St. Paul Regional High School

Regional. . . Here for the future.

PROGRAM GUIDE 23 24

TABLE OF CONTENTS

Principal's Message

This Program Planning Guide is designed to provide you with the details on the variety of educational opportunities offered at St. Paul Regional High School. In addition to a complete academic program, our school offers business, and career and technology courses. Please read through this information carefully. Try and build a program that will provide you with the greatest possible success.

Building a successful program means matching your interests and abilities while ensuring that you meet high school diploma requirements and admission requirements to university, college or technical school. Making these decisions is not always easy. Get all the advice you can. Above all, be realistic about yourself, your abilities and your goals.

At St. Paul Regional High School, we believe that education is a co-operative venture among students, parents, the community and teachers. Students and parents are encouraged to bring their concerns to any member of our administration team. Working together we can achieve great success as we strive for excellence.

Mark Tichkowsky
Principal

SUCCESS AT REGIONAL BEGINS WITH A PLAN AND A MAP . . .

Success at Regional

There are basic rules to following the map and getting to where you want to end up.

- **Set goals** both academically and vocationally
- High level of **attendance**
- **Put in the time**—next to ability, time spent on homework is the most important factor in good grades
- Students who **get involved** in clubs, sports, and school related activities outside the class room get a better sense of belonging and tend to achieve at a higher level.
- **Know your resources**—teachers, administrators, counselors, parents, web-sites,

STUDENT SERVICES

It is important that students have access to a broad range of counselling services in high school. The Student Services department offers a wide variety of counselling functions.

EDUCATIONAL SERVICES

- course selection
- changes in course registration
- diploma requirement information
- registering new students
- orientation programs
- study skills information

PERSONAL COUNSELLING SERVICES

Helping students with concerns

- peers
- family
- self concept
- drug/alcohol problems
- test anxiety
- depression
- referrals to appropriate agencies

CAREER SERVICES

- post-secondary programs
- general career descriptions
- apprenticeship opportunities
- interest testing
- visits to institutions
- visits from institutions
- letters of reference
- application forms
- career information centre

FINANCIAL INFORMATION

- awards
- scholarships and bursaries
- student loans

Students wishing to take advantage of any of the services listed may make an appointment with Mrs. Kaprowski our guidance counsellor. Parents too are most welcome to contact the counsellor regarding any of the above.

PLANNING FOR SUCCESS—IN GRADE 10

Wherever you believe you are headed with your education, Regional has a plan for you! Our core courses are designed to meet your educational requirements be they University, College, Technical schools or other post secondary options. Choose courses from any of those listed below. Entrance into core courses are based upon entry level marks and requirements.

ENGLISH

Grade 9 LA Mark

>65% English 10-1
<65% English 10-2
<50% English 10-4

Requires 15 English credits for High School Diploma

English 10-2, 20-2. 30-2
15 English credits for High School Diploma and entrance into some NAIT and college programs

English 10-1, 20-1, 30-1
15 English credits for High School Diploma and entrance into University programs.

MATH

Grade 9 Math Mark

>65% Math 10C
<65% Math 10-3
<50% Math 10-4

Requires 10 Math credits for High School Diploma Math 10-3 to Math 20-3

Math 10C, 20-2, 30-2
15 Math credits for entrance into College & some NAIT programs

Math 10C, 20-1, 30-1
15 Math credits for entrance into University programs

Math 31

Require 15 Math credits for entrance into College, NAIT and University faculties.

SCIENCES

Grade 9 Science Mark

>65% Science 10
<65% Science 14

Requires 10 Science Credits for High School Diploma.
Science 14 to Science 24

Science 10,20,30
15 Science credits for entrance into College, NAIT and some University faculties.

Science 10 is the prerequisite for the following streams:
Biology 20 & 30
Chemistry 20 & 30
Physics 20 & 30
Science 20 & 30

SOCIAL STUDIES

Grade 9 Social Mark

>65% Social 10-1
<65% Social 10-2

Requires 15 Social Studies credits for High School Diploma.

Social 10-2, 20-2, 30-2
15 Social Studies credits for High School Diploma and entrance into some NAIT and College programs.

Social 10-1, 20-1, 30-1
15 Social Studies Credits for High School Diploma and entrance into University programs.

FOR FIRST TIME REGISTRATIONS AND ENTRY INTO THE ACADEMIC CORE COURSES THE FOLLOWING PROCEDURES SHALL APPLY:

1. The prerequisite for first time registrations and entry into the academic core courses given below will be a minimum standing (FINAL) of **65%** in the required grade 9 course.

   Math 10 C grade 9 required course – regular Math 9 – minimum 65%
   Math 10-3 grade 9 Math mark between 50% and 65%.
   Math 10-4 grade 9 Math mark less than 50%

   English 10-1 - grade 9 required course - regular Language Arts 9—65% required

   Social Studies 10 - grade 9 required course - regular Social 9—65% required
   Appropriate course level will be determined by
   (a) Students Achieve mark on day of Achievement Exam and
   (b) Achievement Exam mark.

   Science 10 - grade 9 required course - regular Science 9—65% required

2. Students who are registered in special programs at the Grade 9 level may be considered for the academic core courses in which they have demonstrated an outstanding level of achievement in their special program and/or are able to obtain a minimum of 60% mark on a grade 9 level examination in the relevant subject area.

3. Students from schools other than Glen Avon or Racette must present a statement of final grade 9 standing or report card from the school in which they completed their grade 9 courses.

General Information

A. HIGH SCHOOL COURSE - NUMBERING SYSTEM

All courses are numbered in decades - number 10 for Grade 10 courses, number 20 for Grade 11 courses, and number 30 for Grade 12 courses. Career and Technology Studies courses numbered "1" are introductory level courses, those numbered "2" are intermediate, and those numbered "3" indicate advanced level courses.

B. CREDITS

A total of 100 credits is required to secure a high school diploma from St. Paul Regional High School. This may be taken by attending high school for three or four years. For the purpose of instruction, a credit is equal to about 25 hours of instruction. Thus, a five credit course would be assigned a minimum of 125 hours. For a three credit course, 75 hours of instruction is required.

C. SEMESTER SYSTEM

The semester system divides the school year into two equal parts. Usually one semester operates from September to the end of January, with the final semester operating from February to June. Thus a five credit course is usually taken for 84 minutes each day for one semester.

D. CREDIT LOAD

Those students who are enrolled in Grade 10 will be required to carry a minimum course load of 40 credits (unless circumstances do not permit). St. Paul Education Regional Division #1 set the following MINIMUM credit load per academic year for each student being provided with educational services in its schools:

Grade 10	**40 credits or more (NO spares)**
Grade 11	**35 credits**
Grade 12	**35 credits or less as required**

F. COURSE PREREQUISITES

Most courses are governed by prerequisite requirements. To meet prerequisite requirements, a student must have taken the designated prerequisite course (usually the previous course in the sequence) and must have obtained a satisfactory standing in this course. At least a 50% standing is required before a student is allowed to proceed to the next level in the course sequence. (Students who earn 0% to 49% in a course must repeat that course before advancing in that sequence.) Also, students who receive a final mark of 50 to 59% inclusive, should seriously consider not taking the next course in that sequence.

G. APPEALS

Students not meeting the prerequisites established for core courses may appeal their individual situation to the principal of St. Paul Regional High School. The principal's decision may be appealed to the Superintendent of Schools. The last level of appeal at the local level shall be to the Superintendent.

H. My BLUE PRINT—Education Planner

With this program students are engaged in the process of setting goals, recording their activities and planning their future. In addition to tracking your IPP (Individual Pathway Plan) and your course selections, My Blueprint has tools to help you:

- Complete Interest Surveys (helping to determine a Pathway)
- Build customized high school course plans including goal setting and education planning
- Identify the post-secondary options that are available
- Short-list programs and occupations of interest
- Explore valuable information about apprenticeships, college programs, university programs and workplace opportunities across Canada
- Record extra-curricular activities and more

With direct access from home, parents can get more informed and involved in their child's education. Log in and learn about courses, graduation requirements and the endless options available to your child.

J. HOMEWORK

Homework is defined as assigned work by the teacher to reinforce or practice a concept or skill taught by the teacher during class time, or it may be reading over or studying the material taken that day. High school students should do a minimum of one and one half-hours per day. It is expected that students in grade 12 will do more than that. Students who have missed school are still responsible for homework assignments

K. ATTENDANCE

Students are expected to be in attendance every day and at every class. This is one of the greatest single factors in success at the high school level. Students who are absent from school for a portion or all of a school day without the previous knowledge and consent of their parents are inexcusably absent. If you are going to be absent from school (for valid reasons) please have your parents call the school preferably the morning of the absence, or as soon as you know you will not be attending. Being present means being in attendance for the whole period. Please refer to Appendix II. Parents /Guardians sometimes choose to take students out of school for extended periods such as vacations, visits to relatives, assistance to the family and so on. In such situations, **the school does not grant permission for the absence.** Parents/guardians must accept full responsibility for the detrimental effects of the absence. Regular class attendance is important to achievement. If an absence is planned during the school year, the student or parent should let the school administration and the various subject teachers know well before the absence. Teachers **may** give guidance and assignments that will reduce the negative effects of the absence. ***Please note that in virtually all situations, significant absences will have a detrimental effect on achievement.***

L. HIGH SCHOOL DIPLOMA

The High School Diploma is an official document issued by Alberta Learning (each March and September), certifying that the holder has completed a prescribed program of instruction at a high school or through distance education instruction under the direction and supervision of Alberta Learning. To graduate from St. Paul Regional High School, a student will be required to have 100 credits.

A student wishing to obtain entrance to a university faculty should arrange his/her program to include subjects required by that faculty.

All Grade 12 students in Alberta will be required to write provincial high school diploma examinations in selected courses. The diploma exams will be course specific and will cover the following courses: English 30-1, English 30-2, Social Studies 30-1, Social Studies 30-2, Mathematics 30-1, Mathematics 30-2, Biology 30, Chemistry 30, Science 30 and Physics 30. To receive credit for one of these courses, a student must obtain a final course mark of

50%. The student's final course mark will consist of a 70/30 weighing of the school awarded mark (70%) and the diploma examination mark (30%). The student's high school transcript will show a school-awarded mark, a diploma exam mark and a final blended course mark for each subject. In addition to these examination subjects, the pass mark for all grade 12 courses will be 50%.

The Alberta High School Diploma

is awarded to students meeting the following requirements:

Students ***must*** earn a minimum of 100 credits including:

- **English**
  Students must earn 15 credits including credits in English 30-1, or 30-2.

- **Social Studies**
  Students must earn 15 credits including credits in Social Studies 30-1 or 30-2

- **Mathematics**
  Students must earn 10 credits including credits in Mathematics 20-1, 20-2, 20-3

- **Science**
  Students must earn 10 credits including credits in
  Science 24 or Biology 20 or Chemistry 20 or Physics 20 or Science 20

- **Physical Education 10**
  Minimum of 3 credits

- **Career and Life Management 20**
  Minimum of 3 credits

- **Ten (10) credits** from
  Career and Technology Studies, Fine Arts, Second Languages
  or Physical Education

- **Ten (10) credits** at a 30-level course, in addition to English 30 and Social 30

High school honours will be calculated according to the Alexander Rutherford Scholarship criteria as outlined on pages 53—55.

St. Paul Regional School Proposed Courses for 2023 -2024

Grade 10		Grade 11		Grade 12	
Course Name	Credits	Course Name	Credits	Course Name	Credits
English 10-1	5	English 20-1	5	English 30-1	5
English 10-2	5	English 20-2	5	English 30-2	5
Cree 10	5	Cree 20	5	Cree 30	5
French 10-3Y	5	French 20-3Y	5	French 30-3Y	5
French Language Arts 10	5	French Language Arts 20	5		
Mathematics 10 C	5	Mathematics 20-1	5	Mathematics 30-1	5
Mathematics 10-3	5	Mathematics 20-2	5	Mathematics 30-2	5
		Mathematics 20-3	5	Mathematics 30-3	5
				Mathematics 31	5
Off Campus Education	5	Off Campus Education	5	Off Campus Education	5
Science 10	5	Biology 20	5	Biology 30	5
Science 14	5	Chemistry 20	5	Chemistry 30	5
	5	Physics 20	5	Physics 30	5
		Science 20	5	Science 30	5
		Science 24	5		
Aboriginal Studies 10	5	Aboriginal Studies 20	5	Aboriginal Studies 30	5
Social Studies 10	5	Social Studies 20-1	5	Social Studies 30-1	5
		Social Studies 20-2	5	Social Studies 30-2	5
Physical Education 10*	3	Physical Education 20	5	Physical Education 30	5
Sports Performance 15	5	Sports Performance 25	5	Sports Performance 35	5
Art 10	5	Art 20	5	Art 30	5
Ceramics/Pottery 15	5	Calm 20*	3	Learning Strategies	5
General Music 15	5	Psychology 20*	3	Psychology 30*	3
		General Music 25	5	General Music 35	5

**** Indicates a course that is only offered in combination with another course as described in the course descriptions laid out later in this guide.***

St. Paul Regional High School Proposed Courses 2023- 2024
Career and Technology Studies Courses (CTS)

Introductory		Intermediate	
Course C/H = 5 Credits	Credit	Course C/H = 5 Credits	Credit
Communication Technology 15		Communication Technology 25	5
➢ Film	5	Construction Technology 2C	5
➢ Photography	5	Cosmetology 2C	5
Construction Technology 1C	5	Fabrication Studies 2C	5
Cosmetology 1C	5	Foods 2C	5
Esthetics	5	Mechanics 2H	5
Fabrication Studies 1C	5		
Financial Management	5		
Foods 1C	5		
Mechanics 1H	5		
Pottery/Ceramics	5		

Advanced	
Course C/H = 5 Credits	Credit
Construction 3C	5
Cosmetology 3C	5
Fabrication Studies 3C	5
Foods 3C	5
Mechanics 3H	5

PLANNING YOUR PROGRAM: SOME GUIDELINES

A. CAREER PLANS - these plans tend to change throughout high school. You should consider taking courses which will permit maximum freedom of choice with regard to career opportunities. The right choice for you may not be the right choice for your friend. To choose wisely is of utmost importance to you.

