

**BANFF COMMUNITY
HIGH SCHOOL**



**REGISTRATION BOOKLET
2017-2018**



MESSAGE FROM THE PRINCIPAL

The staff and I welcome you to your senior high years at Banff Community High School. We hope that the curricular program outlined in this booklet will contribute significantly to your success this year, and in the future.

B.C.H.S. offers the following senior high programs:

- ✓ Academic: Alberta High School Diploma, Alberta Certificate of Achievement
- ✓ Career and Technology Studies
- ✓ Work Place Transition: Career and Life Management (CALM), Work Experience, and access to a divisional Outreach Program.
- ✓ Fine Arts: Art, Instrumental Music, Musical Theatre, Drama
- ✓ Physical Education
- ✓ French as a Second Language
- ✓ Broad Based Programming

Choose courses that fit your goals and aspirations. A section at the back of this handbook has information pertaining to post-secondary institutions. This information may give you a general idea of the course routes, which you should consider for your program.

We encourage you to discuss your plans with your parents, teacher advisor, counselor, teachers and/or administrator to ensure successful planning for your high school career.

We also hope that you will participate in the extra-curricular activities offered at B.C.H.S. The more you put into your high school years, the more you will get out of the time spent at BCHS.

Please be sure to look for additional Broad Based Programming opportunities found within this package.

Every effort will be made to ensure that you have a rewarding and enjoyable year.

Regards,



S. Greene

Principal

INTRODUCTION

Banff Community High School offers a full range of courses and programs leading to an Alberta High School Diploma. All students have the opportunity to register in a program of studies, which will enhance learning and develop the necessary skills for the future.

Each individual who registers at BCHS is encouraged to pursue his or her personal interests by actively participating in a wide range of extracurricular activities and by choosing optional interest courses as part of their program of study. The variety of educational opportunities offered at BCHS can provide for the academic and personal growth, which is so vital to a well-rounded education.

Many Colleges and Universities are becoming increasingly more interested in attracting students who not only meet minimum entrance requirements, but also have a broad educational base. The staff at BCHS is committed to helping students meet this challenge and to provide the quality education required for student success.

REGISTRATION

The purpose of this booklet is to help you, the student, plan your high school program. It is very important that you discuss your plan with your parents. To obtain the most from the opportunities that the school offers, you should plan a program to cover all three years. Read the information carefully and follow the steps below. Make the best of those three years, and you will increase your chances of success in your personal endeavors and your chosen career.

HOW TO USE THIS BOOKLET: FOR ALL STUDENTS

Read all the sections in this booklet.

Carefully read the course selection information.

Use the program planning work sheet to select your courses.

To find out about individual courses read the descriptions and discuss your selections with your parents and counselor.

You are now ready for registration.

GENERAL INFORMATION

ATTENDANCE REQUIREMENTS

Regular attendance at school makes a student eligible to receive credits for a full year's or semester's work. The principal, who may withhold recommendation for credits if a student's attendance falls below an acceptable standard and has subsequently, affected achievement. BCHS sets minimum attendance requirements.

SUMMER OPERATION

The Administration and Counseling staff will be in the school the week prior to school opening. If it is necessary for you to make changes in your course selections please finalize your decision with us by August 30, 2017.

THE REGISTRATION/COURSE SELECTION PROCESS

1. Administrator/Counsellor will meet with all students in spring.
2. Course registration forms will be completed by students and parents.
3. Registrations are not final unless confirmed by parents. The registration forms must be signed by a parent and returned to B.C.H.S. Parents are encouraged contact Mrs. Vanderlee at lois.vanderlee@crps.ca or Mr. Greene at steve.greene@crps.ca to discuss student programs if they have any questions.
4. Timetables will be finalized by computer from the course requests made by students.
5. Students should carefully consider their course selections. Staffing and teaching assignments are determined by course registrations. Changes are possible if they are caused by conflicts, failure of prerequisites, or by an imbalance in the student's timetable. Students lacking prerequisites should make any necessary changes before school begins.

COURSE ORGANIZATION

Each high school course is assigned a course name and number, such as English 10-1, Science 14, Social Studies 20-2 or French 30. The name indicates the subject area while the number generally signifies the grade level. All courses have a credit value. Credits are earned on the successful completion of courses (50 %+)

The name indicates the subject area while the number generally signifies the grade level.

Grade Ten courses have numbers 10-1, 10-2, 10-3, 10-4, 15

Grade Eleven courses have numbers 20-1, 20-2, 25, 20-3, 20-4, 25

Grade Twelve courses have numbers 30-1, 30-2, 30-3, 30-4, 31, 35

In each subject area at a particular grade level, there may be several different courses offered: e.g. Mathematics 20-1, Mathematics 20-2 and Mathematics 20-3. In four subject areas—English, Social Studies, Mathematics and Science—there are different course series that are developed for a variety of purposes and have varying degrees of difficulty. The different course series are numbered accordingly.

Course series numbered 10-1/ 20-1/ 30-1 and 31 are designed primarily for students planning entry into university or certain programs in colleges and technical schools.

Course series numbered 10-2, 10-3, 20-2, 20-3 and 30-2 are generally designed for students planning entry into certain programs in colleges and technical schools, trade schools, or entry into employment.

Course series numbered 10-3, 10-4 and 20-3, 20-4 are designed primarily for students planning direct career entry into some areas of employment.

Courses numbered 15, 25, 35 are locally developed

COURSE SEQUENCE

Courses in most subject areas are arranged in sequences: e.g. Mathematics 10-C, 20-1, 30-1. To proceed from one level to the next a student normally must have 50% or better. The charts preceding some academic subject areas show all the course sequences and the normal prerequisites. They also may indicate the academic choices that students need to make.

RETROACTIVE CREDITS

Students achieving a mark below 50% may continue at the next grade level in the lower program route, 10-2,10-3 14, 20-2, 20-3, 24, 30-2, 30-3, with the prior approval of the school Principal. In these cases, students successfully completing this next grade level course would earn credits for the course and for its normal prerequisite. Example: If you achieved A MARK BELOW 50% in Social 10-1, with administrative approval, you may take Social 20-2. This is what would happen: If you pass (50 %+) Social 20-2, you earn 5 credits for Social 20-2. However, you have now earned 10 credits in Social after two years of instruction, because by passing Social 20-2 you earn a pass (P) in Social 10-2 and an additional 5 credits. Alberta Learning awards these retroactive credits after the pass is reported. If you are unsuccessful (less than 50%) in Social 20-2 and earn 0 credits, you now have earned 0 credits in Social after two years of instruction. You should then consider enrolling in Social 10-2 the following year.

Retroactive credits can be earned in English, Math, Social Studies and Science. See the school counselor or school administration for details.

HIGH SCHOOL COMPLETION

All high school students have the opportunity to receive accreditation from Alberta Education. Alberta Education will issue a Certificate of Achievement or an Alberta High School Diploma once requirements are met. In order to receive a diploma the student must satisfy the diploma conditions as outlined on the following pages.

**Alberta Education has now provided students with a powerful new tool (myPass) to track their progress in completing their High School Diploma. myPass is an Alberta Education secure self-service website for high school students to: 1. View and print diploma exam results statements 2. Order transcripts 3. View progress towards a credential (diploma or certificate) 4. View and print detailed academic reports (DAR) Visit myPass.alberta.ca to request access.

DIPLOMA EXAMINATIONS

Alberta Education requires that all students write standardized provincial diploma exams in their core

Grade 12 courses. Subjects in which diploma exams are written are: English 30-1 or 30-2; Social Studies 30-1 or 30-2; Math 30-1 or Math 30-2; Biology 30; Chemistry 30 and Physics 30. The student's final mark will be a blended grade; with the school mark constituting 70% and the diploma examination mark the other 30%.

COURSE SELECTION

Certain courses are compulsory for the Alberta High School Diploma. Most Grade 10 courses are the normal prerequisites for sequential advancement. Students and parents should become familiar with the guidelines in Grade 10 in order to prevent difficulties in later high school years.

Select the courses required for a diploma. (See diploma requirements)

Select your personal interest options (See course list sheets)

We attempt to provide first choice timetabling to our students through computer scheduling. This requires clear decisions and accurate information from you.

