewing, speaking, representing and listening are emphasized with greater attention upon writing and reading. Minimum requirements for text study are one novel, one full length non-fiction, one full length film, several short stories, several poems, several essays, a Shakespearean play and a modern drama. Students are encouraged to use various levels of language and forms to suit a specific audience using an appropriate writing format.

The diploma exam focuses on a Personal Essay, Critical/Analytical Essay and Reading Comprehension.

### **ELA 30-2**

(Prerequisite - English 20-2 or English 20-1)

**This course prepares students for the world of work or many vocational or college programs.**

Reading, writing, speaking, listening, viewing and representing are emphasized with greater emphasis given to reading comprehension and persuasive writing. The minimum text requirements are one novel, one full length non-fiction, several short stories, several poems, several essays, a modern script (television, radio or movie). An emphasis is placed upon persuasive writing and visual literacy as well as business communication using multiple forms for a variety of audiences.

Students who plan on taking English 30-1 after English 30-2, should strive for a final mark of at least 80%. Also, they must have the recommendation of the English teachers involved.

The diploma exam focuses on Visual interpretation, Literary Analysis of a character and Persuasive writing and Reading Comprehension.

### **KNOWLEDGE AND EMPLOYABILITY ELA 30-4**

Students who have successfully completed ELA 20-4 will proceed and earn credits in ELA 30-4 for a High School Certificate of Achievement. Alternatively, students may earn credits in ELA 20-2 and continue onto ELA 30-2 to earn credits towards a high school diploma. Please refer to ELA 20-2 for more details.

**NOTE: The DIPLOMA EXAMINATION is compulsory for both English 30-1 and 30-2. The final mark is a blend of the school awarded mark and the DIPLOMA EXAMINATION mark. A minimum of 50% (final blended mark )is required to earn credits.**



# MATHEMATICS

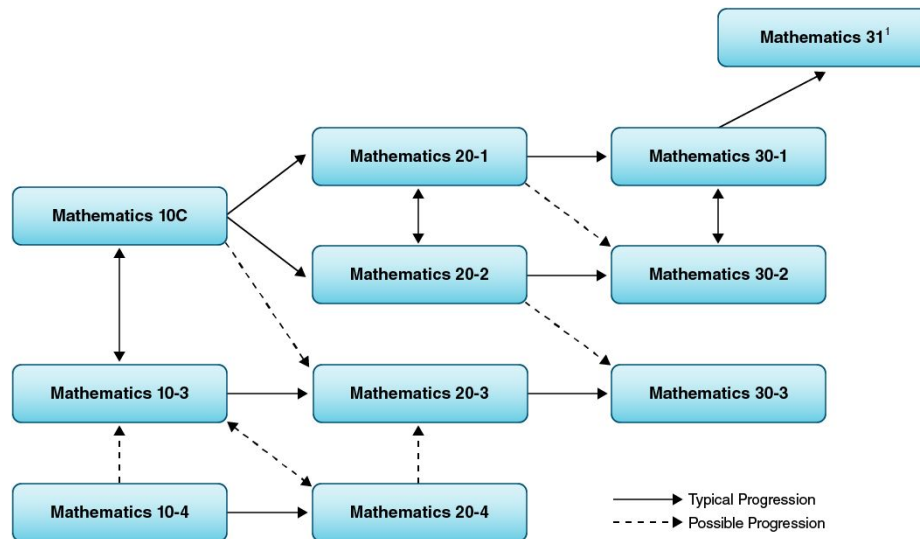
While different programs have different objectives, the common general purposes of senior high mathematics courses are as follows:

- to appreciate the contribution of mathematics to the progress of civilization
- to develop precision in thought and expression
- to maintain an understanding of the operations and concepts of mathematics
- to develop and maintain skills in mathematical operations
- to become skilled in using technology as it applies to mathematics
- to develop an understanding of mathematical concepts pictorially, concretely and symbolically
- to become creative problem solvers
- to use mental mathematics skills
- to gain more confidence in mathematics skills
- to make connections between mathematical concepts and real life scenarios

Students have a choice of three mathematics courses when entering Grade 10: 10C, 10-3 and 10-4. Students coming from 9-3 must register in 10-3. The content of the three course sequences (-1, -2 and -3, see diagram below) differs so students gain the necessary knowledge, skills and attitudes to be successful both in the workplace and in a variety of post-secondary programs.

Each course is 5 credits.

\*NOTE  
There is some transferability between streams



The course sequence students choose impacts their options for future post-secondary programs. By delaying the decision to high school, students can make a more informed decision based on their future career paths, their mathematics skills and their post-secondary education prerequisite needs. Grade 10 students should consult with their high school teachers, and possibly counselors, concerning which course sequence best suits their skills and their future goals. Universities, colleges and technical institutes have indicated that the -2 sequence will be more widely accepted for enrollment. For current information regarding admission requirements for various post-secondary programs go to <http://alis.alberta.ca/ps/ep/aas/ta/mathreq.html>

**Students registering in Math 10C, 20-1, 20-2, 30-1 or 30-2 will need to purchase a graphing calculator. Only certain graphing calculators are approved for use on school and diploma exams. For a list of approved calculators visit the Alberta Education website.**

## MATH 10-4 (Knowledge and Employability)

The -4 sequence for Knowledge and Employability allows students to obtain a high school certificate of achievement, but not a high school diploma.

Students choosing 10-4 can follow the 20-4 (Knowledge and Employability) course sequence through Grade 11 or move to 10-3 after successfully completing 10-4. Topics include estimation strategies, number systems and algebraic operations, interpretation of graphs, problem solving, measurement and effective communication skills.

## MATH 10-3 (Mathematics for Trades)

**The -3 sequence is for students considering entering the trades industry after high school. Students should check the post-secondary calendar for the institution that is offering the trades program they wish to attend. Some trades programs require the -2 stream as an admission requirement.**

Students choosing 10-3 follow the 20-3 and 30-3 course sequence through Grade 11 and Grade 12, or move to 10C after successfully completing 10-3. This course sequence is ideal for students entering some trades or the workforce immediately after high school. Topics included are measurement conversion, two and three dimensional shapes, geometry, trigonometry and finance.

### **MATH 10 COMBINED or Math 10C (Foundations for Mathematics)**

(Prerequisite - 60% in Math 9 or a teacher recommendation)

Students choosing 10C have three sequence options out of Grade 10: 20-1, 20-2 and 20-3. Topics include measurement theory with reference to conversions, trigonometry, volume and surface area, number systems, the algebra of polynomials and factoring, relations and functions and function notation.

*Because Mathematics 10C covers topics studied in both the -1 and -2 course sequences, students gain the background knowledge in Grade 10 to transfer between course sequences in both Grade 11 and Grade 12. This means that students can make adjustments to their mathematics courses should their goals or interests change over the course of their high school studies. This flexibility gives students more options in high school while they determine their future education and career plans. These sequences are ideal for students considering post-secondary studies in most colleges and universities.*

### **MATH 20-4 (Knowledge and Employability)**

The prerequisite for this course is 10-4 or 10-3. Topics in this course include statistics, geometric symmetries, number systems, measurement and problem solving. This course does not have any sequencing at the grade 12 level.

### **MATH 20-3 (Mathematics for Trades)**

The prerequisite for this course is Math 10C or Math 10-3. Topics in this course include measurement with scale factor, surface area and volume, conversions, finance, graphical analysis and problem solving.