In organizing a program, you should keep in mind three things:

- the requirements for the High School Diploma
- the program that has the closest relationship to your anticipated vocational career, your interests, abilities and aptitudes.
- admission requirements to post-secondary programs - these requirements vary greatly and many programs have limited enrolment. It is recommended that students consult a counsellor to ensure that they will have the necessary prerequisites for their post-secondary studies.

Seek the advice of your parents, teachers, or former students and select a program that will eventually lead you to a realistic and desired occupational objective.

B. PLAN FOR LIFE - to plan and carry out a high school program is to plan for life - do it with care, start with yourself and be positive about yourself, your abilities, your gifts and your choices. Decide what is most important to you now - your social life, a part-time job, sports, your education.

Knowledge and Employability

Knowledge and Employability Program

Knowledge and Employability courses replace the Integrated Occupational Program and are a series of courses rather than a program. This allows schools and students to have some flexibility in offering and selecting the courses based on highest level of achievement and areas of need. These courses begin in the Grade 8 year of schooling and continue through the Grade 12 year of schooling. During grades 8–12, students may enroll in one or more courses at any appropriate entrance/registration date.

Knowledge and Employability courses are designed for the student who learns best when the focus is on the development and application of reading, writing and mathematical literacy and when meaningful connections are made between the home, school, workplace and community through experiential learning experiences. This series of courses provide students with opportunities to experience success and become well-prepared for employment, further studies, citizenship and lifelong learning.

Students who successfully complete Knowledge and Employability courses may qualify for a Certificate of High School Achievement. Students may also transfer into courses leading to an Alberta High School Diploma at any time during their senior high school career. Knowledge and Employability courses consist of both academic and occupational courses at both the junior and senior high school levels.

Academic subjects:

- Knowledge and Employability English Language Arts 8, 9, 10-4, 20-4, 30-4
- Knowledge and Employability Mathematics 8, 9, 10-4, 20-4
- Knowledge and Employability Science 8, 9, 10-4, 20-4
- Integrated Occupational Program Social Studies 8, 9, 10-4, 20-4

Occupational strands:

- Art/Design and Communication
- Auto Detailing
- Auto Mechanics
- Construction: Building
- Construction: Metal Fabrication
- Cosmetology (senior high only)
- Fabrics
- Foods
- Horticulture
- Human Care
- Natural Resources (senior high only)
- Workplace Readiness

www.myBlueprint.ca

MYBLUEPRINT EDUCATION PLANNER

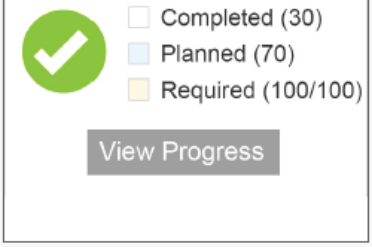
myBlueprint provides students with a simple step-by-step approach to career/life planning.

STUDENT FEATURES

My Profile	Customize and share a visual career/life planning portfolio	Occupation Planner	Compare extensive information on careers across Canada
Goal Setting	Create S.M.A.R.T. goals and a plan of action to stay on track	Resume & Cover Letter	Record important experiences and export them for school or work
High School Planner	Plan to graduate and discover the impact of course selections	Financial Planner	Improve financial literacy and build an interactive budget
Post-Secondary Planner	Instantly identify the opportunities available to you in every pathway	Interests & Learning Styles	Discover the courses, programs and occupations that are right for you

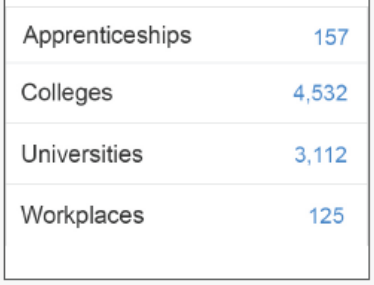
Graduation Indicator

Shows your planned and completed courses towards graduation



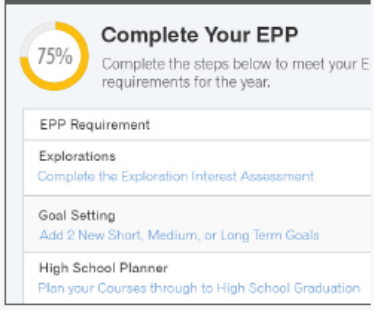
Pathway Eligibility

Shows post-secondary programs based on courses completed



EPP Progress Tracker

Shows your progress in planning your pathway each year

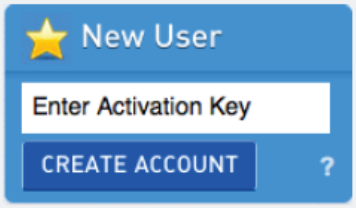


HOW DO I GET STARTED?

www.myBlueprint.ca

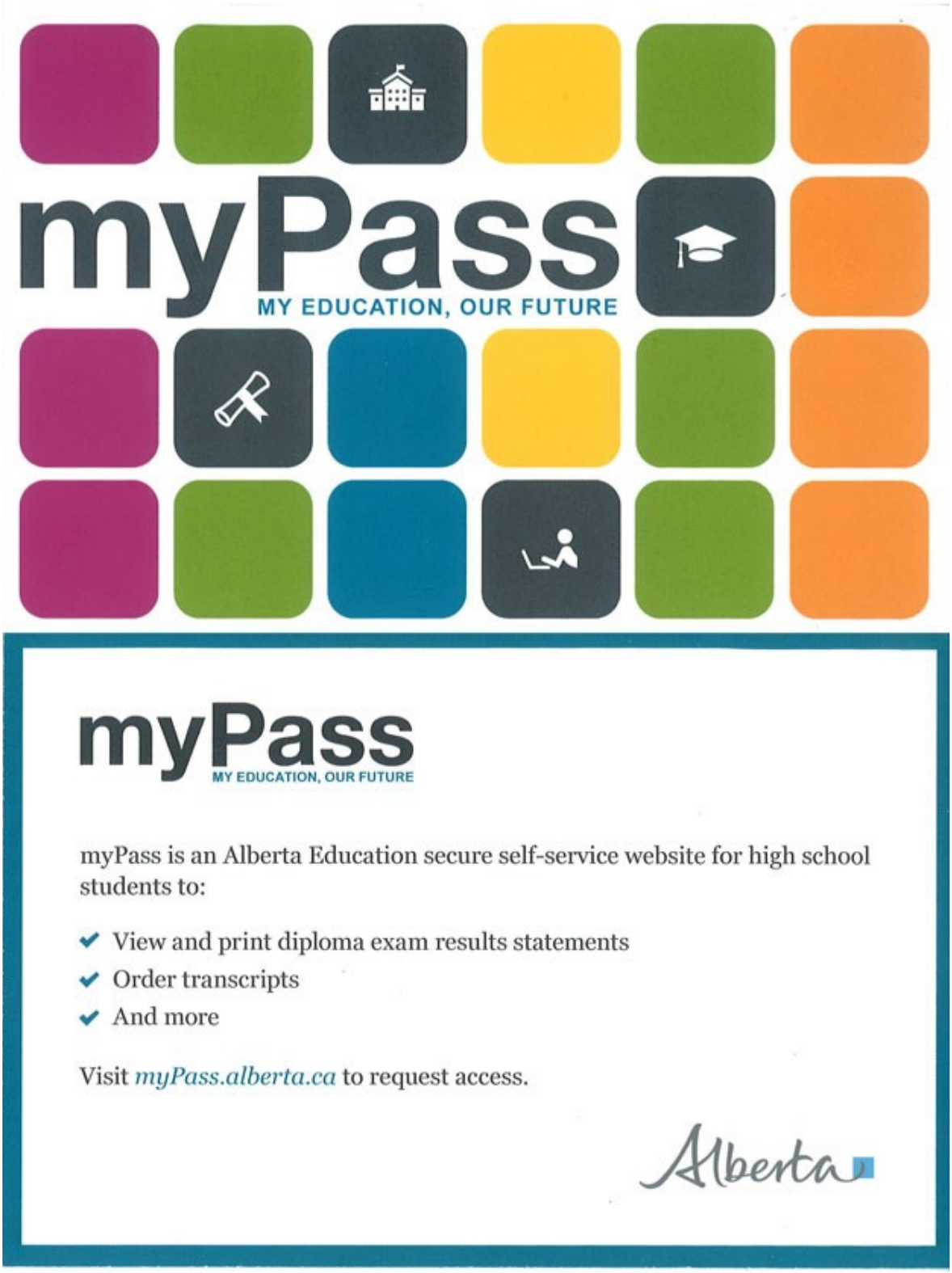
Enter your Activation Key and click Create Account

Existing Account? Log in with your email and password



To access the site, visit www.myBlueprint.ca and input the Activation Key: **sprhs**

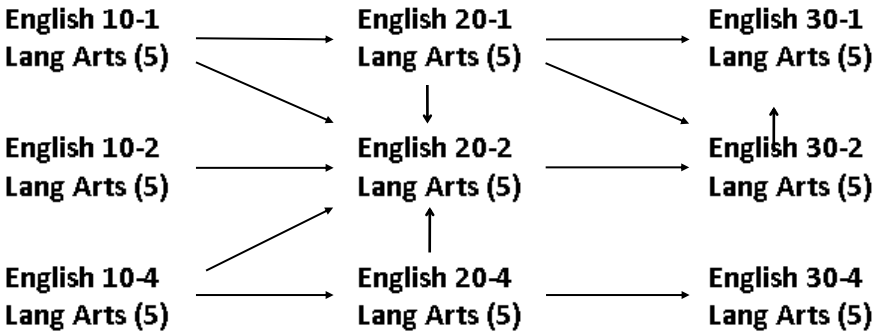
By signing up for myPass students will be able to order their transcript and view diploma exam results.



Course Descriptions

Prerequisites and Course Sequence

English



Note: English Language Arts 30-1 and English Language Arts 30-2 may be taken in the same semester.

ENGLISH 10-1

(5 credits) *Required prerequisite: 65% or better in Grade 9 Language Arts*

English 10-1 is a course designed for those students seeking university entrance or those students with a special interest or ability in English. English 10-1 integrates both language and literature on the assumption that literature is the outcome of language and its techniques. Minimum requirements include the study of the short story, the novel, a variety of essays with the focus on structure, the Shakespearean play, poetry and a modern drama, (optional)

ENGLISH 20-1

(5 credits) *Recommended prerequisite: 65% or better in English 10-1*

English 20-2 is a course designed for those students seeking university entrance or those students who have demonstrated special interest or ability in their use of language and their understanding of print and non-print texts. English 20-1 integrates reading, writing, speaking, listening, representing and viewing skills in greater depth than English 10-1. Students who attain less than 65% in English 10-1 should register in English 20-2.

ENGLISH 30-1

(5 credits) *Recommended prerequisite: 65% or better in English 20-1*

English 30-1 is a course designed for those students seeking university entrance or those students with a special interest or ability in their use of language and their understanding of print and non-print texts. English 30-1 integrates reading, writing, speaking, listening, representing, and viewing skills in greater depth than English 20-1. Students who attain less than 65% in English 20-1 should register in English 30-2.

ENGLISH 10-2

(5 credits) *Recommended for students with less than 60% in Grade 9 Language Arts*

The concepts and context of English 10-2 are similar to those of English 10-1 but there is more teacher flexibility to meet student needs and interests. Minimum requirements include the short story, poetry, optional essays, modern or classical drama and the novel. There is a stronger focus on non-fiction texts as well as an emphases on structure and mechanics in writing.

ENGLISH 20-2

(5 credits) *Recommended prerequisite: 60% in English 10-2*

English 20-2 is comprised of language and literature. There are many opportunities for the integration of reading, listening, speaking, viewing and writing. The course aims at helping students to read prose and poetry with understanding, to organize ideas, and to express ideas clearly, accurately and effectively.