1. Ensure that your program meets credit and diploma requirements and satisfies your personal interests and objectives.
2. Be careful and realistic in your course selection.
3. All grade 10 students must carry a full timetable and we strongly encourage grade 11 students to do the same.

NOTE: All course offerings are dependent on enrollment.

GRADUATION REQUIREMENTS

THE ALBERTA HIGH SCHOOL DIPLOMA

To earn an Alberta High School Diploma, a student must:

- Earn a minimum of 100 credits
- Complete and meet the standards of the following courses:
 - English 30-1 or 30-2 and Social Studies 30-1 or 30-2
 - Mathematics 20-1 or Mathematics 20-2 or Mathematics 20-3
 - Biology 20 or Chemistry 20 or Physics 20 or Science 24
- Complete and meet the standards of the following:
 - Physical Education 10 (3 credits)
 - Career and Life Management (CALM) 20 (3 credits)
 - 10 credits from career and technology studies (CTS) or fine arts or second languages
 - 10 credits in any 30–level courses (including locally developed) in addition to English 30-1 or 30-2 and Social Studies 30-1 or 30-2

B.C.H.S. CELEBRATION (CRITERIA FOR PARTICIPATION)

All grade 12 students may be involved in the end of year “Celebration” which marks the completion of 12 years of schooling.

Only those students who, by May 1st, are registered in and passing courses to complete the required credits and courses to receive an Alberta High School Diploma, or have an approved plan in place for completion, may wear the Cap and Gown, which is symbolic of high school graduation. The plan must involve the parent(s), course teacher and school counselor. Parents and students are encouraged to check credit totals and requirements.

PURPOSES OF THE DIFFERENT COURSE SERIES

In four subject areas—English, Social Studies, Mathematics and Science - there are different course series that are developed for a variety of purposes and have varying degrees of difficulty. Which courses are chosen will impact future choices and options for post-secondary studies and work opportunities. Each institution, trade and workplace has different requirements. Students and parents need to research these requirements based on the student’s needs, abilities and interests. Information is available through the school’s Student Services area and online.

It is critical that students choose courses that are suited to their skill, abilities and past performance. Staff will review course selection sheets and contact will be made by BCHS to discuss possible changes if deemed necessary.

HOW TO SELECT YOUR GRADE 10 DIPLOMA COURSES

Grade 10 students must choose enough courses to meet the credit requirement of 41 credits.

Step 1. Decide which course levels you wish to follow in high school by reading the course descriptions, reflecting on grade 9 achievements. If below 65% staff may recommend -2 levels.

Step 2. You must take ONE ENGLISH course.

Check one:

- English Language Arts 10-1 (5 credits)
- English Language Arts 10-2 (5 credits)

Step 3. You must take ONE SOCIAL STUDIES course.

Check one:

- Social Studies 10-1 (5 credits)
- Social Studies 10-2 (5 credits)

Step 4. You must take ONE MATHEMATICS course.

Check one:

- Mathematics 10-C (5 credits)
- Mathematics 10-3 (5 credits)

Step 5. You must take ONE SCIENCE course.

Check one:

- Science 10 (5 credits)
- Science 14 (5 credits)

Step 6. You must choose both PHYSICAL EDUCATION and CALM
Check both:

- Physical Education 10 (5 credits)
- Career and Life Management (3 to 5 credits)

Step 7. You must choose enough courses to fill your timetable from the following list.

Choose 3 courses for 5 credits and 1 course for 3 credits. Please mark one course with an "A" for alternate". We will attempt to give all students their first 3 choices. Please Note: Course offerings are often dependent upon enrollments and are subject to change.

- CTS- Construction Technology (3 or 5 credits)
- Communication Technology and Design Studies (3 or 5 credits)
- CTS-Foods (3 or 5 credits)
- Art 10 (3 or 5 credits)
- Instrumental Music 10 (5 credits)
- French 10 (5 credits)
- Learning Strategies (3 or 5 credits)
- English as a Second Language (5 credits)

Please note we have other Broad Based Programming opportunities available but grade 10 students must carry a full timetable.

Step 8. Transfer your course selections onto the colour coded course selection form, have your parents sign it and return it to the office by the specified date.

COURSE DESCRIPTIONS

Advanced Placement Courses (AP)

What exactly is AP? AP is a program that was created by the College Board in the United States to stimulate and enrich students beyond the regular high school curriculum. Successful completion of AP examinations can help students obtain credits and advanced placement in most major universities and colleges throughout the world. The Advanced Placement Program provides students with a flexible and challenging program of studies that is recognized worldwide. Over 14,000 schools in 80 countries offer the AP Program. In Canada, Alberta and British Columbia lead the country in performance. We know that pursuing and achieving excellence in academics is important to many Banff Community High School students and we feel that offering AP courses can help address our students' desire to challenge themselves in their academic pursuits.

Achieving excellent AP results improves our students' chances of being accepted by a university of their choice and can result in gaining credit and exemption from first-year courses at university. Accessing scholarships is often enhanced by participating in a program of challenge like AP, provided the student is also involved in community and school-based extracurricular activities. The best reason for a student to enter into a program of challenge is the opportunity to learn more about a subject area that the student is interested in, and to be in a classroom with like-minded students. This powerful learning environment is further complemented by a teaching staff who is highly experienced and dedicated to the provision of educational enrichment.

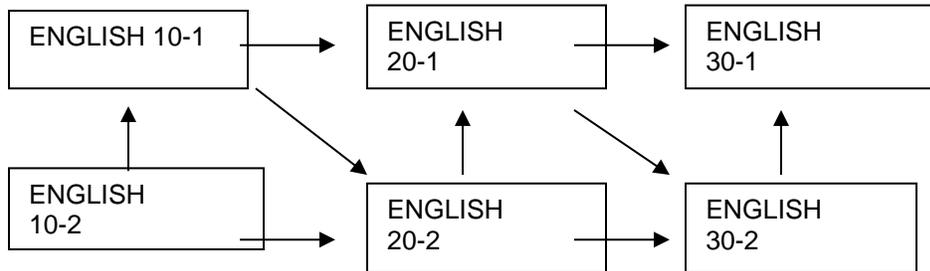
What are the benefits of taking AP classes?

- You'll study a subject in greater depth.
- If you are interested in a particular subject and want to learn more about it with classmates who are just as enthusiastic, your best bet is to take an AP class.
- AP courses provide additional challenge. Many students find the material more stimulating.
- Many students say that AP has helped to steer them towards college or university studies.
- AP prepares you for university-level work. The skills gained in this program ease the transition into post-secondary institutions.
- You'll improve your chances of getting into a competitive university. Admission officers are well aware of the difficulty of AP courses and exams.
- Taking AP classes can open doors for you. The vast majority of universities grant either academic credit, advanced placement, or both to incoming students with qualifying AP grades.
 - By taking an AP exam you will be investing in yourself and your future. The \$123.00 U.S. exam fee can translate into major savings. One single course in university is \$600-\$1000
- The confidence you gain from completing AP classes may lead to other significant accomplishments in university and in life.
- You may have a better chance of achieving the Scholar Awards and attaining scholarships.

At this time BCHS will be offering AP Psychology in 2018/19; interested students will be required to enrol in Psychology 20 AP prep in the 2017/18 school year.

ENGLISH

English, in both written and spoken form, is necessary for each of us to succeed in our personal and public lives. It is hoped that students become lifelong examiners of human nature as well as better communicators. The study and appreciation of literature is important as literature illuminates and deals with what makes us human. It tells us about whom we are and it opens up worlds of possibilities and insights. In other words, we use literature not only as a means to learn more about ourselves but also as a vehicle to develop better communication skills. These important skills will remain with us long after we have forgotten the author of a particular novel or the definition of simile.



Both series of courses are challenging and valuable. The more academic English 10-1/20-1/30-1 programs are intended for students who wish to pursue a post-secondary education at University, SAIT, or college. These courses are more student-centered and require more out of school, self-directed work and good reading and writing skills. Students who are encountering difficulty in their ELA studies should consider enrolling in the English 10-2/20-2/30-2 program. Here, the focus is more teacher-directed, and it is intended that the support and encouragement that students receive will enable them to develop confidence and skill in exploring literature and communicating their thoughts and feelings. It is strongly recommended that if students wish to switch to the English 10-1/20-1/30-1 stream that they do so at the grade ten or eleven level.