### **MATH 20-2 (Foundations for Mathematics)**

(Prerequisite - 60% in Math 10C or a teacher recommendation)

The focus of this course is on scale factor and rates, trigonometry, reasoning, statistics, quadratic functions and problem solving.

### **MATH 20-1 (Mathematics for Sciences)**

(Prerequisite - 60% in Math 10C or a teacher recommendation)

Topics covered in this course include radical functions, rational functions, absolute value functions, trigonometry with angles, quadratic functions, sequences and series, factoring and problem solving.

### **MATH 30-3 (Mathematics for Trades)**

The prerequisite for this course is Math 20-1, Math 20-2 or Math 20-3. Topics covered in this course include measurement, trigonometry finance, linear functions, statistics and probability. To date there is no Alberta Education diploma exam scheduled for this course.

### **MATH 30-2 (Foundations for Mathematics)**

(Prerequisite - 60% in Math 20-02 or 50% in Math 20-1 or a teacher recommendation)

Students must write an Alberta Education diploma exam in order to complete this course. The focus of this course is on reasoning, probability, permutations and combinations, logarithms, rational functions, exponential functions and trigonometric functions.

### **MATH 30-1 (Mathematics for Sciences)**

(Prerequisite - 60% in Math 20-1 or a teacher recommendation)

Students must write an Alberta Education diploma exam in order to complete this course. Topics studied in this course include trigonometric functions, transformations, logarithms, exponential functions, polynomial functions, rational functions, radical functions, function operations, permutations and combinations, and problem solving.

**NOTE: The DIPLOMA EXAMINATION is compulsory for both MATH 30-1 and MATH 30-2. The final mark is a blend of the school awarded mark and the DIPLOMA EXAMINATION mark. A minimum of 50% (final blended mark) is required to earn credits.**

### **MATH 31 (Calculus)**

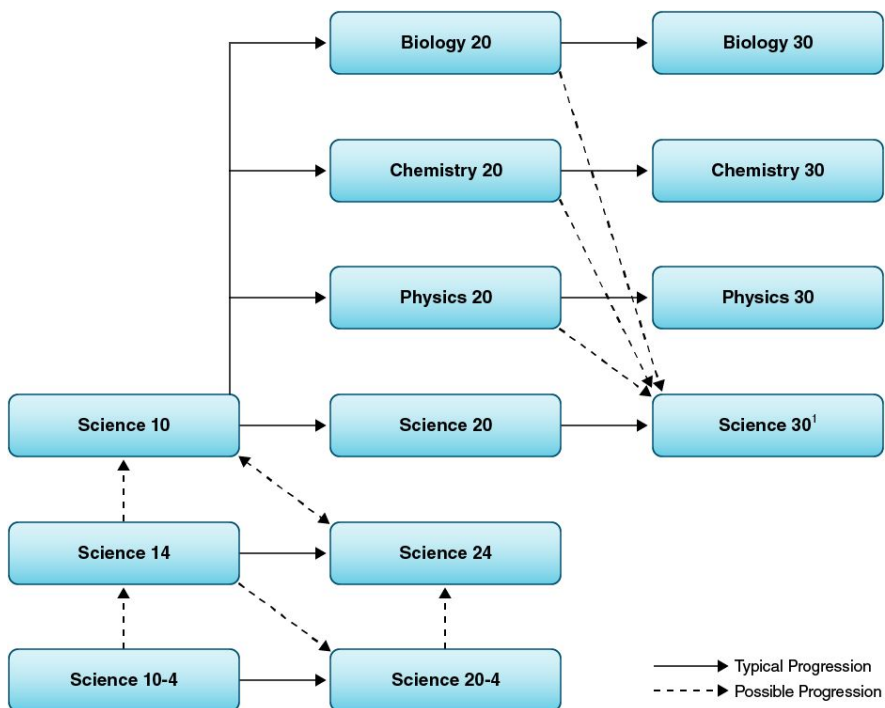
Math 30-1 is a prerequisite or a co-requisite for Math 31. Math 31 is designed for those students who like mathematics and have a superior ability in it. This course provides an introduction to calculus. Topics include limits, derivatives, curve sketching, applications and integration. Depending upon how many students register for this course, it may be presented in a classroom setting or as a self-directed course.

Each  
course is  
5 credits

Math 30-1 is  
a  
prerequisite  
or  
corequisite  
for Math 31

# SCIENCE

Each course is 5 credits



## SCIENCE 10-4 – SCIENCE 20-4

Knowledge and Employability Science focuses on developing essential science knowledge, skills and attitudes in mathematics needed for everyday living at home, in the workplace and in the community. Science competencies are developed through investigating science-related problems, questions and issues, and providing everyday applications to help students understand and appreciate the role of science in our society

Knowledge and Employability Science courses emphasize career/life skills, teamwork, communication skills and thinking processes. Each grade level is developed within a scientific inquiry framework emphasizing problem-solving and decision-making skills appropriate for students' abilities and everyday applications.

Diverse learning experiences within the science courses provide students with opportunities to explore, analyze and appreciate the interrelationships among science, technology, society and the environment, and develop understandings that will affect their lives at home, in the workplace and in the community.

## SCIENCE 10

(Prerequisite - 60% in Sci 9 or a teacher recommendation)

Science 10 is an integrated **academic** course that helps students better understand and apply the fundamental concepts and skills that are common to biology, chemistry, physics and earth science. It is a pre-requisite for the 20-level science courses. The pervading themes throughout the course are matter, energy and change.

## SCIENCE 14

Recommended if you did not pass Science 9

The content of Science 14 will be in Biology, Chemistry and Physics. The topics to be emphasized are: investigating properties of matter, energy transfer technologies, from life to lifestyle, and matter and energy in the biosphere. The material covered is suitable for students who are working towards 10 credits in Science for a high school diploma. It is a course for those not planning to attend university or technical institutes or colleges in science-related fields. This course leads into Science 24.

**\*Students who are not planning to pursue a post-secondary education and find science difficult may be wise to consider Science 14 as their choice.**

## BIOLOGY 20

(Prerequisite - 60% in Sci 10 or a teacher recommendation)

The goal of this course is to develop the knowledge, attitudes and skills that students need to make decisions and sense of the world around them. Biology 20 consists of four units of study:

- Energy and Matter Exchange in the Biosphere
- Ecosystems and Population Change
- Photosynthesis and Cellular Respiration
- Human Systems



## CHEMISTRY 20

(Prerequisite - 60% in Sci 10 or a teacher recommendation)

Students are given the opportunity to explore and understand the natural world and to become aware of the influence of chemistry in their lives. Chemistry 20 consists of four units of study:

- a. The Diversity of Matter and Chemical Bonding
- b. Forms of Matter – Gases
- c. Matter as Solutions – Acids and Bases
- d. Quantitative Relationships in Chemical Changes

## PHYSICS 20

(Prerequisite - 60% in Sci 10 or a teacher recommendation, Recommended Prerequisite - 65% in Math10C)

Physics 20 consists of five units of study:

- a. Kinematic
- b. Dynamics
- c. Gravity and Circular Motion
- d. Conservation of Energy and Oscillatory Motion
- e. Mechanical Waves

## SCIENCE 20

(Prerequisite - 60% in Sci 10 or a teacher recommendation)

Students considering taking Science 20 should have a solid understanding of writing and balancing chemical equations as well as rearranging formulas and graphing.