ENGLISH 30-2

(5 credits) *Recommended prerequisite: 60% in English 20-2*

English 30-2 aims at broadening the understanding and improving the skills acquired in English 20-2. Minimum requirements include the study of the short story, poetry, essays, modern or Shakespearean drama, and the novel. A focus throughout the course will be on preparing the students for the Diploma Exams at the end of the semester.

ENGLISH 10-4

(5 credits) *Recommended prerequisite: None*

Students will learn communication skills for school, home and the workplace; explore and assess print and non-print media; and develop problem solving and decision making strategies to enhance their communication skills. Students will be exposed to a variety of materials, including films, written material and computer courseware.

ENGLISH 20-4

(5 credits) *Recommended prerequisite: None*

English 20-4 continues to develop the skills learned in English 10-4

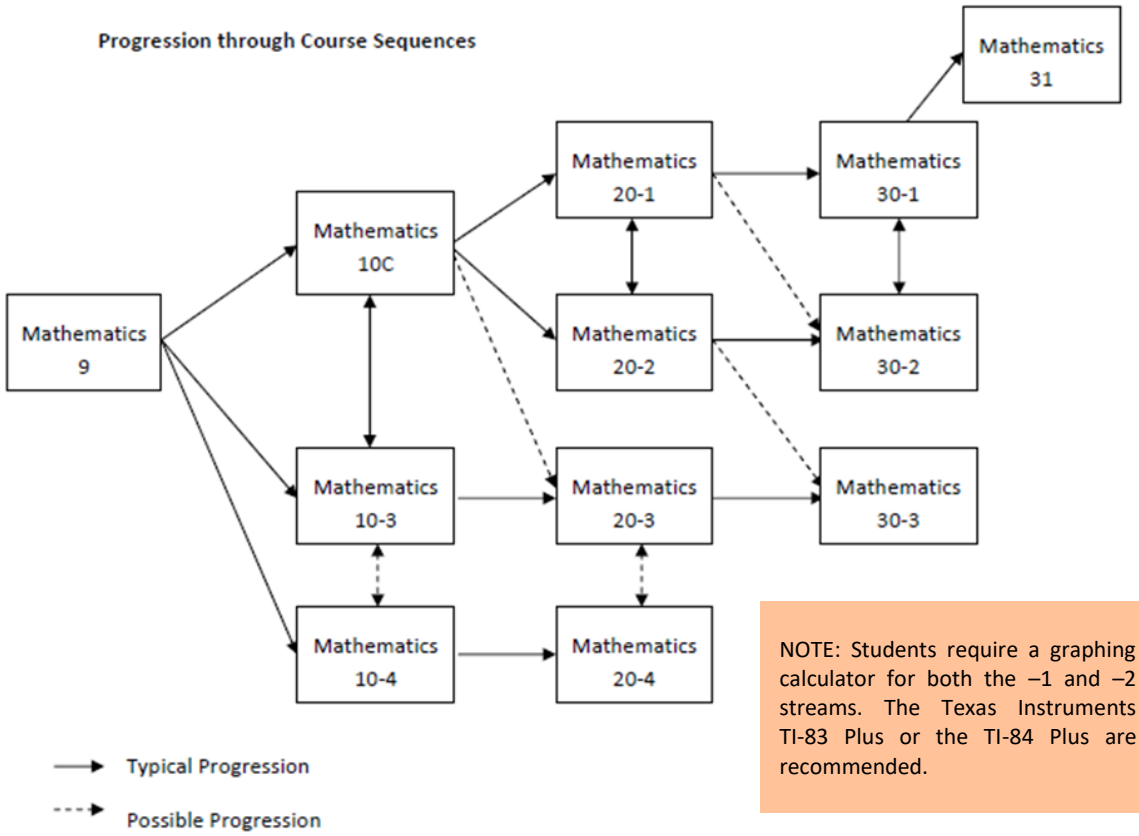
ENGLISH 30-4

(5 credits) *Recommended prerequisite: None*

English 30-4 continues to develop the skills learned in English 20-4.

The program of studies will be designed to develop a strong knowledge base in literature and to enhance confidence and competence when studying and creating a wider variety of texts. It will be outcomes-based and will provide increased emphasis in such areas as visual and media literacy, metacognition, Western Canadian texts, and use of technology.

Mathematics



NOTE: Students require a graphing calculator for both the –1 and –2 streams. The Texas Instruments TI-83 Plus or the TI-84 Plus are recommended.

THE REVISED HIGH SCHOOL MATHEMATICS PROGRAM OF STUDY

The revised high school mathematics program has a number of benefits for students. These include a greater opportunity for conceptual understanding because there is less content – students can study topics in greater depth, course sequences are designed to prepare students for their future goals, and students can transfer between the -1 and -2 course sequences at the Grade 11 and Grade 12 level if their career goals change. All the mathematics course sequences encourage students to become creative problem solvers, use mental mathematics skills, gain more confidence in their mathematics skills and make connections between mathematics concepts and their lives. One of the guiding principles in revising the math program was to facilitate a smooth transition from Grade 9 to Grade 10 math. In Math 10C, students will also have a year of high school experience before deciding which course sequence they will follow. 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 math skills and their post-secondary education prerequisite needs.

With the revised program, Grade 10 students can now consult with their high school teachers, and possibly counsellors, concerning which course sequence best suits their skills and their future goals. Universities, colleges and technical institutes have indicated that the new -2 sequence will be more widely accepted for enrolment than the current applied math sequence. Because Math 10C covers topics 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 math course 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.

CHOOSING THE RIGHT SEQUENCE

IT ALL ADDS UP

In order to ensure that all Alberta students have the opportunity to graduate with the mathematical skills and knowledge necessary to succeed in the future, Alberta Education has revised the high school mathematics program of studies.

Alberta Education worked closely with teachers, the Mathematics council of Alberta Teachers' Association, leaders in business and industry and representatives from post-secondary institutions—including colleges, technical institutes and universities—to create courses that not only meet the specific needs of all students, but also increase their future education and career opportunities.

Students are encouraged to consider both their current interests and their future plans when deciding upon a course sequence.

COURSE SEQUENCES

Please note: All three course sequences will provide students with both mathematical reasoning and critical-thinking skills.

MATHEMATICS—1 COURSE SEQUENCE	
For entry into:	post-secondary programs[1] at universities, colleges and technical institutes that may require further study of mathematics, e.g.: ➢ engineering ➢ mathematics ➢ sciences ➢ business
Designed for:	students interested in careers emphasizing mathematics or sciences
Additional Information:	This sequence: ➢ is a co-requisite for Mathematics 31 ➢ may be required for post-secondary study of calculus Topics in this sequence include permutations and combinations, relations and functions, sequences and series and trigonometry

MATHEMATICS—2 COURSE SEQUENCE	
For entry into:	many programs[2] at universities, colleges and technical institutes including some apprenticeship programs; e.g.: ➢ arts programs ➢ civil engineering technology ➢ medical technologies
Designed for:	students interested in careers in a variety of areas (This sequence is designed to fill the needs of most students.)
Additional Information:	This sequence provides a student with a **high degree of flexibility in terms of changing course sequences—**at both the Grade 11 and Grade 12 levels—if the student's interests change. Topics in this sequence include relations and functions, equations, probability, statistics and trigonometry

[1] Prerequisites for programs offered at post-secondary institutions should always be confirmed with the institution as they can change on a yearly basis.

MATHEMATICS—3 COURSE SEQUENCE	
For entry into:	many apprenticeship programs and the workforce
Designed for:	students interested in trades or direct entry into the workforce
Additional Information:	This sequence aligns with entrance requirements for many trades programs, specifically levels one to three. Topics in this sequence include finance, geometry, measurement and trigonometry.

[2] Prerequisites for programs offered at post-secondary institutions should always be confirmed with the institution as they can change on a yearly basis.

This document is part of the high school mathematics information package updated September 2009

PROGRESSING THROUGH THE COURSES

Below are the typical and alternative progressions students may take in the new mathematics sequences.

- Mathematics 10C is for students who want to take the –1 or –2 course sequence.
- Mathematics 10-3, 20-3, 30-3 are for students who are working towards an Alberta Apprenticeship and Industry Training
- Mathematics 10-4 and 20-4 (Knowledge & Employability courses) will continue in their current form.
- Mathematics 31 does not change with the revised program. Mathematics 30-1 is a co-requisite for Mathematics 31.

MATHEMATICS 10C

(5 credits) *Required prerequisite: 65 % or better in Grade 9 Math.*

**Note: If a student is unable to meet the required prerequisite for Math 10C, but require it for post-secondary applications, it is recommended they register in Math 10-3 PRIOR to Math 10C.*

The revised Grades 10-12 Mathematics Program includes a new option for students entering Grade 10. Mathematics 10C—the 'C' stands for 'combined' - is the starting point for both the Mathematics -1 and Mathematics –2 course sequences. Students who aren't sure which course sequence they want to follow right out of junior high can take Mathematics 10C and then choose which path they want to take, either Mathematics 20-1 or Mathematics 20-2, in Grade 11.

It allows students more time, and more resources, before they have to make a decision about which course sequence to pursue. It is also designed to provide the provide the student opportunities to switch sequences based on changes in his or her education and career goals.

Math 10C is divided into 3 basic sections: Measurement, Algebra & Numbers, Relations & Functions. Within these sections students discover Trigonometry, Factors and Products, Roots and Powers, Relations, Linear Functions, and Systems and Equations.

Math 10C is divided into 3 basic sections: Measurement, Algebra & Numbers, Relations & Functions. Within these sections students discover Trigonometry, Factors and Products, Roots and Powers, Relations, Linear Functions, and Systems and Equations.

MATHEMATICS 20-1

(5 credits) Recommended prerequisite: 65% or better in Math 10C

Math 20-1 is a fast paced algebra based math course for those students who wish to continue with their academic math career. During the course we will discover the quadratic function and relate that knowledge to the other functions. We will solve higher level systems and inequalities. Students who are considering Math 20-1 must have achieved a mark of 65% or better in 10C and particularly in the 10C algebra chapters.

MATHEMATICS 30-1

(5 credits) Recommended prerequisite: 60% in Mathematics 20-1

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

MATHEMATICS 20-2

(5 credits) Recommended for students with less than 60% in Math 10C

Math 20-2 is designed to investigate the ideas of mathematics in a concrete context. The concepts that are studied are very similar to 20-1 with less focus on algebra. The topics in this course include geometry, measurement, number and logic, statistics, relations and functions. Students will also complete a research project about a historical event or area of interest that involves mathematics. Students must have successfully completed Math 10C to enter this course. Upon completion of this course students may enrol in Math 30-2. Students in this course would be focused on attending a post secondary institution in a program that has a anon-calculus focus. These programs include university arts programs, college, technical and trade schools.

MATHEMATICS 30-2

(5 credits) Recommended prerequisite: 60% in Math 20-2

This course is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in program that do not emphasize mathematics in a career choice. Topics include geometry, measurement, number and logic, logical reasoning, relations and functions, statistics, and probability.

MATHEMATICS 10-3

(5 credits) Required prerequisite: 50% or better in Grade 9 Math

Measurement, Trigonometry, Geometry, Finance and Logical and Proportional Reasoning

MATHEMATICS 20-3

(5 credits) *Recommended prerequisite: 60% or better in 10-3*

Math 20-3 is the middle course of the '-3' course sequence. This course sequence is designed to provide students with the mathematical understanding and critical thinking skills identified for entry into the work force. Math 20-3 specifically is divided into 5 basic sections: measurement, geometry, algebra, number sense and statistics. Working within these divisions students will explore imperial and SI measurements, scale concepts of 2-D and 3-D geometrical objects, and utilize numerical reasoning to solve a variety of problems involving financial applications. Other topics include algebraic manipulations of formulae, slopes and rates of change along with the use of proportional reasoning and unit analysis. Creating and interpreting a variety of statistical graphs will round out the course. A student would be expected to achieve a minimum mark of 50% in a '-3' course before attempting to move to the next '-3' level.

MATHEMATICS 30-3

(5 credits) *Recommended prerequisite: 60% or better in 20-3*

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

MATHEMATICS 31

(5 credits) *Recommended prerequisite: 65% in Mathematics 30-1* (Although Mathematics 30-1 is a co-requisite for Mathematics 31 and the two can be taken simultaneously, this is not preferable)

This course is intended for those students who find enjoyment and have a keen interest in Mathematics. It is a course highly recommended for those students wishing to attend a post-secondary institution with an emphasis in Mathematics (i.e. Business, Psychology, Science, or Medical Fields). The core topics of Mathematics 31 are Pre-calculus and Limits, Derivatives and Derivative Theorems, Applications of Derivatives, Integrals and their Applications. The elective topics include the Calculus of Exponential and Logarithmic Functions, Numerical Methods, Volumes of Revolution, Applications of Calculus to Physical Sciences, Biological Sciences and Business and Economics, Calculus Theorems, and Further Methods of Integration.

