

Banff Community High School

2018-2019



To empower students to be their finest - today and tomorrow

**Grade 10/11/12
Course Selection Handbook**

BANFF COMMUNITY HIGH SCHOOL

MESSAGE FROM THE PRINCIPAL

Welcome to Banff Community High School 2018-2019. We hope that the curricular program outlined in this booklet will contribute significantly to your success this year and in the future.

BCHS offers the following programs:

1. Academic: Alberta High School Diploma
Alberta High School Certificate of Achievement
Advanced Placement Courses
2. Career and Technology Studies
3. Special Education (High School Certificate of Completion)
4. Workplace Transition: Work Experience, Registered Apprenticeship Program (RAP), Canadian Rockies Educational Outreach Program
5. Fine Arts
6. Physical and Outdoor Education
7. Banff Hockey Academy

Choose courses which fit your goals and aspirations. We encourage you to discuss your plans with your parents, our Success and Transition teachers, subject teachers and/ or administrators to ensure successful planning for your high school career.

We also hope that you will participate in the extra-curricular activities offered at BCHS. Make your high school years memorable by developing all your interests and talents which can occur outside the classroom. Help make our school a better place by contributing to our community. We urge you to take care of your academic pursuits and enjoy the many opportunities and challenges high school will bring into your lives. Be curious, take smart risks, explore a rich variety of learning experiences and become involved in your school community.

At time of printing this handbook there are some uncertainties about whether all presently taught Locally Developed Courses (those with the suffix 15,25 or 35) will be available such as Learning Strategies and Technical Theatre. Also, a final decision has not yet been made about if there will be a CRPS summer school. Hopefully by the time students make their selection there will be more up-to-date information.

Thank you to Chris Rogers at CCHS for providing the template for this revised handbook.

Natasha Miles, Acting Principal

INTRODUCTION

Banff Community High School offers a full range of courses and programs for students from Grades 9 to 12 in 2018-2019. 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.

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 that is expected in Banff.

COURSE SELECTION

The purpose of this booklet is to help you, the student, plan your high school program. You will spend three or occasionally four years at BCHS in senior high. 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:

1. Read all the sections in this booklet.
2. Carefully read the course selection information.
3. Use the course planner worksheets to select your courses.
4. To find out about individual courses read the descriptions and discuss your selections with your parents and Success and Transition Teachers. You are now ready for registration.

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GENERAL INFORMATION

ATTENDANCE REQUIREMENTS

Regular attendance at school makes a student eligible to receive credits for a full year's work. The principal 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 will be in the school beginning August 27, 2018 to prepare for school opening. If it is necessary for you to make changes in your course selections it is crucial that you finalize your decision prior to school starting on September 4th, 2018.

THE COURSE SELECTION / REGISTRATION PROCESS

1. Our Success and Transition teachers will meet with all students in March and April.
2. Parent information meetings on transition will be held in April. Students are welcome to attend.
3. Registration will occur online at BCHS at end of April /start of May.
4. Timetables will be finalized by computer from the course requests made by students.
5. Teachers will also make course recommendations which will be based on achievement in the current grade and prerequisites.
6. Parents are encouraged to call our Success and Transition teachers to discuss student programs if they have any questions.
7. Students need to know that not all courses will run as this will depend on final staffing at the end of August and also on the number of students who have selected a course.
8. Students who enrol after the end of the previous school year may join classes if there are spaces available.

COURSE ORGANIZATION

Each high school course is assigned a course name and number, such as English 10-1, Science 14, Social Studies 20-1 or French 30. 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 rigorous and designed primarily for students considering careers that may require strong reading skills, communication skills or math skills and for those interested in post-secondary education courses.

Course series numbered 10-2, 20-2, and 30-2 are generally designed for students that require fundamental reading skills, communication skills or math skills and for those also interested in a range of post-secondary education courses.

Course series numbered 10-3, Science 14 and 20-3, Science 24 are designed primarily for students planning direct career entry into some areas of employment and/or a range of some post-secondary education courses.

Courses numbered 15, 25, 35 are Locally Developed Courses.

COURSE SEQUENCE

Courses in most subject areas are arranged in sequences: e.g. English 10-1, 20-1, 30-1. To proceed from one level to the next a student **must have** 50% or better. The course descriptions give the normal prerequisites and **recommended marks** in the major subject areas. Please refer to **Canadian Rockies Public Schools' Administrative Policy 201** for precise details on possible pathways and Alberta Education's **Guide to Education**.

RETROACTIVE CREDITS

Students achieving a mark between 40% and 49% may continue at the next grade level in the lower program route, with the **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 40–49% in Social 10-1 and with administrative approval, you may take Social 20-2. This is what would happen:

If you **pass** 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 in Social 10-2 and an additional 5 credits. These retroactive credits are awarded after the Principal reports the pass to Alberta Education.