This would be a good opportunity for students who are not entering a pure Science post-secondary program. It allows students to get a good general foundation in Science. Science 20 is an academic alternative to the Science 24 stream.

What is concentration? How has knowledge about oxidation-reduction in aqueous solutions been applied to solve practical problems? What characteristics of hydrocarbons are important to industry in Alberta? How does the design of safety equipment and systems take into account concepts of changes in motion and forces? What has been the influence of society on the development of safety technology, and what are the contextual constraints and limits of these technological solutions? What is the scientific evidence of change to Earth? How has this evidence been used to formulate scientific theories? What are the limitations of current theories in making predictions about future changes to Earth? What are the characteristics of an ecosystem? How does matter cycle and energy flow through the biosphere and through ecosystems, and what are the implications of this knowledge in terms of protecting the environment for future generations? How do ecosystems and organisms change over time and respond to natural and human interventions?

These answers can be found by taking Science 20 as the four units of study are:

- i) The changing earth
- ii) Changes in living systems
- iii) Chemical changes
- iv) Changes in motion

These topics allow students to explore geology, biology, chemistry, and physics; focusing primarily on the “how” rather than “why” of science.

## SCIENCE 24

(Prerequisite - Science 14 or Science 10)

Science 24 is a course designed to ensure students become both scientifically literate and socially responsible.

The course may consist of topics such as: matter and chemical change, energy transformations, disease defense and human health, and safety in transportation. Students may use this course to complete the 10 science credit requirements for a high school diploma.

## BIOLOGY 30

(Prerequisite - 60% in Bio 20 or a teacher recommendation)

Students will explore interests and prepare for future education and careers.

Biology 30 consists of four units of study:

- a. Nervous and Endocrine Systems
- b. Reproduction and Development
- c. Cell Division, Genetics and Molecular Biology
- d. Population and Community Dynamics

Each  
course is  
5 credits

## CHEMISTRY 30

(Prerequisite - 60% in Chem 20 or a teacher recommendation)

Students will be encouraged to pursue interests and career possibilities in science related fields. Chemistry 30 consists of four units of study:

- a. Thermochemical Changes
- b. Electrochemical Changes
- c. Chemical Changes of Organic Compounds
- d. Chemical Equilibrium focusing on Acid-Base systems.

## CHEMISTRY 20/30 COMBINED

(Prerequisite - 60% in Sci 10 or a teacher recommendation. Open to grade 11 and 12 students only)

The purpose of this course is to eliminate the time gap between the two courses currently. This course will allow a student to expand on the theories in Chemistry 20 and apply in Chemistry 30 immediately after the Chemistry 20 topic thereby eliminating the need to spend time reviewing in Chemistry 30.

## PHYSICS 30

(Prerequisite - 60% in Physics 20 or a teacher recommendation)

Are you interested in how the things around you work? In this course, we will learn how to investigate and reconstruct car collisions, build and explain how electric guitars work, and how stars are producing all the materials in the universe. Physics 30 consist of four units of study:

- a. Momentum and Impulse
- b. Forces and Fields
- c. Electromagnetic Radiation
- d. Atomic Physics

## SCIENCE 30

(Prerequisite - 60% in any 20 level science course excluding Science 24 and Science 20-4)

A major emphasis throughout this course is developing skills in using scientific knowledge to make personal decisions. Science 30 integrates all science disciplines. The following questions may be covered in the course. What do blood pressure readings indicate? How does our immune system protect us from disease? How does AIDS destroy the immune system? What are your chances of passing on inherited diseases to your children? Why is it necessary to understand chemistry in order to deal with environmental problems? How do "Rolaids" and "Tums" tablets absorb more than their own weight in stomach acid? Can you make an organic compound that smells like bananas or strawberries?

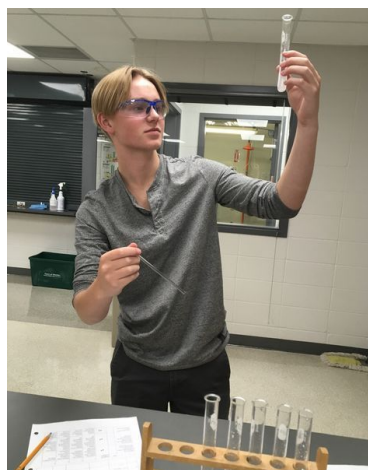
When can you look back in time? Why are you every bit as much "star stuff" as are Hollywood movie stars? Is AC-DC more than an out-of-date rock music group?

How can your personal life decisions affect global energy demands? What practical alternatives are there to the use of fossil fuels as energy sources?

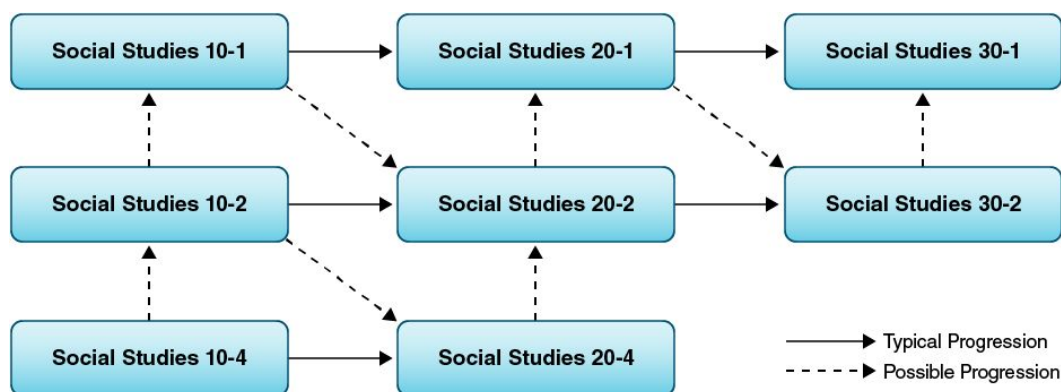
These answers can be found by taking Science 30 as the four units of study are:

- 1) Living Systems Respond to Their Environment
- 2) Chemistry in the Environment
- 3) Electromagnetic Energy
- 4) Energy and the Environment

**NOTE:** The DIPLOMA EXAMINATION is compulsory for CHEMISTRY 30, BIOLOGY 30, PHYSICS 30 and SCIENCE 30. The final mark is a blend of the school awarded mark and the DIPLOMA EXAMINATION mark. A minimum of 50% (final blended mark) is required to earn credits.



## SOCIAL STUDIES



Each course is 5 credits

### SOCIAL STUDIES 10-1

(Prerequisite - 60% in SST 9 or a teacher recommendation)

What is globalization and how does it affect us? Social Studies 10-1 students explore the changing meaning of identity and citizenship in a globalizing world, while also understanding the impacts of globalization, both positive and negative, on people worldwide.

### SOCIAL STUDIES 10-2

This course is recommended for students that received less than 65% in Grade 9 Social.

What is globalization and how does it impact me? Social Studies 10-2 students explore the history and effects of globalization. They develop an understanding of the impact that globalization has on people's identity and citizenship, while addressing emerging issues that globalization presents.