MATHEMATICS 10-4

(5 credits)

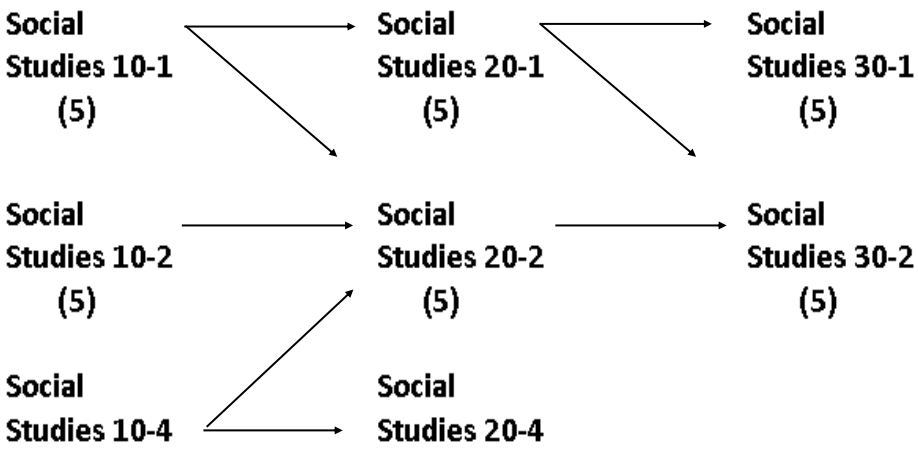
Through the Math 10-4 program, students will develop the ability to use a variety of strategies and skills in solving practical problems. Students will perform computations appropriate in daily life and work related situations, such as calculating correct change, balancing a chequebook and estimating.

MATHEMATICS 20-4

(5 credits)

The skills and concepts developed in Math 10-4 will be advanced in this program.

Social Studies



Social Studies is a school subject that assists students in acquiring basic knowledge, skills and a positive attitude needed to be responsible citizens and contributing members of society. The content of Social Studies draws upon history, geography, economics, other social sciences, and humanities.

SOCIAL STUDIES 10

(5 credits) *Required prerequisite: 65% in Grade 9 Social Studies*

Students will begin to understand the complex workings of globalization in our historical and modern societies. Grade 10 explores multiple perspectives on the origins of globalization and the local, national and international impacts of globalization on identity, lands, cultures, economies, human rights and quality of life. Globalization, the process by which the world's citizens are becoming increasingly connected and interdependent, demands that students explore responsibilities associated with local and global citizenship and formulate individual responses to emergent issues related to globalization. Recognizing and appreciating the influence of globalization will lead students to develop individual and collective responses to emergent issues faced by youth in our complex society today.

SOCIAL STUDIES 20-1

(5 credits) *Recommended prerequisite: 65% in Social Studies 10-1*

Students will examine the various interpretations of "nation" and explore the political and social complexities that exist within a nation-state. They will apply their understandings of these to the concept of nationalism. The primary issue of the course deals with the question of to what extent nationalism should be embraced. This focus will be evaluated from multiple perspectives. Students will also investigate ultra-nationalism and Internationalism as part of that exploration.

SOCIAL STUDIES 30-1

(5 credits) *Recommended prerequisite: 65% in Social Studies 20-1*

Students will focus on the key issue of to what extent we should embrace an ideology. They will study the foundations of various ideologies and examine multiple perspectives of liberalism in a variety of political and economic systems, including its rejections and challenges. Their exploration will enable them to assess the value of this ideology. They will investigate current global issues and apply strategies to those concerns.

SOCIAL STUDIES 20-2

(5 credits) *Recommended prerequisite: 65% in Social Studies 10-2*

The students will examine three historical themes in European society—the shift from local to more national outlook, the shift from rural to urban/industrial way of life and the shift from hierarchical to a more equitable society. The students will also study the global diversity and the interrelatedness of the world in order to participate more effectively as responsible world citizens.

SOCIAL STUDIES 30-2

(5 credits) *Recommended prerequisite: 65% in Social Studies 20-2*

Students will be expected to develop an understanding of the different political and economic systems in the contemporary world as well as examine global interaction in the 20th Century.

SOCIAL STUDIES 10-4

(5 credits)

Globalization is a dynamic process. Students will develop an awareness of the impacts of globalization by examining associated opportunities and challenges. Students will explore the relationships among globalization, citizenship and identity. Recognizing and appreciating the influence of globalization will lead students to examine their roles as responsible and active citizens in a globalizing world and within their communities. Social Studies 10-4 can be broken down into 4 key issues.

1. How does globalization shape identity
2. How do people in Canada respond to the legacies of historical globalization
3. How does globalization contribute to sustainable prosperity for all people
4. How far should I, as a citizen, respond to globalization

SOCIAL STUDIES 20-4

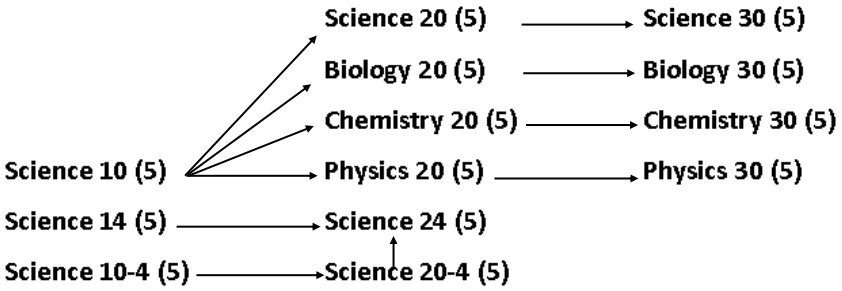
(5 credits)

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 internationalism. The infusion of multiple perspectives will allow students to develop understandings of First Nations, Métis, Inuit and Francophone perspectives on nationalism

1. Should nation be the foundation of identity?
2. Should nations pursue the national interest?
3. Should internationalism be pursued?
4. Should individuals and groups in Canada embrace a national identity?

Sciences

Science is a human activity which is directed towards increasing our knowledge about the composition and behaviour of matter, both living and non-living. Many of the issues that society must face will be science related. As citizens of the most technologically advanced countries in the world, we must be informed so that intelligent decisions may be made.



SCIENCE 14

(5 credits)

Recommended for students with less than 65% in Grade 9 Science

Science 14 is a general introductory course of biology, chemistry, and physics and the application of science to everyday life. It is designed to meet the needs and interests of students who want to meet the basic requirements of a high school diploma. Unit studies include Investigating Properties of Matter, Energy Transfer Technologies, Matter and Energy in Living Systems, and Matter and Energy in the Environment.

SCIENCE 24

(5 credits) *Required Prerequisite: 50% in Science 14*

Science 24 is a general science course, which will complete the requirements in Science for a general high school diploma. Units studied include Matter and Chemical change, Energy Transportations, Disease Defence, and Safety in Transportation.

SCIENCE 10-4

(5 credits)

Students registered in Science 10-4 will develop an understanding of the human body systems and the various factors that may affect the functioning of these systems. Students are also introduced to aspects of health, technology and aspects of our environment. These topics are introduced in a manner in which will help students relate to their home lives and to the world of work.

SCIENCE 20-4

(5 credits)

This program is a continuation of the Science 20-4 program with a greater emphasis on personal safety, combating diseases and new technology.

SCIENCE 10

(5 credits) *Required prerequisite: 65% in Grade 9 Science*

Science 10 is the course that all academic students going into grade 10 will take. This course is rigorously academic and is the pre-requisite to Chemistry 20, Biology 20 and Physics 20. You should have attained a 65% or better in Science 9 in order to have a reasonable chance of success in Science 10. Knowledge of mathematical concepts and skills is critical to student success in the science programs. Units of study in Science 10 include Energy Flow in Global Systems, Cycling of matter in Living Systems, Energy and Matter in Chemical Change and Energy Flow in Technological Systems.

SCIENCE 20

(5 credits) *Recommended Prerequisite: 65% in Science 10*

The Science 20 and Science 30 program is for those who want to have a general science background without having to take many science courses. Science 20 takes you into the depths of chemistry, physics, biology and geology. Learn how we can use chemical reactions to create the many consumer products you enjoy every day. Learn how to navigate in a two dimensional world and then how to analyze car crashes. Learn what factors determine the survival of the many species in our world, and the impact the human race is having on them. Finally, explore how we uncovered the Earth's history by studying information within its rocks. Science 20 is fun, yet, challenging at the same time. You will have to use your knowledge of mathematics for many of the units. This makes it a good opportunity for you to practice and improve your skills in both science and math.

SCIENCE 30

(5 credits) *Recommended Prerequisite: 60% in Science 20*

Science 30 is a diploma level course that may be used for admission into some post-secondary education programs. The course expands on the concepts and skills introduced in both Science 10 and Science 20. The themes of this course revolve around how societies obtain and use energy and how societies, as a result, affect systems within the globe. The units covered in this course are: Living Systems Respond to their Environment, Chemistry and the Environment, Electromagnetic Energy, and Energy and the Environment.

BIOLOGY PROGRAM

Biology is the study of living things and their interrelationship within their environment.

BIOLOGY 20

(5 credits) *Recommended prerequisite: 65% in Science 10*

In Biology 20, students continue the study of the Earth and the exchange of matter and energy. The units of study in Biology 20 include the Biosphere, Cellular Matter and Energy Flows, Matter and Energy Exchange in Ecosystems, and Matter and Energy Exchange by the Human Organism.

BIOLOGY 30

(5 credits) *Recommended prerequisite: 60% in Biology 20*

Change, diversity, equilibrium and systems mark the themes of this course. Explore how your body regulates itself as it exists in a changing environment. Learn about reproduction,

inheritance, and how DNA controls a variety of your traits. Finally, learn what factors cause changes within the many populations and communities that inhabit this world. Biology 30 is a prerequisite for many post-secondary programs. It also has a diploma exam associated with it at the end of the course.

CHEMISTRY PROGRAM

Chemistry is the study of nature's building blocks and the forces that act upon these building blocks that produce everything living and non-living in the world around us.

CHEMISTRY 20

(5 credits) *Recommended prerequisite: 65% in Science 10*

Atoms interact with each other to form elements and compounds. As a result, matter is not only formed, but it can also be chemically changed when atoms are rearranged. Chemistry 20 students explore the structure and behavior of matter as it forms and changes. They learn why substances have the properties that they have, and then learn to predict how a substance may react with other substances around them. The units taught in this course are: The Diversity of Matter and Chemical Change, Forms of Matter as Gases, Matter as Solutions, and Quantitative Relationships in Chemical Changes.

CHEMISTRY 30

(5 credits) *Recommended prerequisite: 60% in Chemistry 20*

Thermochemistry, Electrochemical Changes, Organic Chemistry and Chemical Equilibrium mark the topics in this course. Explore the energy associated with chemical reactions. Learn how a battery works to give you power. Look at the many ways in which the human race uses fossil fuels. Learn why one acid or base is stronger or weaker than another. Chemistry 30 is a prerequisite for many post-secondary programs. It also has a diploma exam associated with it at the end of the course.

PHYSICS PROGRAM

Physics is the study of matter and energy and their interactions.

PHYSICS 20

(5 credits) *Recommended prerequisite: 65% in Science 10*

There is a lot of motion in this universe. Some things move in straight lines while other things move in circles. Some things speed up while other things slow down. Physics 20 students learn to describe and explain why things move the way that they move. They then tie these ideas together as they are introduced to concepts of energy. The units covered in this course are: Kinematics, Dynamics, Periodic Motion and Conservation of Energy.

PHYSICS 30

(5 credits) *Recommended prerequisite: 60% in Physics 20*

Momentum and Impulse, Forces and Fields, Electromagnetic Radiation and Atomic Physics mark the topics covered in this course. Explore how to analyze car crashes and explosions. Understand

why it is important to wear a seatbelt. Learn how electricity works. Get a deeper understanding of the properties of magnetism and light. Then, finally, look into the world of the very small to gain an understanding of what makes up the matter in our universe. Physics 30 is a prerequisite for many post-secondary programs. It also has a diploma exam associated with it at the end of the course.

Second Languages

Why learn another language? To learn a second language is to fulfil a certain measure of our human potential: we broaden our cultural and intellectual capacity to understand other people and to live in harmony with them. We do not all possess equal language potential, but each student attempts, at his course level, to achieve a minimum standard through listening, speaking, reading and writing.

FRENCH LANGUAGE PROGRAMS

FRENCH 10 –9Y

(5 credits) *Prerequisite: One or two years in Junior High or equivalent*

The students will engage in various language experiences, understand orally and in writing, the meaning of variations of simple oral or written statements, express, orally and in writing, simple messages, identify concrete facts about francophone individuals and groups and understand the sound system, vocabulary and variations in words to produce appropriate oral-written statements.

FRENCH 20—9Y

(5 credits) *Recommended Prerequisite: 65% in French 10*

The French 20 program will follow very closely the French 10 outline, but at a higher degree of intensity, production and oral involvement.

FRENCH 30—9Y

(5 credits) *Recommended Prerequisite: 65% in French 20*

The French 30 program will follow very closely the French 10 outline, but at a higher degree of intensity, production and oral involvement. Expectations will also be higher, and exam questions will reflect these expectations.