If you **fail** 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 semester.

Retroactive credits can be earned in English, Math, Social Studies, Science and French. **See the Success and Transition teachers or school administration for details.**

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 compulsory to your diploma route. ***Students must choose grade appropriate courses only, unless they currently have or will have at the end of this school year the required prerequisite.**

Select your personal interest options. **NOTE: All course offerings are dependent on enrollment.**

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.

COURSE WITHDRAWAL, REPEATING COURSES

Course withdrawals can best be avoided through more **careful course selection**. Sometimes students will select a course and falsely assume that they can withdraw if it does not “work for them”. In other cases students will overload themselves because of unrealistic expectations. Whatever the case, careful course selection is extremely important for a successful program. **Permission to drop a course may only given to Grade 12 students if graduation requirements are being met – Grade 10 and 11 students MUST carry a full course load .** A student may not drop a course without first having a meeting with a counselor and subsequently obtaining permission from parents and an administrator. **The student must attend all classes while the request is being considered.**

Students may negotiate to change a course if space exists in the requested class. Priority will be given to students requiring grade appropriate courses. **Changes in a student’s timetable will not be approved after September 14th, 2018.**

It is expected that students who fail a particular course will complete that course via summer school, correspondence and/ or virtual learning to keep their diploma requirements on track at BCHS. In rare circumstances, a student may be allowed to repeat a course already passed in order to improve a mark. A student wishing to do this must make a special case request. In most cases, a course repeat will not be allowed in the same academic year.

ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS

The Alberta High School Diploma is awarded to students meeting the requirements outlined below.

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

Earn a minimum of 100 credits - A credit represents the specific knowledge, skills and attitudes that most students can achieve with approximately 25 hours of instruction.

Complete and meet the standards of the following courses:

English 30-1 or 30-2

Social Studies 30-1 or 30-2

Mathematics 20-1 or 20-2 or 20-3

Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20

Complete and meet the standards of the following:

Physical Education 10 (minimum 3 credits)

Career and Life Management (CALM) 20 (3 credits)

10 credits from career and technology studies (CTS) fine arts/ second languages/
physical education

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.

****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

HOW TO SELECT YOUR GRADE 10 DIPLOMA COURSES

Step 1 Decide which PROGRAM you wish to follow in high school

Check one : University Preparation _____
Other Post Secondary/ Work _____

N.B. For entry into all Grade 10-1 level courses teachers will make recommendations based on progress and attainment in Grade 9 , generally using 70% as a guide for this level.

Enter the following courses onto your "Practice Time Table" (available when the course selection is done in school online) . Total credits for grade 10 are 40:

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 Common (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 PHYSICAL EDUCATION 10 (this course is not offered at Inreach for BCHS students) and CALM 20 .

Check: Physical Education 10 (5 credits) _____
CALM 20 (5 credits) at BCHS _____
CALM 20 (5 credits) at CROLC summer 2018 _____

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

Choose 4 courses from below by numbering 1-4 for preference. Your first 2 choices only are to be selected on the online course registration.

Please Note: Course offerings are dependent upon enrollments and are subject to change.
Some courses are offered at Canmore Collegiate High School (CCHS).

Media, Design and Communication Arts (5 credits) _____

Design Thinking for Innovation (3 or 5 credits) _____

Construction Technology (5 credits) _____

WILD (Wilderness Inspired Leadership) (5 CTS credits) _____ (may be outside the BCHS timetable or at CCHS)

Foods (5 credits) _____

Art 10 (5 credits) _____

Performing Arts 15 (5 credits) _____

Instrumental Music 10 (5 credits) _____

French 10 (5 credits) _____

Mechanics (5 credits) (CCHS) _____

Learning Strategies (5 credits) _____ (only by recommendation of Learning Support Teacher)

Guitar (5 credits) _____

Dance (5 credits) _____

Industrial Catering (5 credits) (CCHS) _____

English Language Learning (5 credits) _____ (ELL learners who are currently benchmarked Level 1 to 4 will be recommended to take this course by ELL teachers)

Introduction to Canadian Studies 15 (5 credits) _____ (ELL learners who are new to Canada should consider this course in order to prepare for Social Studies at grade level)

Dual Credit (5 credits) _____

COURSE DESCRIPTIONS

STUDY HALL

Study Hall provides academic, social and life skills training for students with development and learning delays. Work experience is an important component of the program. The time spent on the job increases each year so that by Grade 12 students may work two to three days a week. Transition planning is provided to help students join the work world or continue their education when they are finished high school. In the classroom programs are developed to meet individual needs. Students are integrated with their peers when suitable and are encouraged to become involved in extracurricular activities.