All students must achieve a minimum of 15 credits in English to obtain a High School diploma.

English 10-1 (5 credits) Prerequisite: Grade 9 Language Arts.

Recommendation for success - 65% in Language Arts 9

English 10-1 is an academically demanding course designed to help you develop more effective skills in reading, writing, listening, and oral communication. Assignments will encompass formal essays, critical analysis, personal responses, and creative writing for a variety of audiences and purposes. This course serves as a preparation for English 20-1 and English 30-1. Course requirements include the study of short stories, novels, poetry, Shakespeare, modern drama, media and non-fiction.

English 10-2 (5 credits) Prerequisite: Grade 9 Language Arts

English 10-2 is a general course designed to help you develop fundamental skills in reading, writing, listening, and oral communication. The course involves an integrated approach in the development of these skills by using short stories, novels, poetry, modern drama, media and non-fiction as the basis for discussion and writing. Assignments and activities stress personal, analytical and functional writing for a variety of audiences and purposes.

If you are encountering difficulty with English and wish to graduate with English 30-1 credits, you are encouraged to take English 10-1 upon successful completion of English 10-2.

English 20-1 (5 credits) Prerequisite: English 10-1

Recommendation for Success: 65% in English 10-1 OR 70% in English 20-2 and Teacher Recommendation.

English 20-1 correlates the study of literature with language skills. This course aims to increase proficiency in both oral and written communication. Short stories, essay, novels, poetry, media and drama are studied as bases for discussion and writing.

English 20-2 (5 credits) Prerequisite: English 10-2 OR less than 50% in English 10-1

This course places an emphasis on integrating life skills with a study of language and literature. Focus is placed on widening interests and increasing skills in reading and listening, in understanding and appreciating literature and in expressing ideas clearly, accurately and effectively in speech and in writing.

English 30-1 (5 credits) Prerequisite: English 20-1

Recommendation for Success: 65% in English 20-1

English 30-1 surveys a variety of literature with emphasis on understanding themes and literary techniques. This course focuses on developing oral and written communication skills with a special emphasis on analytical writing. Short stories, poetry, essays, novels, and plays are studied as bases for discussion and writing. Students are required to write a scheduled Alberta Learning Diploma exam.

English 30-2 (5 credits) Prerequisite: English 20-2 OR less than 50% in English 20-1

This course places a focus on integrating life skills with a study of language and literature. Emphasis is on the understanding and appreciation of literature and on the clarity of written and oral communication. Essays, short stories, novels, plays, and poetry are studied as a basis for discussion and writing. Students are required to write a scheduled Alberta Learning Diploma exam.

SOCIAL STUDIES

In order to receive an Alberta High School Diploma, students must complete either Social Studies 30-1 or 30-2.

Social Studies 10-1 (5 credits) Recommended: 65% in Social Studies 9

Social Studies 10-1: Perspectives on Globalization.

Students will explore multiple perspectives on the origins of globalization and local, national and international impacts of globalization on lands, cultures, economies, human rights and quality of life. Students will examine the relationships among globalization, citizenship and identity to enhance skills for citizenship in a globalizing world. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and throughout the world, including the impact on Aboriginal and Francophone communities.

Social Studies 10-2 (5 credits) Prerequisites: 50% in Social Studies 9

Social Studies 10-2: Living in a Globalizing World.

Students will explore historical aspects of globalization as well as the effects of globalization on lands, cultures, human rights and quality of life. Students will explore the relationships among globalization, citizenship and identity. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities. Students will develop skills to respond to issues emerging in an increasingly globalized world.

Social Studies 20-1 (5 credits) Recommended: 65% in Social Studies 10-1

This course deals with interaction between nations and the problems the world faces in the Twentieth Century. Two topics shall be covered. Topic A explores the concepts of nationalism, industrialization, imperialism and international rivalries and their effects on the world. The French Revolution, The Industrial Revolution, European expansion and World War I are examples of the content that the course will cover. Topic B deals with major global issues such as global disparity, economic development, quality of life and possible futures for mankind. Students will study such areas as the environment, Third World development, international relationships and global cooperation.

Social Studies 20-2 (5 credits) Prerequisite: 50% in Social Studies 10-2 or less than 65% in Social Studies 10-1 (recommended)

Students shall study two topics in this course. Topic A deals with the development of the modern world and includes studies in The French Revolution, the Age of Napoleon, World War I and the Industrial Revolution. Topic B concerns itself with the world's environment and how we as responsible citizens can more effectively deal with the world's problems. Issues that will be studied are the differences of life between the First World and the Third World, the growing concern with the environment and Third World development.

Social Studies 30-1 (5 credits) Recommended: 65% in Social Studies 20-1

Students shall study two topics in this course. Topic A deals with political and economic systems of the world. Students will analyze and evaluate the theories and realities of Fascism, Communism, Socialism and Democracy, Capitalism and the Command Economy. Topic B examines Global Interaction in the Twentieth Century. Areas of study include World War II, The League of Nations, The United Nations as well as the Cold War and Disarmament. Students will write an Alberta Education Diploma Exam.

Social Studies 30-2 (5 credits) Prerequisite: 50% in Social 20-2 or less than 65% in Social Studies 20-1 (recommended)

Students shall study two topics in this course. Topic A deals with the economic and political systems of Socialism, Communism, Capitalism and Democracy. Topic B examines global interaction among nations, the Rise of the Superpowers and affairs since 1918. Students will write an Alberta Education Diploma Exam.

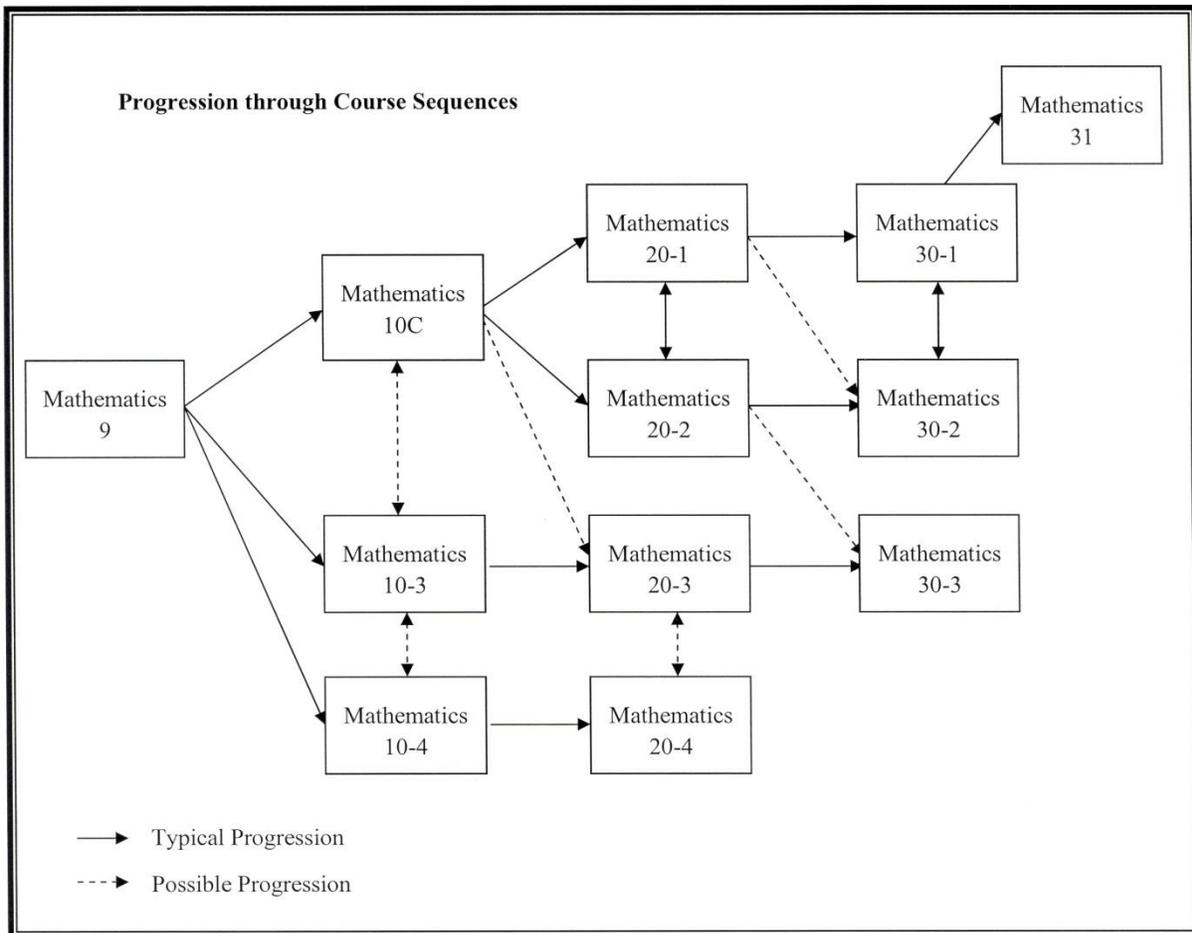
MATHEMATICS

Students require a minimum of 10 credits in Math for an Alberta Diploma.