FRENCH LANGUAGE ARTS 10

(5 credits) Pour Immersion

Au secondaire, les buts au programme de français immersion sont:

Le programme de français langue seconde – immersion vise à placer l'élève dans des situations d'apprentisage lui permettant l'appropriation de la langue Française comme outil de développement personnel, intellectuel, social et culturel.

Le programme amène les élèves à apprécier la réalité culturelle de la francophonie canadienne et mondiale. Le programme de français vise également à prendre davantage conscience des éléments qui assurent la clarté de leurs messages tels des expressions et des mots justes et précis, des phrases correctes et de plus en plus complexes. Le programme vise également à développer la capacité de l'élève à planifier et à gérer ses projets de communication, autant lorsqu'il réalise ses projets seul que lorsqu'il travaille avec des partenaires de classe.

Conditions préalables: L'élève devra avoir une bonne connaissance parlée de la langue: pouvoir converser en français à un niveau plus ou moins élevé sur plusieurs sujets d'actualités. L'élève aurait dû suivre le cours de français pour francophone ou le cours d'immersion depuis la première année (Grade one).

FRENCH LANGUAGE ARTS 20

(5 credits) Pour Immersion *Préalable Recommandée: 65% en French Language Arts 10*

Les élèves vont suivre les buts du programme de français immersion qui sont décrits dans le programme de French Language Arts 10. Les attentes de French Language Arts 20 sont de continuer à développer leurs connaissances et leurs compétences dans la langue avec un dégré d'intensité plus élevé.

CREE

CREE 10

(5 Credits)

Cree 10 is an introductory course that emphasises basic vocabulary skills. Drills related to listening, speaking and writing skills, will be introduced as well as useful and practical expressions to get through the day.

CREE 20

(5 Credits)

This course follows Cree 10 and provides further development of spoken and written expression. Comprehension, vocabulary, grammar and speech necessary to communicate at a fairly advanced level will be developed.

CREE 30

(5 Credits)

This is an advanced level course that stresses oral, written and reading comprehension. It is the culmination of grammar and expressions needed for dealing with all phases of life.

ABORIGINAL STUDIES

The primary aim of Aboriginal Studies is to develop in the student a personal and cultural awareness of native issues, and to promote the development of positive attitudes in all students towards Indian, Metis and Inuit peoples. Different topics will be examined in each level in addition to study of the Cree language. Aboriginal and non-aboriginal students are encouraged to register for Aboriginal Studies.

ABORIGINAL STUDIES 10

(5 Credits)

This course will enable students to better appreciate the contributions made by aboriginal peoples to the development of Canada and Canadian society. Aboriginal Studies 10 will study origin and settlement patterns, Aboriginal worldviews, Political and Economic Organization and Aboriginal Symbolism and Expression.

ABORIGINAL STUDIES 20

(5 Credits)

This course is a continuation of Aboriginal Studies 10. Aboriginal Studies 20 focuses on the cultural changes the Metis experience from: Conflict, Legislation, Policies, Schooling and Treaties.

ABORIGINAL STUDIES 30

(5 Credits)

This course is a continuation of Aboriginal Studies 20. Aboriginal Studies 30 explores Aboriginal Rights and Self Government, Aboriginal Peoples in Canadian Society, Aboriginal World issues and Aboriginal land Claims.

Physical Education

The aim of the physical education program is to provide an equitable opportunity for all students to realize the benefits of participation in physical activity. This program focuses on enabling individuals to develop the knowledge, skills, and attitudes necessary to lead an active, healthy lifestyle.

PHYSICAL EDUCATION 10 / CALM *

(3 credits) *Prerequisite: None*

This course is required for a high school diploma.

Combined course for 6 credits

Physical Education 10 emphasizes active living, with a focus on physical activity that is valued and integrated into daily life. This course is offered in a three-credit mode. Three credit courses are offered for one semester every day during the first or second cycle. Selected activities from each of the four general outcomes are offered. Dimensions include: alternative environment activities, dance, games, types of gymnastics and individual activities.

PHYSICAL EDUCATION 20

(5 credits) *Prerequisite: 60% in Physical Education 10.*

The Physical Education 20 course is a continuum of Physical Education 10. There will be 4 major outcome stressed.

1. Acquire skills through a variety of developmentally appropriate movement skills.
2. Understand, experience and appreciate the health benefits that result from physical education.
3. Interact positively with others. 4. Assume personal responsibility to lead an active way of live.

PHYSICAL EDUCATION 30

(5 credits) *Prerequisite: 60% in Physical Education 20.*

Physical Education 30 is a five-credit course and with major emphasis on active living throughout your life. Students will be taking a more leadership role both in the class as well as outside the school. Students will be expected to participate in a wide variety of activities both in the gym and in the classroom. Activities include: power skating, tournament organization, athletic taping and camping.

SPORTS PERFORMANCE

SPORTS PERFORMANCE 15, 25, 35

(5 credits)

Sports Performance provides students, particularly competitive athletes, with opportunities to further develop their physical and tactical abilities in all areas of sport. This course combines classroom theory and practical application in the areas of personal health, wellness, and performance. Included in the course will be topics such as proper weight training techniques, training principles, self-management skills, nutrition, sport studies, and philosophy of sport.

Fine Arts

GENERAL MUSIC

General Music 15, 25, 35

(5 credits) *Prerequisite: 10 - None 20/30 - Successful completion of previous course*

This course is offered as an option to all students and is intended to teach students how to play a musical instrument and listen to other fellow students in a group setting. Students will also learn some music history and theory. The goal of the course is to grow and develop an appreciation, understanding, and enjoyment of music as a source of personal fulfillment. As the course progresses, students will discover, develop, and evaluate their individual talents and abilities in performance by learning skills required to play guitar, bass, drums, keyboard, voice **or** any other instrument used in popular music. Students with an interest in musical performance and group work are strongly encouraged to register in this class.

ART

Art 10, 20 & 30 consists of three major components: drawing, compositions, and encounters. Drawing encompasses the recording, investigating, communicating, evaluating, and articulating aspects of making images. Composition deals with the organization of design elements and relationships involved in the creation of images. Encounters involve looking at images and artefacts, the sources of images, the transformation of art through time, and the impact of images.

Art students will study drawing, painting and sculpture. Students will use a variety of art media including pencil, pen and ink, oil pastels, charcoal, conté, illustrator markers, pencil crayon, water colour, clay, plaster, and acrylic paints.

ART 10

(5 credits) *Prerequisite: None*

Art 10 is an introductory course in the Visual Arts for **all students** regardless of their ability levels. The course allows students to experiment with a variety of techniques and materials within teacher-directed projects. Students will work to develop strong technical skills in drawing, painting, and three-dimensional media. They will explore a range of styles from abstraction to realism. As they learn to use the elements of Art and principals of Design, students will develop confidence in the creation of compositions and develop an understanding of color and value. Art 10 will also introduce students to the History of Art.

ART 20

(5 credits) *Prerequisite: successful completion of Art 10*

Art 20 is an intermediate level course in the Visual Arts for **all students** who have completed 5 credits in Art 10. The course allows students to apply the techniques and skills learned at the previous level to larger, more sophisticated works of art. Students will continue to develop strong technical skills in drawing, painting, and three dimensional media with a particular emphasis on refining drawing skills. They will explore a range of styles from abstraction to realism. They will work within both teacher and student-directed projects. They will continue to explore the History of Art. Art 20 is available for 5 credits. Successful completion of Art 20 allows entry to Art 30.

ART 30

(5 credits) *Prerequisite: successful completion of Art 20*

Art 30 is structured in a manner that gives students the opportunity to work in depth with a media of their choice - leading to the development of a personal style as well as a completed portfolio for entrance into a post-secondary art institution.

Ceramics / Pottery

CERAMICS 15, 25, 35

(5 credits) *Prerequisite: 15 - None 25/35 - Successful completion of previous course*

Ceramics 15, 25 & 35 provides a comprehensive study in methods of sculpture, hand-built clay construction and basic decoration techniques. Students are introduced to the basics of clay and explore three dimensional design while developing both useful and sculptural forms. Creativity and quality craftsmanship are emphasized.

Humanities

PSYCHOLOGY 20 / 30 *

Must be taken as a combined course for 6 credits.

PSYCHOLOGY 20 *

(3 credits)

Human beings have always been interested in understanding the causes of their own behaviour, the workings of their minds, and the nature of their relations with others. Psychology 20 provides and introductory overview of such behavioural areas of study as maturation and development, personality and social relationships. Specific topics covered include physical, emotional and social development, social groups, heredity and environmental influences.

PSYCHOLOGY 30 *

(3 credits)

The objective of this course is to develop within the student, skills and understandings that make it possible for more effective living in our complex environment. Specific topics covered include experimental psychology, statistics, research methods & research projects.

CAREER AND LIFE MANAGEMENT

CAREER AND LIFE MANAGEMENT (CALM) 20 / Physical Education 10 *

(3 credits) *Prerequisite: None.*

Combined course for 6 credits

CALM is intended to help students acquire the necessary skills and information to manage their lives effectively and to plan for the future. This is a practical, activity-based course that involves career planning, dealing with relationships, improving personal well being and planning for independent living. The course has a Human Sexuality component, which requires parental permission. CALM is a compulsory course for a high school diploma.

Course Descriptions

Career and Technology Studies

C.T.S.

Career and Technology Studies (C.T.S.) is an important component of basic education in Alberta Secondary Schools. C.T.S. programs focus on the Technical and Trades education of the student. C.T.S. programs offer packages of one-credit modules with specific Learner Expectations established at the beginning of the modules, which must be achieved and demonstrated by the end of the module. Each module is approximately 25 hours in length and there can be 4 or more modules in a five-credit time block.

Introductory Level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand. Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand. Advanced Level modules demand a higher level of expertise and help prepare students for entry into the work place or a related post-secondary program

Integrated throughout C.T.S. are employable skills, personal management development and the development of social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems or challenges, and manage resources effectively and efficiently. Student's social skills improve through learning experiences that require them to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability. The student achieves employable skills as they progress through the module. The Module Learner Expectations are essentially the responsibility of the student therefore; their success is dependent on their management and organizational abilities.

The C.T.S. Strands offered at St. Paul Regional High School include:

- Communication Technology (COM TECH)
- Construction Technology
- Cosmetology
- Fabrication Studies (Welding)
- Financial Management
- Foods
- Mechanics (Auto Mechanics)
- Off Campus Education (Work Experience)
- Pottery/Ceramics

Communication Technology

Introductory	Intermediate	Advanced
Communication Technology 1A	Communication Technology 2A	Communication Technology 3A
Visual Composition COM1005	AV Preproduction 1 COM2105	AV Preproduction 2 COM3105
Audio/Video COM1105	AV Production 1 COM2115	AV Production 2 COM3115
Photography-Introduction COM1205	AV Postproduction 1 COM2125	AV Postproduction 2 COM3125
	Photography Composition COM2205	Photography Photojournalism COM3215
Semester One – Cycle One Photography **Semester One – Cycle Two Film**	Photographic Communication COM2215	Photography- B/W Digital Techniques COM3235
Semester Two – Cycle One Film **Semester Two – Cycle Two Photography**	Photography - Lenses COM2235	Photography – Outdoor COM3245

Communication Technology provides students with a broad awareness of the impact that media in print, photography and television has on our lives. This course allows students to artistically apply technology to individual presentations, photography, audio/video and animation.

Communication Technology 10 – Photography & Film

(5 credits)

In this course students learn how to use a digital camera (SLR) with a focus on basic composition, set up and an examination of exposure. Students operate a camera to capture images and produce final display proofs. Students will learn the technical and creative uses of aperture, shutter speed and ISO. They will then create a photo essay that tells a story or communicates a message.

Students will also acquire basic skills in regards to making videos (planning, recording, editing). They will also learn how to use Photoshop to edit and enhance photographic images and how to print images using a variety of techniques (digital and screen printing).