Learning Strategies 15, 25 and 35

Credit will be offered to students with identified learning and cognitive disabilities who need additional support with core curriculum and need to develop learning strategies, time management, organization and study skills. Learning Strategies will be offered for Grade 10, 11 and 12 students in the Learning Support Centre. Students will receive 3 or 5 credits. Teachers will recommend students for this course and approved by the principal.

HUMANITIES

ENGLISH

English, in both written and spoken form, is necessary for each of us to succeed in our personal and public lives. Its importance cannot be overemphasized. There are two sequences available in English:

1. The English 10-1, 20-1, 30-1 route
2. The English 10-2, 20-2, 30-2 route

All students must achieve a minimum of 15 credits in English to obtain a High School Diploma. The 10-1, 20-1, 30-1 program is designed for students who plan on going to university. The English 10-1, 20-1, 30-1 route focuses on more student centred, out of school work. That is, students are expected to be able to work independently. The literature studies deals with an interpretive, in-depth reading approach. The English 10-2, 20-2, 30-2 route focuses on a more teacher directed, in-class work approach. Literature studied at this level deals more with "plot" rather than with in depth interpretive readings.

English 10-1

5 credits

Prerequisite: 50% in Grade 9 Language Arts 9 (recommended strong reading comprehension and writing ability)

Students will study six or more short stories, poetry, one or more Shakespearean or modern play and one or more novels. As well, students will be expected to complete a number of writing assignments, and essays.

English 10-2

5 credits

Recommended: 50% in Language Arts 9

Students will study one or more of each of the following: novels, plays, and short story. In addition, students will complete written and oral assignments.

English 20-1

5 Credits

Prerequisite: 50% in English 10-1 (70% recommended with strong reading comprehension and writing skills) or 20-2 Students will study short stories, a Shakespearean play, one or more novels and poetry. Students are also expected to complete five or more writing assignments. Emphasis will be placed on essay writing.

English 20-2

5 credits

Prerequisite: 50% in English 10-1 or English 10-2

Students will be required to study at least one modern play, one or more novels, short stories and poetry. Completion of written and oral assignments is a mandatory part of the course.

English 30-1

5 Credits

Prerequisite: 50% in English 20-1 (70% recommended with well developed reading comprehension and analytical writing skills) or 30-2

By taking English 30-1 students will cultivate an appreciation for a diversity of literary genres, texts and writers in the English language and in translation from other countries. An assortment of short stories, essays, poems, popular non-fiction, visual and multimedia texts, along with one major novel or non-fiction book, one or more feature film and modern drama, and one Shakespearean play are studied. Through reading, writing, listening, speaking, viewing, and representing, critical/ analytical responses to literary texts and personal responses to literary and other texts are emphasized. Students are required to create narratives, informative and persuasive texts (essays, commentaries, articles, reviews), and oral/ visual/ multimedia presentations. At the completion of the course, students will write an Alberta Education Diploma Exam.

English 30-2

5 Credits

Prerequisite: 50% in English 20-2 or English 20-1

Students will study short stories, poetry, one or more novels as well as one Shakespearean or modern play. Emphasis is on oral and written skills. Students will write an Alberta Education Diploma Exam.

SOCIAL STUDIES

The Social Studies 10-1, 20-1, 30-1 program is a sequence designed for students who plan to go to university. The Social Studies 10-2, 20-2, 30-2 program is a sequence for students who may not plan to go to university or wish to plan an alternate route to Social Studies 30-1. Note: Students may be eligible for retroactive credits in Social Studies.

Social Studies 10-1

Prerequisite: 50% in Grade 9 Social Studies 9 (recommended capable reading comprehension and writing skills)

5 credits

Social Studies 10-1 explores the historic origins of globalization and the 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. Globalization, the process by which the world's citizens are becoming increasingly connected and interdependent, demands that students explore responsibilities associated with local and global citizenship and formulate individual and collective responses to emergent issues related to globalization. In the process, students will develop process, communication, participation, and critical thinking skills.

Social Studies 10-2

5 credits

Recommended: 50% in Social Studies 9

Living in a Globalizing World

Students will explore historical aspects of globalization as well as the effects 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. By examining opportunities and challenges associated with globalization, the process by which the world is becoming increasingly connected and interdependent, students will develop awareness of the impacts of globalization. Recognizing and appreciating the influence of globalization will lead students to examine their roles as responsible and active citizens in a globalizing world.