The Revised Alberta Grades 10–12 Mathematics Program of Studies Guiding principles
Revisions to the high school mathematics curriculum are based on four guiding principles, which were developed from stakeholder feedback and validated by teachers. The four guiding principles are:

1. To improve the transition from Grade 9 to Grade 10 mathematics.
2. To enhance students' depth of understanding by reducing the number of mathematics topics included in each course.
3. To increase students' opportunities to transfer between course sequences
4. To develop programs that facilitates a better transition from high school to:
 - post-secondary programs that may require calculus
 - post-secondary programs that do not require calculus
 - college and technical school programs
 - apprenticeship programs
 - the workforce.

The new mathematics course sequences follow a -1, -2 and -3 pattern.² The newly revised program also includes a combined Grade 10 mathematics course—Mathematics 10C—for students preparing to choose between either Mathematics 20-1 or 20-2 in Grade 11. Students may transfer between the -1 and -2 course sequence in both Grade 11 and Grade 12. Mathematics 10-3 is designed for students pursuing -3.



Mathematics 10 Common (5 credits)

Prerequisite: Pass in Grade 9 Mathematics (65% recommended)

Math 10C Course consists of the following topics:

- Measurement (SI and Imperial)
- Trigonometry
- Polynomial factoring and operations
- Systems of equations
- Linear relations and functions A graphing calculator is required.

Mathematics 10-3 (5 credits)

Prerequisite: none

The Mathematics 10-3 course includes the following strands:

- Measurement (SI and Imperial), tolerance of instruments
- Trigonometry
- Geometry, transformation on 2-D shapes and 3-D objects
- Finance, credit options, buying and leasing small business options
- Logical and proportional reasoning

A combined course (Mathematics 10C) is the starting point for the -1 course sequence and the -2 course sequence. The goals of all three course sequences are to provide prerequisite attitudes, knowledge, skills and understandings for specific post-secondary programs or direct entry into the workforce. All three course sequences provide students with mathematical understandings and critical-thinking skills. When choosing a course sequence, students should consider their interests, both current and future. Students, parents and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

Mathematics 20-1 (5 credits)

Recommended: Math 10C (70%)

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

Mathematics 20-2 (5 credits)

Prerequisite: 50% in Math 10C

This 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.

Mathematics 20-3 (5 credits)

Prerequisite: 40%+ in Math 10C or 50% in Math 10-3

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

Mathematics 30-1 (5 credits)

Prerequisite: 50% in Math 20-1

Develop trigonometric reasoning

Develop algebraic and graphical reasoning through the study of relations.

Develop algebraic and graphical reasoning through the study of relations.

Develop algebraic and numeric reasoning that involves combinatorics.

Mathematics 30-2 (5 credits)

Prerequisite: 50% in Math 20-2 or below 50% in Math 20-1

Develop logical reasoning.

Develop critical thinking skills related to uncertainty.

Develop algebraic and graphical reasoning through the study of relations.

Develop an appreciation of the role of mathematics in society.

Mathematics 30-3 (5 credits)

Prerequisite: 50% in Math 20-3 or below 50% in Math 20-2

Develop spatial sense through direct and indirect measurement.

Develop spatial sense.

Develop number sense and critical thinking skills.

Develop algebraic reasoning.

Develop statistical reasoning.

Develop critical thinking skills related to uncertainty.

Mathematics 31 (5 credits)

Prerequisite: Math 30 (50%) (70% is recommended)

Math 31 may be studied concurrently with Math 30. This course is designed specifically for those students who have an aptitude for Math and/or wish to pursue a faculty at university that is Mathematics intensive. The Mathematics 31 course consists of two major components, calculus and vectors. The calculus component includes an introduction to derivatives, integration, and their applications. In the vectors component, the concepts of geometric and algebraic vectors, and their applications are discussed.

FRENCH AS A SECOND LANGUAGE

The focus of the FSL program is on meaningful communication. It is our goal that the student become comfortable and confident in expressing his/her ideas in French, and that he/she acquire a desire to continue in the learning of the French language.

Classroom activities are student centered and communicative. The ability to speak a second language opens the doors of post-secondary institutions, the job market, and travel worldwide. The learning of language can in itself be enjoyable and rewarding.

A variety of visual/audio aids and authentic materials are employed in the delivery of courses. Alberta Education developed the curriculum to accommodate different levels of student ability in each class; the activities are designed and adjusted to accommodate individual needs students coming in from immersion programs or out of province FSL programs may be assessed in order to determine their appropriate course level – such arrangements must be made with the French teacher.

French 10 (5 credits) Recommended: successful completion of French 9

Students will learn to express themselves in the present, future, and past tenses, discussing areas such as daily activities, school, sports, friends, and themselves. Mastery of written elements is expected, as is a functional level of spoken language.

French 20 (5 credits) Prerequisite: 50% in French 10

As a continuation of French 10, the French 20 course will develop language skills in the past tenses, and then move on to the future and conditional. Students will be able to write and speak about hypothetical situations, and will develop their ability to speak with ease in day-to-day activities.

French 30 (5 credits) Prerequisite: 50% in French 20

French 30 will take the student into the advanced curriculum levels; the exact level of spoken fluency will be determined by the ability of each individual student. Work becomes less structured; the student will be able to communicate both in writing and orally, in all tenses. At the completion of French 30, the student will be ready for entrance into a first year university French course, or a summer immersion program.

SCIENCES

SCIENCE GRADE 10-12

The Science program includes both general and specialized academic science courses. All courses include laboratory work, technology and societal issues related to the science content. The wide variety of courses offers something for everyone. The courses that you will take depend on your interests, ability, and career plans. Most students do not know in Grade 10 what they want to do. However, by Grade 11 it is very useful to know the answers to the following questions:

Do I want to go to a university, technical school, or community college?
(If yes, 30 level courses are normally required)

Do I want to pursue a science related career?
(If yes, two or all three of Biology 30, Chemistry 30 and Physics 30 are often required)

If you answered “yes” or “maybe” to the second question, you should plan ahead and take at least two sciences in Grade 11 and 12. Some students take all three of Biology, Chemistry and Physics to keep their options open. Be scientific – ask questions, collect information from books and people, analyze this information and evaluate. You might have to repeat this cycle several times as you find new information and develop new interests.

Students Entering Grade 10

The Alberta Senior High School Program requires all students entering Grade 10 take either Science 10 or Science 14.

Science 10 (5 credits) Prerequisite: 50% in Science 9

Recommended: 65% in Grade 9 Science

Science 10 is an integrated academic course that focuses on the key themes in science – energy, matter, change, systems diversity and equilibrium. Science content from Biology, Chemistry, Earth Sciences and Physics is integrated with scientific and technological problem solving and social issues. Science 10 consists of four units of study: Energy from the Sun, Matter and Energy in Living Systems, Matter and Energy in Chemical Change, and Energy and Change. All units of study involve extensive laboratory work, as well as group discussions and independent research. Science 10 is a prerequisite for all 20 level science courses other than Science 24.

Science 14 (5 credits) Required for a student with less than 50% in Grade 9 Science

Science 14 is a general science course, which attempts to illustrate the science technology society connections in the following core topics: body systems, household science, environment and technology. Elective topics may include reproduction, drugs, astronomy, photography or other topics determined by the interests and needs of the class. The mathematical skills required for this course are minimal. Students should not take Science 14 if they are currently enrolled in or have credits in another high school science course.

