

ST. PETER THE APOSTLE  
CATHOLIC HIGH SCHOOL  
COURSE DESCRIPTIONS  
2016 – 2017



# Grade 9 Option Courses

**Advertising 9:** Find out the meaning behind advertising. Have you ever wondered: Are there really 1000 chocolate chips in every bag of Chips Ahoy? Or Do Pillsbury Pizza Pops really have more stuff? Find out the answers to these questions and learn about the world of consumer advertising and marketing. Explore the attention, interest, desire and action tactics used to market products and create your own advertisement!

**Art 9:** Students will use a variety of techniques with various media as they explore and expand their ability to create and present. Students are exposed to drawing, painting, sculpting, as well as two and three-dimensional work.

**Choral 9:** This program seeks to develop musical competency through the concepts of rhythm, melody, harmony, form and expression. **Students will participate in various performances throughout the year.**

**Dance 9:** This is an introductory course that will deal with the fundamentals of dance (primarily jazz). This course will expose students to a variety of dance styles, techniques and possibilities. Emphasis will be on dance for physical fitness and well-being. **Students will participate in various performances.**

**Design Studies 9:** Learn about the design process and what designers and architects do. Develop a portfolio of sketches, drawings, designs and models. Students will be introduced to drafting and software used in the design field.

**Drama 9:** Students will explore script and character development and continue to develop their public speaking and acting abilities. Students will perform in class in order to gain confidence in speaking and performing in front of an audience.

**Fashion Studies 9:** Fashion affects all aspects of our daily lives – in the home, in the workplace, and in the environment. This introduction to the Fashion strand of Career and Technology Studies involves the study of design and production of clothing, textiles and accessories. Students learn how to safely use and care for sewing and pressing equipment, and apply these skills during project assembly.

**French 9:** Students will expand and develop their understanding of French culture and use of the French language. Practice in oral and written proficiency is emphasized. **Please be advised that students MUST enrol in French 9 to continue on with the high school 9 Year program of study in French as a Second Language in grade 10.**

**Game Design 9:** Students will explore various computer programming concepts through the lens of game design. Students will investigate what is involved in game development including planning, programming, and distribution. Multiple projects will allow students to build different types of games, include their own graphics/sounds, and export their final project games to console and mobile devices.

**Healthy Living and Wellness 9:** Students will focus on achieving wellness through exploring what it means to live a “Healthy Lifestyle,” through the following three strands: Nutrition and Healthy Eating, Physical Activity and its Benefits and Emotional Wellness.

**Instrumental Music 9:** Students will continue to develop competency in their musical ability. **Students will participate in various performances throughout the year.**

**Media 9:** Students will explore various forms of computer and technological applications. Students will take a hands-on approach in exploring presentation and communication, photography, printing, and audio/video production. Students will also prepare multimedia presentations that will include PowerPoint, animation, video and digital photography.

**Outdoor Education 9:** Students will develop the basic knowledge, skills and attitude necessary to experience safe and comfortable outdoor experiences in all seasons. Students will also develop and appreciation and understanding of ecological processes.

**Polish Up 9:** Students will explore Personal Confidence, Stress Management Techniques, Taking Care of You, Intro to Esthetics, Manicures, and Facials.

**Robotics 9:** Students will develop general understanding of robotics and robotics environment. Students will design, develop, implement and debug robotic programs that employ standard and structured programming constructs and simple data structures.

**Science and Technology 9:** Students will have an introduction to the scientific principles behind aerodynamics, aeronautics, propulsion and engineering. Students will explore these principles through a variety of labs and projects.

**Spanish 9:** Students will develop an understanding of Spanish language and culture. Oral and written proficiency will be emphasized. Students do not need to have prior coursework in Spanish to enrol in Spanish 9.

**\*Language Arts 9 Honours:** The L.A 9 Honours course is for students who have heightened abilities and interests in the area of English Language Arts. Course material will be covered with greater complexity and at a slightly faster pace. Students interested in this course must meet the minimum requirement of 80% in Language Arts 8 and have a recommendation from their current LA 8 teacher. LA 9 Honours is not a pre-requisite for Advanced Placement English, but gives an excellent introduction to the Honours/AP English program offered at SPA.

# Core Subjects Overview & Descriptions

## HIGH SCHOOL

### Choosing a Core Course

Part of planning your high school program is choosing courses in which you can succeed. Marks can often predict future success in a course and therefore it is wise to choose high school courses that reflect junior high achievement.

**We recommend that students at least have a grade of 65% for the transition to the 10-1, 20-1, 30-1 level courses.** This allows a greater chance of success. Students entering a 10-1, 20-1, 30-1 level course with a grade below 65% will need to increase their overall effort in the areas of study skills and homework in order to achieve success.

Courses selected should fulfill the high school diploma requirements as well as meet current interests and future goals.

Course Numbering System:

**Grade 10** Courses are assigned numbers between 1 and 15 • For example, Social Studies 10-2 or Religion 15

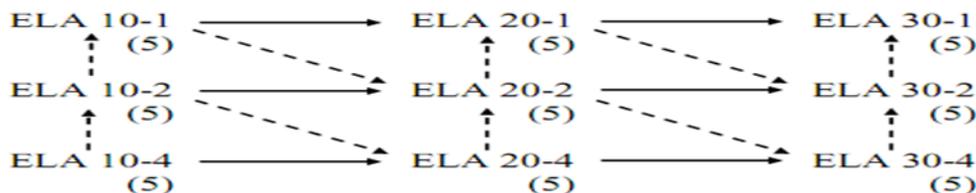
**Grade 11** Courses are assigned numbers between 2 and 25 • For example, Foods 2A or Religion 25.

**Grade 12** Courses are assigned numbers between 3 and 35 • For example, Biology 30 or Religion 35.

## ENGLISH

English is compulsory at all three grade levels. To complete Diploma requirements for English, students must earn a minimum of 15 credits, five of which must be in English 30-1 or 30-2. The English 10-1, 20-1, 30-1 sequence is intended for students whose post-secondary plans include university study or certain programs at college or technical institutions. To be successful in this series of courses, students should enter English 10-1 with solid skills in English Language Arts.

The English 10-2, 20-2, 30-2 sequence of courses should be taken by students with average English skills and a mark of at least 50% in Grade Nine Language Arts. English 30-2 is the basic requirement for most courses at colleges or technical institutions. Students who would like to complete English 30-1 may do so by entering English 20-1 after successfully completing English 20-2.



Recommended Grade

TR - Teacher Recommendation

•• - Recommended Grade is 65%

### ENGLISH 10-1 (Recommended Prerequisite: 65% or better in Grade 9 Language Arts)

English 10-1 is recommended for students who have achieved a 65% or higher in Language Arts Nine. This course is for the capable reader and writer, emphasizing development of knowledge and skills within the language arts strands: writing, reading, speaking, listening, viewing and representing. The emphasis is on reading and responding to a variety of literature; developing competence in writing for different audiences and purposes; gaining confidence and skills in speaking and listening activities; learning to view critically; and communicating ideas through visual, oral or printed representation. English 10-1 includes the study of poetry, fiction, nonfiction, and modern or Shakespearean drama.

### ENGLISH 10-1 Honours (Prerequisite: 70% or better in Grade 9 Language Arts and mandatory teacher recommendation)

### ENGLISH 10-2 (Recommended Prerequisite: 50 - 64% in Grade 9 Language Arts)

English 10-2 is recommended for those students who have scored below 65% in Grade Nine Language Arts. The emphasis throughout this course is on practical applications of the skills in writing, reading, speaking, listening, viewing and representing. English 10-2 is the first course in this stream, which is designed for students who are planning to enter a career or enter a post-secondary institution (other than university) after graduating. The course emphasizes clarity, fluency, and correctness in communication.

### ENGLISH 20-1 (Recommended Prerequisite: 65% or better in English 10-1)

English 20-1 also integrates both language and literature. The contents of the course include the study of the short story, the novel, the essay, modern and Shakespearean drama, research, full-length non-fiction (optional), poetry, and film in greater depth than in Eng 10-1.

**ENGLISH 20-1 Honours** (Prerequisite: 70% or better in English 10-1 and mandatory teacher recommendation)

**ENGLISH 20-2** (Prerequisite: 50% 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, writing, and representing. The course aims at helping students to read prose and poetry with understanding, to organize ideas, and to express ideas clearly, accurately, and interestingly.

**ENGLISH 30-1** (Recommended Prerequisite: 65% or better in English 20-1)

The integration of language and literature in English 30-1 is designed to lead students to a keener appreciation of literary forms and to a higher skill in expression. The course involves the students in the study of various literary forms, including the novels (optional), short story, modern and Shakespearean drama, essays, non-fiction (optional) and poetry.