Sample Skills/Topics: *Presentation Basics, Photography, Print, Production (Audio, Video, Digital), Digital Design, Media Design and Analysis, Script Writing, Photojournalism.*

Sample Occupations: *Photographer, radio/television personality, salesperson, printer, desktop publisher, journalist, animator, script writer, advertising / marketing specialist*

Construction

INTRODUCTORY CONSTRUCTION TECHNOLOGY 1C	INTERMEDIATE CONSTRUCTION TECHNOLOGY 2C	ADVANCED CONSTRUCTION TECHNOLOGY 3C
CONSTRUCTION TOOLS & MATERIALS CON1010	FRAMING SYSTEMS – FLOOR CON2035	WALL & CEILING FINISHING CON3030
BUILDING CONSTRUCTION CON1070	FRAMING SYSTEMS1 – WALL CON2045	ROOF STRUCTURES 2 CON3050
PROJECT MANAGEMENT CON1120	ROOF STRUCTURES 1 CON2050	DOORS & TRIM CON3060
SOLID STOCK CONSTRUCTION CON1130	DOORS, WINDOWS & SIDING CON2060	FLOOR COVERING CON3070
TURNING OPERATIONS CON1140	MULTIPLE MATERIALS CON2120	TOOL MAINTENANCE CON3120
MANUFACTURED MATERIALS CON1160	FURNITURE-BOX CONSTRUCTION CON2130	FURNITURE LEG & RAIL CON3130
CON PROJECT A CON1910	FURNITURE FRAME & PANEL CON2140	FURNITURE SURFACE ENHANCEMENT CON3140
	FINISHING & REFINISHING CON2150	FURNITURE REPAIR CON3150
	CABINET MAKING-WEB & FACE FRAME CON2160	CABINET MAKING- CABINETS & COUNTERS CON3160
	CABINET MAKING-DOOR & DRAWER CON2170	CABINETMAKING-LAYOUT & INSTALLATION CON3170
	CON PROJECT B CON2910	PROJECT D CON3910
	CON PROJECT C CON2920	PROJECT E CON 3920

Construction Technologies provides students with the opportunity to investigate and develop important knowledge, skills and attitudes relative to the design, construction and maintenance of buildings and other products. The students are provided with a broad base of relevant theory and practice that builds daily living and career-specific skills..

SAMPLE SKILLS/TOPICS: *Construction Processes, Project planning and Management, Solid Stock Construction, Site Preparation, Concrete Work, energy-efficient Housing Design, Commercial Structures, Furniture and Cabinet Making.*

SAMPLE OCCUPATIONS: *Cabinetmaker, carpenter, contractor, building inspector, draftsman, home handyman, electrician, roofer, plumber, millwright, estimator, elevator contractor, painter and decorator, renovator, residential home builder.*

Cosmetology

Introductory Cosmetology 1C	Intermediate Cosmetology 2C	Advanced Cosmetology 3C
Personal & Professional Practices COS1010	Apprenticeship Safety HSA3900	Apprenticeship Safety HSA3900
Apprenticeship Safety HSA3900	Salon Design COS2000	Customizing Haircuts HSA3446
Long Hair Design 1 COS1020	Long Hair Design 3 COS3020	Principle of Haircutting & Styles HSA3441
Long Hair Design 2 COS2010	Styling Dry Hair HSA3521	Style Hair Using Accessories HSA3531
Hair & Scalp Analysis HSA3431	Colouring Hair 1 HSA3566	Colouring Hair 2 HSA3571
Setting Wet Hair HSA3516	Principles of Hair Cutting & Style HSA3441	Hair Colouring 3 HSA3576

Cosmetology focuses on personal and professional grooming, body care and enhancement practices. This strand also provides the students with the opportunities to explore and prepare for cosmetology related career options. Students will have the opportunity to link practice to theory, which is also an essential component of the strand.

Sample Skills/Topics: *Hair and Scalp care, Haircutting, Long Hair Design, Hair Colouring, Business Management.*

Sample Occupations: *Salon owner, hairstylist, Colour specialist, Cutting specialist, Salon Trainer, Distributor Sales Consultant, Cosmetology Instructor, Salon Management*

Esthetics

INTRODUCTORY
ESTHETICS

PERSONAL & PROFESSIONAL PRACTICES	COS1010
SKIN CARE PRACTICES	EST1020
MANICURING 1	EST1070
MAKE UP	EST2050
HAIR REMOVAL	EST3040
PEDICURING	EST3070

Esthetics is a branch of anatomical science that deals with the overall health and well-being of the skin, the largest organ of the human body.

The primary purpose of the esthetician course is to train the student in the basic manipulative skills, safety judgments, proper work habits, and desirable attitudes necessary to achieve competency in job entry level skills and obtain licensure and gainful employment in the field of esthetics or a related career avenue as a specialist in the cleansing, beautification, and preservation of the health of skin and nails.

Introductory level is designed for students with no previous experience and offers students the basis for further learning in the esthetics field.

Sample Skills/Topics: *Skin care, Manicuring, Basic Makeup Design*

Sample Occupations: *Esthetician, Skin Care Specialist, Medical Aesthetics Specialist, Cosmetics Rep, Educator, Cosmetic Chemist, Nail Technician/Specialist*

Fabrication (Welding)

Introductory FABRICATION STUDIES 1C	Intermediate FABRICATION STUDIES 2C	Advanced FABRICATION STUDIES 3C
Fabrication Tools & materials FAB1010	Print Reading FAB2020	Materials Testing FAB3010
Oxy-Welding FAB1040	Oxy-Fuel Welding FAB2030	Metallurgy Fundamentals FAB3020
Semi-Automated/Automated Welding FAB1048	Thermal Cutting FAB2040	Gas Tungsten Arc Welding FAB3030
Basic Electric Welding FAB1050	Flux Cored Arc Welding 1 FAB2048	Flux Cored Arc Welding 2 FAB3048
Fabrication Principles FAB1100	Arc Welding 1 FAB2050	Arc Welding 3 FAB3050
Fab Project A FAB1910	Arc Welding 2 FAB2060	Arc Welding 4 FAB3060
	Gas Metal Arc Welding 1 FAB2070	Pipe & Tubular Welding FAB3070
	Custom Fabrication FAB2160	Prefabrication Principles FAB3160
	FAB Project B FAB2910	Gas Metal Arc Welding 2 FAB3170
	Fab Project C FAB2920	FAB Project D FAB3910
		FAB Project E FAB3920

Areas of study include oxy-acetylene welding and cutting, MIG welding, and ARC welding.

Sample Skills/Topics: *Fabrication Processes, Welding, Machining, Production Systems, Structural Design and Engineering, Print Reading, Forging Fundamentals, Material Testing, Foundry, Computer Numerical Controlled Turning and Milling.*

Sample Occupations: *Boiler makers, contractors and supervisors, forging machine operators, mill-wright, welder, ironworker, engineer, plastics processing machine operator, steamfitter / pipe fitter, tool and die maker, technologist, designer.*

Financial Management

INTRODUCTORY
FINANCIAL MANAGEMENT

ACCOUNTING PREP	FIN1015
ACCOUNTING CYCLE 1	FIN1020
ACCOUNTING CYCLE 2	FIN1030

INTERMEDIATE
FINANCIAL MANAGEMENT

RETAIL ACCOUNTING 1	FIN2020
RETAIL ACCOUNTING 2	FIN2030
ACCOUNTING SOFTWARE	FIN2040

Note : Financial 3A will only be offered when enrolment is sufficient

In our rapidly changing complex world, the ability to manage our financial affairs is a basic requirement. The Financial Management strand will provide an opportunity for students to learn about the development and use of financial information, and to apply this information within the context of business and personal life.

Sample Skills/Topics: *Simply Accounting, Spreadsheets, Accounting for a Service Business, Accounting for a Merchandise Business*

Sample Occupations: *Accountant, accounts payable / receivable clerk, manager (banking, credit, investment), economist, financial and investment analyst, financial planner, insurance agent (broker, adjustor)*

Foods

Introductory Foods 1A		Intermediate Foods 2A		Advanced Foods 3C	
Food Basics	FOD1010	Food Decisions & Health	FOD2030	Food for Life Stages	FOD3010
Contemporary Baking	FOD1020	Cake & Pastry	FOD2040	Nutrition & Digestion	FOD3020
Snacks & Appetizers	FOD1030	Bread Products	FOD2050	Creative Baking	FOD3030
Meal Planning 1	FOD1040	Milk Products & Eggs	FOD2060	Yeast Products	FOD3040
Fast & Convenience Foods	FOD1050	Soups & Sauces	FOD2070	Advanced Soups & Sauces	FOD3050
Canadian Heritage Foods	FOD1060	Creative Cold Foods	FOD2090	Food Preparation	FOD3060
Farm to Table	FOD1070	Basic Meat Cookery	FOD2100	Short-Order Cooking	FOD3070
Food & Nutrition Basics	FOD1080	Fish & Poultry	FOD2110	Advanced meat Cookery	FOD3080
FOD Project A	FOD1910	Meal Planning 2	FOD2120	Entertaining with Food	FOD3100
		Vegetarian Cuisine	FOD2130	Food Processing	FOD3110
		Rush-Hour Cuisine	FOD2140	Food Evolution/Innovation	FOD3120
		Food Safety & Sanitation	FOD2150	The Food Entrepreneur	FOD3130
		Food Venture	FOD2160	Regional Cuisine	FOD3160
		International Cuisine	FOD2170	FOD Project D	FOD3910
		Vegetables & Fruits	FOD2180	FOD Project E	FOD3920
		Grains, Legumes, Nuts, Seeds	FOD2190		
		FOD Project B	FOD2910		
		FOD Project C	FOD2920		
		Intermediate Practicum	FOD2950		

The Foods strand, using the student centred process approach, combines thinking processes and concrete experience in as realistic an environment as possible, whether that be in the context of the individual, family or the workplace. The student will develop basic, integrating and career specific knowledge, skills and attitudes in the context of foods.

Sample Skills/Topics: *Foods and Baking Basics, Meal Planning, Heritage Foods, Nutrition, Food Safety and Sanitation, Creative Baking, Short Order Cooking, Vegetarian/International Cuisine, Food Processing, Meat Cutting, Entrepreneur*

Sample Occupations: *Chef, cook, dietician, nutritionist, banqueting/catering supervisor, food service supervisor, purchasing manager, baker, butcher/meat cutter, restaurant and food service manager, tester, grader*

Mechanics

Introductory Mechanics 1H	Intermediate Mechanics 2H-1	Advanced Mechanics 3H-1
Mechanics Tools & Materials *MEC1015	Vehicle Maintenance MEC2020	Buying & Selling Vehicles MEC3010
Vehicle Service & Care MEC1020	Lubrication and Cooling MEC2030	Vehicle Value Appraisal MEC3020
Engine Fundamentals MEC 1040	Fuel & Exhaust Symptoms MEC2040	Engine Diagnosis MEC3030
Electrical fundamentals MEC1090	Ignition Systems MEC2060	Engine Tune-up MEC3040
Pneumatics & Hydraulics MEC1110	Emission Controls MEC 2070	Engine Reconditioning-Head MEC3060
Mechanical Systems MEC1130	Braking Systems *MEC2110	Engine Reconditioning-Block MEC3070
Ride & Controls Systems MEC1150	Drive Line *MEC 2130	Computer Systems MEC3090
	Transmissions/Transaxles *MEC2140	Safety Systems MEC 3100
	Suspension Systems *MEC2150	Climate Control MEC3110
	Steering Systems *MEC2160	Automatic Transmissions MEC3130
		Drive Train Repair MEC3140
		Wheel Alignment MEC3150

* Note: For the Protection of the person and of personal property, mechanics students are required to supply their own **coveralls** and **safety glasses.** These should be purchased prior to the first class.

* *Available but not Consistently Taught*

In the Mechanics strand of the Career and Technology Studies (CTS), students, through hands-on experiences and modular instruction, have the opportunity to increase their knowledge and skills related to the design and maintenance of transportation vehicles, and the impact they have on the environment and on our economic and social well-being. Whether a student plans to prepare for a work-related role in the industry or wants to simply be an informed owner/operator of a vehicle, the mechanics strand should be viewed as an educational opportunity for all secondary students, male and female alike.

Sample Skills/Topics: *Vehicle Service and Care, Engine Fundamentals (Lubrication, Cooling, Fuel, Exhaust, Ignition, Emission Controls, Tune-up, Reconditioning), Electrical and Electronic Systems, Pneumatic and Hydraulic Systems, Autobody Repair*

Sample Occupations: *Motor/auto body mechanic, aircraft mechanic, heavy industrial equipment operator, electronic assembler, fabricator, inspector, tester, machine fitter, mechanical engineer*

Off Campus Education

Off Campus Education focuses on helping students to see the relevance of schooling and to make a smooth transition from secondary school to the world of work or to further training and/or education. Off Campus Education has the potential to create some of the more meaningful educational experiences for today's high school student. It encourages integration across curricular areas and partnerships in which students, school and business and the community can work together.

* A maximum of 15 credits may apply to the diploma

Introductory	Intermediate	Advanced
Off Campus Education 15	Off Campus Education 25	Off Campus Education 35

Registered Apprenticeship Program for Senior High School

The Registered Apprenticeship Program (RAP) is an apprenticeship program for high school students. This is a three-year program in which students spend part of their time in school and part in industry as a registered apprentice. Participants are counted as full time high school students and registered apprentices. Students must complete all compulsory credits required for high school diploma. Programs have to be approved by Alberta Learning and Alberta Career Development and Employment. This program requires local industry to commit to hire the students and register them as apprentices and pay them a wage. After completing the program, students will earn a diploma and continue with their apprenticeship. This program offers the student a chance to attend high school and train as a registered apprentice at the same time. It allows the students to complete their credits for a diploma and gain work experience toward journeyman qualification. For more information, please see the school counsellor.