BIOLOGY

Biology is the study of life and living systems from the molecular level to the biosphere. Through the study of biology, learners are given an opportunity to explore and understand the natural world and to become aware of the profound influence of biology in their lives. Biology is an experimental discipline requiring creativity and imagination. Through experimentation, and problem-solving activities that include the integration of technology and independent study, students develop an understanding of the processes by which scientific knowledge evolves.

Biology 20 (5 credits)

Prerequisite: 50% in Science 10

Recommended: 65% in Science 10

Biology 20 is a direct continuation of the concepts and skills developed in Unit II of Science 10. The key science themes in Biology 20 are the concepts of systems, equilibrium, energy and matter. These concepts are continuously related and interconnected in the study of the biosphere, cellular systems, and ecosystems. The study of human physiology is also begun. The digestive, circulatory, respiratory and excretory systems are covered.

Biology 30 (5 credits)

Prerequisite: Biology 20

Recommended: 65% in Biology 20

This final high school course in Biology covers human systems physiology. I.e. nervous, endocrine and reproductive systems. In addition it covers genetics, human genetics, population genetics and speciation. Students will be required to write the Alberta Education Diploma Exam.

CHEMISTRY

The Chemistry program emphasizes the development of the laws and theories, which modern chemists use to describe, predict and explain energy, matter, change, diversity and equilibrium in chemical systems. In order to make students aware of the relevance of the study of science, the interactions among science, technology and society (STS) are emphasized. A high priority is placed on the development of communication and scientific problem-solving skills.

Chemistry 20

(5 credits)

Prerequisite: 50% in Science 10

Recommended: 65% in Science 10

Matter and chemical change are the themes common to all units of Chemistry 20. In addition, different units also integrate knowledge and skills about the nature of science, technology and STS issues. Scientific problem-solving skills are progressively developed along with the empirical and theoretical knowledge necessary to describe and understand chemical substances and their reactions. After a review of the chemistry from Science 10, the following topics are studied: Solutions, Gases, Reaction Calculations, Chemical Bonding and Acid/Base equilibrium. Lab exercises are an important part of the course.

Chemistry 30

(5 credits)

Recommended: 65% in Chemistry 20

The scientific and technological knowledge and skills developed in previous chemistry courses are continued in the study of the Chemistry 30 core curriculum. Major topics include electrochemistry (technology emphasis), equilibrium, acid base chemistry (nature of science emphasis) and thermo chemistry (science and society emphasis) and chemical changes of organic compounds. Many laboratory exercises are used to develop laboratory, communication and problem-solving skills.

PHYSICS

Physics is the study of matter and energy and their interactions. The Physics 20–30 program focuses on the description and understanding of both natural and technological products and processes. Like the other science courses, Physics includes knowledge, skill and attitude components of the study of technology and society (STS) issues. Both mathematical and scientific communication and problem-solving skills are emphasized throughout the Physics program.

Physics 20 (5 credits)

Prerequisite: 50% in Science 10

Recommended: 65% in Science 10 and 65% in Pure Math 10

This course in physics continues the study of motion and energy using the concepts and mathematical skills introduced in Science 10. The description of motion (kinematics) is extended to vector quantities and circular motion. The study of the causes of motion (dynamics) includes Newton's Laws and a formal introduction to mechanical energy, work and power. The themes of energy and change continue in the introduction to mechanical waves and light. Some units of study include technological applications and all units include an emphasis on problem-solving skills.

Physics 30 (5 credits)

Prerequisite: 50% in Physics 20

Recommended: 65% in Physics 20 and Pure Math 30

The theories and laws presented in previous Physics courses are used extensively in the study of electrostatics, electric magnetic and gravitational fields, electric currents, dual nature of matter and energy, nuclear fission and fusion, and models of the atom including the Rutherford–Bohr model and electromagnetic radiation, nature of light, atomic theories, and relativity. The nature of science is well illustrated in the discussion of classical and modern physical theories. A study of a wide variety of technological applications is integrated with the core topics throughout the course. Communication and problem–solving skills are emphasized in order to prepare students for post–secondary programs and the Alberta Education Diploma Examination.

FINE ARTS

Art 10 (3 or 5 credits)

Prerequisite: none

Art 10 uses three components: drawings, compositions and encounters. Each unit encompasses these three stages as students explore the elements and principles of design. Students do a number of drawing and design projects in both two and three dimensions using commercial art and fine art techniques. Students explore themes based on personal, sociological and historical events. Evaluation is through portfolio projects, sketchbook assignments.

Art 20 (3 and 5 credits)

Prerequisite: 50% in Art 10

Art 20 uses knowledge of the elements and principles of design in six units of study. Students choose from a selection of themes and media in both two and three dimensions including: drawing, painting, printmaking, and various sculptural projects. Evaluation is based on completed portfolio projects, sketchbook assignments, and in–class critiques.

Art 30 (5 credits)

Prerequisite: 50% in Art 20

Art 30 students continue to develop personal style, themes and skills through a selection of projects in major art areas, such as: drawing, painting, print making, clay, soapstone wood, and multi–media sculpture and drawings. Course work includes projects, sketchbook assignments, written work, in class critiques, and submission of a final portfolio representing the best of the student’s artwork for the term.

MUSIC

Students who have received previous musical training at the Grade 7, 8, 9 levels are invited to participate in the school music program. Accommodations may be made for students who have not participated in previous music programs or for students who wish to learn a new instrument.

Instrumental Music emphasizes the enjoyment and understanding of music through the development of individual playing skills, group performance skills aural skills, technical skills and interpretive skills.

Music 10 course is for those students who have studied a musical instrument for three years at the Grade 7, 8, 9 levels, or have written permission from the Music Instructor. Instrumental Music 20 and 30 are a continuation of Instrumental Music 10.

Instrumental Music 10 (5 credits) Prerequisite: Instrumental Music 9 or Permission of Instructor
Instrumental Music 20 (5 credits) & Band 20 (5 credits) Prerequisite: Instrumental Music 10
Instrumental Music 30 (5 credits) & Band 30 (5 credits) Prerequisite: Instrumental Music 20

Jazz 10 (5 credits) Corequisite: Instrumental Music 10
Jazz 20 (5 credits) Corequisite: Instrumental Music 20/Band 20
Jazz 30 (5 credits) Corequisite: Instrumental Music 30/Band 30

Drumline 10/20/30 (Special Projects 5 Credit) Prerequisite: Permission of Instructor

Orchestra 10/20/30 (Special Project 5 Credit) Prerequisite: Permission of Instructor
(Orchestra is the supporting ensemble for the fall musical production)

Instrumental music 10 operates inside of the regular timetable. Instrumental music 20/30 will be rehearsing on Tuesday/Thursday from 3:30 – 4:45. All other rehearsals are dependant on final scheduling.

PHYSICAL EDUCATION

The Physical Education program provides students with the opportunity to develop in the areas of fitness, motor skills, social skills, and knowledge associated with physical activity and sport. The emphasis is on cooperation, participation, and the importance of individual fitness. Many of the activities will be offered in co-education classes.

Physical Education 10 (5 credits) Prerequisite: none

This course will give students the required credits for a High School Diploma. Course content will stress active participation, social skills, and a positive attitude toward lifelong fitness.

Physical Education 20 (5 credits) Prerequisite: Physical Education 10 – 65% is recommended

The emphasis in Physical Education 20 is directed toward individual and dual activities.

Physical Education 30 (5 credits) Prerequisite: Physical Education 20 (65% is recommended)

Within this course students will be encouraged to develop leadership skills while pursuing the enjoyment of lifetime physical activities. Many activities introduced in Physical Education 20 are explored in more depth and new areas are introduced.

CAREER AND LIFE MANAGEMENT (CALM 20)

3 credits Prerequisite: none

The aim of the CALM program is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviors and attitudes that contribute to the well-being and respect of self and others, now and in the future.

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

CAREER AND TECHNOLOGY STUDIES (CTS)

CTS courses offer all students important learning opportunities. Regardless of the particular area of study chosen, students in CTS will:

- Develop skills that they can apply in their daily lives now and in the future
- Refine career-planning skills
- Develop technology-related skills
- Enhance employability skills
- Apply and reinforce learning developed in other subject areas.

