

Banff Community High School

2019-2020



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 2019-2020. 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.

Natasha Miles, Principal

INTRODUCTION

Banff Community High School offers a full range of courses and programs for students from Grades 9 to 12 in 2019-2020. 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 at the end of August 2019 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 3rd, 2019.

THE COURSE SELECTION / REGISTRATION PROCESS

1. Our Success and Transition teacher 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 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 teacher 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.

NB. Not all courses described in the handbook are guaranteed to be offered in the timetable. Course selection influences scheduling but scheduling is also influenced by staffing at the time of printing staffing is not finalised for 2019-2020.

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.

Therefore this route is not recommended and administration will want to know what your plan for successful completion is.

Retroactive credits can be earned in English, Math, Social Studies, Science and French. **See the Success and Transition teacher 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 13th, 2019.**

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 provided students with a powerful 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 (3 or 5 credits) at BCHS _____
CALM 20 (5 credits) at CROLC summer 2019 _____

Step 7 You must choose enough courses to fill your timetable from the following list:
Choose 6 courses from below by numbering 1-6 for preference.
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 (3 or 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) (CCHS) _____

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) _____

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) _____

Choir (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 Study Hall. Students will receive 3 or 5 credits. **Teachers will recommend students for this course which will then be 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

Recommended: 70% or higher in ELA 9 (recommended strong reading comprehension and writing ability)

Prerequisite: 50% in Grade 9 Language Arts 9

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

Recommended : 70% in English 10-1

Prerequisite: 50% in English 10-1

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

Recommended: 70% or higher in English 20-1 with well developed reading comprehension and analytical writing skills

Prerequisite: 50% in English 20-1

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.

HUMANITIES: 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

Recommended: 70% in Social Studies 9

Prerequisite: 50% in Grade 9 Social Studies 9

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

Recommended: 70% (strong reading comprehension and writing skills)

Prerequisite: 50% in Social Studies 10-1

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

Recommended: 70% in Social Studies 20-1

Prerequisite: 50% in Social Studies 20-1

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 provide English Language Development while simultaneously creating and sharing knowledge upon which Canadian cultural, geographical, historical, and political concepts are built.

Senior Social Sciences

Prerequisites: Social Studies 10

Credits: 3 or 6

The **Social Sciences** program is intended to encourage increased understanding of humans and the world. Each of the following are three credit courses that will be presented to students through a mixture of teacher lead lessons, projects and module booklets in the classroom. Each course is designed to be completed in half a semester. Students may take one of the following courses in one half of the semester (quarter year) for three credits or take two of the following courses in one full semester for a total of six credits. Courses offered have been selected to best complement student interests. Some faculties will accept two of the 30-level social science options for purposes of university entrance. Be sure to consult with the universities/faculties you wish to apply to.

Philosophies of Humans 30

This course addresses questions such as: What is a person? What is a meaningful life? What are good and evil? What is a just society? What is human knowledge? Students will learn critical thinking skills in evaluating philosophical arguments related to these questions, as well as skills used in researching and

investigating various topics in philosophy. Students will study the great philosophers to provide answers to fundamental questions and think about the basic foundations of their own knowledge and beliefs.

Anthropology 30

Why isn't everyone the same? Why do people worldwide have differences in skin and hair colour and ways of greeting one another? Why doesn't everyone speak the same language? Questions like these have fascinated humanity for as long as we have written records. Anthropology helps us to answer these questions through the study of humanity starting with the origin and evolution of humans. Anthropology strives to understand what defines us as humans and to explain how we got to be the way we are. Specifically, in this course we study Paleolithic-like societies, Mesolithic-like societies and Traditional-state and Empire societies, as well as cultural interrelationships and culture change.

World Religions 30

In this day and age, globalization enables people to communicate and interact with people of varied cultures and backgrounds. A key to understanding others is recognizing their beliefs and values about life. A deep and informed awareness of world religions will allow students to be respectful of the many people they will come across in the course of their lifetime. In order to understand how individuals make decisions, consider politics, react to conflict, etc. it is imperative to understand their relationship to religion. This course allows students to examine the fundamental philosophies of seven major world religions, as well as the human interpretations and practices of these religions.