**If a student/parent would like to register for 10-1 while being recommended to be registered in 10-2, a contract is required to be signed between student, parent and teacher.**

### KNOWLEDGE AND EMPLOYABILITY

#### SOCIAL STUDIES 10-4

Students will examine globalization, the process by which the world is becoming increasingly connected and interdependent. They will explore historical aspects of globalization as well as the effects of globalization on lands, cultures, human rights and quality of life. Through a multiple perspectives approach, students will examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone 35 communities. Students will develop skills to respond to issues emerging in an increasingly globalized world, with particular emphasis on local environments and situations.

**Key Issue: Should we embrace globalization?**

#### SOCIAL STUDIES 20-1

(Prerequisite - 60% in SST 10-1 or a teacher recommendation)

In this issues-based course students will explore the complexities of nationalism in Canadian and international contexts. Students will study the origins of nationalism and the influence of nationalism on regional, international and global relations. The infusion of multiple perspectives will allow students to develop understandings of nationalism and how nationalism contributes to the citizenship and identities of peoples in Canada.

**Key Issue: To what extent should we embrace nationalism?**

#### SOCIAL STUDIES 20-2

(Prerequisite - 60% in SST 10-2 or a teacher recommendation)

Students will examine historical and contemporary understandings of nationalism in Canada and the world. They will explore the origins of nationalism as well as the impacts of nationalism on individuals and communities in Canada and other locations. Examples of nationalism, ultranationalism, supranationalism and internationalism will be examined from multiple perspectives. Students will develop personal and civic responses to developing issues related to nationalism.

**Key Issue: To what extent should we embrace nationalism?**

## **SOCIAL STUDIES 20-4**

Students will examine various forms of nationalism and apply their perceptions to their own identity and sense of citizenship. They will investigate the influence of nationalism on historical and contemporary events. Students will explore the impacts of nationalism and efforts to promote internationalism. Examples will be drawn from the study of the Aboriginal experiences, Quebecois nationalism, Canadian nationalism, international institutions and current events.

**Key Issue: Should we embrace nationalism?**

## **SOCIAL STUDIES 30-1**

(Prerequisite - 60% in SST 20-1 or a teacher recommendation)

Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent issues. Strong reading and writing skills will be required for this course.

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

## **SOCIAL STUDIES 30-2**

(Prerequisite - Social Studies 20-1 or Social Studies 20-2)

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

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

**NOTE: The DIPLOMA EXAMINATION is compulsory for both Social 30-1 and 30-2. The final mark is a blend of the school awarded mark and the DIPLOMA EXAMINATION mark. A minimum of 50% (final blended mark) is required to earn credits.**

Each  
course is  
5 credits



## ART

### ART 10

(Prerequisite – a love for being creative including drawing, painting and sculpture)

Students are expected to purchase and provide their own sketchbooks, pencil set, eraser and fine tipped markers. Art 10 reviews the elements of art and begins to look at how they are applied in various compositions using the Principles of design. A variety of mediums is introduced through assignments which investigate concepts such as abstraction, emotional appeal, perspective, hierarchical emphasis and spatial problems. At this level students will have the opportunity to refine skills and experiment to start and develop a personal style. Students will be expected to participate in personal and group critique sessions, discussing and analyzing their work.

### ART 20

(Prerequisite – Art 10)

Students are expected to buy their own sketchbooks, art pencils and black markers. At this level students may also be interested in purchasing their own paintbrushes for personal use.

Art 20 emphasizes on strengthening understanding of Elements of Art and the Principles of Design through use of a variety of mediums. Students will complete teacher directed assignments around a given theme. Research into famous artists and art periods are also a component of this course. Students will further develop skills learned in Art 10.

### ART 30

(Prerequisite - Art 20)

Students are expected to buy their own sketchbook, drawing pencils/eraser and black fine tipped marker. At this level students may also be interested in purchasing their own paintbrushes and higher quality paint for personal use.

Art 30 is aimed at the student's development of a personal style. A professional styled portfolio of completed work is the year's main aim. Time out of class may be necessary for assignment completion. Students will be expected to create and compile a digital portfolio to display online throughout the semester. In class critiques with understanding and the ability to evaluate one's own work and traditional gallery exhibitions in which a student is in attendance to discuss their work may also be expected. Art 30 focuses on major 20th century artists and movements and a research project may form part of the mark in this course.

Course Fees  
may be  
associated



## ATHLETIC EVENTS

Interested in Wildcat Athletics? Wildcat Athletic Events Staff is seeking energetic, attentive, and detail-oriented team members to join the Wildcat Athletics event personnel. We're looking for students in grades 10-12 who are accurate, prompt, alert, committed and responsible. The primary role will be scorekeeping and timekeeping at Wildcat volleyball, basketball, handball, and track and field events and tournaments. Students taking this class could earn credits in volunteerism or leadership.

### ATHLETIC EVENTS STAFF

Interested in Wildcat Athletics? Wildcat Athletic Events Staff is seeking energetic, attentive, and detail-oriented team members to join the Wildcat Athletics event personnel. We're looking for students in grades 10-12 who are accurate, prompt, alert, committed and responsible. The primary role will be scorekeeping and timekeeping at Wildcat volleyball, basketball, handball, and track and field events and tournaments. All roles are vital to ensuring game integrity and the need for real-time statistics by fans, the media, and the teams.

Course Fees  
may be  
associated

#### Qualifications

- Available to work evenings and weekends
- Attentive and detail-oriented
- Athlete experience helpful but not required
- Strong knowledge/passion of sport
- Computer experience

### ATHLETIC EVENTS STAFF: ANNOUNCER(S)

Wildcat Athletics is looking for a Public Address Announcer for its home volleyball and basketball games. The PA Announcer duties include announcing starting lineups, commenting live stream game action, public address announcements, presentations, contests, and other duties as assigned. The PA Announcer is the main voice of Wildcat Athletics while in the gym. The PA Announcer works closely with other event staff to create a fan friendly and entertaining environment during home events.

#### Qualifications

- Available to work evenings and weekends
- Instrumental in creating a highly entertaining and family fun atmosphere
- Ability to be spontaneous and react quickly as appropriate
- Strong vocal talent
- Unique and definitive personality

### COURSE CREDITS: 3-5 CREDITS

#### Potential Credits:

Leadership, Character & Social Responsibility 15-3

Leadership, Character & Social Responsibility 15-5

OR

Course CCSS 1080: Community Volunteerism

Course CCSS 2080: Community Volunteerism

OR

Course CCS1910: CCS Project



## AUTOMOTIVE TECHNOLOGY

Course Fees may be associated

The automotive industry is an ever-changing environment where a technician needs to be able to problem solve a variety of concerns while sometimes taking the role of a computer technician, plumber, welder, machinist, small engine technician and other trades. This course is designed to give the student an overview of automotive systems while giving them useful skills for everyday maintenance and repair of their own vehicles in the future. Upon completion of this program, a dedicated student will be well prepared for Automotive Service Technician Apprenticeship.

In Automotive Technology, students will inspect, diagnose, repair and service mechanical, electrical and structural systems. They may access engines and components of cars and light trucks as well as small engines and components from mowers, motorcycles, and ATVs.

**Auto Tech 1.1** is an **INTRODUCTION** to Automotive Technology Service and Mechanical Systems. In this course, we will explore fundamental principles that dictate the operation of a motor vehicle and the modules studied are prerequisites for Auto Tech 1.2, 2.1 and 3.1. Projects in Auto Tech 1.1 are of an introductory nature.