Social Studies 20-1

5 credits

Prerequisite: 50% in Social Studies 10-1 (70% recommended with strong reading comprehension and writing skills) or 20-2

Social Studies 20-1 explores the complexities of nationalism in Canadian and international contexts. Students will study the origins of nationalism and the influence of nationalism on regional, international and global

relations from the era of the French Revolution through World War Two. The study of a variety of perspectives will allow students to develop understandings of nationalism and how nationalism contributes to the citizenship and identities of peoples worldwide. Exploring the complexities of nationalism will contribute to an understanding and appreciation of the interrelationships among nation, nationalism, internationalism, globalization, and citizenship and identity. In completing this course, students will expand skills related to critical, creative, geographic and historical thinking. As well, they will develop decision-making and problem-solving skills, and demonstrate skills of cooperation, conflict resolution, and consensus building vital to their future roles as active citizens. Students are required to demonstrate written, oral, visual, media and research literacy by creating persuasive essays, in-depth projects, current events commentaries and presentations.

Social Studies 20-2

5 credits

Prerequisite: 50% in Social Studies 10-2 or Social Studies 10-1

Students will study historical and contemporary understandings of nationalism in Canada and the world. They will examine the origins of nationalism as well as the impact it has on individuals and communities. Multiple perspectives will be used to examine examples of nationalism. Ultimately, students will gain an appreciation and awareness of the interrelationships among nationalism, internationalism, citizenship and identity, as well as develop personal and civic responses to emergent issues related to nationalism.

Social Studies 30-1

5 credits

Prerequisite: 50% in Social Studies 20-1 (70% recommended with well developed reading comprehension and writing skills) or 30-2

Social Studies 30-1 explores the origins and complexities of ideologies. Students will examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. In completing this course, students will continue to use and polish their skills related to critical, creative, geographic and historical thinking. This will allow them to develop a comprehensive understanding of the evolution of modern liberal thought and the tenets of competing ideologies important in the development of active, informed and responsible citizens who effectively investigate, analyze and evaluate government policies and are able to respond to global issues. Students are required to demonstrate written, oral, visual, media and research literacy by analyzing primary documents and visuals, creating persuasive essays and position papers, completing in-depth projects, and developing current events commentaries and presentations. At the completion of the course, students will write an Alberta Education Diploma .

Social Studies 30-2

5 credits

Prerequisite: 50% in Social Studies 20-2 or 20-1

Social Studies 30-2 examines the origins, values and components of competing ideologies. Students will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism, allowing them to understand the roles and responsibilities associated with citizenship. As democratic and capitalist societies are founded upon the key values of individualism and liberalism, active and responsible citizenship requires citizens to have knowledge and skills to examine, analyze and evaluate a variety of political and economic systems. Students will demonstrate these skills through written, oral, visual, multimedia, and research assignments. At the completion of the course, students will write an Alberta Education Diploma Exam.

ESL Introduction to Canadian Studies 15, and 25

5 credits

The primary goal of this course is to provide English Language Learners (ELL) with the opportunity to build communicative competence with the English Language while attaining the cultural/social/political awareness needed to function as effective members of Canadian society. ELLs at the beginning levels of the English Language proficiency face language-related barriers to achievement in social studies classes due to the use of extensive subject-specific vocabulary and the complexity of discourse, grammatical structures, and language functions required. This course provides English Language Development while simultaneously creating and sharing knowledge upon which Canadian cultural, geographical, historical, and political concepts are built.

SECOND LANGUAGES

The focus of this second language program is on meaningful communication. It is our goal that the student becomes comfortable and confident in expressing his/her ideas in second language, and that he/she acquires a desire to continue in the learning of the language. Classroom activities are student centred 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. Students coming in from immersion programs or out of province second language programs may wish to challenge exams in order to determine their appropriate course level – we follow the French 9y program at the Banff schools so that at the start of Grade 10 students have been learning French as a second language for six years.

French 10

5 credits

Prerequisite: successful completion of French 9

French 10 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: successful completion of French 10

As a continuation of French 10, the French 20 course will develop fluency 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. A curriculum level of "intermediate 5/6" will be attained.

French 30

5 credits

Prerequisite: successful completion of 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. Precise expression and the use of the subjunctive will be emphasized. At the completion of French 30, the student will be ready for entrance into first year university French, or into a summer immersion program.

English as a Second Language (Levels 2, 3, and 4)

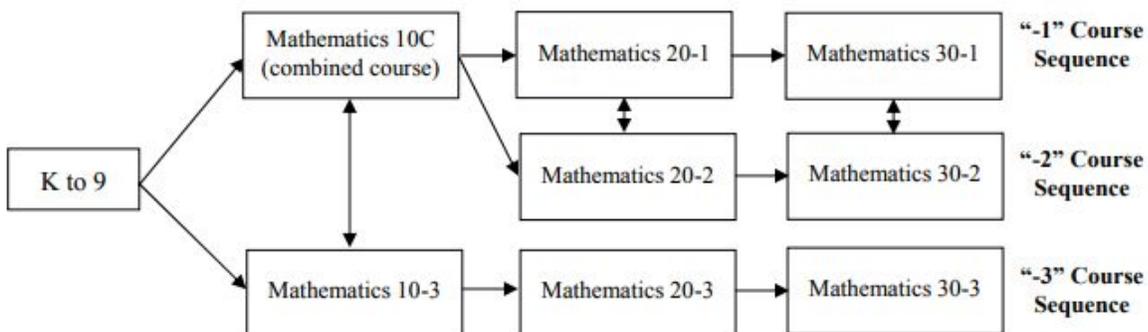
5 credits

English as a Second Language (ESL) 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 support to help them achieve their best in their other classes.

MATHEMATICS

Students have a choice of two mathematics courses at BCHS when entering Grade 10: 10C, or 10-3

- Students choosing 10C have two sequence options out of Grade 10: 20-1 and 20-2. These sequences are ideal for students considering post-secondary studies in most colleges and universities.



- Students choosing 10-3 follow the 20-3 and 30-3 course sequence through Grade 11 and 12. This course sequence is ideal for students entering trades or the workforce immediately after high school.

Students who enroll in 10C don't need to choose their course sequence until Grade 11. This gives students an extra year to decide which sequence best suits their interests and their future needs. Students can transfer from -1 to -2 course sequences in Grades 11 and 12, which allows them to change their mathematics program if their future goals change.

Mathematics is not a requirement for graduation at 30 level.

Mathematics 10 Common

5 credits

Prerequisite: 50% in Grade 9 Mathematics

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.

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 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

Mathematics 20-1

5 credits

Prerequisite: 50% in Math 10 common (70% recommended)

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 workforce. Topics include algebra, geometry, measurement, number, statistics and probability.

Math 30-1

5 credits

Prerequisite: 50% in Math 20-1 or Math 30-2 (70% recommended)

There is an Alberta Education Diploma exam in this course. In this course, students will develop trigonometric reasoning, algebraic and graphical reasoning through the study of relations, and algebraic and numeric reasoning involving combinatorics. This 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.

Math 30-2

5 credits

Prerequisite: 50% in Math 20-2

There is an Alberta Education Diploma exam in this course. In this course, students will develop logical reasoning, critical thinking skills related to uncertainty, algebraic and graphical reasoning through the study of relations, and an appreciation of the role of mathematics in society. 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.

Math 30-3

5 credits

Prerequisite: 50% in Math 20-3

In this course, students will develop spatial sense through direct and indirect measurement, number sense and critical thinking skills, algebraic and statistical reasoning, and critical thinking skills related to uncertainty. 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 workforce.

Mathematics 31

5 credits

Prerequisite: 50% in Math 30-1 (70% is recommended)

Math 31 may be studied after Math 30-1. 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.

SCIENCE

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 in your approach to course selection – 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.

Science 10

5 credits

Prerequisite: 50% in Science 9

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 18 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. **Science 10 is an academic program and is the prerequisite to placement in all 20 level science courses.**

Science 14

5 credits

Prerequisite: none

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.

Science 24

5 credits

Prerequisite: 50% in Science 14

Science 24 is a general Science course which covers the following core areas: Applications of Matter and Chemical Change, Understanding Common Energy Conversion Systems, Disease Defense & Human Health and Motion, Change & Transportation Safety.

Science 30

5 credits

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

Science 30 consists of four units of study:

Living Systems Respond to Their Environment

Chemistry and the Environment

Electromagnetic Energy

Energy and the Environment

Students will be encouraged to develop positive attitudes that support the responsible acquisition and application of knowledge related to science and technology

Biology 20

5 credits

Prerequisite: 50% in Science 10 (Recommended: 70% in Science 10)

Biology 20 is a direct continuation of the concepts and skills developed in Unit II of Science 10. The key themes in Biology 20 are the concepts of Ecology and Human Physiology. Within the study of Ecology the students will explore the topics of environmental issues, the dynamic equilibrium of the biosphere, mechanisms of population change and cellular respiration / photosynthesis. The study of Human Physiology will examine the digestive, circulatory, respiratory, excretory and muscular systems.

Biology 30

5 credits

Prerequisite: Biology 20 (Recommended: 70% 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 20

5 credits

Prerequisite: 50% in Science 10 (70% recommended)

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 Organic Chemistry. Chemistry 20 is a prerequisite for Chemistry 30.

Chemistry 30

5 credits

Prerequisite: 50% in Chemistry 20 (70% recommended)

The scientific and technological knowledge and skills developed in previous chemistry courses are continued in the study of the Chemistry 30 core curriculum. The Alberta Education Diploma Examination tests this. Major topics include electrochemistry (technology emphasis), equilibrium, acid base chemistry (nature of science emphasis) and thermochemistry (science and society emphasis). Many laboratory exercises are used to develop communication and problem-solving skills.

Physics 20

5 credits

Prerequisite: 50% in Science 10 (70% in Science 10 and Math 10C recommended)

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 oscillatory motion (Simple harmonic motion). 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: 70% in Mathematics 20-1 and Physics 20)

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

5 credits

Prerequisite: none

Art 10 is a foundation course and the prerequisite for all other art courses. It is the intent of the foundation art program to give students the basic skills in art and a variety of learning experiences that will enable them to develop creative expression. Art 10 introduces the beginning art student to colour theory, composition and the basic elements and principles of art. There will be a focus on observation from nature, still life, figure and portrait work, as well as imaginative work. Students are expected to develop a vocabulary of common art terms.

Art 20

5 credits

Prerequisite: 50% in Art 10

In Art 20 you will work to discover just how serious you are about art and your work. It is a demanding course that pushes skill development and knowledge, expression and creativity, artistic judgments and behaviours. The goal of Art 20 is to have you become increasingly technically competent, investigative, critical and insightful. At this point in time, you should begin to develop your own style and ideas about art and the art-making process.

Art 30

5 credits

Prerequisite: 50% in Art 20

Art 30 is designed for students with a high interest in all aspects of art and serves as good preparation for post-secondary art school. Emphasis will be on deep exploration of compulsory projects; however, students will be expected to develop part of their own program. It is expected that students do some reading about art and artists and make regular visits to galleries on their own time. Emphasis is placed on the use of imagination, technical skill and on developing original compositions and individual style. Critical thinking skills are encouraged. Students are required to keep a sketchbook in which to explore ideas and design concepts. It is necessary that students are highly self-motivated.

Performing Arts 15/ 25/ 35

(5+ credits)

Prerequisite for Performing Arts 15: none

Prerequisite for Performing Arts 25: PA 15

Prerequisite for Performing Arts 35: PA 25

The performing arts courses are specialized classes for the student actor. Students wishing to perform a full-length production will have the opportunity through these courses. Students study auditioning techniques and develop vocal and physical skill to create commanding characters on stage. Students will have the opportunity to be a part of a skilled and enthusiastic group of actors who work cooperatively and respectfully with each other and with teacher/ student directors, student managers, and a cast ensemble. Performing arts is a very practical course that challenges

the student actor. Other courses that could be offered depending on the interests of the student **Technical Theatre, Drama, Dance**. Extracurricular: One to two evening performances will be required.

Instrumental Music 10, 20, 30

5 credits

Prerequisite: Music 9 for Instrumental Music 10, Instrumental Music 20 - 50% in Instrumental Music 10
Instrumental Music 30 - 50% in Instrumental Music 20

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. A student enrolling in Music 10 should have experience on an instrument, but accommodations can be made for a student who is motivated and interested in learning a new instrument. Music 20 and 30 are a continuation of Music 10.

Guitar 15,25,35

This course is designed as an introductory course where students will learn the fundamentals of guitar playing. Students will learn TAB notation, Chord Structure, Note Reading and have an opportunity to play in a small ensemble. If students have taken Guitar in Grade 9 then there will be individualised programming to advance their skills.

Dance 15/25/35

Dance is the art of gesture and movement. It transforms images, ideas, and feeling into movement sequences that are personally and socially significant. It requires a balance of knowledge, skills and attitudes that stretches the limits of our physical ability, of our expressiveness, and the human spirit. In Dance, we will study dance through active participation, improvisation, observation, research, choreography and performance. Students will participate through active and safe participation. They will understand what an active lifestyle involves and how their physical and emotional health will benefit from physical activity. Your teen will also discover how positive interactions, leadership and teamwork, make dance more fun and productive.

PHYSICAL EDUCATION

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. This course often involves co-educational activities. Students in grade 10 will not be allowed to take PE 10 through Outreach or ADLC unless there are special circumstances surrounding the reason (i.e. Medical) Grade 11 and 12 students will be allowed to take PE 10 through Outreach or ADLC in order for graduation purposes.

Physical Education 20

5 credits

Prerequisite: Physical Education 10 (65% is recommended)

The emphasis in this course is on active living and acquiring life skills in the areas of Sports, Fitness and Leadership. In this course, students are introduced to a greater variety of sports, games, life skills, and activities. Other activities the students may be introduced to include: Yoga, Dance, 80's Aerobics, Bowling, Golf, Skating/ Hockey, Spin classes, Ropes Course, Mountain Biking, Pilates, Swimming for Fitness, Curling and Snowshoeing. We will continue to develop and refine skills and strategy in the sports of Volleyball, Basketball, Badminton, Soccer, Weight Training, and Fitness.

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. The study of athletic injuries and first aid are important components of this course.