**ENGLISH 30-1 Advanced Placement** (Prerequisite: 70% or better in English 20-1 and mandatory teacher recommendation)

The Honours Advanced Placement Program in English is a highly academic route, which leads students through an intensive study of literature, style analysis, and composition. The course is designed with the intent of sharpening skills in the area of literary analysis and composition, thus better preparing students for the rigorous expectations of college and university. Students who complete English 30-1 AP will be eligible to write the English AP exam. Students interested in this course must meet the minimum entrance requirement of 70% in English 20-1 or English 20-1 Honours and be recommended by their English 20-1 teacher.

**ENGLISH 30-2** (Prerequisite: 50% in English 20-2)

With an increasing emphasis on developing skills to make the students well-rounded individuals for the workplace, English 30-2 is designed to polish the students' communication of skills. Thus, students view films and read stories, essays, novels, and plays which stimulate discussions of human themes, issues, and conditions. They also write compositions such as essays, reports, resumes, and cover letters, plus practice active listening and assertive speaking skills during classroom activities to prepare them for success in the world of work.

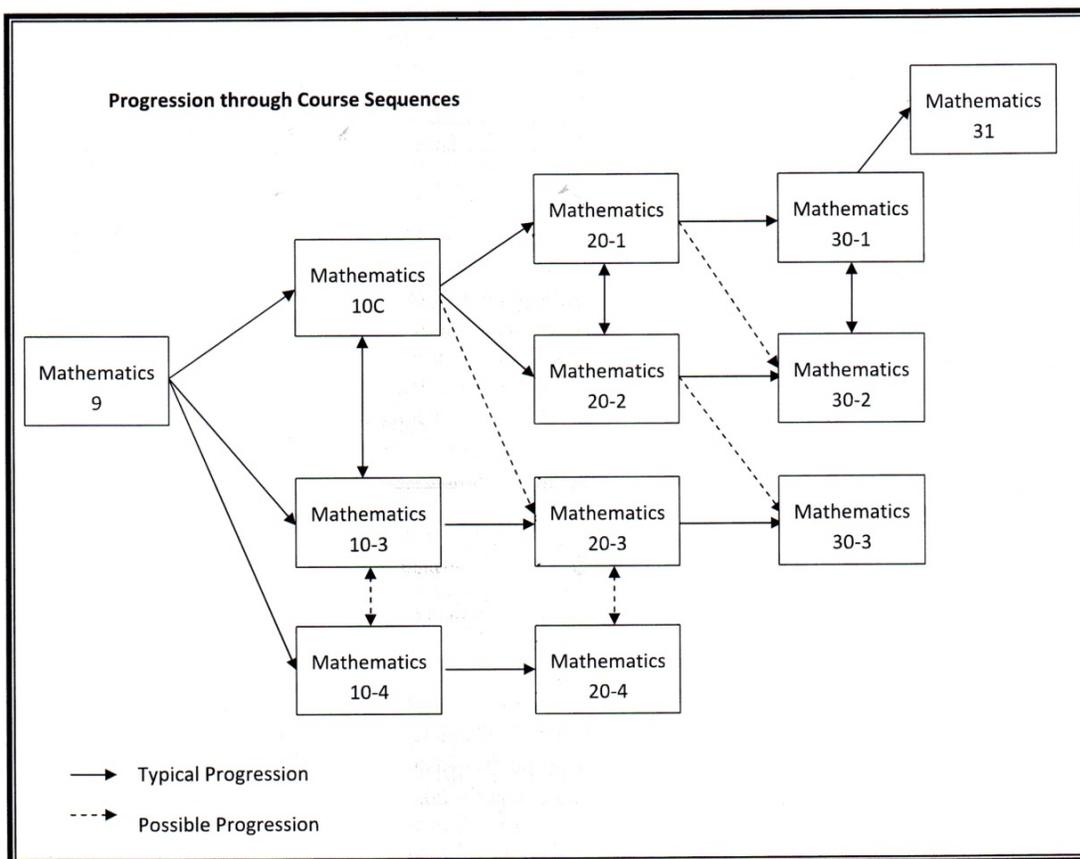
## MATHEMATICS

There are three sequences of high school mathematics, each designed to allow you to enroll in a pattern compatible with your ability and interest. The high school diploma requires that students have a minimum of 10 credits in mathematics, 5 of which must be Mathematics 20 level. However, students planning a career in any profession or technical field will benefit from additional courses in mathematics.

**The -1 course sequence** is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of calculus. Topics include algebra and number; measurement; relations and functions; trigonometry; and permutations, combinations and binomial theorem.

**The -2 course sequence** is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of calculus. Topics include geometry, measurement, number and logic, logical reasoning, relations and functions, statistics, and probability.

**The -3 course sequence** is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurement, number, statistics and probability.



**MATHEMATICS 10 Common** (Recommended Prerequisite: 60 % in Math 9)

Math 10C is the starting point for the -1 and -2 course sequences. Students in the course study the following topics: measurement, trigonometry, polynomial factoring and operations, systems of equations, and linear relations and functions.

Students who do not meet the prerequisite mark of 50% or more in Math 9 must successfully complete Math 10-3 before enrolling in 10C.

**MATHEMATICS 10 Common Honours** (Prerequisite: 80 % in Math 9 and mandatory teacher recommendation)

**MATHEMATICS 10-3** (Recommended Prerequisite: 59 % or lower in Math 9)

Students in Math 10-3 will follow the 20-3 and 30-3 course sequence through grades 11 and 12. Students in this course will study the following topics: measurement (SI and Imperial), trigonometry, geometry, income and algebraic and proportional reasoning.

**MATHEMATICS 20-1** (Recommended Prerequisite: 65% or better in Math 10 Common)

Students in mathematics 20-1 will study the following topics: quadratic functions and equations, radical and rational expressions and equations, trigonometry, systems of equations, and sequences and series.

**MATHEMATICS 20-1 Honours** (Prerequisite: 80% in Math 10 Common and mandatory teacher recommendation)

**MATHEMATICS 20-2** (Prerequisite: 50% or better in Math 10 Common)

Students in Math 20-2 will study the following topics: measurement, trigonometry, inductive and deductive reasoning, radical expressions and equations, quadratic functions and equations, and statistics.

**MATHEMATICS 20-3** (Prerequisite: 50% or better in Math 10-3)

Students in Math 20-3 will study the following topics: measurement (SI and Imperial), geometry, finance, numerical, algebraic and proportional reasoning and statistics.

**MATHEMATICS 30-1** (Recommended Prerequisite: 65% or better in Math 20-1)

Students in Math 30-1 will study the following topics: trigonometry, relations and functions, Permutations, Combinations and Binomial Theorem

**MATHEMATICS 30-1 Honours** (Prerequisite: 80% in Math 20-1 and mandatory teacher recommendation)

**MATHEMATICS 30-2** (Recommended Prerequisite: 60% or better in Math 20-2)

Students in Math 30-2 will study the following topics: Logical Reasoning, Probability, Relations and Functions, Mathematics Research Project

**MATHEMATICS 30-3** (Prerequisite: 50% or better in Math 20-3)

Students in Math 30-3 will study the following topics: Measurement, Geometry, Numbers, Algebra, Statistics, and Probability.

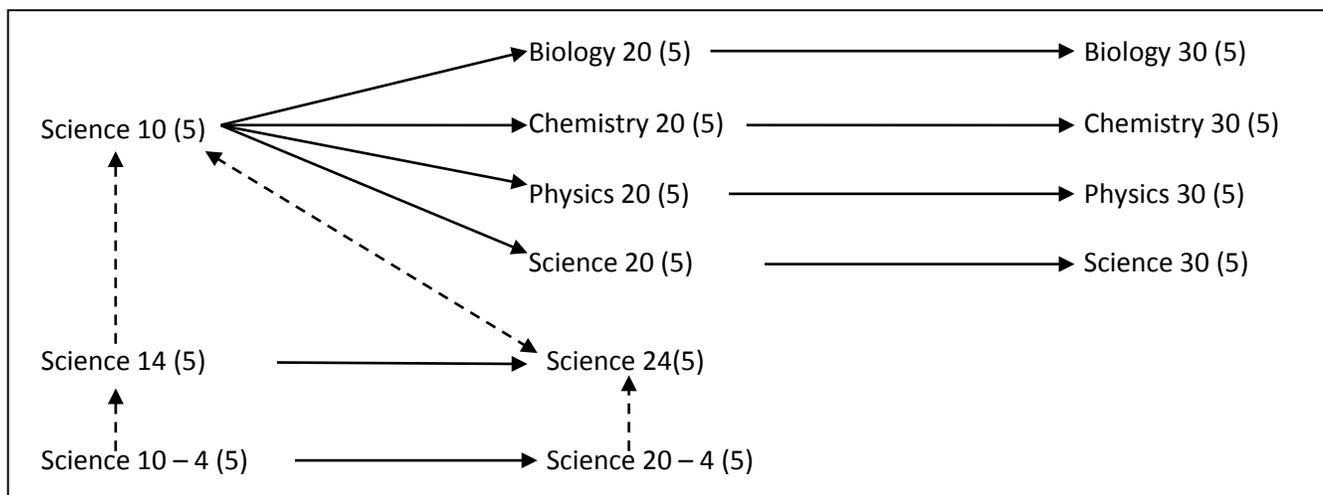
**MATHEMATICS 31 (CALCULUS)** (Prerequisite or Co-requisite Math 30-1)

Math 31 is designed to bridge the gap between Math 30-1 and calculus courses offered by post-secondary institutions. Students interested in pursuing post-secondary studies in the areas of mathematics, science, engineering and business will benefit from this introductory calculus course. Students in Math 31 will study the following topics: precalculus and limits, derivatives and derivative theorems, applications of derivatives, integrals, integral theorems and integral applications and an elective component.