**Auto Tech 1.2** is a continuation of learning in Auto Tech 1.1, and is recommended for anyone keenly interested in Automotive Technology for personal or career interests. In this course we will delve deeper into the study of steering and suspension systems, alternative fuel engines, and engine fundamentals. Modules studied are prerequisites for Auto Tech 2.2 and 3.2. Projects in Auto Tech 1.2 are of an introductory nature.

Each course is 5 credits

Auto Tech continuing at the **2.1** and **3.1** levels will further expand on the service side of the industry. Topics of study may include engine fundamentals, alternative fuel engines, and hydraulic systems (such as brakes and automatic transmissions).

Auto Tech continuing at the **2.2** and **3.2** levels will further expand upon the mechanical systems side of the industry. Topics of study may include Steering, Suspensions and Electrical Fundamentals.

Auto Tech continuing at the 20 and 30 levels will further expand upon the mechanical systems and service sides of the industry. Topics of study may include steering, suspension, electrical fundamentals and hydraulic systems (such as brakes and automatic transmission). Students interested in learning all they can about automotive technology are encouraged to enroll at least twice in their grade 11 and 12 years.

All courses will begin with a shop safety review. Some special projects may be requested or assigned. Students in the same course may not take the same CTS modules, depending on interest, effort and projects available.



Course Fee Optional for Instrument rental: \$50.00

## BAND

### BAND 10, 20, 30

(Prerequisite – a background in music including experience in a previous band format and your own instrument.) The instrumental program at the Grade Ten through Grade Twelve levels is focused primarily on individual growth through a more challenging repertoire, both as a full ensemble and individually.

Concert Band rehearsals are offered primarily on Wednesday and Friday mornings to allow a student to take a full course load including their other choices for options. On weeks there is no school on Fridays, rehearsals will be Monday (optional) and Wednesday. The rehearsals start at 7:30 a.m. and run throughout the year.

The above courses include major trips (depending on the year) with the Stettler Concert Band. All the members of this touring band have to be enrolled in one of the above programs. This group has performed at the Magic Music Days at Disneyland, received ratings of Gold and Silver in San Francisco and at the Whistler Music Festivals. They have also done workshops at Stanford, Horace Mann Academy in New York, and at Cal State University. As well, they have been the proud recipients of the Heritage Spirit Award in both the San Francisco and New York Heritage Festivals. Members have also been part of many of the Drama productions, including "Grease" and "The Sound of Music".

## CERAMICS ADVANCED TECHNIQUES 15

Ceramics Advanced Techniques 15 provides students with an opportunity to develop the knowledge, skills and abilities for expressing thoughts, ideas and feelings through ceramics. Students in Ceramics 15 can enhance their artistic competencies and visual literacy and will enable students to expand their skills in two-dimensional and three-dimensional ceramic works.

## CHILD DEVELOPMENT ASSISTANT PATHWAY AND CERTIFICATION

This program runs for 1 semester and the next intake will be for students in grades 10 - 12. Students will receive their **Child Development Assistant Certificate** upon completion which is the first level required for all staff of licensed child care centers. There will be no cost to students to take this program and they will earn 5 high school credits toward their diploma. Students who complete the program may be eligible to receive a \$2,500 scholarship towards college tuition to study Early Childhood Education. To qualify students must finish the free child care training while they are still in high school and then register in and attend an early learning and child care certificate, diploma or degree program. Students must sign a service commitment agreeing to work in a licensed or approved child care program for one year. **(RCMP criminal record checks are required to work in an approved child care facility and MUST be obtained during the course.)**

Each  
course is  
5 credits

## COMMUNICATION TECHNOLOGY

### Communication Technology 10

(Prerequisite – none)

Media Literacy: The ability to access, analyze, evaluate and use media. Communication Technology is a course designed to enable students to explore and pursue careers in digital media (film, television, radio, internet, publishing). In this course students will explore introductory audio and video production. Students will plan, shoot, and edit a variety of projects; and will learn to analyze and design media messages. Students will learn to function in a team environment while developing individual competencies. Through their experiences, students will develop their media literacy skills.

### Communication Technology 20

(Prerequisite – CommTech 10)

In this course, students will be introduced to the integration of various media for the purpose of producing multimedia messages. This course introduces students to the complex language of film by examining individual components, aspects and concepts concerned with the visual medium. Specific detail is paid to the relationship between the writer, director, and the audience. Emphasis is placed on understanding the basics of narrative, aesthetics, and the practical application of the techniques behind these theories. In addition, students will further enhance their script writing and video production skills.

### Communication Technology 30

(Prerequisite – CommTech 20)

Students in this course will have the opportunity to produce television broadcasts. This course introduces students to comprehensive shot types, perspective, framing types, framing composition theory and practice, tape vs. solid state, internal and external coverage during dialogue along with the logic and production value of camera placement. This course also introduces students to the world of location audio recording and production. Choosing locations, evaluating and recording ambience, choosing microphones, practicing booming techniques, using wireless systems, proper cable handling, and techniques for mic-ing talent will all be studied and practiced by students in the course so they can produce professional location audio. Students will complete at least 5 modules.





# CONSTRUCTION TECHNOLOGY

## CONSTRUCTION TECHNOLOGY 1.1 – GETTING STARTED

This course is intended as an introduction to construction for all students who may have an interest in having woodworking skills. It will be useful for those of you who plan to be future homeowners and those who want to follow an apprentice program and eventually become a journeyman carpenter. You will learn about safe and proper use of hand tools, portable power tools and the stationary equipment, which would include table saws, planers and jointers. A mix of project planning and shop projects will complete your time in Building 1.1. The choice of projects will remain the instructor's responsibility.

**Please note that the 3 modules studied in Building 1.1 are the primary prerequisite modules for further studies in Building Construction.**

## CONSTRUCTION TECHNOLOGY 1.2

Students usually take Building 1.2 in the second semester after completing Building 1.1 during the first semester of their grade 10 year. There will still be a project-planning portion of the course as the projects will be more complex. One perk of Building 1.2 is that class sizes are smaller than Building 1.1 classes thereby giving students quicker access to tools. The instructor will continue to select projects but there will be some students who will have the abilities to tackle personal or customer projects.

## CONSTRUCTION TECHNOLOGY 2.1 – FRAMING

Someday you may want to build your own house, a garage, a shed or a fence. You may want to do your own household renovations. Building 2.1 is a course aimed at students who want to advance their skills in building construction. This course also advances you on your path to being a tradesperson in the construction industry because many of the skills are transferable to other trades. Layout procedures, building codes, framing methods, roof types and siding materials are all part of the course. There are opportunities for student-planned projects but most of the time the projects will be for customers. That face adds a certain obligation "to get it right".

## CONSTRUCTION TECHNOLOGY 2.2 – CABINET MAKING

Most students take Building 2.2 during their grade 11 year. It's a chance to learn about creating different wood joints, materials meant for cabinetry, different finishing methods and building simple cabinets. You may not build a roll-top desk during this course but you will learn the basics that will get you there. For the more skilled student(s), customer and/or personal projects will be offered.

## CONSTRUCTION TECHNOLOGY 3.1 – ADVANCED FRAMING

This is the logical course for a grade 12 student who has completed Building 2.1. The framing will be more complex, stair construction will be accomplished and usually there will be projects from customers which will take more time to complete. Garages, large storage sheds, gazebos, ice fishing sheds and don't forget the football tower, are examples of student-built projects.