CAREER AND TECHNOLOGY STUDIES (CTS)

Alberta Education CTS program engages students in learning opportunities to discover their interests in practical and purposeful ways. The program introduces a program of studies that centers around five new career clusters.

• Business, Administration, Finance and Information Technology (BIT) • Trades, Manufacturing & Transportation (TMT) • Health, Recreation & Human Services (HRH) • Natural Resources, and: (NAT) • Media, Design & Communication Arts (MDC)

Within the scope of CTS, BCHS presently covers material in the areas of construction, foods, woodworking, communication arts, design and media. Each of these areas or clusters has been further broken down into what are called modules, each of which is roughly equivalent to 25 hours of work and is worth one (1) credit towards graduation. Modules in all clusters are rated as being introductory, intermediate, or advanced, and some modules 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 their particular strand. Following is a short description of each of the courses within the clusters presently offered at BCHS. A course fee will be assessed according to the supplies required for each strand or module.

Communication Technology

Communication Technology 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. The knowledge and skills acquired from studying communication 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 Communication Technology in making career choices and in their personal lives. Communication skills are necessary for the pursuit of a successful career in any field, and communicating effectively using a variety of media gives students an advantage as they enter the information age of the 21st Century.

Design and Innovation Thinking

Design is an integral part of our society. It permeates every facet of civilization, sometimes in complex ways, many times quite simply. Everyone designs every day. As challenges are met and problems addressed, we use previously "designed" ways to meet these challenges. Design brings a sense of order to our world. Most students will not become "professional designers", but all will engage in design in some way. 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. Being aware of and appreciating the importance of design will help students become effective members of society.

Construction Technology

We live, work and play in structures frequently made of wood, synthetics and earth materials, and we use and rely on many objects made of these non-metallic materials. Our reliance on these structures and objects has caused us to value the knowledge, skills and attitudes related to their construction. Students must also prepare for independent living and working in the future. This course will allow them to investigate and gain knowledge, skills and attitudes associated with Construction Technologies that will meet their particular needs as future adults. Although some students will later work in occupations related to building or maintaining structures, others will take this course for personal use in hobbies or to become informed consumers. Focus in the 10 level program is on obtaining the general skills with machines, tools and processes within the Construction Laboratory. The 20/30 Level courses requires students to follow more directed programming in specific skill sets pertaining to joinery, manufacture, processes, finishing and presentation of furniture and cabinetmaking.

Foods Program at BCHS

Students learn the techniques and ingredients of classic cuisine through the preparation of traditional dishes and by adapting them for the trend toward lighter eating and nouveau cuisine. Choices of modules are among: Food Basics, Cake and Pastry, International Cuisine, Bread products, Regional Cuisine and Food Safety. Students will gain an appreciation of how good food management can lead to healthy living. There are weekly labs as well as food nutrition theory.

Commercial Foods Program at CCHS

Commercial Foods is a fast-paced option where students learn food preparation skills in a busy industrial kitchen. The program prepares the food served in the CCHS cafeteria, as well as the Hot Lunch programs at the elementary schools, and catering jobs for the school division and the community. Theoretical components include nutrition, food borne illness, and "the why" behind culinary techniques. Students gain valuable knowledge and experience that will help them obtain part-time employment, establish a career path or assist them in their day-to-day living.

Mechanics at CCHS

In Mechanics, students, through hands-on experiences, have the opportunity to increase their knowledge and skills related to the design and maintenance of transportation vehicles, and the impact they have on the environment and on their economic and social well-being. Whether a student plans to prepare for a work-related role in the industry or simply wants to be an informed owner/operator of a vehicle, Mechanics should be viewed as an educational opportunity for all secondary students. Students will work in a realistic environment that links theory to practice and will provide them with a broad base of experience and knowledge of systems related to the transportation field.

WILD 15 (Wilderness Inspired Leadership 15) at CCHS or BCHS

This unique outdoor learning opportunity in the classroom, on the water, and on the snow is worth 13 credits! Through regular in-class instruction during a block in your timetable or out-of-timetable (to be decided), a Winter Travel 15 (4 day trip), a WILD Water Experience 15 (5 day trip), High Ropes Course Experience (1 day), 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.

Semester 1 Water Experience 15 trip (October) Winter Travel 15 trip (December) * all dates to be confirmed

Semester 2 Winter Travel 15 trip (March) Water Experience 15 trip (May) *all dates to be confirmed

Fees (2017-2018 quoted, 2018-2019 to be decided): \$250 Alberta Student / \$1000 International Student Course fee includes: all equipment, meals during courses (except WILD Water Experience 15), instruction, accommodations and certification costs for all of the above courses!

The location and timing of this course depends on student numbers. Please select this course if interested.