## SCIENCE

Science courses provide students with facts, principles and concepts to give them a better understanding of their environment. In this scientific and technical age, it is important that students acquire some competence in critical thinking and the methods of science.

Similar to mathematics, a high school diploma requires that students have a minimum of 5 credits in Science at the 20 level. But since requirements of post-secondary institutions vary greatly, a student planning a career in a field that is technical or scientific in nature will benefit from taking more Science classes.



**SCIENCE 10** (Recommended Prerequisite: 50% or better in Science 9)

Science 10 is a 5 credit course which emphasizes three of the key concepts of science: energy; matter and change. The concepts of systems, diversity and equilibrium are included as well but receive less emphasis. The conceptual themes provide a means of showing the connections among scientific disciplines, and provide a framework for teachers to show students how individual sections of the course relate to the big

ideas of science. Science 10 consists of four units of study Unit one focuses on the role of radiant energy from the sun sustaining life and driving weather systems on earth. In Unit two, processes by which matter and energy are exchanged between living systems and their environment are studied, and change is illustrated by the growth of living organisms. Unit three investigates the changes in matter and energy that occur during chemical reactions. Unit four examines different forms of energy and the principles that govern energy transformations.

**SCIENCE 10 Honours** (Prerequisite: 80% in Science 9 and mandatory teacher recommendation)

**SCIENCE 14** (Recommended Prerequisite: Less than 50% in Science 9)

Science 14 is recommended for students who have experienced difficulty in Junior High Science. It is a general course intended to give a basic idea and knowledge of a diverse number of scientific fields including four major units:

- Unit 1 Investigating Properties of Matter (Nature of Science Emphasis)
- Unit 2 Understanding Energy Transfer Technologies (Science and Technology Emphasis)
- Unit 3 Investigating Matter and Energy in Living Systems (Science and Technology Emphasis)
- Unit 4 Investigating Matter and Energy in the Environment (Social and Environmental Contexts Emphasis)

**SCIENCE 24** (Prerequisite: 50% in Science 14)

This is a continuation of the Science 14 program and is required to complete the minimum credit requirements for a High School Diploma. Major topics include:

- Unit 1 Disease Defense
- Unit 2 Energy Consumption
- Unit 3 Materials We Use
- Unit 4 Safety in Transportation

**BIOLOGY 20** (Recommended Prerequisite: 65% or better in Biology in Science 10)

The Biology 20 program emphasizes the key concepts of science: energy; matter, change, diversity; systems and equilibrium as they relate to the biological sciences. These conceptual themes provide a means of allowing students to see the connections to other courses in science. The concepts provide a framework for teachers to show students how individual sections of the program relate to the big ideas of science.

In addition to developing a solid understanding of the fundamental concepts of science and the principles of the biological science, Biology 20 has the goal of educating students about the nature of and the interaction between the biological sciences and technology. Students must be aware of the tremendous impact of biological sciences and technology on society; but at the same time they must be aware of the roles and limitations of biological sciences, science in general and of technology in problem solving in a societal context.

Biology 20 consists of four units of study:

- Unit 1 The Biosphere
- Unit 2 Cellular Matter and Energy Flows
- Unit 3 Matter and Energy Exchange in Ecosystems
- Unit 4 Matter and Energy Exchange by the Human Organism

**BIOLOGY 30** (Recommended Prerequisite: 65% or better in Biology 20)

The major science concepts developed in this course are change, diversity; equilibrium and systems. Matter and energy are subordinate themes that are also addressed. The major concepts allow connections to be drawn between the four units of the course and between all eight units of the two courses in the program. Biology 30 consists of four units of study:

- Unit 1 Systems Regulating Change in Human Organisms
- Unit 2 Reproduction and Development
- Unit 3 Cells, Chromosomes and DNA
- Unit 4 Change in Populations and Communities

**CHEMISTRY 20** (Recommended Prerequisite: 65% or better in Chemistry in Science 10)

The Chemistry 20 program emphasizes the key concepts of science: energy, matter, change, systems, diversity and equilibrium. In addition to developing a solid understanding of the fundamental science concepts and principles, Chemistry 20 has the goal of educating students about the nature of science and the interaction of science and technology on society, as well as the roles and limitations of science and technology in problem solving. Chemistry 20 consists of four units of study.

- Unit 1 Solutions and Gases
- Unit 2 Quantitative Relationships in Chemical Reactions
- Unit 3 Chemical Bonding
- Unit 4 An Introduction to Organic Compounds

**CHEMISTRY 30** (Recommended Prerequisite: 65% or better in Chemistry 20)

The themes of systems, energy and change are central in Chemistry 30. Also highlighted to a lesser extent are the themes of equilibrium and matter. The components of a system, which may be a collection of substances or processes, influence each other by the transfer of energy and matter. Changes to one part result in changes to other parts of the system. In a system at equilibrium, opposing reactions are balanced.

- Unit 1 Thermochemical Changes
- Unit 2 Electrochemical Changes
- Unit 3 Equilibrium, Acids and Bases in Chemical Changes

Chemistry 30 expands upon the concepts and skills introduced in Science 10 and Chemistry 20. Each unit in Chemistry 30 uses a different context to investigate the nature of chemical change.

**PHYSICS 20** (Recommended Prerequisite: 65% or better in Physics in Science 10 and at least 60% in Math 10C)

The Physics 20 program emphasizes the key concepts of science: energy, matter, change systems, diversity and equilibrium as they relate to physics. In addition to developing a solid understanding of fundamental science concepts and principles, Physics 20 has the goal of educating students about the nature of science and about the interaction of science and technology on society; but at the same time must be aware of the roles and limitations of physics, science in general, and technology in problem solving. Physics 20 consists of five units of study:

- Unit 1 Kinematics and Dynamics
- Unit 2 Circular Motion and Gravitation
- Unit 3 Mechanical Waves
- Unit 4 Light and Electromagnetic Energy

**PHYSICS 30** (Recommended Prerequisite: 65% or better in Physics 20)

The diversity of matter and energy are the predominant themes of the Physics 30 course. Physics 30 consists of five units of study:

- Unit 1 Conservation Laws
- Unit 2 Electric Forces and Fields
- Unit 3 Magnetic Forces and Fields
- Unit 4 Nature of the Atom

**SCIENCE 20** (Recommended prerequisite: 65% in Science 10, 60% in Math 10C)

Science 20 consists of the following units of study:

- Unit 1 Chemical Changes
- Unit 2 Changes in Motion
- Unit 3 The Changing Earth
- Unit 4 Changes in Living Systems

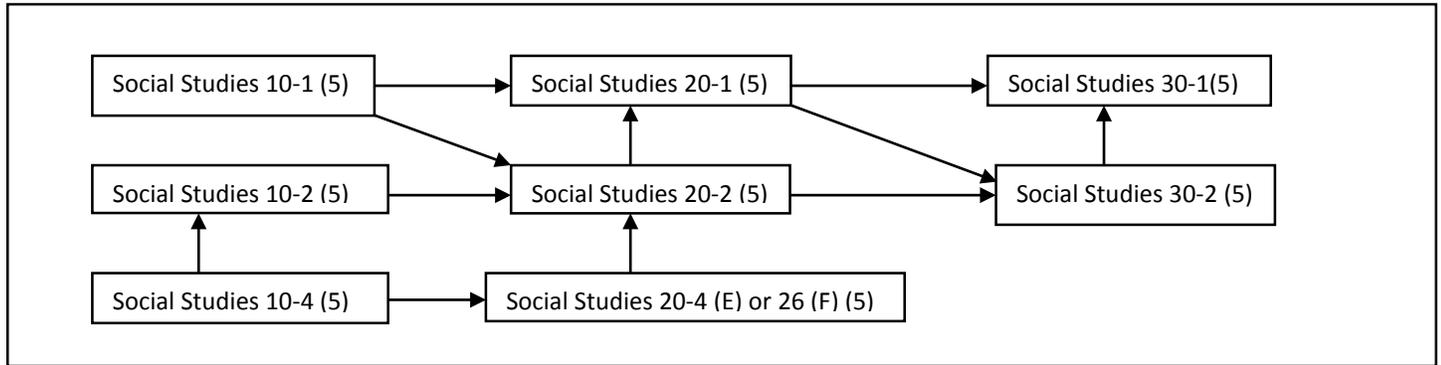
**SCIENCE 30** (Recommended prerequisite: 65% in Science 20, 60% in Math 20-P or 20-A)

Science 30 consists of the following units of study:

- Unit 1 Living Systems Respond to Their Environment
- Unit 2 Chemistry and the Environment
- Unit 3 Electromagnetic Energy

# Social Studies

Social Studies is a school subject that assists students in acquiring basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society. The content of social studies draws upon history, geography, economics, other social sciences, the behavioural sciences and humanities. The content also serves as the context in which important skills and attitudes are developed. Alberta Education requires that you must obtain a minimum of 15 credits in Social Studies, five of which must be in Social Studies 30-1 or 30-2.