Please note: Additional or substitute modules are available for students motivated to complete other projects in consultation with the instructor.

## CONSTRUCTION TECHNOLOGY 3.2 - ADVANCED CABINETRY

Students who have completed Building 2.2 and want to learn more about cabinetry this is the course to take. There will be customer projects and students will be encouraged to build personal projects. It's a chance to make some of that furniture you will need when you leave the comfort of your parents' home. In previous years, students have built Murphy beds, roll-top desks, dressers, coffee tables and poker tables, computer desks, just to name a few.



Course Fees may be associated

## **COSMETOLOGY**

### **COS 1.1**

We will be exploring hair and scalp care, styling basics, long hair design, apprenticeship and safety, coloring and cutting hair! It will be a very intensive and exciting look at the basics of the hairstylist trade.

COS 1010 - Principles and Practices

HSA 3900 - Apprenticeship Safety (must be completed to continue in either stream)

HSA 3431 - Hair and Scalp

COS 1020 - Long Hair Design 1

HSA 3441 - Principles of Haircutting

HSA 3566 - Haircoloring 1

**Course  
Fees  
may be  
associ-  
ated**

### **COS 1.2**

We will be exploring facial skin care, facials, manicuring, basic makeup and stage makeup application. This course is the introduction to the spa and esthetics industry.

Prerequisites: COS 1010 & HSA 3900 \*can be completed in this course

EST 1020- Skin Care Practices

EST 1070 - Manicuring 1

EST 1140 - Theatre Makeup 1

### **COS 2.1**

We will be developing and enhancing skills in the hairstylist trade that could potentially lead to careers in the salon. Skills will include cutting hair, long hair updos, perming wraps, coloring and lightening hair. You must have taken Cos 1.1 to enroll in this course.

COS 2010 - Long Hair Design 2

HSA 3436 - Shampoo & Condition

HSA 3536 - Hair Wrapping 1

HSA 3546 - Chemical Waving 1

HSA 3476 - Various Haircuts

HSA 3451 - Demonstrate H/C Principles

HSA 3571 - Haircoloring 2

### **COS 3.1**

This advanced class is about enhancing and refining skills in the hairstylist trade that could lead to careers in the salon. Cutting men's, women's, and children's hair, long hair updos, perming hair, specialty coloring and corrective techniques. You must have taken COS 2.1 to enroll in this course.

COS 3020 - Long Hair Design 3

HSA 3541 - Hair Wrapping 2

HSA 3551 - Chemical Waving 2

HSA 3481 - Customizing Techniques (hair cutting)

HSA 3456 - Demonstrate Haircutting on various hair types

HSA 3446 - Customizing H/C

HSA 3576 - Haircoloring 3

## **EST Esthetics**

### **COS 2.2**

An in depth look at the spa industry and esthetics practices. We do Facials, Lacquer Nails, Pedicuring, Beauty makeup and stage makeup. You must have taken COS 1.2 to enroll in this section.

EST 2030 - Facials

EST 2050 - Makeup

EST 2070 - Manicuring 2

EST 2090 - Nail Art

EST 2140 - Theatre makeup 2

### **COS 3.2**

The entry course into a spa career. We cover waxing, massage, gel nails, specialty facial techniques, ear piercing, henna, and advanced makeup. You must have taken COS 2.2 to enroll in this section.

EST 3030 - Body Therapy

EST 3040 - Hair Removal

EST 3070 - Pedicuring

EST 3090 - Nail enhancement Gel

EST 3140 - Theatre makeup 3

EST 3060 - Facial and Body Adornment

## DIGITAL PHOTOGRAPHY

### DIGITAL PHOTOGRAPHY BEGINNER

A very popular course with students. Sign up early to ensure your placement in the class. Cameras are provided but if you wish to bring your own, this is possible.

Students will learn digital camera components, commands and controls as well as other photographic equipment and demonstrate basic photographic skills.

Students will also learn image editing using Adobe Photoshop CS6.

### DIGITAL PHOTOGRAPHY II

(Prerequisite: MUST HAVE TAKEN DIGITAL PHOTOGRAPHY BEGINNER)

This course is designed to expand both your photography and Photoshop skills beyond what you learned in Gr 10 as well as exploring more specialized areas of photography and editing.

This course will be more challenging and will test your creativity and work effort but will also be very rewarding as you will complete a larger and more dynamic portfolio of work.

While anyone who completed Digital Photography Beginner can sign up, it is best suited to those who received a 70% and above in the previous course.

## DRAMA

### DRAMA 10

Drama 10 is an introductory course offering students a wide variety of activities based on the theatrical arts. The course focuses on developing confidence, developing spontaneity, and acting skills. The disciplines of the program are divided into:

- **Those that communicate** – movement, speech, and improvisation/acting.
- **Those that enhance communication** – theater studies, technical theater, and design.

The Drama 10 program serves as an introduction to all of the disciplines.



## DRAMA 20

(Prerequisite – Drama 10)

Whereas Drama 10 is an introduction to the field of Dramatic Arts, Drama 20 offers students an opportunity to enhance their skills and to explore new domains. The course examines the individual as creator, performer, historian, critic, and patron. Through the self-development and socialization which occur through class participation, an appreciation of theater as a traditional art form is established and encouraged. Though all strands of the Drama program are covered, the emphasis of the Drama 20 program is on acting and performance.

## DRAMA 30

(Prerequisite – Drama 20)

Drama 30 is a more intensive study of the theater arts. It is for the student who shows a real interest in Drama as a communicative art form. Drama 30 captures all the skills and nuances culminated in Drama 10 and 20, develops them further, focusing on the student as writer, producer, actor, and technician. The Drama 30 students should feel confident in their abilities and should have self-discipline. The course covers all strands of the Drama program (speech, movement, acting, improvisation, technical theater, theater history, and design) but the emphasis of the program is on **directing and production**.



Each course is aligned to 5 CTS credits unless otherwise noted

Please Note: The fee varies

## DUAL CREDIT COURSES

In conjunction with partnering colleges, Wm. E. Hay Students may have the opportunity to earn both college and high school credits. The programs that may be available include:

- Agriculture Equipment Technician
- American Sign Language
- Play
- Intro to Psychology
- Introduction to Entrepreneurship
- Introduction to Marketing
- Intro to Sports Management
- Veterinary Practice
- Introduction to Heavy Oil and Gas (3 credits)
- Environmental Sustainability

Courses will be offered in an online environment in a classroom where students will be supported by staff. Students will be able to complete 1 to 4 college courses in one of the above programs per school year and earn between 3 and 20 CTS credits towards their high school diploma.

If you are interested in registering for any of the above programs please register for **Dual Credit Course** on your registration.

## FABRICATION

Fabrication 1.1-2.1-3.1 focuses on the essential welding methods and techniques with special projects that allow students the opportunity to explore both the practical application and then a broader experience of their skills with metal

### FAB 1.1

(Prerequisite: None-It is highly recommended that students take Fabrication 1.1 in their Grade 10 year)

### FAB 2.1

(Prerequisite: FAB 1.1)

### FAB 3.1

(Prerequisite: FAB 2.1)

### FAB 1.2

### FAB 2.2

(Prerequisite: FAB1.2)

### FAB 3.2

(Prerequisite: FAB2.2)

Prerequisite course requirements are essential to maintaining safety standards, appropriate instructional sequence & articulation with post-secondary programs. Prerequisite requirements for CTS courses must be met through successful completion of the prerequisite course, or successful challenge of the prerequisite course.

## FASHION AND DESIGN 10/20/30

If you are interested in fashion and design, this is the course for you. Students will study the impact that fashion has on our lives, as well as costume design and garment construction, while designing and creating a variety of projects for themselves and the theatre program.

Each level will consist of a combination of CTS modules students can choose from, such as Fashion Dynamics, Evolution of Fashion, Fashion Merchandising, Redesign, Recycle & Restore, and Fashion Illustration, to support the student's interests.

### FAS10 (3 or 5 crs)

(Pre-requisite: none) *No sewing experience is required.*

Students have the choice of taking Fashion as a 3-credit option or for 5 credits (ever day).

### FAS20 (5 crs)

(Pre-requisite: FAS10)

### FAS30 (5 crs)

(Pre-requisite: FAS20)

## FINANCE

### SURVIVING FINANCIALLY WHEN YOU MOVE OUT

(Prerequisite - Math 10C or Math 20-3)

This course is open to grade 11 and 12 students. The course will cover topics such as budgeting, expenses, spending, income, borrowing money, investing, and more. Students will explore vehicle purchasing, and plan a trip. A large portion of the assessment will come from a case study of your unique situation.



us will be "Basic Financial Information" budgeting, expenses, spending, our first year away from home, plan a no homework for this course. A large se will be a case study of you and your

## FOODS

If you like to eat or want to eat good food, you will love this course. The main goal of our Foods Program is to help students develop an appreciation for different kinds of food, and gain experience in food preparation techniques and safe food handling through practical lab experiences and through topic based instruction. Students will understand that nutritional food is also tasty and beautiful. Students will also gain first hand commercial cooking experience.

**REMEMBER, EVERYONE CAN COOK!**



### FOODS 1.1

To gain experience in culinary art from a cook's perspective.

### FOODS 1.2

To sharpen your culinary skills from a baker's perspective.

### FOODS 2.1

(Prerequisite - FOODS 1.1)

Learn to cook and bake in a creative way by expanding the repertoire of food-preparation techniques.

### FOODS 3.1

(Prerequisite - FOODS 2.1)

To focus on flavors, presentation techniques, and cultural traditions of food.

## FRENCH



A **beginning French student needs to register in French 10-3Y**, whereas a student who has completed French 7, 8, and 9 may be eligible to take French 20-3Y.

**\*French 9 students can proceed to French 20-3Y with teacher recommendation based on oral and written proficiency of 65% or higher. Otherwise, a comprehensive review through French 10-3Y is recommended to benefit the student's proficiency and comprehension.**

### FRENCH 10-3Y

(Prerequisite - none)

French 10-3Y is the **beginning course** in high school for Grade 10 students with no or minimal previous knowledge of French. This course will be instructed in English, with a gradual shift to French by the end. Students who successfully complete French 10-3Y proceed to French 20-3Y. Topics in French 10-3Y include Francophone culture in Alberta and Quebec.

### FRENCH 20-3Y

(Prerequisite French 9 (see below) or French 10-3Y)

French 9 students who have achieved 65% or higher on tested proficiency level exam, and with teacher recommendation can enroll in French 20-3Y. This course is **also** intended for students who have successfully completed French 10-3Y and is considered an Intermediate level. **The language of instruction is primarily French, and students are expected to converse with each other and the teacher in French as much as possible to prepare for French 30-3Y.**

Francophone culture in France is explored.

### French 30-3Y

(Prerequisite—French 20-3Y or equivalent)

Language of instruction is French and students converse with each other and the teacher in French at all times. This is an important step to achieving fluency at this Advanced level. International Francophone culture is explored.



## INDIGENOUS STUDIES 10

The focal point of Aboriginal Studies 10 is the wealth and diverse nature of Aboriginal languages and cultures. The program of studies explores concepts within the students' own unique context. It is intended to provide a conceptual framework for all learners to enhance understanding of the diverse Aboriginal cultures within their region, Canada and the world. The term "Aboriginal" refers to First Nations, Métis and Inuit.

The resiliency of Aboriginal peoples' cultural heritages and languages has promoted a survival of their nations. In spite of many challenges, the majority of Aboriginal peoples in Canada have maintained traditional beliefs and value structures within their cultural framework.

For all students, the program can serve to increase an awareness, appreciation and understanding of the rich and long-lasting history, culture and contributions of Aboriginal peoples as part of our society. It can also serve to enlighten and contribute to discussion and analysis of Aboriginal issues.



## LEADERSHIP 10 (3 crs.)

In Leadership 10, students will develop their leadership and communication skills through the planning and completion of a variety of service initiatives. This course encourages students to consider their personal role in becoming capable, collaborative, and contributing members of society. The focus of the course is on the foundations of leadership, communication, mentorship, volunteerism and school culture-building projects.

## MATHEMATICS ENHANCEMENT 15-25-35

This course is open to grade 10, 11 and 12 students that may decide they need additional support or time to complete their mathematics course. Students registering in this course will meet with an assigned instructor to get help reinforcing concepts, completing assignments and improving study practices. It is expected that students will advocate for the direction of their learning in this course, while the instructor will facilitate opportunities to enhance the student's learning at the student's request.





## PHYSICAL EDUCATION

### LIFELONG FITNESS 10

Lifelong fitness is a course designed on the principles focused on creating a more long-term fitness program that you can take and develop throughout your life, wherever it takes you. It is intended to help you reflect on your current lifestyle and assist you in creating and maintaining a healthy or healthier lifestyle for the future.

The main emphasis is on **consistency**, fitness sessions, journaling and SMART goal setting along with diet and nutrition; lifelong fitness will help you become aware of activities within the community as well as what you can do for yourself to be active in a more individual focused non-competitive structure.

Students will be granted Physical Education 10, 20 or 30 depending on their previously completed program.

### PHYSICAL EDUCATION

The rationale for physical education is to develop your lifelong learning of physical, social and emotional skills and to foster the tendency of engaging in physical activity in order to have a fit and healthy lifestyle. Four General Outcomes of Physical Education are:

- Students will acquire skills through a variety of developmentally appropriate movement activities; in an alternative environment (i.e.: aquatics and outdoor pursuits), dance, games, gymnastics and individual activities.
- Students will understand, experience and appreciate the health benefits that result from physical activities.
- Students will interact positively with others.
- Students will assume personal responsibility to lead an active way of life.



## PSYCHOLOGY 20

### GENERAL & PERSONAL PSYCHOLOGY 20

**Program Rationale:** Psychology 20 is an academic option course. It is part of the Social Sciences program and compliments the Biology program, by examining the functions of the human brain and related systems, and the Social Studies program, by encouraging increased understanding of “humanity and the world”. Part of this understanding is the struggle to discover who we are as individuals, as members of a family, a community, a society and a part of humanity. The course will provide directions and insights into what it means to be human.

#### Personal Psychology 20 Themes

Introduction to Psychology, Personality, Behavior, Intelligence, Heredity and Environment, Biological Influences on Behavior and Understanding Perception.