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 their ideas in another second language, and that they acquire 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.

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.

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)

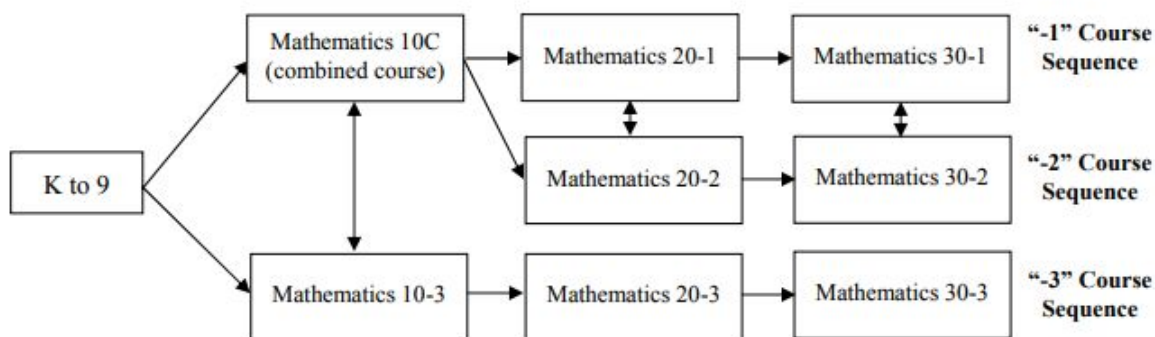
5 credits

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

Recommended: 70% or above in Math 9

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

Recommended: 70% in Math 10C

Prerequisite: 50% in Math 10 C

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

Recommended: 70% in Math 20-1

Prerequisite: 50% in Math 20-1

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. This course is only suitable for students with higher level math skills and who are planning post-secondary education in Math, Engineering, Medicine or Pure Sciences.

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

Recommended: 70% in Math 30-1

Prerequisite: 50% in Math 30-1

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

Recommended: 70% in Science 9

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

Recommended: 70% in Science 10

Prerequisite: 50% 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

Recommended: 70% in Biology 20

Prerequisite: Biology 20 50%

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

Recommended: 70% in Science 10

Prerequisite: 50% 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 Organic Chemistry. Chemistry 20 is a prerequisite for Chemistry 30.

Chemistry 30

5 credits

Recommended: 70% in Chemistry 20

Prerequisite: 50% 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. 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

Recommended: 70% in Science 10 and Math 10C

Prerequisite: 50% in Science 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 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

Recommended: 70% in Mathematics 20-1 and Physics 20

Prerequisite: 50% in 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.

ADVANCED PLACEMENT COURSES (AP)

AP Psychology 20 and 30

6-credit course

Recommendation: Strong reading and writing skills, preferably Socials 10-1 and English 10-1 70% or greater but most importantly an innate curiosity about thinking at an academic level about human behaviour.

The course includes the Alberta curriculum of General Psychology (3 credits) and Personal Psychology (3 credits). It is also the first of two classes required for AP Psychology. The course is designed to introduce students to the systematic and scientific study of the behaviour and mental processes of human beings and animals. Students will be exposed to the psychological facts, principles and phenomena associated with each of the major subfields within psychology. In addition, the course aims to instil knowledge, skills and attitudes to apply to your own lives. Recommendations: Strong reading and writing skills, preferably Socials 10-1 70% or greater (for Psychology) or an innate curiosity about academic thinking and a commitment to work at a demanding pace

As part of the process for AP Psychology 20, the course will be highly academic – it is intended to provide the scope and level of academic accomplishment in a college introductory psychology course.

Students can take AP Psychology 20 and receive 6 Alberta credits. They may then choose to take AP Psychology 35 and receive a further 6 Alberta credits. Upon completion of the two AP Psych courses they may choose to write the College Board AP exam. If they achieve a high enough mark on the exam they are eligible for University Psychology credits at most universities in Canada.