Within the scope of CTS, BCHS presently offers Construction Technology, Communication Technology, Design Studies, Makerspace, and Foods. Each of these areas or Master Classes has been further broken down into sub-classes each of which is roughly equivalent to 25 hours of work and is worth one (1) credit towards graduation.

Sub-classes are rated as being introductory, intermediate, or advanced, and many have prerequisites. The ratings translate roughly into 10, 20 and 30 level of difficulty, but a student need only worry about the prerequisite modules for the particular Master Class.

Following is a brief description of each of the strands presently offered at BCHS.

CONSTRUCTION TECHNOLOGY 10/20/30

CTS (Career and Technology Studies) - Construction Technology provides students with the knowledge, skills, and attitudes required for the safe operation of hand and machine tools. Different methods of joinery are used to produce useful and creative projects. Skills developed in this course are life skills as well as an introduction to careers in carpentry, cabinetmaking and framing.

Students in CTS: Construction 10 at BCHS will complete the following three modules, each worth 1 credit:

CON1010: Basic Tools & Materials

Students develop basic hand tool and production skills to transform, safely, common building materials into useful products.

CON1120: Project Management

Students develop basic shop drawing and estimating skills, and apply them to build a product.

CON1130: Solid Stock Construction

Students develop basic hand and power tool skills to build a product made from solid wood.

Students with previous experience in woodworking and those who excel at completing course requirements have the opportunity to earn credit in additional modules in woodworking ranging from advanced joinery to woodturning and wood forming with custom skateboard and longboard building.

DIGITAL MEDIA AND DESIGN 10/20/30

Digital Media, Design and Communication provides students with a broad awareness of the impact that presentation and communication, print, photography, and media design and application make in every aspect of their lives.

Students explore the foundations of visual composition and then explore skills in graphic design using a variety of applications such as Photoshop, GIMP, Illustrator and Inkscape. Students also have the opportunity to explore photography, video production, animation, 3D printing, etc.

The knowledge and skills acquired from studying Digital Media and Design Technology are transferable throughout the core and complementary curriculum, giving students an edge in presenting their views and ideas, in understanding others and completing projects while still in school. In the future, of course, they will be able to use the knowledge, skills and attitudes they will develop in Digital Media and Design Technology in making career choices and in their personal lives.

DESIGN STUDIES

Design is an integral part of our society. Design Studies will help students become aware of design in their environment, engage them in “designing”, and show them how design processes may be used in many contexts.

Makerspace 10

This exciting new course option is for fixers, makers, and anyone who wants to be a creator! This course invites student innovation and exploration across a variety of subject areas and allows students to explore areas of personal learning interest.

Students will be introduced to the principles of Design Thinking and through this will develop an understanding of a problem solving process to research and select, generate and evaluate possible solutions that can be applied in virtually any application.

Students will have the opportunity to explore a variety of creative projects involving design, computer coding using Arduino and Raspberry Pi, robotics, 3D printing, electronics, sewing and fashion studies, graphic design, animation and more! Individual 1 credit CTS modules will be awarded based on student projects.

Put your problem solving skills to the test and let your imagination run wild. Leave with a newfound passion for creating, constructing and designing!

FOODS

The Foods course helps students develop an appreciation for: the nature of food, nutrition and health, management, safety, sanitation and equipment, preparation of food, presentation and service, consumerism/food selection, multicultural aspects of food, and food ecology.

Study Hall 15, 25, 35

This learning strategies course of study has been designed to assist high school students in developing an in depth understanding of strategies they can use to be more successful learners. Through explicit instruction, guided practice and ongoing feedback, students will have the opportunity to apply a broader scope of strategies to maximize their learning and achievement. In a rapidly changing technological, information based society, students will need to acquire the knowledge, skills and attitudes to meet the increased demand of high school, to make the transition from school to post-secondary education or the world of work, and to meet the challenges of changing career choices and requirements.

This course consists of five modules and is designed to have students become actively involved in their learning and to take greater responsibility to plan, monitor and evaluate their learning. This includes developing an understanding of themselves as learners, increasing their ability to become organized, managing human and material resources, planning long and short term goals, and managing time to gain competency in learning independently, preparing for evaluation, overcoming barriers to learning and advocating for personal learning needs.

English as a Second Language

ESL Levels 2, 3 and 4

English as a Second Language class helps students learn English while also learning about Canadian cultural values, customs and social expectations. The goal of ESL is to provide students with planned systematic instruction and support that will enable them to speak the English language fluently, further their education and become productive and contributing members of Albertan and Canadian society. Students will be given specific ESL assignments and given support to help them achieve their best in their other classes.

Broad Based Programming

BCHS SCHOOL BASED

Extra fees may apply, see individual courses.

ART - CERAMICS 11/21/31

Overview: This unit puts the power in the student's hands, with action-based learning using clay; a timeless medium which carries forward an archetypal language often taking form as a vessel. Students will learn many hand-building techniques, including building pinch, coil and slab pots. The decorating process will feature clay slip and underglazes, with a clear functional glaze. Terminology, conventions and techniques, and responsible practices underscore the ceramic process.

MUSICAL THEATRE 10/20/30

10 CREDITS PREREQUISITE: BY AUDITION

The BCHS Theatre program provides students the opportunity to explore multiple facets of the theatre world. Students in the program participate one of the following disciplines: acting/singing/dancing on the stage, chorus members, dance captains, set-design/stage carpentry, costumes/make-up, orchestra, or stage manager. The end goal of the program is a full show held at the Banff Centre. Students enrolled in the theatre program, will receive a minimum of 10 credits that count towards graduation. The credit units vary depending on the students' role in the production.

Auditions and applications are required for entrance into the theatre program. Students selected into the program will be required to attend all rehearsals from September - December. Rehearsals are held on Tuesday, Thursday, and Sunday nights from 6:15 - 9 pm at Banff Elementary School.

TECHNICAL THEATRE 10/20/30

5 CREDITS PREREQUISITE:

PERMISSION OF THE INSTRUCTOR

This course is designed for students that do not wish to act, but would like to support the production through lighting, audio and stage production. Students will work with mentors from the community and the Banff Centre to get a grasp of the technical aspects of a production.

Drama 10

5 CREDITS

Prerequisite: none

Drama 20/30

5 CREDITS

Prerequisite: Drama 10

This course is designed to develop students skills in acting, characterization, and performance. This is an extension of the BCHS Theatre program that will focus on skill development rather than performance. Drama will be offered term 2 allowing students the opportunity to participate in the fall production. Class time is dependent on final scheduling.

WORK EXPERIENCE 15, 25 AND 35

The Work Experience program consists of placing the students in workstations within the community. The purpose of this activity is to familiarize students with the world of work, give them opportunity to explore careers and to possibly open up opportunities for either apprenticeship programs or permanent placement. Both the Work Experience Coordinator and the Work Station Supervisor are responsible for supervision and evaluation.

The following conditions apply:

1. A student who registers in a Work Experience course must work for 125 hours to obtain 5 credits. Hours are arranged to meet the needs of both the employer and the student.
2. The choice of the Work Experience activity is the responsibility of the student, with parental approval. The Work Experience Coordinator is responsible for the proper placement of students.
3. This course offers an excellent opportunity to experience what a career would be like without waiting until obtaining required prerequisites.

Canadian Rockies Outdoor Learning Centre

(CROLC) Courses

SEMESTER 1:

BCHS WILDERNESS INSPIRED LEADERSHIP DEVELOPMENT (WILD) 15 - (WILD 15) (OUTSIDE THE TIMETABLE)

This unique outdoor learning opportunity (outside the timetable), on the water, and on the snow is worth 13 credits!

Through regular class instruction outside your timetable, a Winter Travel 15 (4 day trip), a WILD Water Experience 15 (5 day trip), 20 hour Wilderness First Aid Certification (2 day trip), and a Paddle Canada Tandem flatwater certification, students will gain valuable hands on skills and connections to themselves, their peers, and the Canadian Rockies backcountry.

Winter Travel 15 trip (*December 12-15, 2017)

WILD Water Experience 15 (*October 2-6, 2017)

*all dates to be confirmed

Fee: \$250 Banff (Alberta) Student / \$1000 International Student

Course fee includes: all equipment, meals (during Winter Travel only), instruction, accommodations and certification costs for all of the above courses

SEMESTER 1:

WILDERNESS INSPIRED LEADERSHIP DEVELOPMENT (WILD) 25 - (WILD 25)

(outside of the timetable)

*prerequisite WILD 15

*8 students maximum

This unique outdoor learning opportunity for former WILD 15 students is worth 6 credits. It is offered **outside of the timetable table** through 2 trips which extend skills learned in WILD 15. Students will miss their regularly scheduled classes during these trips.

Banff students looking to take WILD 25 who have not yet taken a WE 15 course will be placed into September 2017 WE 15 courses.

Water Experience 25 (3 credits, *September 19-22, 2017)

*dates to be confirmed

Students experience moving water paddling instruction and skills progression on the Bow River as well as water quality testing, hazard awareness, and advanced trip planning and safety skills. This course is based at the Outdoor Learning Centre.

Winter Travel 25 (3 credits, *December 18-21, 2017)

*dates to be confirmed

Taking their skills into the backcountry, students will experience cross country skiing, snowshoeing, and alpine touring while gaining Avalanche Skills Training Level 1 certification from an ACMG guide. This course is based at the Outdoor Learning Centre.

Fee: \$250 Alberta Student

Course fee includes: all avalanche safety equipment, meals during courses, instruction, accommodations and certification costs for all of the above courses. Course fee does not include alpine touring gear (skis, boots, poles, skins, helmet). This equipment rental is the responsibility of the student.

SEMESTER 2:

WILDERNESS INSPIRED LEADERSHIP DEVELOPMENT (WILD) 25

(outside of the timetable)

*prerequisite WILD 15

*8 students maximum

This unique outdoor learning opportunity for former WILD 15 students is worth 6 credits. It is offered **outside of the timetable table** through 2 trips which extend skills learned in WILD 15. Students will miss their regularly scheduled classes during these trips.

Banff students looking to take WILD 25 who have not yet taken a WE 15 course will be placed into September 2017 WE 15 courses.

Water Experience 25 (3 credits, *May 22-25, 2018)

*dates to be confirmed

Students experience moving water paddling instruction and skills progression on the Bow River as well as water quality testing, hazard awareness, and advanced trip planning and safety skills. This course is based at the Outdoor Learning Centre.

Winter Travel 25 (3 credits, *March 20-23, 2018)

*dates to be confirmed

Fee: \$250 Alberta Student + gear rental

Course fee includes: all avalanche safety equipment, meals during courses, instruction, accommodations and certification costs for all of the above courses. Course fee does not include alpine touring gear (skis, boots, poles, skins, helmet). This equipment rental is the responsibility of the student

WATER EXPERIENCE 15/25 3 CREDIT \$275/375

Students participating and passing the Water Experience 15 course will earn three high school credits and a Paddle Canada Introduction to Lake Tandem Canoeing Certificate. The course involves several lunch hour sessions prior to four days of outdoor experiential learning in the Bow Valley. The experiential component will focus on lake canoeing and paddling safety, wilderness navigation, white-water rafting, hiking, and risk management in outdoor environments.

On completion of this course, students will:

- Become familiar with basic navigation and personal water safety equipment.

- Become familiar with paddling and rescue techniques that can help them avoid and respond to risky situations during lake and river paddling experiences.
- Become familiar with fundamental water conservation and water access issues.
- Develop informed decision making skills in a water environment.
- Build their leadership skills.

They will develop the above skills while:

- Learning and modelling appropriate risk management skills.
- Appreciating different terrains and environments.
- Appreciating the local, regional, and global nature of environmental issues.

WINTER TRAVEL 15/25* 3 CREDIT \$275/375

In partnership with Lake Louise Ski Resort and Parks Canada, Canadian Rockies Public Schools (CRPS), has developed a three-credit course called Winter Travel 15/25. Students participating in the course will spend 4 action-packed days engaged in experiential learning and understanding best practices for winter travel in mountain environments. Two days are spent on-site at Lake Louise Ski Resort and two days cross-country skiing & snowshoeing near Lake Louise in Banff National Park and Yoho National Park. Activities & Insights include; Avalanche Awareness, Trip Planning, GPS, Navigation, Emergency Scenarios, Career Exploration, Team Building and Leadership challenges.

Students will stay overnight for three (3) nights at the Great Divide Lodge, west of Lake Louise at Wapta Lake. Students are also required to do a number of lessons before and after the immersion experience that will cover trip planning, course readings, schedules, and help students understand basic issues around winter travel in Canada and within the national park. A course fee of \$250 covers the cost of accommodation, meals, transportation, ski passes, ski lessons, and instruction (\$450 for international students).

[Winter Travel Video](#)

Dates for Winter Travel 15 for the 2016-2017 school year will be announced in the fall of 2016.

BOW VALLEY ACTIVE STEWARDSHIP \$275/375

What does it mean to be an active steward? Join us for an opportunity to change your perspectives and think critically about stewardship while mountain biking, horseback riding, hiking, and hands-on learning alongside those who are working to protect and care for our natural spaces. This 3-credit course will engage students in unique citizen science research and dynamic project based learning opportunities supported by Alberta Parks and local environmental organizations. Online course work will take place before the course using the online course management system, Moodle. Immersion in the 4-day course will take place at the Canadian Rockies Outdoor Learning Centre in Bow Valley Provincial Park and other areas in Kananaskis Country. This course is open to students Grade 10-12.

CALM 20 \$525

Complete your CALM requirements in a 5-day experiential learning summer adventure. This 5-credit course includes hands-on outdoor projects that meet the outcomes of personal choices, resource choices, career choices while whitewater rafting, rock climbing, horseback riding, hiking, cooking, and learning from guest presenters from community organizations. All learning activities are designed to provide challenge, adventure, and fun! Immersion in the 5-day course will take place at the Canadian Rockies Outdoor Learning Centre in Bow Valley Provincial Park and surrounding natural spaces.

EQUINE LEADERSHIP 15 \$425

This 3-credit experiential learning opportunity explores the connections horses have with history, tourism, and ecology through horsemanship and leadership skill development. This course will provide engaging and dynamic opportunities for students to learn more about themselves, our western landscape, and shared history through horsemanship skills through horse care, trail riding skills, and environmental stewardship awareness. Online course work will take place before the course using the online course management system, Moodle. Immersion in the 4-day course will take place at YMCA Camp Chief Hector. This course is open to students in Grade 10-12.

District Based Programming

DUAL CREDIT PROGRAM

Would you like to try college courses for free?

Canadian Rockies Public Schools and Bow Valley College have created a dual credit partnership allowing high school students in grades eleven and twelve to earn high school and college credits for the same courses. The college courses will be taught online by a college instructor and students will earn three college credits and five Career and Technology Studies (CTS) credits per course. Students are encouraged to allot time for the courses inside their timetables, but they may work on the courses anytime and anywhere. Students may choose to earn an additional CTS credits by participating in a practicum with our local partners to gain real-world experience related to their studies. For more information on course offerings and application deadlines, please see your school's website under "Programs."

Elissa Sunderland, Dual Credit Coordinator at elissa.sunderland@crps.ca.
First Semester, Sept. 2017-Jan. 2018

Introduction to Management, 5 credits (Semester 1) Introduction to Management will introduce you to the principles of management. You will review the major managerial processes of planning, organizing, and controlling. You will also examine the role of a manager as the decision maker responsible for the attainment of the strategic goals and objectives of the organization.

Medical Terminology I, 5 credits (Semester 1) This course offers instruction in the language of medical terminology and teaches you how to read and interpret commonly used medical terms, symbols and abbreviations. It covers rules, prefixes, suffixes, roots, combining forms, and basic introduction to body systems. Fluency is achieved by the use of practice sessions, quizzes and exercises.

Second Semester, Feb. 2017-June 2017

Introduction to Global Tourism, 5 credits (Semester 2) This course defines the tourism industry and how industry groups work together to meet the needs and expectations of the visitor. The course will focus on the impact and contributions to the economy by the tourism industry.

Medical Terminology II, 5 credits (Semester 2) This course continues and builds on the previously learned subject material in Medical Terminology I. The course integrates the building and interpretation of word components into exploring body system anatomy, pathological conditions, lab and diagnostic procedures, and pronunciation of medical terms. Fluency is achieved by the use of workbook exercises, practice sessions, case studies, self-assessment and scored examinations throughout the course. *Note: Medical Terminology I is a prerequisite for this course

REGISTERED APPRENTICESHIP PROGRAM (RAP)

What is the Registered Apprenticeship Program (RAP)?

A program in which students spend part of their time in school and part in industry as registered apprentices. Students may spend variable amounts of time as registered apprentices.

A program in which students are required to complete courses that lead to an Alberta High School Diploma or Certificate of Achievement.

A program which must be approved by Alberta Education and Advanced Education and Career Development before being implemented in a school jurisdiction.

A program, which requires local industry to commit to hire individual students and register each student as an apprentice.

A program in which students will be able to continue with their apprenticeship after earning a High School Diploma or Certificate of Achievement, having earned as much as one year in time credit towards an apprenticeship.

An employer driven program. Trades involved will tend to be based on local employment opportunities.

What is the purpose of the Registered Apprenticeship Program?

To improve the school to workplace transition.

To offer students a chance to attend high school and train as a registered apprentice at the same time.

To encourage students to stay in school and obtain a diploma or certificate.

To allow students to complete credits for a diploma or certificate and gain work experience toward a journeyman qualification.

Why start apprenticeship in high school?

The program makes apprenticeship more accessible, adaptable and appealing to school age people while they are still in high school.

Who is eligible?

Students must be at least 16 years old, meet the grad entrance requirement to the selected trade, or pass the trade entrance exam.

This program may be available to individual students following a successful Work Experience placement and recommendation by the school counsellor and Work Experience employer.

OUTREACH/ INREACH/ ALBERTA DISTANCE LEARNING CENTRE (ADLC) \$ DEPENDS ON COURSE

We are thrilled to provide this flexible learning opportunity. You will be working through unit modules from Alberta Distance Learning (ADLC Bow Valley College. Returning Grade 12 students and off campus Outreach students will have the opportunity to upgrade courses with our Bow Valley College Partner. All other subjects will be offered in print format using ADLC materials and will be marked on site.

S.A.L.T.S. \$1600-1750.00

Each year up to fifty-four students and four teachers take sail on two annual CRPS SALTS trips with the Victoria B.C. based Sail and Life Training Society. For 5 days, students are taken out of their normal school routine to learn how to sail a large sailing vessel. We sail on the 111' square top-sail schooner the "Pacific Swift" or the 138' gaff rigged schooner the "Pacific Grace" through the Gulf Islands. Students participate in every aspect of life on a sailing ship from responsibilities on the "watch," manning the helm, setting sails and climbing the rigging. The S.A.L.T.S.' crew teach lessons ranging from navigation, chart reading, knot tying to handling dories.





All students and teachers have the opportunity to qualify for their SALTS “Junior Sailing Certificate” and earn up to five high school credits. By the end of the trip, they really learn what it is to work as a team, build a sense of community on the boat, and feel challenged in a new environment. Feedback from students and parents has been exceptional. Many students say that “it was the best trip of my life!”



Because of the tremendous feedback from students and their families, we return each year for more trips with SALTS.

For more information on the SALTS organization itself, visit the following website:

<http://www.salts.ca>

If you have any questions, please do not hesitate to contact Hans Holthuis or Shannon Amey at (403) 678-6192 or by email at any time at hans.holthuis@crps.ca or shannon.amey@crps.ca.

GRADE 12 POST SECONDARY PLANNING

It is essential to research post-secondary institutions before making a decision to apply for admission. Calendars from universities, colleges and technical institutes are available in the counseling office and most institutions have current information on the Internet. We have a post-secondary planning session for grades 10 – 12 students each year and students should discuss plans with their parents, the high school counselor and their teachers. Check our web site Services/post secondary. Students are encouraged to aim higher than minimum requirements for any institution. Present minimum admission requirements are not a guarantee of future admission. For example, a student may have a required 70% minimum average but due to limited numbers only those students who get 75% or higher may be admitted. This is because some programs have a quota and consequently only the top-achieving students will be admitted.

Students are also encouraged to apply as early as possible. In some instances the admission policy is first qualified – first admitted.

Most college and technical institute programs will require a High School Diploma.

TIME LINES FOR APPLYING TO POST SECONDARY

Typically the time lines are from Oct. 15- Dec. 1 of the preceding year for September enrolment. Though many programs will open sooner than these dates This is the prime time as it exposes the applicant to the most scholarships...some are automatic. Some you have to apply to. Students who apply after these dates may have higher marks BUT may not be offered these entrance scholarships

All applications are now online using the institution's web sites. Schools in BC,AB and ON are on unified sites (ApplyBC.ca):Alberta (Apply Alberta.ca) and Ontario(ouac.on.ca) (105); Ontario colleges Ontariocolleges.ca . All other institutions have their own web sites

- Some universities will require a personal statement of why you have chosen to go post-secondary. Do take the time to answer these thoughtfully and honestly. They are read and they do make a difference in your acceptance status.
- Average application time is 35 minutes to apply with a credit card; fees vary from \$40 to \$250/school these are non-refundable.
- Have your ASN (Alberta student number) it the 9-digit number on all report cards
Send your transcripts through My Pass ;Cost is \$10/transcript/school
<https://public.education.alberta.ca/PASI/myPass>
- After your application is in stay on top of your emails as this will be how the institution will communicate with you. They may ask for midterm marks from a Moodle account. Remember to list all courses you are presently taking and plan to take in the second semester. Do follow the deadlines
- Students with top marks begin hearing in February – May
- Do not forget to apply for residence!!

POST-SECONDARY PLANNING INFORMATION

UNIVERSITIES

Universities in Canada most often require English 30-1 plus four other Grade 12 subjects for admission. University admission brochures will list the other accepted courses, which will depend on the program for which a student is applying.

Required courses and averages will vary somewhat from program to program and from one university to another. Quota faculties often require much higher averages for admission.

Calendars from most universities in Canada are available for use in the counseling area. Please read them carefully and don't hesitate to ask for assistance. All institutions have comprehensive websites with information on entry requirements, courses, scholarships and application procedures. If you do want to attend university in another province, please look at the web site and meet with the school counsellor as

early as possible so that forms, calendars and deadlines don't become a problem. Applying for post-secondary education is an exciting time for students and parents and should be a family process. Universities will require official transcripts and often mid-term grade 12 school marks. Use MyPass to send transcripts. <https://public.education.alberta.ca/PASI/myPass>

COLLEGES

Offer university transfer programs which allow students to study university level courses for one, two or three years. Students can then transfer to a university to complete their degree. Admission averages are sometimes lower than the university, but courses must be carefully chosen to make sure the student gets credit towards the program he or she wishes to complete. A number of colleges now offer applied degrees or offer programs jointly with a university. Please consult information from both institutions in this instance. They may also offer trades or Nursing or other medical programs as well. Usually admission is FIRST QUALIFIED – FIRST ADMITTED. Some programs may fill on the first day. Some colleges now accept applications year round. Students are encouraged to apply, as applications are available.

TECHNICAL INSTITUTES

NAIT, SAIT and those technical institutions in other provinces will have widely varied requirements. Most programs will require a high school diploma. All will have some specific subject requirements. They may now have degree granting programs such as Business and Applied professionals. Required averages for some programs are very high. Each must be looked at individually. Applications can be made Mid- October and decisions are usually sent out in March is when applications will be accepted for September entry.

Need a transcript?
Go to: education.alberta.ca Click on High School and scroll to Transcripts

BURSARIES AND SCHOLARSHIPS

Please see the student handbook for a listing of B.C.H.S. awards and scholarships. There are also many other scholarships available, particularly for grade 12 students. Students should visit the counselling area, post-secondary institution websites, investigate scholarships available through their parent's place of employment, and visit www.scholarships.com.

ALEXANDER RUTHERFORD SCHOLARSHIPS

This award acknowledges Academics beginning in grade 10- 12. It is judged upon English -1 or -2 marks plus 4 other subjects

These awards may be applied for after a student has been accepted to a post-secondary institution and after July 1 of their graduation year. Forms will be found on the Studentaid Alberta web site.

<http://studentaid.alberta.ca/scholarships/alberta-scholarships/alexander-rutherford-scholarship/>