## **SOCIAL STUDIES 10-1** (Recommended Prerequisite: 65% or better in Social Studies 9)

This course is recommended for those students who scored a 65% or greater in Social Studies Nine.

**TOPIC A:** will help students acquire an understanding of forces and events that have influenced the development of Canada and are shaping the lives of Canadians today. In Topic A some of the themes examined are:

- Theme 1 - Sovereignty
- Theme 2 - Regionalism
- Theme 3 - Identity

**TOPIC B:** examines responsible citizenship and students will gain an understanding of the structures and functions of government as well as a willingness to exercise the rights of citizenship in a changing Canadian society. Some of the themes that are examined are:

- Theme 1 - Politics & Government
- Theme 2 - Citizenship
- Theme 3 - Rights & Responsibilities

## **SOCIAL STUDIES 10-2** (Recommended Prerequisite: 50 - 64% in Social Studies 9)

This course is recommended for students who scored below 65% in Social Studies Nine.

**TOPIC A:** will help students understand the development of their country as a nation and its role in the world community. Students will examine some of the forces that have shaped Canada and the factors that give Canadians their unique identity. Some of the themes examined include:

- Theme 1 - Diversity
- Theme 2 - Unity
- Theme 3 - Identity
- Theme 4 - Sovereignty
- Theme 5 - Security
- Theme 6 - Cooperation

**TOPIC B:** will help students gain an understanding of the rights and responsibilities of citizenship and the knowledge and skills necessary for participation in the Canadian political process and in Canadian society. Some of the themes examined are:

- Theme 1 - Rights and Responsibilities
- Theme 2 - Government and Politics
- Theme 3 - Citizenship

## **SOCIAL STUDIES 20-1** (Recommended Prerequisite: 65% or better in Social Studies 10-1)

The grade eleven Social Studies program is designed to help students understand the processes of change in the world around them and focus on the past that may have helped to shape the world today. The course has two main topics:

**Topic A:** "Development and Interaction of Nations: Nineteenth Century Europe", which includes four themes: Nationalism· Industrialization and Ideology, Imperialism and International Conflict

**Topic B:** "Interdependence in the Global Environment" which includes four themes: Global Diversity· Economic Development and Interdependence· Quality of Life· Alternative Futures: Possibilities for Change

## **SOCIAL STUDIES 20-2** (Prerequisite: 50% in Social Studies 10-2)

The Social Studies 20-2 program is designed to help students understand the important changes in European society and how they shaped the modern world, and the quality of life that exists in today's world. The course has two main topics:

**Topic A:** "The Development of the Modern World" which includes three themes:

Nationalism • Industrialization • Egalitarianism

**Topic B:** "Challenges in the Global Environment" which includes two themes:

Global Regionalism • Global Interdependence· Quality of Life

## **SOCIAL STUDIES 30-1** (Recommended Prerequisite: 65% or better in Social Studies 20-1)

This course is designed to fulfill the grade 12 diploma requirement. It is composed of two main areas of study, those being:

**Topic A:** Political and Economic Systems

To enable students to understand the contemporary world through the examination of the underlying ideas and concepts associated with the major political and economic systems of the Twentieth Century

**Topic B:** Global Interaction in the Twentieth Century

Focuses on interaction of nations since World War in an attempt to develop an understanding of the concepts of security, co-operation and global survival

## **SOCIAL STUDIES 30-2** (Prerequisite: 50% in Social Studies 20-2)

This course is designed to fulfill the grade 12 requirement for the General Diploma. It is composed of two main areas of study which are:

**Topic A:** Political and Economic Systems

To enable students to acquire an understanding of major political and economic ideas and systems so that they can participate as effective and responsible citizens

**Topic B:** Global Interaction and Twentieth Century

Deals with international relations since World War I centering on National security, conflict and international co-operation in the interest of global survival

# **CAREER AND LIFE MANAGEMENT**

## **CALM**

The aim of senior high school Career and Life Management (CALM) is to enable students to make well informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future. CALM is the core course for health literacy at the senior high school level in Alberta. **CALM is compulsory for a High School Diploma.**

# **PHYSICAL EDUCATION PROGRAM**

## **PHYSICAL EDUCATION 10**

### **PHYSICAL EDUCATION 10** (3 credits)

Activities in Physical Education 10 include fitness, group sports, individual/dual sports, and an introduction to First Aid/CPR. A small portion of the course concentrates on those activities that can be enjoyed throughout an individual's lifetime. As well, students are introduced to some basic technical and strategic parts of physical activities. They are expected to learn theoretical as well as practical aspects of the course.

**\*\*\*Physical Education 10 is compulsory for a High School Diploma. A student unable to take this class must annually present a medical certificate for exemption.**

# RELIGIOUS EDUCATION PROGRAM

## RELIGIOUS STUDIES 15

**This is a compulsory course.** A new Grade 10 religious education program prepared by the National Office for Religious Education (NORE) entitled *Christ and Culture* will be implemented September 2002. The principal aim of *Christ and Culture* is to assist Grade 10 students, with the help of the Gospel, to participate as Catholics in the shaping of our culture. The program, developed for English Catholic schools across Canada, establishes strong connections with students' daily lives; provides opportunities for discussion, research and inquiry; studies implications for Christian moral behaviour, and looks at who we are as Church. Students will study the principles that guide Catholics in understanding their role in culture, explore modern day culture in the light of those principles, and find ways to celebrate Christ in our culture.

## RELIGIOUS STUDIES 25

**This is a compulsory course.** Themes for this course are to examine the Christian Scriptures as the sacred story of the Christian Community and to get a deeper understanding of the Bible, to find out about the historical Jesus to enable us to experience and know Christ through a study of Christian scriptures, and to examine the various dimensions of religion in the world and religious personalities from world religions.

## WORLD RELIGIONS 30

The objectives of the courses in religious studies are to provide an opportunity to experience a number of cultural, historical and contemporary issues from a religious point of view, and through the study of religion as a separate discipline to "develop a philosophy based upon values conducive to ethical and moral behaviour and reflected in an understanding of human worth." The topics in WR 30 will include; World Religions and Religious Pluralism, Who are Catholics?. Canadian Aboriginal Spirituality, Judaism, Islam, Modernity and Religion, and Living Faith Today as well as TWO of the following three topics: Hinduism, Buddhism, and Sikhism

## RELIGIOUS STUDIES 35

**This is a compulsory course.** The theme for this course is Relating. This is applied to the religious diversity among Christian communities. Students examine human relationships from dating, through marriage to family life. In this context we present the Sacraments of the Catholic Church.

# Elective Course Descriptions

## HIGH SCHOOL OPTIONS

### CAREER AND TECHNOLOGY STUDIES

St. Peter the Apostle continues to develop a wide range of choices for students in modules through Career and Technology Studies both as modules integrated within other subjects and stand-alone courses in our CTS Suite and throughout our facility. Students can develop skills and confidence to experiment in various occupations, assume greater responsibilities and develop portfolios of their interests and talents for future educational goal setting or the job market.

CTS combines theory with projects focusing on the processes to complete different jobs. Students study and create original work such as photographic portfolios, websites, printed shirts, plans for a house, model cabinets and more.

To support students the lab is also open at some times in the mornings, lunches or after school. Student can note times from the posted schedule or by talking with their instructor. Many students once they have learned the equipment and skills come into to use the lab for projects in core subjects as well.