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. We know that pursuing and achieving excellence in academics is important to many CRPS 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 2020 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: AP Psychology

CCHS: AP Biology, and AP French in 2019-2020 . To take the AP year students will already have taken the prep 20 courses in 2018-2019. 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 2019-2020 school year.

Students can take the AP 20 prep year and not choose to go on to the AP 30 year. They will still gain six credits toward their diploma.

FINE ARTS

Art 10

3,4 or 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

3, 4 or 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 at CCHS

(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 (and Band 15,25 and 35)

10 credits

Prerequisite: Music 9 for Instrumental Music 10,

Instrumental Music 20: Instrumental Music 10

Instrumental Music 30: Instrumental Music 20

This course is for students in Grade 10 and Grade 11/12 who have already taken the previous band course in high school. Students will continue to develop their musical skills and learn more challenging music. Music students will be evaluated in the areas of performance theory and creativity. This course meets outside the timetable (lunchtime and/or after school) therefore commitment to attend is needed outside the regular schedule.

Guitar 15,25,35

3 or 5 credits

If you would love to learn to play the guitar, this course is for you! This is a music course for students in Grade 10/11/12 with little or no previous experience on the guitar. This is a non-performance course designed to teach students chords, basic music theory and history, and how to read guitar music (classical style, TAB and chording). In addition to learning many songs, students will learn strumming, picking and classical techniques. The school will supply guitars and music.

Choir 10,20,30

5 Credits

Prerequisite for Choir 10: none

Prerequisite for Choir 20: Choir 10

Prerequisite for Choir 30: Choir 20

This course is for all students interested in singing. No musical experience is necessary. Students will learn choral singing technique – vocal production, lyric diction, basic music theory and sight singing, and develop knowledge in musical interpretation and style. The group will sing a variety of songs in a variety of languages, but may also include jazz, folk, and pop. Choir classes may meet in the timetable or out of the timetable (yet to be determined) so there may be a commitment to attend outside regular school hours.

PHYSICAL EDUCATION

Physical Education 10

3,4, or 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.

Physical Education 20

3,4 or 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 the students 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

3,4 or 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 based around career clusters. 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 or CCHS. A course fee will be assessed according to the supplies required for each strand or module.

Media, Design and Communication 10/20/30

(3 or 5 credit)

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 compositions 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 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 in making career choices and in their personal lives.

Design Thinking for Innovation 15 / 25/ 35

(3 or 5 credit)

The Design Thinking for Innovation (DTFI) course provides an opportunity for students to engage in longer term, increasingly complex, personally relevant, design, innovation and invention projects that require a significant investment in time to design, prototype, iterate, and refine. Projects are interdisciplinary in nature and therefore must also incorporate the skills, knowledge, tools and technology from other discipline areas. The nature of the course is to apply design thinking methodologies, mindsets, and processes to explorations into innovation and invention. As such the use of current and emerging technologies for rapid design and prototyping is an important element of the course. Many of the needed technical skills will be directly connected to a variety of interdisciplinary areas. Students would be required to work with one or more educators/mentors/experts and/or community members to develop the scope of the project. Expectations for the project, the final deliverables and the project assessment structure would be co-developed with the student.

Construction Technology 10/ 20/ 30

(3,4, or 5 credit)

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 other related trades.

Students complete a core requirement of three modules in Construction 10: Basic Tools and Materials, Project Management, and Solid Stock Construction. Students with previous experience in woodworking and those who excel at completing course requirements have the opportunity to earn credit in additional modules ranging from advanced joinery to woodturning and wood forming with custom skateboard and longboard making.

Foods Program at BCHS

(3, 4 or 5 credit)

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 and 25 (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

There is a course fee for WILD that 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 or 11 - 3 or 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 must complete the HS3000 course and then Work Experience applications before hours of work are counted. 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. Students in Grades 10 and 11 must have full timetables. 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
Olds 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 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 or her learning needs

Courses offered are: Calm 20, Science 14, Science 24, Science 10, Biology 20, Biology 30, Forensic Science 25, Forensic Science 35, Math 10-3, Math 10C, Math 20-3, Math 20-2, Math 20-1, General Psychology, Personal Psychology, Abnormal Psychology, World Geography.