Traditionally, apprenticeships in Alberta began after students graduated from high school, however, some students identify their career interests at an earlier age and are ready to learn and practice their future trade while still in high school. RAP is an ideal program for these students. RAP students are both full-time students and registered apprentices, dividing their time between an approved work site and their high school studies. They take regular courses such as English Language Arts, Social Studies, Science and Math in order to earn their Alberta High School Diploma or Certificate of Achievement. The time a RAP student spends at school and on the work site can be quite flexible. The student, school and employer jointly agree on a suitable schedule. The student might work as a RAP apprentice for a semester, for half of each school day, or for one or two days per week, or during summers, holidays and weekends. The RAP apprenticeship ends when the RAP apprentice finishes high school. The RAP apprentice is then automatically

registered as a regular apprentice and the credit earned while in the RAP program is applied to his or her apprenticeship through the apprenticeship program. Students could earn up to 40 High school credits while in the RAP program.

There are two Parts to the RAP Program:

PART 1: Students need to choose a trade and find a job. Students will need to look for a placement where they can be supervised by a journeyman in the same trade. There are resources available for students including the off campus coordinator that can guide and assistance students in finding that job.

PART 2: Students will then visit the off campus coordinator who will coordinate the learning process and steps to get the student set up in the RAP program. RAP is an agreement between three bodies.

- Student who does the work
- Employer who provides the training and supervision
- The off campus coordinator who collects the paper work and assesses the student learning.

With over 50 different apprentice options students can really explore the Rap program. If this is something you are interested in to jump start your career please visit the off campus coordinator Mr. Corey deMoissac at the school.

Green Certificate Program

In today's job market, it is important to start early to develop work and career skills. Alberta Learning's strategy encourages linkages with business and industry, which enables students to gain valuable learning experiences and training. Since 1975 the Green Certificate Program has provided an excellent opportunity for young people to gain this experience and train in one of the prime industries of the Alberta economy. Employment in agriculture and food is expected to grow by over 50 per cent in the next 5 years. A Green Certificate recognizes the skill competence achieved by a person who works and trains in the farming industry. Through apprenticeship style training, individuals gain competence in career skills in any of the following production areas:

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

The Green Certificate Program is operated by Alberta Agriculture, Food & Rural Development in partnership with the farming industry. For more information, please see the Off-Campus Education Coordinator.

Scholarship Information

LOCAL SCHOLARSHIPS*			INDIGENOUS SCHOLARSHIPS
Austin Prochera Memorial	4-H Scholarship	Megan Wolitski Memorial	CNRL Building Futures
Canadian Tire, St. Paul	AAAF Memorial	NE Early Childhood Ed.	ATCO Indigenous Education Award
Caouette & Sons	RMA Post-Secondary	Sea Cadets	
Weldon Stringer Memorial	CNRL Building Futures	St. Paul ATA Local #25	Belcourt Brosseau Metis Award
County of St. Paul	Cornerstone Co-op Spirit of Youth	St. Paul Agricultural Society	FNM I NADC Bursary
Smile Quest Dental Higher Education	MCS Net	St. Paul Elks & Royal Purple	Freehorse
JMD Accounting	Don Mazankowski	St. Paul Karate-Do	Indspire
KAL Tire	Imperial Oil	St. Paul Legion	Indigenous Legacy
Lakeland Family Eyecare	Inter Pipeline Discovery Award	St. Paul Lions Football	RBC Indigenous Student Awards
Medical Profession	Joanne Lussier - Ring	St. Paul Poppy Area	TransCanada Indigenous Award
St. Paul Dodge	Louise Joanne Twerdy	Tim Hortons	Imperial Oil Indigenous Award
St. Paul & District Chamber of Commerce	Mary Poirier Young Leaders	TransCanada	
	Tom Starsielski Memorial Youth Athletic	Town of St. Paul	
St. Paul Sobeys	Justin St. Arnault Memorial	Saik Insurance Services Ltd. Legacy	

Thank You to those local businesses, organizations and individuals who support education in our School Division

What is the difference between a Scholarship vs. a Bursary?

- Scholarships are monetary awards given to students who are pursuing post-secondary education and are based on academic excellence, volunteerism, leadership, athletics, etc.
- Bursaries are also monetary grants given to students for post-secondary; however they are often based on financial need.

We encourage all high school students to take part in extracurricular and volunteer activities to increase their chances of getting scholarship money. Through volunteering, students can gain new skills and build up their experience for their resume/applications. There are several organizations in our community that students can volunteer with. Students can discuss these opportunities with Student Services to learn more.

Because scholarship details change and new scholarships are created throughout the year, also **check our website for the most current information at www.sprhs.ca/scholarships.**
Students can create a profile on the following sites to receive external scholarship information:
Other scholarship websites: www.studentscholarships.org scholarshipcanada.com.

Note: Eligibility criteria vary with each scholarship. For further details see Mrs. Morrison for a booklet outlining the Locally Developed Scholarships or visit the scholarship page on our website at www.sprhs.ca/scholarships.

Valedictorian Criteria

1. Top marks in the following courses:

30%	***70%***
English 20-1	English 30-1
Social Studies 20-1	Social Studies 30-1
Math 20-1	Math 30-1 or Math 31
Science *	Science *
****average of two 20 level science courses including: Physics 20, Biology 20, Chemistry 20, Science 20***	****average of two 30 level science courses including: Physics 30, Biology 30, Chemistry 30, Science 30***

2. Minimum of 75% in all classes. If the criteria are not met the next highest mark may be used.
3. It is left to the administration's discretion to ensure the valedictorian will uphold the school's values of honesty, respect, openness and fairness.
4. There will be only one valedictorian.
5. 50% of Grade 12 marks must come from St. Paul Regional High School
6. Special cases will be evaluated by administration

Post Secondary in Alberta

Alberta University of the Arts	Lakeland College	Portage College
Ambrose University	Lethbridge College	Red Deer Polytechnic
Athabasca University	MacEwan University	SAIT
Augustana Campus (U of A)	Medicine Hat College	St. Mary's University
Blue Quills University	Mount Royal University	The King's University
Bow Valley College	NAIT	University of Alberta
Concordia University of Edmonton	Northern Lakes College	University of Calgary
Northwestern Polytechnic	NorQuest College	University of Lethbridge
Keyano College	Olds College	
There are also many private, vocational institutions throughout Alberta.		

Post-Secondary Requirements

MY PASS

myPass is an Alberta Education secure self-service website for high school students to:

- View and print diploma exam result statements
- Order transcripts
- And more

Visit myPass.alberta.ca to request access.

ENTRANCE TO UNIVERSITIES, COLLEGES AND TECHNICAL INSTITUTES

Entrance to university normally requires a high school diploma which includes completion of five specific Grade 12 courses. Each program may require different subjects and entrance averages therefore it is recommended that students check admission requirements on a yearly basis. This can be done by checking with our Career Counsellors in Student Services or by contacting universities directly.

The majority of college programs in Alberta require a high school diploma. As well, technical programs at NAIT and SAIT prefer a high school diploma for students entering directly after Grade 12. Students should be aware that many of these programs have limited enrolment policies, and should apply early and consider applying to multiple institutions.

Information on post-secondary requirements can be found on the following web sites for each of the institutions listed. If you cannot access the information that you are searching for, or have any questions, please book an appointment with your counsellor in Student Services.

NAIT	1-877-333-6248	www.nait.ca
MacEwan University	1-888-497-4622	www.macewan.ca

University of Alberta:

- Undergraduate Admission Information www.registrar.ualberta.ca/admissions
- Costs, Tuition and Fees www.registrar.ualberta.ca/fees
- Scholarships and Awards www.registrar.ualberta.ca/awards

***** High School Honors will be calculated according to the Alexander Rutherford Scholarship Criteria***

Alexander Rutherford

This scholarship was named in honour of Alexander Rutherford, who had the distinction of being Alberta's first Premier. He was known for his strong support of public education, particularly the University of Alberta, and his active involvement in community affairs.

Purpose:

To recognize and reward academic achievement at the senior high school level and to encourage students to pursue post-secondary studies.

Value:

Up to $2,500

Eligibility:

Apply once you have been accepted in full-time post-secondary studies. All high school courses must be completed before starting post-secondary studies. Applicants must also have completed high school on or after September 30, 1980.

To receive this scholarship, you must meet all of these eligibility criteria:

- Be a Canadian Citizen, a permanent resident of Canada or have protected person status under Canada's Immigration and Refugee Protection Act. NOTE: Visa students are not eligible for this scholarship
- Be an Alberta resident, and to be considered an Alberta Resident the following conditions must apply:
    - one parent or legal guardian must have maintained permanent residence in Canada for at least 12 consecutive months immediately prior to the applicant commencing a program of study;
    - an applicant has maintained permanent residence in Alberta at least 12 months prior to commencing a program of study;
    - an applicant is not eligible to receive a scholarship with respect to any grade unless the applicant or the applicant's parent(s)/legal guardian were a resident in Alberta Throughout the whole of that grade.
- Have completed high school on or after September 30, 1980
- Be enrolled in, or have completed 60% of a full course load in a post-secondary or an apprenticeship program of at least one semester in length

Please note: **You may only be awarded the Alexander Rutherford scholarship once.**

Selection:

A student must have a minimum combined average based on five designated courses in at least one grade: Grade 10, 11 or 12 as calculated from:

- **Alberta Residents**—Courses/marks that appear on an official Alberta Transcript of High School Achievement
- **Completed High School Outside Alberta**—Courses/marks that appear on an official high school transcript attained in another province

How to Apply:

To Student Aid recommends you apply at least two months prior to the start of school. To apply online, you must create a personal account and verify your identity with Alberta Student Aid. For instructions see:

- http://studentaid.alberta.ca/applying-for-funding/how-to-apply.aspx

Deadlines:

Apply online anytime – once you have been accepted by your preferred post-secondary institution.
For more on Alexander Rutherford, visit the Legislative Assembly of Alberta:\ The Honourable Alexander Rutherford

FAQ - Alexander Rutherford

Learn more about when and how to apply, course eligibility and making changes.at https://studentaid.alberta.ca/scholarships/alberta-scholarships/alexander-rutherford-scholarship/rutherford-faqs.aspx

Alexander Rutherford Scholarship

HIGH SCHOOL—GRADUATED AFTER APRIL 01, 2008		
GRADE 10	**GRADE 11**	**GRADE 12**
• Average of 75.0% to 79.9% in **five** subjects—$300 • Average of 80% or higher in **five** subjects—$400	• Average of 75.0% to 79.9% in **five** subjects—$500 • Average of 80% or higher in **five** subjects—$800	• Average of 75.0% to 79.9% in **five** subjects—$700 • Average of 80% or higher in **five** subjects—$1,300
Average is calculated from 5 designated courses (Options & Career and Technology Studies (CTS) courses may also be considered		
One of: • English 10-1, 10-2 • Français 10-1, 13 or 10-2	**One of:** • English 20-1, 20-2 • Français 20-1, 23 or 20-2	**One of:** • English 30-1, 30-2 • Français 30-1, 33 or 30-2
At least two of: • Mathematics 10C • Science 10 • Social Studies 10-1, or 10-2 • A language other than one used above in Grade 10	**At least two of:** • Mathematics 20-1, or 20-2 • Biology20 • Chemistry 20 • Physics 20 • Science 20 • Social Studies 20-1, or 20-2 • A language other than one used above at the Grade 11 level	**At least two of:** • Mathematics 30-1, 30-2, or 31 • Biology30 • Chemistry 30 • Physics 30 • Science 30 • Social Studies 30-1, or 30-2 • A language other than one used above at the Grade 12 level
Any two courses with minimum three credit value at Grade 10 level (1000 or 4000 series) including those listed above and combined introductory CTS courses.	**Any two courses** with minimum three credit value at Grade 11 level (2000 or 5000 series) including those listed above and combined intermediate CTS courses.	**Any two courses** with minimum five credit value at Grade 12 level (3000, 6000 or 9000 series) including those listed above and combined advanced CTS courses.

Notes:

- French and Français are not the same course and not interchangeable.
- A course cannot be repeated after a higher level course has been taken in the same sequence.
- Averages are not rounded up when calculating eligibility for scholarships
- The value of the scholarship is calculated on the overall average in five designated courses as listed under each grade level
- Courses listed in the "Coursework in Alberta Accredited Schools" section and the "Private Music Study" section of an official Alberta Transcript of High school Achievement are acceptable (excludes Driver's Education)
    - Only marks obtained before the start of post-secondary study can be used.
    - Courses with a 'Pass' on a high school transcript are equivalent to a 50% mark.
    - CALM course can be taken in any grade, but the final mark will be calculated in Grade 11.

Career and Technology Studies (CTS Course)

Grade 10 & Grade 11

- Three one-credit CTS modules can be combined and used as an option at the Grade 10 and Grade 11 level; **or**
- Two groups of three one-credit CTS modules can be combined

Grade 12

- Five one-credit CTS modules can be combined and used as an option; or
- One three-credit option course plus two one-credit CTS module can be combined

To be combined:

- All courses must be from the same level i.e. Introductory, Intermediate or Advanced,
- Courses can be from different subject areas, e.g. computer courses with welding courses, and
- Marks will be calculated and the total average combined will be used for Grades 10, 11 and 12.