Current CTS Course Strands offered include:

- |                       |                     |                              |                  |
|-----------------------|---------------------|------------------------------|------------------|
| >- Career Transitions | >-Sport Performance | >- Communications Technology | >- Legal Studies |
| >- Community Health   | >- Photography      | >- Design Studies            | >- Wildlife      |
| >- Food Studies       | >- Esthetics        | >- Computer Science          |                  |
| >- Leadership         | >-Fashion Studies   |                              |                  |

While these courses are taught in traditional classrooms and lab environments, intermediate and advanced modules may, through prior arrangement, be done through independent work if the student is properly motivated and prepared.

## COMMUNICATION TECHNOLOGY 1A

This is an introductory level Communications Technology course including practical work in media presentation and optional modules in audio and video production, basic animation, digital design and printing. While modules are based on, approximately 25 hr. of work each, progress depends on completion of module expectations and the personal management skills of the student.

Students will be expected to complete three modules and receive an incomplete for modules not finished where materials and instruction are available. Fourth modules may be started if time permits and completed in later classes.

Modules include the following:

- COM 1005: Visual Composition
- COM 1025: Typography
- COM 1035: Graphic Tools
- COM 1165: Printing I
- COM 1145: Animation I
- COM 1105: Audio/Video
- COM 1015: Media
- COM 1055: Web Design

## COMMUNICATION TECHNOLOGY 2A

This is an intermediate level course for students having completed at least 2 of the 1A modules and allowing student to complete additional modules from the 1A course and intermediate modules for these CTS strands.

Expectations are for a more independent approach to learning utilizing lab resources with a serious interest in careers in communication technology fields. Students will work on, projects based on their own ideas or for outside customers that meet standards of the industry. While modules are based on, approximately 25 hr. of work each, progress depends on completion of module expectations and the personal management skills of the student.

Students are expected to complete three modules and will receive an incomplete for modules not finished where materials and instruction are available. A fourth module may be started if time permits and completed in later classes or during extra lab times.

Modules students may choose from include:

- Unfinished COM 1A Modules
- COM 1005: Visual Composition
- COM 1035: Graphic Tools
- COM 2105: AV Pre-Production
- COM 2115: AV Production I
- COM 2125: AV Post Production I
- COM 2035: Raster Graphics
- COM 2045: Vector Graphics
- COM 2155: Design Brand Identity
- COM 2165: Printing 2
- COM 2145: Animation 2
- COM 2055: Web Design 2
- COM 2910: Com Project B

## COMMUNICATION TECHNOLOGY 3A

At the advanced level, students are to show a high degree of self-organization and planning, refining skills with advanced techniques and orientated towards target audiences or customer requests. Consultation directly with professionals in the chosen areas will be part of these modules.

**Students may pursue intermediate or advanced modules based on their completed prerequisites.** Class time may be offered in conjunction with intermediate classes to allow flexibility in scheduling for the student with intra net support and agreed meeting times for instruction.

**Students are expected to complete three modules and will receive an incomplete for modules not finished** where materials and instruction are available. A fourth module may be started if time permits and completed in later classes by requesting extra lab time.

Advanced modules students can choose from include:

- COM 3035: Raster Graphics 2
  - COM 3045: Vector Graphics 2
  - COM 3145: Animation 3
  - COM 3055: Rich Media Basics
  - COM 3075: Cascading Style Sheets
  - AV 3105: AV Pre Production 2
  - AV 3115: AV Production 2
  - AV 3125: AV Post Production 2
  - AV 3135: AV Audio Techniques
  - AV 3165: AV Broadcast
  - COM 3910: Digital Design 3
-

## COMMUNITY HEALTH 1A

In this course, students develop practical safety-related knowledge, skills and attitudes necessary to obtain certification in emergency first aid and CPR. Attention is given to the different aspects of common injuries, first aid care and the prevention of injuries. If class size is less than 12, certification in level C CPR and Medic First Aid can occur for an additional two credits.

- CMH 2090: Circulatory System
- CMH 2080: Respiratory System
- CMH 3 120: First Aid / CPR for Children
- CMH 2120: First Aid / CPR

## COMMUNITY HEALTH 2A

Students continue to focus on the determinants of good health, particularly in the application of knowledge, skills and techniques to enhance athletic performance and identify and treat common athletic injuries.

- CMH 2100: Musculoskeletal System
- CMH 2010: Adolescent Health Issues
- CMH 3110: Advances in Medical Technology
- CMH 3 100: Mental Health

## COMPUTER SCIENCE

SPA offers three courses in computer science. Computer Science is an integral part of world. Mobile phones, game development, health care research, and many other activities all around us involve computer technologies on a daily basis. Learning about how these systems work and function will allow you to plan, design, and build the new technologies for the 21st century.

Computer Science 30 is considered advanced-level CTS course and can be now used for admission at the University of Alberta, University of Calgary, and the University of Lethbridge. MacEwan University and other post-secondary Alberta schools are planning to follow.

In this course, students will be introduced to the field of Computer Science and career paths in Information Technology. Students who complete 5 credits in Computer Science at the 3000 (grade 12) level, can use their Computer Science mark for university admission (it can substitute one of Biology 30, Chemistry 30 or Physics 30)

### COMPUTER SCIENCE 10 (3 credit)

Computing Science 10 is an introductory course in computing science stream. It is designed to provide a good introduction to conventional computer science and programming. Students taking computer science may be interested in future careers working with computer technology, computer engineering, or web/mobile programming. This course is for all students and does not require and previous programming experience.

This course will introduce you to:

- Scratch Programming, an iconic, object-orientated programming environment.
- Python, a widely used, high level programming language.
- Gamemaker, an entry-level game development platform
- Processing, a development environment for programming with visual context.

Credit Modules in Computer Science 10 are:

- Computer Science 1
- Structured Programming 1
- Structured Programming 2

### COMPUTER SCIENCE 20 (3 Credit)

Computing Science 20 is an intermediate course in computing science stream. Students continue their examination of computer science in general and of computer programming in particular. The programming focus shifts to a greater emphasis on object-oriented design and programming. Students will continue to program in Python and expand their understanding of computer technology in society. Students will have a choice for their third credit of working with robotics, microprocessors and microcontrollers, mobile software development, or advanced data structures.

Possible Credit Modules in Computer Science 2 are:

- Computer Science 2
- Procedural Programming 1
- Data Structures 1
- Second Language 1
- Project B

## COMPUTER SCIENCE 30 (3 Credit)

Computing Science 30 is an advanced course in computing science stream. It is designed to provide a good understanding of Object-Oriented Programming (OOP) and will cover material usually presented in the first year of post-secondary courses. Much of the class will be in the form of Project-Based Learning as students are able to work on specialized areas of interest.

Credit Modules in Computer Science 30 are:

- Computer Science 3
- Object-Oriented Programming 1
- Project Credit

## ADVANCED COMPUTER SCIENCE 30 (5 Credit)

SPA will offer a 5-credit advanced Computer Science 30 program. Computer Science 30 (full-year) is now being recognized as a Science course at the University of Alberta, and other major post-secondary institutions. Students can use their top 5-credits from the Computer Science 30 program as a Science requirement for admission. Students program will be designed on an individual basis with their choice of exploring robotics, microprocessors and microcontrollers, mobile software development, or advanced programming topics.

Credit Modules in Computer Science 30:

- Computer Science 3
- Object-Oriented Programming 1
- Second Language 2
- Iterative Algorithm
- Project Credit

## DESIGN STUDIES 1A

Learn about the design process and what designers do. Develop a journal and projects from ideas through sketched drawings and models. Be introduced to conventional drafting and CAD applications. From an understanding of the design process as well as safety including appropriate WHMIS, training students will develop portfolios based on their work and research.

Modules are approximately 25 hr. of work each including class and outside effort; progress depends on completion of module expectations and the personal management skills of the student.

**Students are expected to complete three modules and will receive an incomplete for modules not finished** where materials

and instruction are available. Fourth modules may be started if time permits and completed in later classes.

Modules include the following:

- DS 1010: Sketch, Draw and Model
- DS 1020: The Design Process
- DS 1040: 3-D Design 1

## DESIGN STUDIES 2A

This is an intermediate level design course for students having completed **at least 2 modules from Design 1A** modules and allowing student to consider problems with personal interest in Architecture, Industrial or Fashion Design. Expectations are for a more independent approach to learning utilizing lab resources with a serious interest in careers in design and its commercial applications. Students will work with Mini CAD, scanners, modeling tools and other technologies on projects based on their own ideas or for project to simulate standards of the industry. While modules are based on, approximately 25 hr. of work each, progress depends on completion of module expectations and the personal management skills of the student.

**Students are expected to complete three modules and will receive an incomplete for modules not finished** where materials

and instruction are available. Fourth modules may be started if time permits and completed in later classes.