Career and Life Management (CALM 20)

Grade 10 - 5 credits (includes 2 CTS module credits, CTR 1010 Job Preparation and CTR 2310 Career Directions)

Prerequisite: none

The following topics covered in the CALM 20 curriculum allow students to appreciate and understand how careers, relationships, health and finance affect their lives: - Personal Choices - Resource Choices - Career and Life Choices Through increased awareness of self, the student will be able to contribute more positively to the well being of others.

Work Experience 15, 25 and 35

The Work Experience program allows students to develop valuable work skills with a work site in the community becoming the "classroom". Students who presently have part-time jobs may be able to use them as their work placement.

Work experience lets students:

- ✓ Explore potential career choices.

- ✓ Gain practical experience in a realistic work setting.
- ✓ Ease the transition from school to work, or post-secondary education.
- ✓ Develop new skills and reinforce those learned in school.
- ✓ Obtain references and contacts necessary for securing future employment.

Work Experience is available at the 15, 25 and 35 levels: 3 to 10 credits may be earned at each level, based on 25 hours of work per credit. Once a work site is approved and a learning plan is developed, the student, employer and work experience coordinator work together to facilitate and demonstrate the student's growth. At BCHS, students will have to complete the prerequisite module on safety in the workplace before registering in Work Experience.

Registered Apprenticeship Program (RAP)

What is RAP?

The Registered Apprenticeship Program, or RAP, allows high school students who have entered into an apprenticeship contract in one of the trades to earn their Alberta High School Diploma and work toward completing their first year apprenticeship hours at the same time. RAP students divide their time between an approved work site and high school. They are full-time students who fulfill the academic requirements for the Alberta High School Diploma. RAP students may earn up to 40 credits (representing a total of 1000 hours) for their on-the-job training as registered apprentices. Their school schedule may be arranged to accommodate work at their apprenticeship job, or they may work after school and on the weekend. RAP students are paid at least minimum wage. Since RAP students can complete a significant portion of their first year apprenticeship hours while still in high school, they may be able to proceed directly into the first session of post-secondary technical training shortly after graduating from high school. RAP is arranged on an individual basis. To qualify for RAP the student must work with a certified journeyman, register with Alberta Apprenticeship and Industry Training, and have a "Blue Book". Students interested in pursuing a trade may consider a Work Experience program to assist them in deciding if this is the right career choice.

Dual Credit Program

Canadian Rockies Public Schools, Bow Valley College and Olds College have created a dual credit partnership allowing high school students in Grades 10 to 12 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. There is no cost to taking these courses.

Students may choose to earn an additional CTS credit by participating in a practicum with our local business partners to gain real-world experience related to their studies. For more information, please contact Elissa Sunderland, Dual Credit Coordinator at elissa.sunderland@crps.ca and see the information board in the main hallway.

Bow Valley College	Semester 1: Introduction to Management Medical Terminology I Medical Terminology II (Med Term I is a prerequisite)	Semester 2 Business Communication Medical Terminology I Health Education: Personal Health and Wellness Introduction to Criminal Justice
Old's College	Semester I Topics in Tourism I	Topics in Tourism II

CANADIAN ROCKIES EDUCATIONAL INREACH/ OUTREACH PROGRAM

Outreach is a CRPS partnership with Bow Valley College. It is for returning Grade 12 students who need to upgrade or meet graduation requirements due to one or two remaining courses and independent students who are unable to attend school due to work commitments. Students will work through unit modules from Alberta Distance Learning Centre (ADLC) and/or with tutors at at Bow Valley College depending on needs and the courses.

Inreach is the delivery method by which students at BCHS can access courses with ADLC if:

- a. A student is highly motivated, highly organised and can work independently and
- b. A course the student needs for graduation does not fit in the timetable due to a conflict or
- c. A student is training in the field of sport, music or other extracurricular program at an elite level and needs to have flexibility of being part time or
- d. A student is a Banff Hockey Academy player whose training conflicts with the timetable or
- e. A student is a coded student and an ADLC course meets his of her learning needs

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 BCHSI 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 teacher 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 \$124.00 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.

Is there a cost for Advanced Placement courses?

- The Advanced Placement College Board sets examination fees. Currently the exam fee set for 2019 is \$124 U.S.
- Fees that you and your parents or guardians are responsible for :
 - include AP exam fees, exchange rate, and administration fees

What AP courses are currently available at BCHS and CCHS?

BCHS and CCHS will be offering AP Psychology, AP Biology, and AP French in 2018-2019 and in 2019-2020. To take the AP year students will already have taken the prep 20 courses in 2017-2018. New students interested in taking AP courses are required to enrol in **Psychology 20 AP prep, Biology 20 AP Prep, and/or French 30 AP Prep** in the 2018-2019 school year.