#### General Psychology 20 Themes

History of Psychological Schools of Thought, Principles of Learning, How to Learn Efficiently, The Process of Thinking, Facing Frustration and Conflict, Emotional Problems of Adolescents, Behavior Disorders and Their Treatment, Career Opportunities in Psychology.

Psych 20  
comprises  
2 courses-  
General  
Psych 20  
(3 crs.)  
and  
Personal  
Psych 20  
(3 crs.)

## SPORTS MEDICINE

Sports Medicine is a 3 credit option consisting of a combination of three independent one credit Career and Technology Studies modules:

**REC2010: Nutrition for Recreation Activities and Sport**

**REC1020: Injury Management 1**

**HCS2020 First Aid/CPR.**

In this course, students will explore and explain the dimensions of wellness and body systems with a focus on how they apply to food, hydration and physical activity. Students will learn prevention, assessment and management techniques related to injuries that may occur during recreational and sporting events and activities. Students should expect the course to have both a written/theory and physical/practical assessment components.

**Please note that successful completion of HCS2020 may allow students the opportunity to receive First Aid certification.**

## SPORTS PERFORMANCE

A strength, cardio and skill improvement class offered two days a week **before school**. Students will take part in developing their own goals and programs for growth of skill and overall fitness.

## THEATRE ARTS 15-25-35

***EXCITING COURSE FOR STUDENT SERIOUSLY INTERESTED IN DRAMA***

**Students participating in Theatre Arts for the first time will receive credits in Theatre Arts 15, the second time participating in Theatre Arts 25, and Theatre Arts 35 when taking the course the third time.**

**Responsibilities and requirements will increase with each consecutive course.**

**Stage Management 25-35**

(Prerequisite – SUCCESSFUL AUDITION/INTERVIEW)

A – Stream Courses focus on Acting and Performance

B – Stream Courses focus on Lighting and Sound

C – Stream Courses focus on Design (Sets, Costume, Properties)

Students participating in this course will be actively involved in the Wildcat Theatre productions.

Theatre Arts provides a continuum of experiences starting with introductory/exploratory activities and expanding to development of skills related to the career fields. The Theatre Arts course is designed to prepare seriously committed, talented students for further training at theatre schools and other associated programs that lead to a career in theatre. In the process of progressing through the courses, the student develops talents, skills, and knowledge of self. Realizing that creativity is an integral part of art and that individuals produce art, this course offers students an “art-oriented” environment that stimulates originality and creativity through intellectual, artistic, and technical exploration and experimentation. It is hoped that such an environment will foster both independence and creativity in the student.

Students who participate in these courses will have had a successful audition/interview and will be actively participating in Wildcat Theatre productions.



# WM. E. HAY STETTLER SECONDARY SR. HIGH COURSE OFFERINGS 2024-2025

**NOTE: Programs without significant registrations will not be offered.**

**\*(OS) denotes programs that occur outside of regular school hours\***

ELA 10-1	5	ART 10	3	FABRICATION 1.1	3
ELA 10-2	5	ART 20	5	FABRICATIONS 1.2	3
ELA 10-4	5	ART 30	5	FABRICATIONS 2.1	5
ELA 20-1	5	ATHLETIC EVENTS STAFF	3-5	FABRICATION 2.2	5
ELA 20-2	5	AUTOMOTIVE TECHNOLOGY 1.1	3	FABRICATIONS 3.1	5
ELA 20-4	5	AUTOMOTIVE TECHNOLOGY 1.2	3	FABRICATIONS 3.2	5
ELA 30-1	5	AUTOMOTIVE TECHNOLOGY 2.1	5	FASHION & DESIGN 10	3 or 5
ELA 30-2	5	AUTOMOTIVE TECHNOLOGY 2.2	5	FASHION & DESIGN 20	5
ELA 30-4	5	AUTOMOTIVE TECHNOLOGY 3.1	5	FASHION & DESIGN 30	5
MATH 10 C	5	AUTOMOTIVE TECHNOLOGY 3.2	5	FINANCE Surviving Financially When you Move Out	5
MATH 10-3	5	BAND 10 (OS)	3	FOODS 1.1	3
MATH 10-4	5	BAND 20 (OS)	3	FOODS 1.2	3
MATH 20-1	5	BAND 30 (OS)	3	FOODS 2.1	5
MATH 20-2	5	CERAMICS ADVANCED TECHNIQUES 15	5	FOODS 3.1	5
MATH 20-3	5	CHILD DEVELOPMENT ASSIST.	5	FRENCH 10-3 Y	5
MATH 20-4	5	COMMUNICATION TECH 10	3	FRENCH 20-3Y	5
MATH 30-1	5	COMMUNICATION TECH 20	5	FRENCH 30-3Y	5
MATH 30-2	5	COMMUNICATION TECH 30	5	GREEN CERTIFICATE (OS)	5
MATH 30-3	5	CONSTRUCTION TECHNOLOGY 1.1	3	INDIGENOUS STUDIES 10	5
MATH 31	5	CONSTRUCTION TECHNOLOGY 1.2	3	LEADERSHIP 10	3
SCIENCE 10	5	CONSTRUCTION TECHNOLOGY 2.1	5	LIFELONG FITNESS 10	3
SCIENCE 14	5	CONSTRUCTION TECHNOLOGY 2.2	5	MATH ENHANCEMENT 15	3
SCIENCE 10-4	5	CONSTRUCTION TECHNOLOGY 3.1	5	MATH ENHANCEMENT 25	5
SCIENCE 24	5	CONSTRUCTION TECHNOLOGY 3.2	5	MATH ENHANCEMENT 35	5
SCIENCE 20-4	5	COSMETOLOGY 1.1	3	PHYS ED 10	3 or 5
SCIENCE 20	5	COSMETOLOGY 1.2	3	PHYS ED 20	5
SCIENCE 30	5	COSMETOLOGY 2.1	5	PHYS ED 30	5
BIOLOGY 20	5	COSMETOLOGY 2.2	5	PSYCHOLOGY, GEN. & PERS. 20	6
BIOLOGY 30	5	COSMETOLOGY 3.1	5	REG'D APPRENTICESHIP (RAP)(OS)	5
CHEMISTRY 20	5	COSMETOLOGY 3.2	5	SPORTS MEDICINE	3
CHEMISTRY 30	5	DIGITAL PHOTOGRAPHY Beginner	3	SPORTS PERFORMANCE (OS)	5
CHEMISTRY 20/30 (Combined)	10	DIGITAL PHOTOGRAPHY II	5	THEATRE ARTS 15 (OS)	5
PHYSICS 20	5	DRAMA 10	3	THEATRE ARTS 25 (OS)	5
PHYSICS 30	5	DRAMA 20	5	THEATRE ARTS 35 (OS)	5
SOCIAL STUDIES 10-1	5	DRAMA 30	5	WORK EXPERIENCE 15 (OS)	5
SOCIAL STUDIES 10-2	5	DUAL CREDIT	5	WORK EXPERIENCE 25 (OS)	5
SOCIAL STUDIES 10-4	5	CHILD DEVELOPMENT ASSIST.	5	WORK EXPERIENCE 35 (OS)	5
SOCIAL STUDIES 20-1	5				
SOCIAL STUDIES 20-2	5				
SOCIAL STUDIES 20-4	5				
SOCIAL STUDIES 30-1	5				
SOCIAL STUDIES 30-2	5				
CALM	3				