Modules students may choose from include:

- Unfinished Design 1 A modules
- DES 1050: CAD 1
- DES 1060: Technical Design and Drafting I
- DES 2045: 3D Design 2

## DESIGN STUDIES 3A

At the advanced level, students are to show a high degree of self-organization and planning, refining skills with advanced techniques and orientated towards target audiences or customer requests. Consultation directly with professionals in the chosen areas will be part of these modules.

**Students may pursue 2 or 3 dimensional ideas focused toward Architectural, Environmental or Interior Design at the intermediate or advanced modules based on their completed prerequisites.** Class time may be offered with intermediate classes to allow flexibility in scheduling student with intranet support and agreed meeting times for instruction.

**Students are expected to complete three modules and receive an incomplete for modules not finished** where materials and instruction are available. Fourth modules may be started if time permits and completed in later classes.

Advanced modules include:

- Incomplete Design 1A / 2A modules
- DES 3065: Technical Design 3
- DES 3095: Architectural Design
- DES 3145: Modeling-Real

## ESTHETICS 1A

Learn about the field of Esthetics through study of the following modules:

- COS 1010: Personal and Professional Practices: Students develop increased appreciation for the significance of personal grooming in various life situations, as well as the knowledge and skills required to maintain a personal health and safety plan.
- EST 1020 Skin Care Practices: Students identify the basic structures and functions of the skin. Student analyze skin and perform basic skin care practices, including cleansing, toning, nourishing and protecting.
- EST 1070 Manicuring 1: Students identify the functions, shapes and basic structure of fingernails, identify conditions of the hands and fingernails, and perform basic manicures.

## ESTHETICS 2A

Learn about the field of Esthetics through study of the following modules:

- EST2030: FACIALS -Students describe the anatomy, physiology and histology of the skin, analyze skin conditions, and perform facial care using available products, equipment and technology. Highlights include: more in depth skin analysis and product choices, use of steamers, surface and deep cleansing, and facial massage techniques
- EST2050: MAKE-UP-Students analyze facial shapes and features and perform make-up techniques. Highlights include: brow shaping, foundation applications, contouring and highlighting, daytime, nighttime and photography make-up.
- EST2070: MANICURING 2-Students identify and describe the anatomy of the arm and hand, identify diseases and disorders of the hands and nails and recommend services for treatable conditions. Highlights include more in depth manicuring steps, French manicures, paraffin treatments and hand massage techniques.

## ESTHETICS 3A

Learn about the field of Esthetics through study of the following modules:

- EST3010: Spa Awareness - Students will explore the nature of the spa industry. Students will research, compare, design and set up a prototype spa environment.
- EST3070-Pedicuring – Students describe the relationship between a manicure & pedicure and identify and demonstrate a pedicuring procedure, including foot massage
- EST3090-Nail Enhancements - Students describe and demonstrate techniques used to apply gel nails and describe the effects of gel nails on natural nails

## FASHION STUDIES 1A INTRODUCTORY

Students will learn about the Fashion industry through study of a variety of the following modules:

### **FAS1030: SEWING FUNDAMENTALS**

Students learn how to safely use and care for sewing and pressing equipment, and apply these skills during project assembly.

Prerequisite: None

### **FAS1050: REDESIGN, RECYCLE & RESTORE**

Students experiment with creative ways to redesign, recycle or restore a project by repairing, customizing, or embellishing.

Students use these techniques to update or create something new from something old.

Prerequisite: FAS1030: Sewing Fundamentals

### **FAS1130: CONSTRUCTION FUNDAMENTALS 1**

Students learn how to determine pattern size, choose a suitable pattern and woven fabric, make pattern alterations, and prepare the fabric and pattern for layout. Students apply these skills to the assembly of a simple garment.

Prerequisite: FAS1030: Sewing Fundamentals

## **FASHION STUDIES 2A INTERMEDIATE**

### **FAS2120: SURFACE EMBELLISHMENT**

Students practice a variety of embellishment techniques and apply these skills to a finished project.

**Prerequisite:** None

### **FAS2140: FASHION MERCHANDISING**

Students learn about policies and techniques used by retail operations in the fashion industry.

**Prerequisite:** None

### **FAS2180: CREATIVE COSTUMING**

Students analyze different costuming requirements and construct a costume for personal use.

**Prerequisite:** FAS1030: Sewing Fundamentals

## **FASHION STUDIES 3A ADVANCED**

### **FAS3060: COUTURE**

Students study past couturiers and create their own haute couture fashions.

**Prerequisite:** FAS1030: Sewing Fundamentals

### **FAS3070: CREATORS OF FASHION**

Students discover the world of fashion designers.

**Prerequisite:** None

### **FAS3080: CULTURAL FASHIONS**

Students research and learn about the fashions of other cultures and produce a project related to their research.

**Prerequisite:** FAS1030: Sewing Fundamentals

### **FAS3120: WEARABLE ART**

Students will construct an original design using yardage created from textile or nonfibre material.

**Prerequisite:** None

### **FAS3140: FASHION RETAILING**

Students analyze fashion retail terms, operations and trends.

**Prerequisite:** None

### **FAS3180: THEATRICAL COSTUMING**

Students analyze different costuming requirements and construct a costume specific to a theatrical production.

**Prerequisite:** FAS1030: Sewing Fundamentals

### **FAS3200: OUTDOOR CLOTHING**

Students learn about fabrics suitable for outdoor clothing and construct a garment designed for outerwear.

**Prerequisite:** FAS1030: Sewing Fundamentals

## **FOOD STUDIES 1 A**

By developing basic, integrated and career specific knowledge, skills and attitudes in the context of foods, students will have the ability to adapt to the challenges of change with increased flexibility and confidence. Foods, a strand in Career and Technology Studies, uses the student centered process approach, combining thinking processes and concrete experience with as realistic an environment as possible, whether that be in an individual, family or workplace context.

### **Modules include the following:**

- FOD 1010 Food Basics
- FOD 1020 Baking Basics
- FOD 1030 Snacks & Appetizers
- FOD 1040 Meal Planning I
- FOD 1050 Fast 7 Convenience Foods
- FOD 1060 Canadian Heritage Foods

## **FOOD STUDIES 2A**

By developing Intermediate, integrated and career specific knowledge, skills and attitudes, students will have the ability to adapt to the challenges of change within the food industry, explore cultural diversity through food. Foods uses the student centered process approach, combining thinking processes, group work and concrete experience with a realistic environment, whether at home or at work.

Modules may include 3 or 4 of the following:

- FOD 2040 Cake and Pastry
- FOD 2070 Stocks, Soups and Sauces
- FOD 2090 Creative Cold Foods
- FOD 2110 Fish and Poultry
- FOD 2170 International Cuisine I

## **FOOD STUDIES 3A**

By developing advanced, integrated and career specific knowledge, skills and attitudes, students will have the ability to adapt to the challenges of change within the food industry and explore cultural diversity through food. Foods uses the student centered process approach, combining thinking processes, group work, leadership, artistic and creative abilities, and concrete experience in a realistic environment.

Modules may include 3 or 4 of the following:

- FOD 3030 Creative Baking
- FOD 3050 Advanced Soups and Sauces
- FOD 3060 Food Presentation
- FOD 3070 Short Order Cooking
- FOD 3080 Advanced Meat Cookery
- FOD 3100 Entertaining With Food
- FOD 3140 International Cuisine II

## **LEADERSHIP 1A**

Students will be introduced to the principles of leadership and provided opportunities to practice leadership skills through study of the following modules and social justice initiatives.

- HSS 1030 Communication Skills for Helping Relationships
- HSS 1080 Leadership Fundamentals 1
- HSS 1050 Introduction to Mentorship
- CSS 1080 Community Volunteerism 1
- CCS 1910 CSS Project A

## **IT NETWORKING 10 (3 Credit)**

IT Networking 10 provides students with knowledge and skills in computer care, networking, operating systems, maintenance and repair. Learn the skills involved in: installing operating systems, repairing or upgrading your present computer or laptop, assembling desktop computers, setting up a home network for streaming and storing your photos, videos, and music. This course will consist of both theory and practical hands on components.

Students that continue to take the IT Networking stream will have the option of taking the CompTIA A+ Exams to be industry certified.

- Workstation Technology & Operations
- Network Structures
- Network Media & Devices

## **IT NETWORKING 20 (3 Credit)**

IT Networking 20 expands upon the fundamental skills learned in IT Networking 10 to introduce to more advanced topics in computer technology and networking. Learn the skills involved in: Laptop/Tablet/Smartphone repair, home and small business computer networks and infrastructure, increasing security over local area networks (LANs). This course will consist of both theory and practical hands on components.

- Network Media & Devices, Security
- Laptops & Peripherals
- Net Project B

At the end of the IT Networking 20, students have the option of taking the CompTIA A+ Exams to be industry certified.

## LEGAL STUDIES 1 A / 2A

Legal Studies presents students with basic and practical information about the law. The primary goal is to develop in students the knowledge, skills and attitudes required to respond appropriately to the impact of law on our daily lives. A secondary goal is to equip students with the capabilities and the confidence to participate in the evolution of our laws. A final goal is to create an awareness of the many occupational opportunities related to the field of law that are available.

- LGS 1010: You and the Law I
- LGS 1020: You and the Law II
- LGS 2080: Criminal Law
- LGS 2010: Family Law
- LGS 2050: Law and the Traveller
- LGS 3010: Consumer Law

## PHOTOGRAPHY 1A

Explore what it takes to create an excellent image with the study and use of Digital and 35 mm Film Cameras. Develop an understanding on composition, personal and equipment safety including appropriate WHMIS training. Students will develop portfolios of images based on their instruction, work and research. While modules are based on, approximately 25 hr. of work each, progress depends on completion of module expectations and the personal management skills of the student.

**Students are expected to complete three modules and will receive an incomplete for modules not finished** where materials and instruction are available. Fourth modules may be started if time permits and completed in later classes.

Modules include the following:

- COM 1005: Visual Composition
- COM 1205: Photography Intro
- COM 1215: Photography Exposure
- COM 1910: Com Project A

## PHOTOGRAPHY 2A

This is an intermediate level course for students having completed **at least 2 of the Photography IA** modules and allowing student to complete additional modules from the IA course and intermediate modules for these CTS strands.

Expectations are for a more independent approach to learning utilizing lab resources with a serious interest in careers in photography and its applications. Students will work with Adobe Photoshop, digital and film cameras with lenses, accessories, scanners, and other technologies on projects based on their own ideas or for outside customers that meet standards of the industry. While modules are based on, approximately 25 hr. of work each, progress depends on completion of module expectations and the personal management skills of the student.

**Students are expected to complete three modules and will receive an incomplete for modules not finished** where materials and instruction are available. Fourth modules may be started if time permits and completed in later classes.

Modules students can choose from include:

- Unfinished Photography 1A modules listed above
- COM 2205: Photo Composition
- COM 2235: Photography Lenses
- COM 2215: Photography Communications

## PHOTOGRAPHY 3A

At the advanced level, students will show a high degree of self-organization and planning, refining skills with advanced techniques and orientated towards target audiences or customer requests. Consultation directly with professionals in the chosen areas will be part of these modules.

Students may pursue intermediate or advanced modules based on their completed prerequisites. Class time may be offered with intermediate classes to allow flexibility in scheduling students with intranet support and agreed meeting times for instruction.

**Students are expected to complete three modules and will receive an incomplete for modules not finished**

where materials and instruction are available. A fourth module may be started if time permits and completed in later classes.

Advanced modules include:

- Incomplete modules from Photo 1A / 2A
- COM 3225: Photographic Colour
- COM 3235: Photography B/W Digital Techniques
- COM 3205: Photography Lighting
- COM 3245: Photography Outdoor
- COM 3215: Photo Journalism
- COM 3910: Com Project D

Students pursuing Communications courses may also add modules from other streams with appropriate prerequisites.

## **SPORT PERFORMANCE 1A**

Students will learn about different aspects of Sport Performance through the study of a variety of the following modules:

- REC 1040 Foundations for Training 1: Students apply basic training and movement principles to health-related and performance-related components of fitness training. Students create fitness activities and develop a basic individual fitness plan to achieve goals for health-related and performance-related components.
- REC 1050 Sport Psychology: Students assess the impact of mental fitness on optimal sport, artistic and/or academic performance and motivation. Students examine and demonstrate strategies to strengthen mental fitness, including relaxation, visualization and positive self-talk.
- REC 2120 Coaching: Students learn basic coaching skills common to all sports in the areas of planning and delivering a practice, teaching and learning, and mental skills training. Students develop an appreciation for the role of coaches in community recreation programs.

## **SPORT PERFORMANCE 2A**

This course is intended to provide learning opportunities for students with a passion for athletics and sports. You may wish to improve performance, challenge yourself physically and/or potentially pursue a career in the athletic field. This will be completed through a combination of theoretical and practical outcomes.

- REC 2040 – Foundation of Training 2
- REC 2050 - Sport Psychology 2
- REC 3120 – Coaching 2

## **WILDLIFE**

In this course students develop practical safety related skills necessary in dealing with survival situations in the outdoors. In addition, students will also demonstrate knowledge in the safe handling of bows, arrows and firearms. A final goal is for each student to be able to distinguish the role of regulated hunting in game management.

- WLD 1030: Outdoor Experiences 1 (Survival Skills)
- WLD 1070: Hunting and Games Management 1 (Ethics/Game Identification)
- WLD 2070: Hunting and Games Management 2 (Field Techniques / Regulations)

## **VISUAL AND PERFORMING ARTS**

### **ADVANCED ACTING**

Advanced Acting provides a continuum of theatre experiences that moves well beyond the introductory or exploratory activities outlined in Drama 10, 20, 30. Advanced Acting expands the specific skills related to performance, and is designed to extend the foundation skills outlined in Drama 10, 20, 30. The major difference between Drama 10, 20, 30 and Advanced Acting 15, 25, 35 lies in the learning strategy employed in these courses. In this sequence, all the learning objectives will be achieved by production experiences.

### **ART**

The Art program for senior high school provides a unified sequential course that focuses on three major components of visual learning. These three components are drawing; all the ways we record visual information and discoveries, composition, the way images are put together to create meaning and explore where we meet and how we respond to visual imagery.

#### **ART 10 (3 credits)**

Art 10 is a beginner course for all students who want to get started in the visual arts. The course explores a variety of art techniques and materials. Drawing, painting and sculpture will be introduced to the students with a primary focus on the elements of art and principles of design. No prior experience is required! An art fee of \$20.00 will be collected. This will cover the cost of a supply kit which includes: pencils, kneadable eraser, paint brushes and a sketch book.

#### **ART 11 (3 credits)**

Art II is designed to complement the Art 10, 20 and 30 programs already offered at the High School Level. It examines the role art plays in people's lives, how it comes into being, and how to respond to it. The content of the program is classified into three main divisions: Function, Creation and Application.

#### **ART 20 (5 credits)**

Art 20 provides a focus on using non-traditional approaches to create compositions in both two and three dimensions. These compositions are created with a variety of media and techniques including distortion and exaggeration. Classes consist of studio production, note-taking, discussion, critiques and art history.

### **ART 30** (5 credits)

The Art 30 curriculum focuses on achieving personal style. Students will research selected artists and periods to discover factors in the artists' environments that influence their personal vision. This class includes the development of a personal portfolio for university or college entrance.

### **ADVANCED ART 10/20/30** (5 credits) (Prerequisite: teacher recommendation)

This course is intended for those students who have a particular interest in visual art. The purpose of advanced art is to equip students with the strategies and tools they need to engage in high-level learning and develop a solid portfolio for College and/or University Art programs. The Advanced Art classes are studio based and portfolios are focused on concept, concentration, composition and execution of artwork. Daily exercises to improve eye-hand coordination, technical skills and craftsmanship are combined with problem solving, communication and discipline whether viewing or producing art.

### **CHORAL 10-20-30** (5 credits)

Choral Music is a 5 credit course that seeks to develop musical competency through concepts of rhythm, melody, harmony, form and expression. **Performing is a compulsory part of this course. (Students should be aware that Choral Music runs the entire school term, therefore to obtain (5) credits you must complete the full year course.)**

### **DRAMA 10, 20** (3 credits)

Drama is a course intended to develop confidence, concentration, creativity, and communication skills. Improvisation, mime, speech control, and voice control are the main vehicles used by the student. Scene work and one-act plays are studied with an introduction to staging elements and basic analysis of plot, character, and theme. It is recommended that students have an interest in theatre arts and a willingness to explore the unfamiliar.

### **DRAMA 10, 20, 30 PERFORMING ARTS** (5 credits)

This is a 5 credit course that runs all year. This course is intended for students with previous drama and stage experience. Performances are a compulsory component of the course and students must be enrolled for the entire school year to obtain (5) credits.

### **DANCE 15** (5 credits)

The dance program places an emphasis on the fundamentals of various genres of dance. This class will expose students to a variety of dance styles, techniques and possibilities. Emphasis will be placed on promoting physical fitness, awareness and well-being. In addition to developing an understanding of the fundamentals, dance enables students to progress at their own level and to develop, appreciate and critique their own skill.

### **DANCE 25** (5 credits)

Dance 25 builds on the 15 program. Focus will be placed on the musicality, orientation, history and techniques associated with various genres of dance. This class is intended to develop confidence, concentration, creativity and performance qualities.

### **DANCE 35** (5 credits)

Dance 35 is a comprehensive study of dance styles. Students will create, demonstrate and analyze their personal compositions, placement and techniques based on elements of choreography. This course continues to build performer's confidence, concentration, creativity and performance qualities.

### **INSTRUMENTAL MUSIC 10, 20, 30** (5 credits)

Instrumental Music 10, 20, 30 (Concert Band) is a continuation of the Junior High Music Program wherein students will work with the instrument of their choice in woodwind, brass or percussion.

**Performing is a compulsory part of this course. (Students should be aware that Music 10, 20, 30 runs the entire school term, therefore to obtain 5 credits you must complete the full year course.)**

### **MUSICAL THEATRE**

The Musical Theatre program aims to provide integrated study in dance, drama and vocal music for students who exhibit special skills in these areas and who seek the challenge of making a serious commitment to performance. It is expected that the competencies in all of the above disciplines will become developed through project work and / or performance. The program will foster an appreciation for the form and a professional attitude towards performance, preparing students for post-secondary and life-long theatre experiences.

## LANGUAGES & SOCIAL SCIENCE

### **FILM STUDIES 15** (5 credit)

Film Studies is a course that concentrates on the critical contexts of film and media history: the study of different genres of film (such as fantasy, film noir, comedies and action) and, of course, the appreciation of film history and techniques. The skill set required to analyze film is very similar to that required to analyze the traditional mediums of novels, plays, poems, etc. This course aims to develop both analytical skills and appreciation of film.

### **FRENCH 10-9 Year** (5 credits)

This course is for students who have successfully completed French 9. It includes a focus on basic grammar for everyday speech, the development of reading skills, oral fluency on everyday topics and writing compositions which emphasize the correctness of simple sentence structures used in descriptions, summaries or in the sharing of information.

### **FRENCH 20-9 Year** (5 credits)

This is a continuation of the three-year sequence started with French 10-9 Year. Students continue to work on oral and written expression and comprehension through a study of thematic units.

### **FRENCH 30-9 Year** (5 credits)

This course is for students who have successfully completed French 20-9 Year. Students will become more proficient in written and oral expression and comprehension through a study of thematic units.

### **FRENCH 10-3 Year** (5 credits)

This course is for students who have little or no previous instruction in French. Students are introduced to basic grammar for everyday speech, the development of reading and writing skills, and French culture. **This course may be offered if a sufficient number of students request it. If numbers do not warrant a class, arrangements can be made to complete the FSL 3 Year program through Evergreen Outreach School.**

### **GENERAL PSYCHOLOGY 20** (3 credits)

Psychology is the study of personalities and behaviors of people. In this course, students examine a wide range of topics including the development of psychology, theories of personality, stages of human development, the effect of heredity and environment on behavior, the meaning of intelligence and the function of the senses.

### **FORENSIC SCIENCE 25** (3 credits)

Forensic Science is the study and use of basic scientific concepts and technologies related to solving crime in society. Through the study of forensic science techniques, learners are given the opportunity to explore and further understand how the basic scientific concepts apply specifically to this specific field of study.

### **SPANISH 10- 3 Year:** (5 credits)

This course is for students with little or no previous instruction in Spanish. Students are introduced to basic grammar for everyday speech, the development of reading and writing skills, and Spanish culture.

### **Spanish 20-3 Year:** (5 credits)

This is a continuation of the three-year sequence started with Spanish 10-3 Year. Students continue to work on oral and written expression and comprehension and Spanish culture through a study of thematic units.

### **Spanish 30-3 Year:** (5 credits)

This is a continuation of the three-year sequence started with Spanish 10-3 Year and 20- 3 Year. Students continue to work on oral and written expression and comprehension and Spanish culture through a study of thematic units.

## PHYSICAL EDUCATION

### **PHYSICAL EDUCATION 20** (3 credits)

Activities in Physical Education 20 include fitness, group sports, individual/dual sports, and a small leadership activity. A small portion of the course concentrates on those activities that can be enjoyed throughout an individual's lifetime. As well, students are introduced to more technical and strategic parts of physical activities. They are expected to learn theoretical as well as practical aspects of the course. In addition to the in-class course content, students are required to do a minimum of 5 hours of out-of-class work in officiating and/or sports leadership (score-keeping, coaching, assisting, team management, etc.).

## **PHYSICAL EDUCATION 30** (3 credits or 5 credits)

Activities in Physical Education 30 include fitness, group sports, individual/dual sports, and a leadership activity. A large portion of the course concentrates on those activities that can be enjoyed throughout an individual's lifetime both on and off-campus. Students will be introduced to more technical and strategic parts of physical activities. In addition to the in-class course content, students are required to do a minimum of 7 hours of out-of-class work in officiating and/or sports leadership (score keeping, coaching, assisting, team management, etc.). Due to the nature of some of the activities in PE 30, students are required to pay a separate fee.

## **OFF CAMPUS EDUCATION**

(All off campus education programs are coordinated through Evergreen Outreach School)

### **SPECIAL PROJECTS 10, 20, 30**

Special Project is designed to encourage students to undertake worthwhile studies or research in areas which are beyond the scope of the regular curriculum. The individual student is responsible for the selection, planning and organizing of a project which may earn 3 or 5 credits, subject to:

- 3 credits involve a minimum of 75 hours of study,
- 5 credits involve a minimum of 125 hours of study.

A written proposal must be approved by the administration prior to registration for this course.

### **WORK EXPERIENCE 15, 25, 35**

These courses allow a student to enter into employment as an integral part of their school program. Under the cooperative supervision of a teacher-coordinator and an employer in the community, students can accumulate up to 15 credits over their high school career in the work experience program.

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

Alberta's innovative Registered Apprenticeship Program (RAP) allows full-time high school students to begin apprenticeship training program as early as Grade 10, earning credit toward both a high school diploma and an apprenticeship program at the same time. Hours of work are decided together by the employer, the RAP apprentice and the school. RAP apprentices are paid at least minimum wage. Their apprenticeship technical training is normally delayed until after high school.

To *receive* credits under RAP, the student must be a registered apprentice in one of Alberta's designated trades. They can register in up to eight RAP courses in a trade, with each RAP course involving 125 hours of on-the-job learning and worth five credits. To ensure that they earn high school credits, students must seek approval from the school to enroll in RAP course

Grade 10			Grade 11			Grade 12		
Course Name	Mark	Credits	Course Name	Mark	Credits	Course Name	Mark	Credits
English (10-1,10-2)		5	English (20-1, 20-2)		5	English (30-1, 30-2)		5
Social (10-1 or 10-2)		5	Social (20-1 or 20-2)		5	Social (30-1, 30-2)		5
Math (10C, 10-3)		5	Math (20-1, 20-2, 20-3)		5	Religious Studies 35		5
Science (10 or 14)		5	Religious Studies 25 or World Religions 30		3	Math (30-1, 30-2, 30-3)		
Religious Studies 15		3	Science (Bio 20, Chem 20, Phys 20, Sci 20, Sci 24)		5	Science (Bio 30, Chem 30, Phys 30, Sci 30)		
Physical Ed. 10		3						
CALM		3						
Elective courses			Elective courses			Elective courses		
<b>Total Credits</b>								

### HIGH SCHOOL DIPLOMA REQUIREMENTS

In order to make sure you are graduating, please check your transcript to be sure that you meet the following requirements:

English 30-1 or 30-2 Yes No

Social Studies 30-1 or 30-2 Yes No

Math 20-1, 20-2 or 20-3 Yes No

Biology 20, Chemistry 20, Physics 20, Science20 or Science 24 Yes No

Physical Education 10 Yes No

CALM Yes No

10 credits from: CTS, RAP, PE 20/30, Second Language or Fine Arts Yes No

10 credits in any Grade 12 courses in addition to

English and Social Studies (i.e. PE 30, CTS 3-level,

Rel 35, Work Exp, RAP, Math 30, Science 30, etc.) Yes No

100 CREDITS Yes No

Total Credits: \_\_\_\_\_

## CERTIFICATE OF ACHEIVEMENT REQUIREMENTS CHEKCLIST

(Knowledge and Employability Program)

In order to make sure you are graduating, please check your transcript to be sure that you meet the following requirements:

English 20-2 or 30-4	Yes	No
Social Studies 10-2 or 20-4	Yes	No
Math 10-3 or 20-4	Yes	No
Science 14 or 20-4	Yes	No
PE 10	Yes	No
CALM	Yes	No
10 Credits:		
Either:		
5 credits from: 3 level CTS or 30 level K+E	Yes	No
AND		
5 credits from: 30 level K+E Workplace Practicum		
or 30 level Work Experience	Yes	No
OR		
20 credits in RAP (5 credits must at 3-level)	Yes	No
80 Credits	Yes	No

Total Credits \_\_\_\_\_