ALEXANDER RUTHERFORD SCHOLARS AWARD

Value $ 2,500

Eligibility Criteria

The top ten students, as determined on the first writing of Diploma Examinations, are recognized as Rutherford Scholars.

Selection Process:

Recipients are selected based on the first writing of Diploma Examinations from qualifying subjects. Qualifying subjects are:

One of:

- English 30-1, 30-2, or
- Français 30, 30-2, and
- Social Studies 30-1 or 30-2

Plus any three of:

- Mathematics 30-1, or 30-2
- Biology 30
- Chemistry 30
- Physics 30
- Science 30

Application Process:

Recipients are selected from applications for an Alexander Rutherford Scholarship.
A separate application is not required.

Appendix

Appendix I
St. Paul Regional High School
Attendance Policy

GUIDING PRINCIPLES

Daily attendance by all students is essential for optimum learning and performance; and is the responsibility of the student, parent, and school.

I. There is a significant, positive relationship between achievement and attendance.

II. It is necessary for the school to set a model of excellence and responsibility so as to optimally benefit students.

III. Through daily attendance students gain valuable class experience that cannot be duplicated and thus enhance their opportunity for success. In this matter not only will students benefit, but the total program of all students will improve.

IV. Each student with the support of his/her parents/guardians and school staff is responsible for maintaining daily attendance at school.

V. While it is recognized that absence due to illness is often unavoidable, students and parents are encouraged to schedule medical, dental or other such appointments or engagements OUTSIDE regular instructional hours.

1.1 General Policy

We believe that our attendance policy is based on the premise that we wish our students to succeed.

a. Regular student attendance is facilitated best by a regular flow of communication between school/student/parent. With this in mind the school will phone home or contact parents/guardians if a student was inexcusably absent during the day.

b. Students are not excused from submitting assignments given during his/her absence. It is the student's responsibility to find out what has been missed during the absence.

c. Excusable absences are absences due to illness, bereavement, family emergency, co-curricular activities sanctioned by the school, court appearances, immediate demands of home which in the opinion of administration merit absence and absences which in the opinion of administration have educational value as great as that received during an equal amount of school time.

d. Inexcusable absences include those absences that were avoidable, and do not fall in the above section.

e. Provision, within reason, shall be made for students to complete assignments missed during excused absences.

f. Students who are excusably absent during evaluation shall not be penalized for their absence, and will be dealt with in an appropriate manner at the discretion of the teacher.

g. Absolute numbers of allowable absences are guidelines for action. Individual cases may be handled on their own merits within the framework of the general attendance policy.

1.2 Action Procedures and Responsibilities

I. Responsibilities of Students and Parents:

a. Students are expected to attend all classes except in cases of excused absences.

b. After an absence, it is the student's responsibility to inquire about missed work, upcoming tests, and assignments, and to complete whatever is required by the teacher.

c. The school should be advised if a student will be absent for more than two days so that homework may be prepared to help the student maintain his/her studies.

d. Students who expect to be absent for an extended period for medical or other reasons should have their parents inform the school well in advance to enable teachers to provide information on work to be covered or to arrange for instruction.

e. Parents are requested to communicate with the school in cases of excused absences by telephone on the morning of the absence or sooner. A written explanation for the absence signed by the parent/guardian or medical/dental certificates is also acceptable, and should be submitted to the General Office on the day the student returns to school.

f. Parents are expected to provide a doctor's report if required by administration.

II. Responsibilities of the School:

a. The attendance secretary will maintain an accurate record of all absences and telephone contacts/explanations and notes for excused absences provided by parents/guardians.

b. Teachers will maintain their own accurate records of student attendance in conjunction with PowerSchool.

c. Teachers will provide advice and encouragement to students to improve attendance; and remind students of the need for providing notes/phone calls from a parent/guardian to account for the absence.

d. Students who have missed a class without permission will receive a half-day in school suspension. Parents will receive notification of this suspension. Each subsequent "skip" will result in increased in-school-suspension time. Students are provided with class work during their suspension time.

e. If a student is late for class, or school, they must sign in. If a student is late more than 15 minutes, they will be considered absent and skipping.

f. **Parent/guardians will be informed of absences through the following methods:**

1. Powerschool Automatic Notification System
2. Through phone calls or "texts" from the attendance clerk – will happen during school time and immediately upon notification by classroom teacher.
3. Letters from school administration regarding absenteeism and in-school-suspension
4. Through monthly attendance letters sent from the school's administration.

N.B. Withdrawal and loss of credits may result when a number of unexcused absences have been reached.

Note 1: Student withdrawal from class for accumulated excessive unexcused Absenteeism is subject to the following considerations.

- reasons for absenteeism
- student achievement in class
- student conduct in class
- student continuance based on a teacher assessment of successful course completion
- teacher documentation

Note 2: Appeals for class withdrawals may be made directly to administration. If dissatisfied with school administrations' discussion, the appeal can proceed to the superintendent.

Note 3: Student class absentee record will be printed on the mid-term Report Card.

Note 4: Students attending on a mature/adult student status do not require parental notes or phone calls; but they are required to notify the school either through phone or note of their own absences and reasons for.

Appendix II
St. Paul Regional High School
Discipline Policy

Grounds for disciplinary action that could lead to suspension or expulsion from school and or school sponsored activities (Staff supervised) where a student has demonstrated unacceptable behaviour such as:

a. Conduct which threatens the safety of students and/or staff;
b. Possession of a weapon on a student's person, or in a student's person, or in a student's locker or desk, that is dangerous to students and staff: a weapon is anything used, designed to be used, or intended for in causing death or injury to any person, or for the purpose of threatening or intimidating any person;
c. Displaying or brandishing a weapon in a threatening or intimidating manner
d. Assaulting (verbal or physical) another person;
e. Possession or consumption of illegal drugs, alcohol, tobacco, or inhalants in school, on school property, and/or during school sponsored activities;
f. Entering an establishment designated as adult only (no minors);
g. Failure to acquire verbal approval from the teacher supervisor with regards to student's whereabouts/activities;
h. Contravention of Division policies and regulation related to student harassment, smoking, student attendance, and student rights and responsibilities;
i. Theft;
j. Wilful disobedience and/or open opposition to authority;
k. Use or display of inappropriate (profane) language, articles and/or clothing such as drug related, sexual, violent, racist, etc.;
l. Wilful damage to school property of others;
m. Interfering with the orderly conduct of class(es) or the school; and
n. Contravention of the Code of Conduct as set out in the School Act

All infractions and resulting consequences will be decided upon by the principal, principal designate or when deemed necessary by administration, the school discipline committee composed of at least two staff members, one parent council representative and administration.

a. Failure to meet the expectations for behaviour and conduct shall result in one, some or all of the following:
b. Problem solving, monitoring, or reviewing behaviour expectations with the student and reprimanding:
c. Parental involvement;
d. Referral to division truancy officer;
e. Suspension from one or more School sponsored activities and associated privileges for up to one calendar year at the discretion of the school discipline committee;
f. Detention of student;
g. Temporary exclusion of the student from class;
h. Community Service Hours
i. In-school suspension;

j. Behavioural contract with the student;
k. Restitution for property damage to an individual or the school;
l. Assessment of the student to develop appropriate programming;
m. Involvement of police;
n. Recommendation for expulsion from the St. Paul Regional High School
o. AADAC Counselling

Appendix III
St. Paul Regional High School

Possession and Use of Illicit Drugs

It is the responsibility of the administration and staff to maintain an environment that is safe and conducive for learning. The administration and staff have adopted a zero tolerance towards illicit drugs at St. Paul Regional High School. In accordance with Administrative Policy #350 – Student Conduct, failure to comply with the stated expectations about the possession and use of illicit drugs, can and will result in disciplinary action. Students have no reasonable expectations of privacy with respect to locker searches for illicit drugs. Any evidence gathered as a result of a search could be used either by the school administration for discipline, or by the RCMP for criminal charges. Students are advised that school lockers are the property of the school and as such the school reserves the right to remove locks and inspect lockers at any time without prior notice to the locker occupant.

Inappropriate Internet Conduct

Any inappropriate off-school property internet-related conduct which would be a violation of a school rule, had the conduct occurred on school property and which conduct or the result of the conduct had, has or may have a negative impact at school will have consequences at the school and discipline up to and including a recommendation for expulsion may be administered.

Vaping/E-Cigarettes

Vaping and the use of all tobacco products are prohibited in all St. Paul Education Division schools. While we try to proactively educate students, the fact is more students are vaping in our schools. Please be informed, effective immediately, we will be looking at increased supervision and any student caught vaping inside the school or on the bus may be given an out of school suspension. This includes vapes containing nicotine or any other type of non-nicotine vape juice. Vaping THC (marijuana product) may result in an out of school suspension.

Intimate Images

The Protecting Canadians from Online Crime Act R.S., c. C-46 makes it a criminal offense to knowingly publish or share intimate images of a person without that person's consent. Young people, persons under the age of 18, who send or share these types of images may also be criminally charged with making or distributing child pornography.

Digital citizenship remains a part of our Health curriculum, however we continue to deal with students sharing inappropriate images. The consequence for sharing nude or partially nude photos/videos of other students may result in an out of school suspension. In most cases, the RCMP will also be contacted.

Appendix IV
St. Paul Regional High School
Computer User's Code of Ethics

As a computer user, I agree to follow the rules and code of ethics in all of my work with computer while attending a St. Paul Education Regional Division school.

I. I recognize that using technology is a privilege; therefore

- I will use computer resources to assist in my learning and always with the permission of my teacher or the staff member in charge.
- I will not use computer systems to view, copy, send or print material that is obscene, harmful, advocates hate or violence against others, or is otherwise inappropriate in a school setting.
- I will take responsibility for any damages that my actions cause. I will not vandalize equipment or data. Vandalism includes any attempt to take, harm or destroy hardware or data of another user or of other networks connected to a St. Paul Education facility either willfully or as a result of inappropriate behavior. This includes, but is not limited to, the uploading or creation of computer viruses.

II. I recognize that copyright laws; apply to online information; therefore:

- I will abide by copyright laws and give credit to any appropriate sources if I use them in my work.

III. I recognize that the work of all users is valuable; therefore

- I will protect the privacy of others' areas by not trying to learn their passwords/keys.
- I will notify the system administrator if I am aware of or suspect that others' passwords/keys have been discovered or that system security is at risk.
- I will not copy, change, read or use files in another user's area without that user's prior permission.
- I will not attempt to gain unauthorized access to system programs or computer equipment.
- I will not use computer systems to disturb or harass other computer users.

IV. I recognize that the Division network is a "gateway" to other networks and, as such, is not administered by any agency; therefore: For personal safety and security I will not give out my personal address or phone number nor those of others.

V. I understand that student-owned devices, whether it be laptops, iPads, smartphones, or any other electronic devices are permitted in school for educational purposes only. Students bringing such devices onto school property should be aware that they do so at their own risk and the school division is not responsible for any loss or damage. The inappropriate use of student-owned devices can result in the device being searched and investigated for disciplinary purposes.

VI. I understand that staff and other students have a right to personal privacy within the school. I will not post online nor share another person's image, audio or video data that has been captured within the school on either student or Division owned devices. Any online activity as part of an educational project must be approved and supervised by a teacher.

VII. I understand and agree that I may be disciplined by the school division (up to and including a recommendation for expulsion) for any of my inappropriate off-school property internet-related conduct which (1) would be a violation of a school rule, had the conduct occurred on school property, and (2) which conduct or, the result of the conduct had, has or may have, a negative impact at school
.

Appendix V
St. Paul Regional High School
Student Awards and Scholarships

Background

At Regional, we promote excellence in pursuit of education and we wish to recognize those students who aspire to and demonstrate high achievement in their academic pursuits.

Various awards are available in all grades (Grade 10/11/12):

- Honors
- Honors with Distinction
- Highest Academic Average
- Subject Honors
- Gold Key
- Volunteer of the Year
- SPERD Highest Academic Achievement
- Governor General Award

Procedures

1. A minimum average of eighty (80%) is needed to qualify for the above awards (grades nine and twelve only).

2. If a student has been academically dishonest in any one subject, the consequence is that the student may be exempt from academic, athletic and citizenship awards at the school and board level for the current school year. In determining consequences, considerations will include intent, frequency, severity and restitution.

Appendix VI
St. Paul Regional High School
Rewrites / Tutorial Policy

Second chances – teachers will provide one rewrite per student per course with the option of providing more at their discretion; school assessment plans will reflect school guidelines and procedures for second chances; the highest mark/level of achievement will be recorded.

All students may avail themselves of tutorials, not just students who are underperforming. Our goal is to increase student learning and achievement and assist students in reaching their potential.

The rewrite will be a comprehensive reflection of the material in the unit. Students are encouraged to try their hardest on the first exam as rewrites are not something to be expected at higher institutions of learning.

– last revised March 1, 2021

Notes: