

# W.H. Croxford High School

## Course Planner

### 2020-2021



Also available online at <http://whcroxford.rockyview.ab.ca>

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# **W.H. CROXFORD HIGH SCHOOL**

## **Course Planner Handbook 2020-2021**

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W.H. CROXFORD HIGH SCHOOL



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# Welcome to W. H. Croxford High School

The years have flown by – it is incredible to believe the 2020-2021 school year will be the seventh year since our opening! Our school has grown and changed enormously. From our humble beginnings of 300 students in only grades 9 and 10, we have grown to over 1000 students and have grades 9 to 12. Our curricular offerings, along with our student body, have expanded greatly. We look forward to meeting you and working with you to achieve your academic, social, emotional, and career aspirations.

This course planner is intended to provide parents, guardians and students with essential information related to selecting courses, the operation of our academic policies and procedures as well as graduation requirements. Course selection is an important process that allows students to select an academic program that will meet their individual needs and interests and chart the course for their future after high school. Please take the time to review the information contained within this booklet and consider your choices carefully.

Parents of students new to Croxford are encouraged to reach out to administration or counsellors if they have questions. Parents of returning students, please stay in contact with your child's Connect Teacher and subject teachers about your child's progress in an effort to affirm success in working together to set new goals of achievement.

We look forward to meeting you and working with you to assist our students their academic, social, emotional, and career aspirations.

Jeff Smith, Principal

Tracey Sweetapple, Assistant Principal

Glen Brooker, Assistant Principal

## Planning Your Courses

This guide is designed to help students plan their school programming. Course selection should be based on a student's current achievement, capabilities, interests, goals and teacher recommendations. Students register for courses in accordance with achievement and teacher's recommendations. 50% is the minimum mark to continue to the next level in any course sequence, however, the **recommended** marks to successfully continue to the next level may be higher. Recommended marks for advancement are indicated along the arrows in the course flow charts. Flow charts for more complex course sequences are provided within this booklet.

It is the responsibility of the student and parent to ensure the courses that the student selects meet the requirements for graduation. Please visit the Guidance and Career Centre pages on the school website to learn more about post-secondary education requirements, opportunities and scholarships. The use of myBlueprint will also assist in planning programs (see below).

## Selecting Your Courses

The programs in this guide are organized by core and complementary courses. All students are required to take core courses. Students select from the range of complementary courses in keeping with career pathways and personal interests. Consider the following before selecting courses:

1. Ensure completion of the necessary pre-requisites.
2. Consult course teachers, Connect teachers, or school counsellors, if you are not sure about the course sequence you should select.
3. Review the courses needed to complete the Alberta High School Diploma (on next page).
4. Confirm the courses will meet requirements for post-secondary goals. Refer to your myBlueprint planner.
5. Complementary courses will be offered based on sufficient enrollment.

## **Course & Timetable Changes**

Essential timetable changes for both *Semester One* and *Semester Two*, are to be undertaken at the **start of the school year**. Waiting until the second semester to make changes for that semester, may result in your requested courses not being available. All timetable changes must be completed within the first two weeks of each semester.

Each spring, students select core and complementary courses that form the basis of their schedules for the next school year. The master timetable is designed and built from these course requests to meet the majority of students' programming needs. Course selection in our spring registration is also the single most critical element in staffing and budgeting for the next school year. *Students who fail to select appropriate courses in the spring run the risk of not being able to access their desired courses in the next school year as the courses may not be available due to scheduling conflicts or space constraints.*

Students must choose carefully as only changes to classes, based on status of pre-requisites, will be considered. Changes after timetable issuance (or the add/drop date for timetable changes) are based on educational reasoning only. Withdrawing from courses after the add/drop date will not be considered. *Requests for timetable changes based on teacher preference, or placement with peers, will not be approved.*

Overall, please ensure you make your course selections very thoughtfully and carefully.

## **Course Failures**

Students taking a course for the first time will have priority over students who have previously failed a course. Consideration may be given to Grade 12 students who have failed a course required for graduation. Students who have earned a passing grade in a course will not be considered for upgrading.

## **Connect Class**

Each teacher has a cross-graded advisory group that meets once per week. The Connect teacher is the 'go-to' educator for parents to contact if there are questions or concerns. Connect Teachers work with their colleagues to develop and support Student Success Plans and to support learners in reaching their educational and career goals. The online program, myBlueprint, is used to explore student interest, aspirations, learning styles and potential career options. The Teacher Advisor also works closely with students teaching them about course selection, the high-school program of studies and can facilitate connecting students and parents to additional resources and support both within WHC and the larger community. If there are concerns about academic progress, or social/emotional concerns, families can contact their student's Teacher Advisor to discuss those concerns. The Teacher Advisor will communicate with colleagues (teachers, administration, school counsellors) to determine how to best address the identified needs.

## **CAST (Collaboration and Academic Support Time)**

There are three CAST blocks: Tuesday, Wednesday and Thursday mornings from 9:00 AM to 9:40 AM. CAST is instructional time for each student. Attendance is mandatory.

CAST was designed around the needs of students and grounded in a belief that when students have an active involvement in their education coupled with the ability to make choices in their education, the result will be a more balanced, rewarding and successful educational process. East CAST period, students are assigned to their Connect Teacher who coaches, guides, mentors and facilitates students in their education. The Connect Teacher

works meets with students three times a week in a group setting. Connect Teacher monitor students' progress, practicing intervention in programming when needed or required. Remediation is also directly supported by the Connect Teacher who is monitoring their students' progress and addressing any educational concerns as they may arise. At the discretion of the Connect Teacher, CAST allows students to seek assistance from core subject teachers as well as an opportunity to take time, while at school, to work or collaborate on class-based skills or topics with the ready support of that subject teacher. Time for remediation allows students to be supported by teachers at school as well as the opportunity to work with a teacher in a smaller, more focused class setting beyond the traditional classroom and class-based instruction.

## **myBlueprint**

myBlueprint is the foundational educational planning tool used for the four year journey at WHC. All students will have myBlueprint accounts to assist with setting goals, tracking high school diploma requirements and exploring post-secondary options. The School and Career Counsellors use myBlueprint to gather information on student needs and interests. The tool facilitates planning by ensuring that individual student's educational interests and aspirations are known by our school staff. The interactive component of myBlueprint provides students with an opportunity to plan their education. It is highly customized to meet curriculum expectations and learning outcomes and to build on opportunities and experiences related to occupational interests. Students build a forward-thinking plan and visually track school-specific completed, in-progress and planned courses. The ability to create multiple "what-if" plans encourages students to explore options to meet their needs and interests. Our learners can explore a wealth of information on post-secondary opportunities across Canada based on personal preferences and saved high school plans. Options can be compared side-by-side to save time and make the most informed decisions about the future. Head to [www.myblueprint.ca](http://www.myblueprint.ca) and use the access code **croxford** (lowercase, one word) to open an account today!

## **Course Load**

Grade 10 and 11 students enroll in a full course load within the regular bell schedule and do not have spares. Grade 12 students enroll in six to eight courses within the regular bell schedule and may have up to one spare in each semester, providing that they have a minimum of 80 credits at the end of grade eleven and are registered to achieve 110 credits by the completion of grade twelve . All students may also enroll in one or more of the additional courses offered outside the timetable for extra credit. All students must also attend Connect Class and academic support blocks.

## **Acceleration**

In order to accelerate in an academic course sequence at a higher grade level, a student must have 80% or higher in the prerequisite course, have a teacher recommendation and there must be space in the class. If the class becomes full, accelerated students will be removed to honour the needs of the grade level appropriate learners. Grade 10 students may accelerate in one 20-level academic course. Available spots are assigned according to marks. Grade 11 students may accelerate in one or two 30-level academic courses, if that is supportive of their highest learning achievement. Consultations should take place with the grade level administrator or counsellor.

## **Appeals**

Students and/or parents wishing to appeal a grade must do so by March 31 (for Semester 1) and by August 31 (for Semester 2. Appeals are to be made in writing to the Principal of W. H. Croxford High School.

## **Course Offerings**

Please note that complementary courses must have sufficient enrollment in order to be offered in the timetable. All fees associated with complementary courses and Academy Programs are found on the last page of the Course Planner.

# Alberta High School Diploma Requirements

## Students must earn a minimum of 100 credits and complete the following courses:

- English Language Arts 30-1 or 30-2
- Social Studies 30-1 or 30-2
- Math 20-1 or Math 20-2 or Math 20-3
- Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20
- Physical Education 10 (3 or 5 credits)
- Career and Life Management (CALM) (3 credits)

## Earn 10 credits in any combination from:

- Career and Technology Studies (CTS)
- Fine Arts
- Second Languages
- Physical Education 20 and/or 30
- Knowledge and Employability occupational courses
- Registered Apprenticeship Program Courses

## Earn 10 credits in any 30-level course

(in addition to 30 level English and 30 level Social Studies), including:

- 30 level Mathematics, Science, Fine Arts, Languages, CTS, or Physical Education
- Advanced level (3000 series) in Career and Technology Studies Courses
- 35 level locally developed/acquired and locally authorized courses
- 35 level Work Experience
- 35 level Registered Apprenticeship Program courses
- 30-4 level Knowledge & Employability courses

## **MYPASS:**

myPass is a secured self-service through Alberta Education. The website ([myPass.alberta.ca](http://myPass.alberta.ca)) is intended to enable high school students to view their academic information including credit count and diploma exam results. **Students will use myPass to order high school transcripts and to register to rewrite a diploma exam. This is also the ONLY access for students to view their diploma results.**

Students, who are registered to write a diploma exam and are not already signed up through myPass, will receive a registration letter from Alberta Education containing a PIN code. This PIN code expires so you will need to register promptly. As Alberta Education will send this letter to the address the school has on record, it is important that we have your correct address. When signing up for myPass, do not use your RVSchools email address, as this email will expire once you graduate.



# Certificate of High School Achievement Requirements

**Students must earn a minimum of 80 credits and complete the following courses:**

- English Language Arts 20-2 or 30-4
- Mathematics 10-3 or 20-4
- Science 14 or 20-4
- Social Studies 10-2 or 20-4
- Physical Education 10 (3 or 5 credits)
- Career and Life Management (CALM) (3 credits)

**Earn 5 credits in:**

- 30-level Knowledge and Employability occupational course, **or**
- 30-level Career and Technology Studies (CTS), **or**
- 30-level locally developed course with an occupational focus

**AND**

**Earn 5 credits in:**

- 30-level Knowledge and Employability Workplace Practicum course, **or**
- 30-level Work Experience course, **or**
- 30-level Green Certificate course

**OR**

**Earn 5 credits in:**

- 30-level Registered Apprenticeship Program (RAP) course

## **How credits are awarded:**

Each course is assigned a credit value based on hours of instruction (usually 5 credits) as determined by Alberta Education. To receive credits in a course, a student must achieve a mark of 50%. Credits can only be earned once in any course. A grade of 50% must be obtained to proceed to the next course in the sequence. No credits will be granted when the maximum credits in a course have been previously awarded. Students achieving between 40% and 49% in a core course may, instead of repeating the course, take a course in a lower alternative sequence. For example, if receiving a mark of 42% in English 10-1, the student can proceed to English 20-2. If that course is passed, the student will receive retroactive credits in English 10-2. Students who successfully complete the next grade level course in the alternative sequence will then be granted retroactive credit for the prerequisite course. Most Grade 11 and 12 courses require prerequisite courses.

## **Provincial Diploma Exams**

Provincial Diploma Exams are required in English 30-1 and 30-2, Social Studies 30-1 and 30-2, Mathematics 30-1 and 30-2, Science 30, Biology 30, Chemistry 30, and Physics 30. The final mark in these courses is a combination of a school mark and the provincial diploma mark, with the diploma portion being weighted at 30% of the overall mark. Provincial Diploma Exams are posted three years in advance and are available on Alberta Education's website.

## **Alberta Education Website**

Visit <https://education.alberta.ca/> for more information about curriculum and exams.

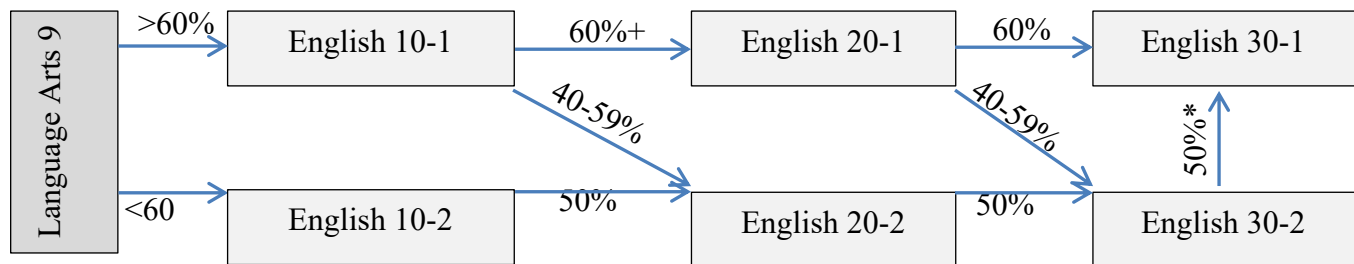
# ENGLISH

## English -1

This program sequence is designed for students with strong reading and communication skills and an interest in literature. Students will be asked to respond critically and personally to a wide variety of texts. Successful completion of English 30-1 is a requirement for entrance to all Canadian universities and many other post-secondary programs.

## English-2

This program sequence is designed to help students build confidence as they develop their English skills for school success, future careers and life goals. Successful completion of this program provides access to most certificate/diploma programs in colleges and technical institutions.



\*To successfully progress from English 30-2 to 30-1, it is recommended that a student achieve a mark of 75% or higher.

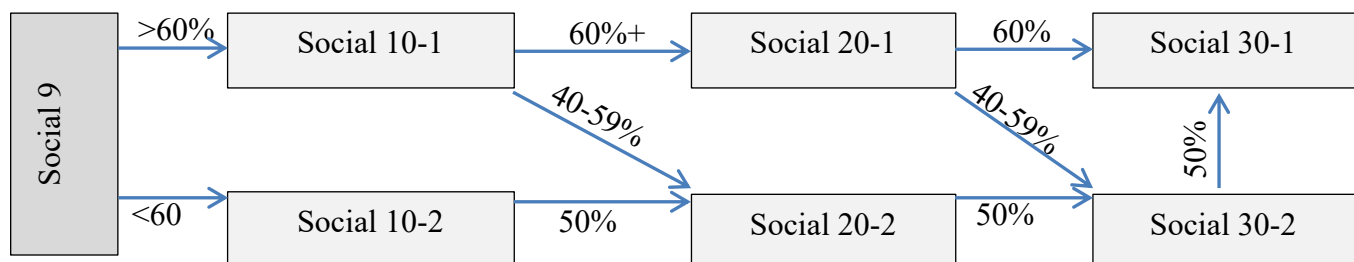
# SOCIAL STUDIES

## Social Studies -1

This program sequence is designed for academic students with strong communication skills. Students in Social 10-1 explore the origins of globalization and its impact, locally, nationally and internationally, on culture, economies, human rights and quality of life. Social 20-1 students explore the complexities of nationalism in Canadian and international contexts. Students in Social 30-1 explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism.

## Social Studies -2

This program sequence begins in Social 10-2 in which students explore the history of globalization and its effects on land, culture, human rights and quality of life. Students in Social 20-2 examine historical and contemporary understandings of nationalism in Canada and the world. In Social 30-2, students examine the origins, values and components of competing ideologies.



## Social Sciences Complementary Courses

### **Military Studies 15/25 and World History 30\***

#### **Pre-requisite: none**

This semester course covers two sections: Military Studies 15 (3 credits), Military Studies 25 (3 credits) and World History 30. Students will engage in discussion and active learning to expand upon and deepen understandings by inquiring deeply and specifically into military imaginings and Historical Empires, leaders and their actions in contemporary and historical contexts.

*\*Please note that these three courses will be taught in the same block over the semester. Students will be taking all three courses to earn a total of 9 credits.*

### **Social Sciences Sample Pack\***

#### **Pre-requisite: none**

These term courses are 3 credits each. Students, with their teacher, will choose one to two courses to complete within the term. Students taking the PE 10 (3 credit) course will enroll in one of the following of the Social Science Sample Pack:

Macroeconomics 30: Markets, Money and Management  
Philosophies of Man 30  
World Geography 30

*\*Please note that these two courses will be taught in one term. Students will be taking two courses to earn a total of 6 credits.*

## MATHEMATICS

### **Competencies in Math 15**

Math 15 is a locally developed course that supports students in preparation for Mathematics 10C. Students who successfully complete Competencies in Math 15 will earn 5 credits. Math 15 does not replace a Grade 10 level math course. Students must still complete a Grade 10 and Grade 11 math course for diploma requirements. <https://bit.ly/2TkpLyS>

### **Math 10 Combined (Math 10C)**

Mathematics 10C is the starting point for both the Mathematics 1 and 2 course sequences. Each topic area requires that students develop a conceptual knowledge base and skill set that will be useful to whatever course sequence they have chosen. The topics covered within a course sequence are meant to build upon previous knowledge and to progress from simple to more complex conceptual understandings.

### **Mathematics -1: Pre-Calculus**

This program sequence is designed for students interested in post-secondary programs that further study of mathematics such as Calculus (e.g. Engineering and Mathematical Sciences). Mathematics 31 is an complementary course designed to prepare students for post-secondary Calculus. Mathematics 30-1 is a co-requisite to Mathematics 31 (can be taken simultaneously).

### **Mathematics 31 – Calculus**

#### **Co-requisite: Mathematics 30-1**

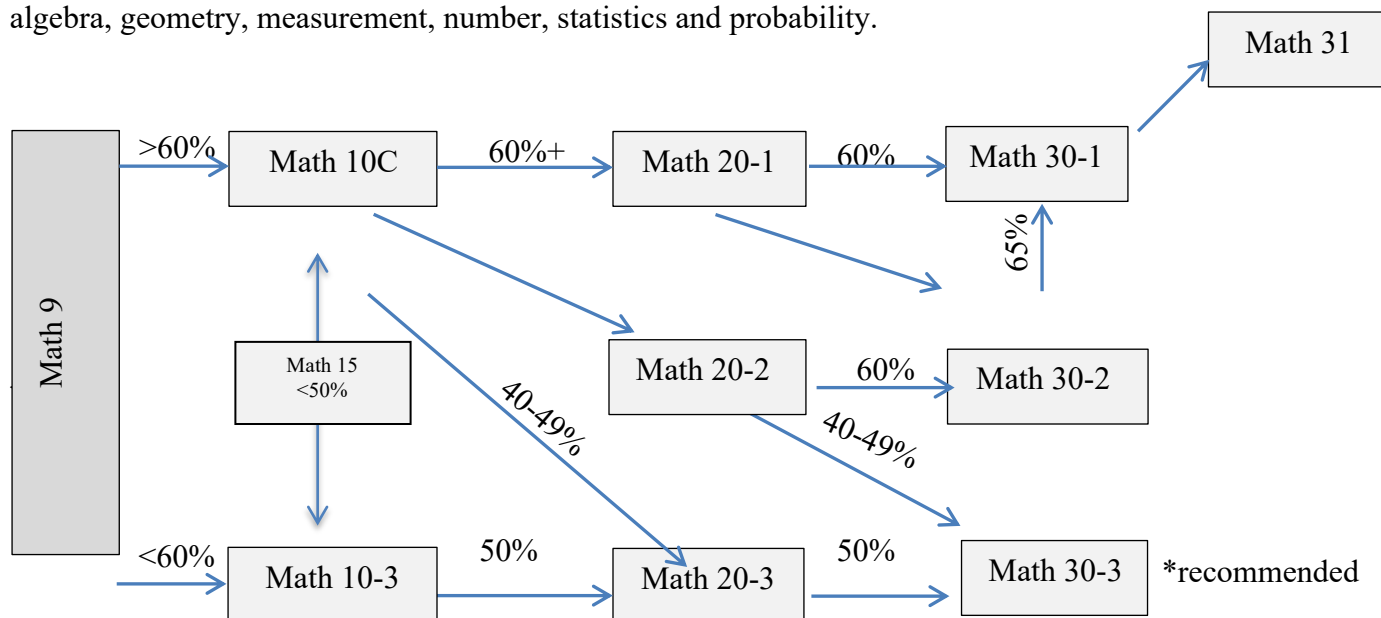
Mathematics 31 is designed for any student who, in all likelihood, will be attempting a calculus course at the post-secondary level. This could be in fields of studies such as Engineering, Science, Commerce and the like. Students are strongly encouraged to investigate the requirements necessary for their post-secondary goals, and if undergraduate mathematics is part of that program, the student should register in Mathematics 31. Topics are oriented toward the dynamic mathematics involved in the study of calculus, and give students the necessary background to further their studies at a post-secondary level. It is recommended, but not necessary, to take Mathematics 30-1 first.

## Mathematics -2: Principles of Mathematics

This program sequence is designed for students interested in post-secondary programs that do not require the study of Calculus. This sequence provides students with the flexibility to change course sequences if their interests change.

## Mathematics -3: Workplace & Apprenticeship

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



To view the High School Mathematics Requirements for Post-Secondary Entrance: Please be advised that the majority of university or college entrance requirements need Math 30-2. These courses are highly rigorous and academically focused. A small amount of specialized university programs need students to take Math 30-1.

To view the Parent Information page for the Math Curriculum: <http://education.alberta.ca/teachers/program/math/parents.aspx>

## SCIENCES

### Science 10-20-30

This program sequence provides students with a unified view of the biological, chemical, physical and Earth sciences and an awareness of the connections among them. Science 10 is the prerequisite for all 20 level science courses and students are encouraged to pursue science courses that hold the greatest interest for them. Students may take Science 30 with a grade of 50% or higher in any 20 level science course. Science 30 is accepted for entrance into several university and post-secondary programs.

### Science 14-24

This program sequence meets the basic requirements for an Alberta High School Diploma. It is designed primarily for students planning to directly enter the workforce.

### Biology 20-30

This program sequence begins in Biology 20 with a study of Energy & Matter Exchange in the Biosphere, Ecosystems & Population Change, Photosynthesis & Cellular Respiration and Human Systems. Biology 30

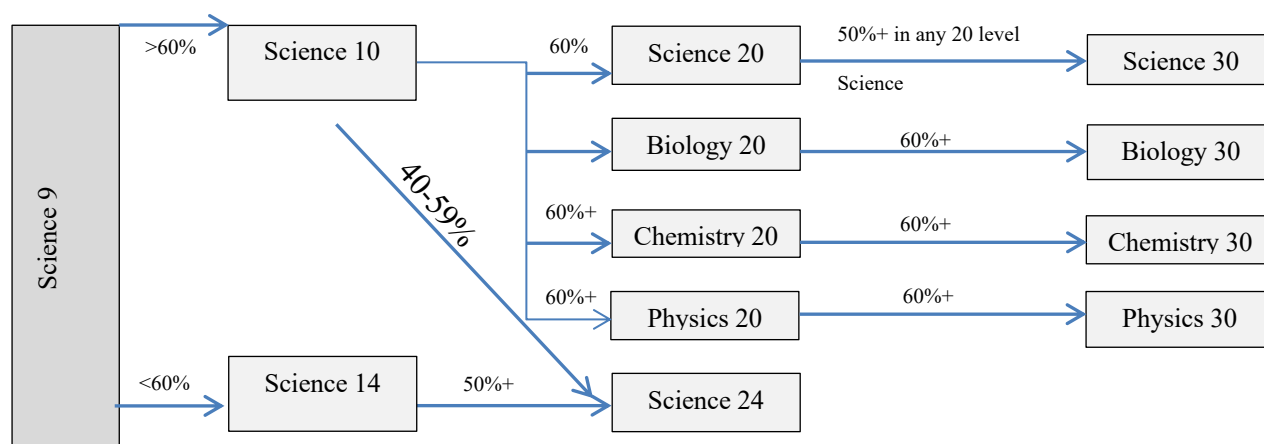
emphasizes adaptation and change and covers Nervous & Endocrine Systems, Reproduction & Development, Cell Division, Genetics & Molecular Biology and Population & Community Dynamics.

## Chemistry 20-30

This program sequence is designed to study matter and its changes. Chemistry 20 students explore the Diversity of Matter and Chemical Bonding, Forms of Matter: Gases, Solutions, Acids & Bases and Quantitative Relationships in Chemical Changes. Chemistry 30 examines Thermochemical Changes, Electrochemical Changes, Chemical Changes of Organic Compounds and Chemical Equilibrium Focusing on Acid-Base Systems.

## Physics 20-30

This program sequence begins in Physics 20 with a study of Kinematics, Dynamics, Periodic Motion and Conservation of Energy. Physics 30 students study more abstract concepts of Momentum & Impulse, Forces & Fields, Electromagnetic Radiation and Atomic Physics. It is recommended that students should have successfully completed Math 10 C.



### Science Complementary Courses

#### Forensic Science 25 - 35

**Pre-requisite: Science 10**

**Additional Fee Required**

This program sequence begins in Forensics 25 with a study of crime scenes, physical evidence, microscopic trace evidence, body fluid evidence, DNA, document analysis, polygraph testing, and alcohol's involvement in crimes. Forensics 35 students will study fire investigation, forensic accounting, forensics in technology areas, forensic pathology, forensic anthropology, forensic entomology, forensic odontology, forensic psychology and forensic psychiatry. Available through WeConnect.

# PHYSICAL EDUCATION

## **Physical Education 10**

**Physical Education 10 pre-requisite: None**

**No Fee**

**Physical Education 20, 30 pre-requisite: Previous Level**

**Additional Fee Required**

In this program sequence students develop knowledge, skills and attitudes necessary to lead active, healthy lifestyles. Students participate in activities from all five dimensions of the PE curriculum: Dance, Games, Flexibility, Activities in an Alternative Environment, and Individual Activities. PE 10 is a compulsory course offered for 3 credits or 5 credits. In the timetable, students who opt for the 3 credit PE 10 course will take two 3 credit courses from the Social Sciences Sample Pack. (See page 11.)

PE 20 and PE 30 are full semester courses of five credits each, that explore a variety of activities to further develop healthy habits and lifestyles.

## **Sports Complementary Courses**

### **Sports Medicine 10-20-30**

**Sports Medicine 10 pre-requisite: None**

**Sports Medicine 20, 30 pre-requisite: Previous Level**

**Additional Fee Required**

In this program sequence, students will learn about the various facets of sports injuries, first aid care, training room management and career opportunities related to sports medicine, anatomy and physiology. At the intermediate levels, students continue to study the immediate core, prevention and management of athletic injuries. Areas of study also include taping techniques, anatomy, rehabilitation and the maintenance and administrative skills required to run a training facility. Practicum experiences are required. Sports Medicine at each level is based on a series of 5 one credit courses.

### **Sports Performance 10-20-30**

**Sports Performance 10 pre-requisite: None**

**Sports Performance 20, 30 pre-requisite: Previous Level**

**Additional Fee Required**

Students in this program of studies develop their physical abilities in all areas of sport. This course combines theory and practical application in the areas of personal health, wellness, and performance. Topics include proper weight training techniques, current training principles, performance enhancement, sports psychology, nutrition, sports studies, sports injuries, philosophy of sport and personal development through participation in sport. Sports Performance at each level is based on a series of 5 one credit courses.

### **Yoga 15-25-35**

**Yoga 15 pre-requisite: None**

**Yoga 25-35 pre-requisite: Previous Level**

**Additional Fee Required**

This course will introduce students safely to the basic postures (asana), breathing techniques, and relaxation methods of yoga. Students will touch on the historical roots of yoga, providing an understanding of where yoga came from and where it fits into our society today. Students will learn basic anatomy and physiology as it applies to the practice of yoga. This class is designed to allow students to experience the many health benefits of yoga, which include, but are not limited to: increased focus, concentration, strength and flexibility.

## **CAREER & LIFE MANAGEMENT (CALM)**

CALM is a compulsory course every student must take at some point during high school about the practical responsibilities of adulthood. In this course students will learn about and build upon personal strengths. They will discuss issues relevant to their lives that deal with self-awareness, communication, well-being, relating to others, careers and living independently. Learners will be required to complete an Employability Skills Portfolio which will help to assess skills and plan for the future. CALM 20 may also include consumer and investment choices, entrepreneurship, dealing with crises, and human sexuality.

## **SECOND LANGUAGES**

### **French as a Second Language 3 Year Program**

**French 10-20-30-3Y**

**French 10 pre-requisite: None**

**French 20, 30 pre-requisite: Previous Level**

**Additional Fee Required**

These courses continue developing student communicative abilities in speaking, writing, reading and listening. This is an excellent program for those students wanting to learn a second language. Students will learn to express ideas in a variety of practical, everyday subjects. In addition to learning pronunciation, vocabulary, and grammar, students will gain an understanding of French culture.

### **Spanish as a Second Language**

**Spanish 10-20-30-3Y**

**Spanish 10 pre-requisite: None**

**Spanish 20, 30-3Y pre-requisite: Previous Level**

**Additional Fee Required**

Students do not need Spanish 9 to start learning Spanish 10, 20, 30. This program is an ideal choice for students interested in learning a second language or an additional one. The main emphasis in this program is learning to communicate (in all aspects) in Spanish. Spanish 10 focuses on the basics of the language. Learning basic Spanish is not complicated if learners can already speak English. Spanish 20 allows students to communicate in more depth and context. Spanish 30 expands vocabulary and linguistic skills. At all levels students will gain an understanding of Spanish-speaking cultures.

### **Language Challenges**

When challenging the French or Spanish 30 courses, students must complete a portfolio assignment and a final exam. The portfolio and exam will consist of material covering all three levels (French/Spanish 10-3y, 20-3y, 30-3y.). Upon passing the challenge, the student will receive credits for French or Spanish 10-3y, 20-3y, 30-3y. There are no rewrites and the student's grade is final. A passing grade is 50% or higher, where the exam and the portfolio are each weighted at 50%. Students cannot pass the challenge without completing both the portfolio and the exam.

## **LEADERSHIP 15-25-35**

**Leadership 15 pre-requisite: None**

**Leadership 25, 35 pre-requisite: Previous Level**

**Additional Fee Required**

The mission of Leadership is to foster a sense of responsibility within our school community, our feeder schools, and Airdrie. Students are given the opportunity to give back to their school and community while building leadership skills for their future. Leadership is delivered through single (1) credit CTS courses, usually in a five or six credit combination, within a semestered course at each grade level.

## **Learning Strategies 15-25-35 (3 – 5 Credits)**

The outcomes for these courses are: understanding self as learner, organization and management of time and resources, understanding the learning process, assessment and evaluation (preparing for courses and exams effectively) and learning about self-advocacy.

## **FINE ARTS**

### **Art 10-20-30**

**Art 10 pre-requisite: None**

**Art 20-30 pre-requisite: Previous Level**

#### **Additional Fee Required**

Art education is the process of learning about different types of artistic expression, including different media and formats for artwork and different movements and styles throughout art history. Learning can include practical understanding, such as how to use different tools to create artwork or an understanding of how to appreciate artwork. Many art education classes will usually be split between practical knowledge and theoretical knowledge, teaching both how to create artwork and an appreciation for the work others create. This approach allows students to create their own artwork and view the work of others, both students and master, to better understand artistic expression.

### **Choir 15-25-35**

**Choir 15 pre-requisite: None**

**Choir 25-35 pre-requisite: Previous Level**

#### **Additional Fee Required**

Choir is a music course. It is a performance-based class; attendance at all concerts, festivals and trips is **mandatory**. Choir is open to any student in grades 10-12 who has a love of singing and/or wish to improve singing within an ensemble. Having some previous experience with singing is an asset but not a necessity. Students are exposed to a wide range of musical styles, from renaissance and classical to gospel, pop and jazz. Choir may run outside of the regular timetable as a “J” block, 7:35 – 8:55 am, 2 to 3 days per week.

### **Drama 10-20-30**

**Drama 10 pre-requisite: None**

**Drama 20-30 pre-requisite: Previous Level**

#### **Additional Fee Required**

Students will develop dramatic skills acquired in previous years through assuming roles, exploration of dramatic situation and reflection on the outcome. Students will learn theatre studies, technical theatre, speech, movement, improvisation and acting. Emphasis is placed on the development of the student as a creator, performer, historian, critic and patron. Teamwork is essential as students participate in non-competitive, cooperative, supportive, joyful, yet challenging dramatic study. Public performances, as they occur, are **MANDATORY**.

### **Dance 15/25/35**

**Dance 15 pre-requisite: None**

**Dance 25-35 pre-requisite: Previous Level**

#### **Additional Fee Required**

Dance will be examined as both a performance art and as part of an active lifestyle. This level of dance is meant to introduce a variety of dance forms and dance techniques; students will not only learn dance but will also examine dance appreciation and choreography. Please be advised this is a performance class and students will be required to perform in class, for the school and the community. Attendance is crucial to success in this course AND to your ensemble.



## **Film and Media Studies 15/25/35**

**Film Studies 15 pre-requisite: None**

**Film Studies 25-35 pre-requisite: Previous Level**

### **Additional Fee Required**

Film & Media Art is the exploration of film and media art as an artistic form of expression. Film and media art are highly visible in contemporary culture. The purpose of this course is to provide learning experiences where students investigate, explore and create film and media art from an artistic perspective. With the support of a collaborative community, students engage with ideas, colleagues and audiences through film and media art.

## **General Music 10-20-30**

**General Music 10 pre-requisite: Music 9 or permission of Director**

**General Music 20, 30 pre-requisites: Previous Level**

### **Additional Fee Required**

General Music 10, 20, 30 is a broad spectrum of musical experiences within a non-performance based environment where you do not have to specialize in instrumental or choral performance. Students will gain an understanding and appreciation for music and its role in society. In addition to composing music, you will approach music through listening and study. You will understand how and why music is produced and appreciate the theory, history, and sound of music. You will also explore your ability to make music. This program may cover the following topics: the exploration of music composition, the history of Western music, music and technology, world music, careers in music, jazz appreciation, and popular music.

## **Instrumental Music 10-20-30 (Performance Band)**

**Instrumental Music 10 pre-requisite: Music 9 or permission of Director**

**Instrumental Music 20, 30 pre-requisite: Previous Level**

### **Additional Fee Required**

**\*Please note: there are additional costs for instrument rental.**

Students learn a variety of music styles, genres and facets in a wind instrument/percussion setting that promotes full band, ensemble and solo work. Techniques learned include sight-reading, listening, ear training, composition and evaluative performance. Skills learned in previous wind instrumental/percussion courses will be further developed. Class times are inside of the regular timetable. Performances and concerts that take place outside of the regular school day, in the evenings and/or on weekends, are a **MANDATORY** part of this course. Students registering must be prepared to meet this obligation.

## **Musical Theatre 15/25/35**

**Musical Theatre 15 pre-requisite: None**

**Musical Theatre 25-35 pre-requisite: Previous Level**

### **Additional Fee Required**

The musical theatre program aims to provide an interactive environment of integrated study in dance, drama, technical theatre and vocal music for students who seek the challenge of working through the creative process to performance. The following are **STRONGLY** recommended: Musical Theatre 15 have a pre-requisite or co-requisite of one or more 10 or 15 level performing arts course. Musical Theatre 15 is a pre-requisite for Musical Theatre 25 Musical Theatre 25 is a pre-requisite for Musical Theatre 35. Enrolment in 15, 25, 35 without the co or pre-requisite is permitted with the teacher's recommendation and permission of the principal.

# CROXFORD ACADEMIES

W. H. Croxford High School has four thriving academy programs. Students who are interested in an academy program must apply.

## **Croxford Academy of Performing Arts (CAPA)**

**Please see the Academy Program Fee Sheet**

Students in the Croxford Academy of Performing Arts will learn through an integrated dramatic and performing arts approach. Students will develop their skills and passion in drama and performance by creating a number of small productions and performances from concept to performance. All aspects of the program will be taught through the arts with the year culminating in one large production.

**CAPA 10 Course credit will be given in:**

- Dance 15 (5 credits)
- Drama 10 (5 credits)
- Performing Arts 15 (5 credits)
- English 10-1/10-2 (5 credits)
- HCS3000, HCS3010, AGR3000
- 1 COM Tech credit each in: Visual Composition (Design), and Web Design

At the 20 level, CAPA students will build upon foundational knowledge and explore performing arts at a deeper level. Emphasis will be placed on mentorship, and commitment to working as a professional artist.

**CAPA 20 course credit will be given in:**

- Dance 25 (5 credits)
- Drama 20 (5 credits)
- Performing Arts 25 (5 credits)
- English 20-1/20-2 (5 credits)
- CALM 30 (3 credits)

## **Cavalier Music Academy (CMA)**

**Please see the Academy Program Fee Sheet**

**\*Please note: there are additional costs for instrument rental.**

Students in the Cavalier Music Academy (CMA) will learn all of the knowledge and skills musicians need in today's musical landscape. At the 10 level students will learn to write, rehearse, promote, and perform original music using modern technology, tools and techniques. The aim of the Music Academy is to build a foundation of transferable skills, knowledge, and experiences that will give students the tools they need for a lifetime of music making.

**CMA 10 - Course credit will be given in (23 total):**

- English 10 (5 credits)
- HCS3000, HCS3010, AGR3000
- General Music 10 (5 credits)
- Chamber Ensemble 15 (5 credits)
- Com Tech 10 - Music Technology (5 credits)
  - 1 COM Tech credit each in: Visual Composition (Design), Graphic Tools, Audio/Video, Media, and Web Design

Students at the 20 level of Cavalier Music Academy (CMA) will learn all of the knowledge and skills musicians need in today's musical landscape. The aim of the 20 level academy is to create an entrepreneurial spirit to help students advocate for themselves and be more resilient in today's economy.

**CMA 20 - Course credit will be given in (25 total):**

- English 20 (5 credits)
- General Music 20 (5 credits)
- CALM 30 (3 credits)
- Chamber Ensemble 25 (5 credits)
- Com Tech 20 - Music Technology (5 credits)
  - 1 COM Tech credit each in: Pre-Production, Production, Post-Production, Media Impact, and Branding, Marketing and Management 10, Marketing and Management & E-Commerce

**Visual Arts and Media Academy**

**Please see the Academy Program Fee Sheet**

Students in the Visual Arts & Media Academy (VAM) will learn through an integrated visual arts approach. They will develop their skills and passion in art and media while learning about their role as artists.

**VAM 10 course credit will be given in:**

- Art 10 - Studio Art (5 credits)
  - Communication Technology 10
- 1 COM Tech credit each in:
- Visual Composition (Design), Graphic Tools (Adobe tools), Photography Introduction, Photography Exposure, Basic Animation, Audio/Video, Media, Electronic Layout & Publishing, Photography Communication, COM Tech Project, and Web Design (11 credits)
- English 10-1/10-2 (5 credits)
  - HCS3000, HCS3010, AGR3000

At the 20 level, VAM students will build upon foundational knowledge and explore visual arts and media at a deeper level. Emphasis will be placed on mentorship, and commitment to working as a professional artist.

**VAM 20 course credit will be given in:**

- Art 20 (5 credits)
- Communication Technology 20 and Design 10
  - 1 Design credit each in: Sketch, Draw, Model and The Design Process (2 credits)
  - 1 COM Tech credit each in: Media Impact, Design - Brand Identity, Photography Composition, Photojournalism, Raster Graphics 1, (5 credits)
- English 20 (5 credits)
- CALM 30 (3 credits)

**Academy 30 – CAPA, CMA, VAM**

Students who successfully complete the 10 and 20 level academies are eligible to apply for the 30 level Academy in either CMA, CAPA, or VAM. Students considering the 30 level will need to have shown skill and independence as learners in their academy. They will create proposals and present pitches to a panel to be admitted into the 30 level academy year. Students must enroll in an elective course related to their academy during the afternoon (CMA - Music/Band 30, CAPA - Drama 30 or Dance 35, VAM - Art 30). Students will also be enrolled in Special Projects 30, where students will be independently scheduled for one block in the morning during the CMA, CAPA or VAM 10/20 timetable. Students are expected to work independently in

their special project and present a Capstone presentation upon their exit from Academy 30. Students who successfully complete Academy 30 will receive a Fine Arts Academy Certificate.

**Academy 30 course credit will be given in:**

- CMA - Music/Band 30, CAPA - Drama 30 or Dance 35, VAM - Art 30 (5 credits) \*students may opt to take additional related courses in fine arts, but are required to take at least one in their academy area of focus.

- Special Projects 30 (5 credits)

\*Please note: English 30-1/30-2 is not an integrated part of the Academy 30 level and is still a required component for graduation

## **Academy of Mechatronics**

### **Please see the Academy Program Fee Sheet**

Mechatronics 10 is focused on developing and strengthening knowledge and skills in the areas of mechanical, electrical, and emerging technologies. Students will work collaboratively in teams, communicating and problem solving to complete the various challenges presented. Challenges will combine theory and practical exposure in the areas of technical design, 2D,3D and CAD modeling, visual composition, electro-assembly, computer science, and robotics. ELA 10 and workplace safety coursework will be integrated into design and engineering challenges, including related media, themes for exploration, text, and experiences.

**Mechatronics 10 - course credit (minimum 35 credits) will be given in:**

- English 10-1 or 10-2 (5 credits)
- HCS3000, HCS3010, AGR3000 (3 credits)  
(Workplace Safety Systems, Job Preparation, Agriculture Safety)
- Industrial Electro Assembly (Robotics) 10 (7 credits)  
(Electro Assembly, Conversion and Distribution, Control Systems, Security Systems 1, Robotics 1, Robotics Application, ELT Project A)
- Computer Science 10 (4 credits)  
(Computer Science 1, Structured Programming 1 and 2, Robotics Programming 1)
- Design Studies 10 (5 credits)  
(Design Process, 2D Design, 3D Design 1, CAD 1, Technical Design and Drafting)
  
- Enterprise and Innovation 10 (3 credits)  
(Challenge and Opportunity, Elements of a Venture Plan, Communication Strategies 1)
- Communications and Information Technology 10 (3 credits)  
(Visual Composition, Media, Web Design 1, Digital Presentations)
- CSE/DES/ELT Project A (minimum 2 credits)  
(Student Developed Passion Projects)

**Pre-requisite:** successful completion of grade 9 core subjects (Ma/ELA/Sci/SocSt), and successful program application

### **Mechatronics 20:**

Mechatronics 20 is focused on developing and strengthening knowledge and skills in the areas of mechanical, electrical, and emerging technologies. Students will continue to work collaboratively to solve higher-level design and engineering challenges, communicating and problem solving to complete the challenges presented. Students will grow their skills in the areas of technical design, 2D, 3D and CAD modeling, visual composition, electro-assembly, computer science, and robotics, and will be asked to mentor Mechatronics 10 students in their work. ELA 20 coursework is required for continuation in the stream of English leading to university and/or college admission, and will be integrated into design and engineering challenges, including related media,

themes for exploration, text, and experiences. Space is limited, and students are required to apply and interview to continue at the 20 level.

**Mechatronics 20 - course credit (minimum 42 credits) will be given in:**

- ELA 20-1 or ELA 20-2 (5 credits)
- CALM 20 (3 credits)
- Industrial Electro Assembly (Robotics) 20 (12 credits)  
(Electro Assembly 2, Electrical Servicing, Electronic Power Supply, Control Systems 2, Security Systems 2, Magnetic Control Devices, Robotics 1, Electronic Controls, Robot Sensors 1 and 2, Process Control, Robotics 3)
- Computer Science 20 (7 credits)  
(Computer Science 2, Procedural Programming 1, Robotics Programming 2, Data Structures 1, Second Language Programming 1, CSE Project B, Intermediate Practicum)
- Design Studies 10 (6 credits)  
(2D Design 2, 3D Design 2, CAD 2, Technical Design 2, Technical Drafting 2, DES Project B)
- Marketing and Management 20 (5 credits)  
(Communication Strategies 2, Professional Communication, Managing for Quality, Promotion - Print Advertising)
- Communications and Information Technology 20 (7 credits)  
(Media Impact, Web Design 2, Animation 2, Design - Brand Identity, Interactive Presentation, COM Project B)

**Pre-requisite:** successful completion of Mechatronics 10, ELA 10, and CALM 20, passing grades in other academic subjects

**Academy of Mechatronics 30:**

Students who successfully complete Mechatronics at the 10 and 20 level are eligible to apply for Mechatronics at the 30 level. Space is limited to students who have consistently demonstrated skill and independence as learners at the 10 and 20 level. In order to be admitted into the 30 level academy, students are required to create project proposals and a presentation to be delivered to an interview panel. Students must enroll in an elective course related to their academy during the afternoon (Robotics 30). Students will also be enrolled in Special Projects 30, where they will be independently scheduled for one block in the morning during the Mechatronics 10/20 timetable. Students are expected to provide peer-mentorship, and work independently on their special project and present a capstone presentation upon their exit from Mechatronics 30. Students who successfully complete Academy 30 will receive a Mechatronics Academy Certificate.

**Please note:** ELA 30-1 and ELA 30-2 is **not** integrated at the Mechatronics 30 level. Students are required to enroll in the appropriate ELA 30 course for graduation.

**Mechatronics 30 course credit (10 credits) will be given in:**

- Industrial Electro Assembly (Robotics) 30 (5 credits) \*specific modules to be determined based on special project outcomes)
- Special Projects 30 (5 credits)

**Pre-req:** successful completion of Mechatronics 20, ELA 20, successful proposal and panel interview, passing grades in other academic subjects and on-track to graduate.

# CAREER AND TECHNOLOGY STUDIES (CTS) COURSES

## **Business and Enterprise 10-20-30**

**Business and Enterprise 10 pre-requisite: None**

**Business and Enterprise 20-30 pre-requisite: Previous level**

### **Additional Fee Required**

This course takes students through the processes and requirements to start up a business. It is a collaborative course where students can work together to create and put into action their own small business model.

## **Communication Technology 10-20-30**

**Communication and Technology 10 pre-requisite: None**

**Communication and Technology 20-30 pre-requisite: Previous level**

### **Additional Fee Required**

Students have the chance to imagine, design and complete creative work in photography, audio and video production, graphic design and website design. Through guided practice and independent module exploration, students develop skills in the technology, processes and roles authentic to the creative industries. Students also learn communication and collaboration skills that are applicable in daily life and fields of work.

## **Construction Technologies 10-20-30**

**Construction Technologies 10 pre-requisite: None**

**Construction Technologies 20-30 pre-requisite: Previous Level**

### **Additional Fee and Safety Equipment Required**

The Construction Technologies area offers the widest course selection of any CTS area and concentrates on hands on, work related experiences. Courses may be selected from the following: Career Transitions and Construction Technologies. Throughout this program, safety, quality of work and productive work are emphasized. Students will develop skills in communication, managing information, the use of numbers, solving problems, safe work practices, and teamwork skills while developing positive attitudes and behaviours. Students will demonstrate responsibility, adaptability, and continuous learning. The equipment, techniques, materials and processes are, as far as possible, the current ones found in industry. As per industry standard, all students must wear proper eye protection while in the shop areas. Students can select available courses from any level they are eligible for in any Introductory, Intermediate or Advanced level course. Intermediate and Advanced courses require pre-requisites.

## **Cosmetology 10-20-30**

**Cosmetology 10 pre-requisite: None**

**Cosmetology 20-30 pre-requisite: Previous Level**

### **Additional Fee Required**

The Cosmetology program is designed for students who are interested in pursuing a career in hair, esthetics, makeup artistry OR for students who are just interested in learning how to make themselves look and feel better. The program sequence will take students from shampooing and styling hair to learning how to give a facial and performing a manicure. At the intermediate and senior level, students will learn a variety of hair coloring practices and professional makeup techniques, as well as haircutting, creating famous looks from history and unique and modern creations of their own.

## **Culinary Arts 10-20-30**

**Culinary Arts 10 pre-requisite: A love and appreciation for food**

**Culinary Arts 20 /30 pre-requisite: Previous Level**

### **Additional Fee Required**

**Culinary Arts 20/30 is a split class working on separate modules**

Students work in a fast paced commercial kitchen that provides real life experience as the food we create is served for lunch in the cafeteria. Students taking this course will learn the fundamentals of cooking as well as the expectations of certified Red Seal chefs. Students taking this program are expected to work lunch on a rotational basis, as part of the program. We adhere to the Alberta Health Service Professional Safe Food practice. Hairnets and hats are required to be worn by students. Nails must be trimmed, short, and free of nail polish. If you are interested in a career as chef, then this course is for you.

### **Fashion Studies 10-20-30**

**Fashion Studies 10 pre-requisite: None**

**Fashion Studies 20-30 pre-requisite: Previous level**

#### **Additional Fee Required**

This course is project based where students get to design and create their own fashion garments. They learn techniques in machine sewing, hand sewing, leather stitching, embroidery, and many others. This course is not just for aspiring fashion designers it is for anyone who would like to learn a great life skill.

### **Mechanics 10-20-30**

**Mechanics 10 pre-requisite: None**

**Mechanics 20-30 pre-requisite: Previous level**

#### **Additional Fee Required**

Students don't need to become a mechanic to learn about their own vehicle. This course is for those who want to learn about cars, how they work, and what to do when they don't. Mechanics is designed to be challenging enough for those considering a career in mechanics and engaging for those who just want some knowledge on how to purchase and maintain their car. We cover many topics ranging from installing stereos to rebuilding engines.

### **Metal Work 10-20-30**

**Metal Work 10 pre-requisite: None**

**Metal Work 20-30 pre-requisite: Previous level**

#### **Additional Fee Required**

**Introductory Level (10):** Students gain knowledge and skills in the use of basic hand tools and materials used in metal work, and safely transform common metals into useful products. Students will also learn how to use cutting, bending and fastening processes to create a variety of products from bar and tubular stock. In this course they will develop basic hand and machine tool knowledge, skills and techniques to mechanically remove materials using the metal lathes.

**Intermediate Level (20):** Students develop basic skills in the safe and efficient use of oxy-fuel equipment and supplies to braze and fusion weld. Students develop basic skills to use, safely and efficiently, thermal cutting equipment and supplies. They will develop an understanding of the advantages and disadvantages of Gas Metal Arc Welding (GMAW) processes, and they gain experience using GMAW processes by performing flat, horizontal and vertical fillet welds and flat groove welds. They will also develop basic turning skills to size, shape and finish common machinable metals and plastics using the metal lathes.

**Advanced Level (30):** Students develop skills to evaluate and improve the quality of gas metal arc welding's, and they extend their Gas Metal Arc Welding (GMAW) skills by performing horizontal and vertical groove welds. They will develop specialized lathe skills for thread cutting and taper turning techniques. Students will also learn about the uses of pipes, basic piping principles and fabrication skills.

## **Robotics 10-20-30**

**Robotics 10 pre-requisite: None**

**Robotics 20- 30 pre-requisite: Previous level**

### **Additional Fee Required**

Robotics deals with the design, construction, operation of robotic devices. Students who enjoy a certain level of independence, project base learning, as well as, a lot of brainstorming and problem solving will thrive in this environment. Learners will explore design thinking, 3-D modeling, control types, electronic components, radio controls, sensory feedback, information processing and coding. As student progress to higher levels, they will explore more advanced themes like, automation, drive system designs and computer science.

## **Special Projects**

**Pre-requisite: Maintenance of an average of 70% in all subjects and acceptable attendance as outlined in the W. H. Croxford Student Handbook.**

All students will meet with the teacher supervisor for an interview prior to being accepted into this course. Special Projects is intended for students to pursue activities in which they have considerable interest or ability but are not within the scope of the regular curriculum or programs already being offered at W.H. Croxford. Students are required to submit a clearly planned proposal to the Principal for approval and must include: a description or outline of the project; the evaluation procedures as outlined by the teacher overseeing Special Projects; expected completion date, and the number of hours of work expected to complete the project (75 hours = 3 credits: 125 hours = 5 credits). This will be scheduled as a “J”Block course and **is not intended to replace a course within the regular expected course load.**

## **WECONNECT**

WeConnect is the opportunity for students to work independently on an on-line course. This program is designed for students who want to take a course that is not offered at the school, a student who has a timetable conflict, or any other extenuating circumstances. In order to be successful in WeConnect, students must be able to work independently on course material. Students will develop skills in responsibility, adaptability, and decision-making.

## **OFF CAMPUS EDUCATION**

Off Campus Education includes Work Experience, RAP (Registered Apprenticeship Program) and Green Certificate. These courses provide learning experiences outside the scope of the curriculum. Off-Campus Education is an opportunity for student to explore and expand their skills, knowledge and career interests. Students focus on building employability skills to assist them as they transition from high school into the world of work. Please visit the Work Experience Coordinator (Rm 1001) for more information.

### **HCS3000 – Workplace Safety Systems**

This 1-credit CTS course is a pre-requisite for both Work Experience and RAP. Students gain the knowledge, skills and attitudes related to workplace health and safety and examine relevant legislation required in the workplace.

### **HCS3010 – Workplace Safety Practices**

This 1-credit CTS course is a co-requisite for RAP students. Students explore workplace safety principles and practices, and apply these principles and practices to a variety of contexts.

### **AGR3000 – Agriculture 3000**

This 1-credit CTS course is an additional safety credit that students may earn. It includes safety practices related to working in agriculture.



## **Work Experience 15-25-35**

The Work Experience Program is designed to provide students with an opportunity to explore careers while practicing and developing skills in a real working environment. Students may earn between three (3) and fifteen (15) credits (depending on the number of eligible hours they work) that can be applied towards the Alberta High School Diploma. **Work experience is not intended to replace a course within the regular expected course load.** Of Special note: Work Experience is an excellent way to boost your Grade Point Average to be eligible for the Alexander Rutherford Scholarship.

## **Registered Apprenticeship Program (RAP) 15-25-35**

The Registered Apprenticeship Program (RAP) is a way for registered high school students to become apprentices, and earn credits toward an apprenticeship program and a high school diploma at the same time. Students complete one Work Experience course before registering for RAP. Students enrolled in the RAP program can earn anywhere from five (5) to twenty (20) credits.

## **GREEN CERTIFICATE**

A unique relationship between Alberta Agriculture and Food, and Alberta Education allows for the Green Certificate Program to successfully provide farm training to students. There are 8 specializations within Agriculture Production for students to choose from. Students interested in these courses need to discuss their intention with the Off-Campus Education Coordinator. A deposit of \$300 is required to take the program, refundable upon completion of the certificate.

## **KNOWLEDGE & EMPLOYABILITY (K&E) COURSES**

Knowledge and Employability courses are available to students in grades 10 through 12 who meet specific criteria. Completion of these courses will result in the student achieving their Certificate of High School Completion. See page 8 for details of the requirements. These courses are intended to provide students with opportunities to experience success and become well prepared for employment, further studies, active citizenship and life-long learning. Knowledge and Employability courses include and promote: a) workplace standards for academic, occupational, and employability skills, b) practical applications through on- and off-campus experiences and/or community partnerships, c) career development skills to explore careers, assess career skills and develop a career-focused portfolio, d) and interpersonal skills to ensure respect, support and cooperation with others at home, in the community and at the workplace.

Knowledge and Employability courses are designed to provide entry-level employment skills. Some students may transition successfully from Knowledge and Employability courses to other courses to achieve a high school diploma, or to post-secondary opportunities (e.g. some colleges, some apprenticeship programs). Reviewing each student's learning plan on an annual basis will assist in adjusting their goals and courses as needed. Please see the School Counselling Department for more information about Knowledge and Employability courses.

## **CERTIFICATE OF SCHOOL COMPLETION**

The Certificate of School Completion in special education can be awarded to a student with significant cognitive disabilities who meets the qualification criteria listed below. Students must be nominated by the Principal of the school.

- By the end of the current school year, the nominee has been a student for at least twelve years (and is 17 years of age by March 1 of the current year).
- The school year in which the nomination is being submitted is the student's last year of school programming.

- This student has a significant cognitive delay, has participated in special education programming and has been identified with one of the following special education codes at the time of school completion: 41, 42, 43, 44, 45, 46, 51, 52, 53, 55, 56, 58, 59
- The student has worked toward goals and objectives in an individualized program plan consistent with the requirements of Alberta Education
- This student does not have credits in any of the following High School courses: English, Math Science, Social.

Due to significant cognitive disabilities, this student is not able to achieve any of the following certificates or diplomas, and has not completed any courses toward achieving any of them:

- Alberta High School Diploma
- Diplome d'études secondaires de L'Alberta
- High School Equivalency Diploma
- Diplome d'équivalence d'études secondaires
- Certificate of High School Achievement (K&E)
- Certificat de Reussite d'études secondaires (Connaissances et employabilite)

The school verifies that credits achieved by this student have not been applied to a Diploma or Certificate of High School Achievement (K&E).

## **LEARNING SUPPORT**

Learning Support is designed to support the diverse learning needs of Grade 9 to 12 students. Students requiring support are taught skills and strategies to better understand their individual learning needs. For students with an Alberta Special Education code, a Student Success Plan (SSP) that outlines specific goals and objectives is implemented and reviewed yearly. Additional support is provided through accommodations such as audio (reading support), scribes or access to a computer, a separate test setting and/or extended time for all tests and examinations.

## **SHARED PROGRAM CHOICES (Off Campus or GMHS)**

To further support high school students in Airdrie, students may access programs at other sites. In this way, schools can maximize the learning opportunities for students while ensuring quality programming and excellent instruction. Students register in their home schools and can apply to take courses on different campuses to meet their diverse learning interests. Please note: due to transportation scheduling, students would also pick up another course and stay at the school for half of the day. For example, if a student wanted to take Japanese, the student would also pick up another course, such as English or PE, and remain at GMHS for either the morning or afternoon, depending on when the course is scheduled.

### **Building Futures (All year program, site to be announced each spring.)**

#### **Additional Fee Required**

Building Futures is a program that allows student to do their grade 10 year outside of the traditional classroom as they build two houses with local builder McKee Homes. Students do their core and option course on the job site in a project-based learning environment that thrives on collaboration and cross-curricular work, while developing independent learning and self-advocacy. (Maximum of 10 students from WHC are accepted into this program. Students will not be at W. H. Croxford for the year.

## **The Farm (All year program, on The Farm.)**

### **Additional Fee Required**

Students will take up their full grade 9 or 10 curriculum on The Farm, including core subjects, completely off-site from their designated school. They will also complete farm chores, learn to manage, market and operate agri-business ventures and engage in research and projects in an environment that will foster the spirit of innovation and entrepreneurship. Further details and application information can be found at The Farm's website: <http://www.rvsthefarm.ca/>

## **Global Sports Academy (George McDougall)**

### **Grades 10-11-12 – Hockey (Male and Female)**

### **Additional Fee Required - \$5817.50 GST included**

### **Global Sport Academy – Hockey (Male & Female)**

### **Application to program is required via the Global Sport Academy website and additional fees apply.**

The Airdrie Hockey Academy program powered by Global Sport Academy Group, allows motivated and passionate young student-athletes an avenue to pursue their academic and athletic goals in a unique and integrated setting. The hockey program has a state of the art curriculum delivered by industry leaders in athletics, leadership and academic training modules, all in partnership with Rocky View School Division teaching staff. The program also allows students to earn credits toward graduation in grades ten through twelve. Further information regarding this complementary course offering is available online at [www.globalsportacademygroup.com](http://www.globalsportacademygroup.com). This course will include physical education and complementary course credit. Students registering in the Airdrie Hockey Academy do NOT register separately in physical education. ***This is subject to sufficient enrollment. Wait list will apply if course is full.***

## **Japanese (Course at George McDougall)**

### **Japanese 10 -20 -30**

### **Japanese 10 pre-requisite: none**

### **Japanese 20, 30 pre-requisite: Previous Level**

### **Additional Fee May Be Required**

Many students enroll in the Japanese program for the love of learning about the Japanese language and culture. This study contributes significantly to several aspects of personal development. To learn Japanese as an additional language is to embark on a profound experience of cross-cultural exploration. The ability to speak Japanese gives students a competitive edge in today's global marketplace and workplace. (*Japanese Language and Culture Program of Studies*). Even though there is no prerequisite course of Japanese 10, students are reminded that studying a second language can be a challenging academic endeavor, and can be a useful academic decision for post-secondary entrance. Japanese will be used in the classroom to match the student's linguistic *competence*.

## **Mechanics (Site is Cam Clark Ford/Airdrie Learning Centre)**

### **Additional Fee Required**

This program is located at the Cam Clark Ford dealership. Shuttle bus service is provided to students. Students are required to take the shuttle unless prior arrangements are made with school Administration. This is a partnership program that is supported by the dealership directly and Ford of Canada indirectly. We offer students the opportunity to work with up-to-date equipment and late model vehicles in a 'working' situation. Students can also work on their own vehicle as it applies to their abilities and course work. Prior mechanical experience is not required, but students need to have a positive work ethic and a willingness to learn. This is a half day program.

## **GRADE NINE CORE AND COMPLEMENTARY COURSES**

It is recommended that students achieve 60% or higher in English, Mathematics, Science and Social to advance to the grade ten (10) academic sequence.

### **GRADE NINE CORE COURSES**

#### **English Language Arts 9**

English Language Arts 9 takes a process and theme oriented approach. This provides for variety, flexibility and student involvement. A variety of units are covered with practice in reading, writing, listening, speaking, viewing, and representing skills. To advance to English 10-1, it is recommended that students achieve 60% in English 9. This course is year-long.

#### **Mathematics 9**

Mathematics 9 consists of the following units: Powers and Roots, Algebraic Equations, Polynomials, Circle Properties, Shape and Space, Transformations, and Data Analysis. To advance to Mathematics 10 Combined (Math 10C), it is recommended students achieve a minimum of 65% in Mathematics 9.

#### **Science 9**

This is a general Science course that draws on the major scientific disciplines of Chemistry, Physics and Biology. Unit topics include: Biological Diversity, Matter and Chemical Change, Environmental Chemistry, Electrical Principles and Technologies, and Space Exploration. To advance to Science 10, it is recommended that students achieve 60% in Science 9 and Math 9.

#### **Social Studies 9**

Grade 9 students will analyze the relationship between Canada's political and legislative processes and their impact on issues pertaining to governance, rights, citizenship, and identity. Students will also explore issues of economics and their impact on quality of life, citizenship, and identity in Canada and the United States. To advance to Social Studies 10-1, it is recommended that students achieve 60% in Social Studies 9.

#### **Physical Education 9**

PE 9 will focus on fitness, skills and the development of positive interpersonal skills. This activity course requires participation and the wearing of proper athletic dress. Shorts and t-shirts may be purchased through the school. Activities may include the following: Badminton, Basketball, Fitness Training, Football, Organized Games, Soccer, Softball, Team Handball, Track & Field, and Volleyball.

#### **Health and Life Skills 9**

The aim of Health and Life Skills 9 is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to personal wellbeing and the wellbeing of others. Three general outcomes are the foundation for HPLS 9: Wellness Choices, Relationship Choices, and Life Learning Choices. As positive and productive citizens, we learn to make good decisions.

### **GRADE NINE COMPLEMENTARY COURSES**

**Courses will run ONLY if there is sufficient enrollment.**

**Additional Fees Required and listed on the final page of the Course Planner booklet.**

#### **Art 9**

This course introduces the student to artistic terminology; it allows for experiential application of sketching techniques in various media, exploration of art forms, with research and design being integrated throughout the program. There is a heavy emphasis on self-control, self-direction and self-initiation of creative and challenging goals for the student.

## **Band 9 (year long)**

**\*Please note: there are additional costs for instrument rental.**

Students learn a variety of music styles, genres and facets in a wind instrument/percussion setting that promotes full band, ensemble and solo work. Techniques learned include sight-reading, listening, ear training, composition and evaluative performance. Skills learned in previous wind instrumental/ percussion courses will be further developed. Class times are inside of the regular timetable and run yearlong. Performances are **MANDATORY**. (Students are encouraged to have had prior school band experience but there is always the possibility of learning a new instrument.) If you want to make some noise, JOIN THE BAND!

## **Choir 9**

Most of the activity in Choir is singing with the large group. Students will read and perform music from a variety of musical styles, while developing vocal technique. A unique blend of music choices will aid in the students' development in all areas of singing. They may compose their own music and participate in smaller groups such as duets, trios, and quartets. An ability to read music is helpful but not a pre-requisite.

## **Construction 9**

Throughout the semester students will become familiar with basic woodworking tools and machinery. Working both individually and with their peers, students will develop their skills, not only in woodworking, but in life long skills that will help them in the workforce.

## **Cosmetology 9**

Cosmetology 9 is designed to introduce students to the fashionable world of hairstyling and aesthetics. This option will explore personal and professional grooming techniques as well as the following aesthetic and hairstyling practices: basic nail art techniques used to enhance the appearance of fingernails, introductory hairstyling and personal hair-care tips and techniques, basic skin care practices to help students maintain the cleanliness of their skin and the creation of the students' own salon. Cosmetology 9 provides students with an opportunity to explore the topic through project based learning, helping to prepare them for the practical and creative aspects of the high school CTS Cosmetology program.

## **Communication Technology 9**

We live in a world where visual communication is an essential skill. In this course, students will have the opportunity to explore all things multimedia. If you're interested in photography, graphic design, electronic publishing, animation or video production, then this course is right for you! Using industry standard software and professional equipment, students will create a variety of multimedia projects that will give them the foundations for the high school Photography and Video Arts courses.

## **Dance 9**

Dance 9 - Students who participate in Grade 9 dance explore and enhance their skills, as well as build self-confidence and work ethic. Students will examine dance both as a performance art and as part of an active lifestyle. This level of dance is meant to introduce a variety of dance forms and dance techniques; students will not only learn dance but will also examine dance appreciation and choreography.

## **Drama 9**

Emphasis is placed on the development of the student as a creator, performer, historian, critic and patron. Students will develop dramatic skills through assuming roles, exploration of dramatic situations and reflection on the outcomes (though no previous experience in Drama is necessary). Teamwork is essential, as students participate in non-competitive, cooperative, supportive, joyful, yet challenging, dramatic study. This course is recommended as preparation for grade 10 level Drama courses.

## **Enterprise and Innovation 9**

Students will explore the world of entrepreneurship through analyzing existing business ventures, exploring entrepreneurial opportunities in their community, and learning about the different financial options for beginning businesses. This course encourages students to develop their abilities to collaborate and innovate, with a focus on the business world. Through Enterprise and Innovation 9, students interested in the challenging and exciting world of business will gain a better understanding of the fundamentals of entrepreneurship, and will be better prepared to succeed in Enterprise and Innovation 10, 20, and 30.

## **Design Studies 9**

Also known as Mechatronics 9, this course is a precursor to the Mechatronics academy. Students will get exposure to technical design, 3D modelling, programming, and robotics and gain an understanding of the Design Process by completing a series of engineering and design challenges.

## **Fashion 9**

Students get to learn new or enrich existing sewing techniques. The project based course involves: Machine and hand sewing, appliqué and garment construction.

## **Foods 9**

This is a basic Foods course where the focus is on home kitchen safety and procedures (tools, measuring, food terms, reading recipes, etc.). Cooking topics and labs may include Canada's Food Guide, Breakfast, Lunch and Supper, and Snacks and Appetizers.

## **French 9**

This course is intended for students who have taken or been exposed to French at some point and wish to continue developing listening, reading, speaking and writing skills. The language of instruction will be French as much as possible. Students who take French 9 will have a smooth transition into French 10 3Y at WHC.

## **Leadership 9**

Students in Leadership 9 will build their skills as leaders while becoming engaged within the community. They will learn about leadership and learning styles and how they impact group dynamics. Learners will discover what their strengths are as leaders and how to put those skills into action by planning and delivering lessons and working with students in our feeder schools.

## **Mechanics 9**

This is an introductory course designed for students who are interested in working on small engines, learning about vehicle maintenance, and using hand and power tools. Small metal art projects will teach them about cutting, measuring, tapping, drilling, riveting and painting. Shop and tool safety are also covered, as well as a chance to use a welder and plasma cutter to create their projects.

## **Musical Theatre 9**

Musical theatre 9 will introduce students to an integrated study of dance, drama, technical theatre and vocal music. Students will explore a diverse repertoire of musical theatre material to deepen their appreciation and abilities. This course will focus on the creation process from concept to performance and in-class performances are mandatory. This is an excellent introduction for those considering further study in drama, dance or musical theatre.

## **Outdoor Education**

In Environmental and Outdoor Education 9, students will acquire basic knowledge, skills and attitudes necessary for safe, comfortable outdoor experiences. They will demonstrate understanding, respect and appreciation for themselves, others and the natural environment. Topics may include team-building, camping,

forest ecology, geology, snowshoeing, winter ecology, and environmental awareness. The cost includes a **MANDATORY** overnight trip.

### **Science Studies 9**

Have fun using the Science you have already learned to launch rockets, build flying contraptions, and solve mysteries! This course applies lessons learned from Design Studies, Air & Aerodynamics and Forensic Science.

### **Sports Performance 9**

The aim of this course is to enable students to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle above and beyond the regularly scheduled gym time. Participation in physical activity contributes to the overall well-being of individuals and the community. Students apply basic training and movement principles to health-related and performance-related components of fitness training. Students create fitness activities and develop a basic individual fitness plan to achieve goals for health-related and performance-related components.

### **Photography and Design 9**

Photography and Design 9 is an exploratory and experiential course. Through the use of DSLR cameras and mobile devices, students engage activities that develop camera skills, and produce a series of creative photography projects. Students are also encouraged to develop post-processing and editing skills through mobile apps or using web-based tools to manipulate and fine-tune their own images, or to create original works of photographic art.

### **Robotics 9**

This course will introduce students to engineering design, drafting and computer programming. Students will learn basic coding skills using the Lego Mindstorms coding language and will design robots that can complete engineering challenges. This course is a great introduction to careers in STEM and no programming experience is needed.

### **Spanish 9**

This is a beginner's course for those students who want to learn basic Spanish. If you already know English, then learning basic Spanish is easy. This course focuses mainly on speaking and listening, with some emphasis on reading and writing. Spanish 9 is recommended to prepare for Spanish 10.

### **Literacy/Numeracy Support Block**

**Note:** This will be a school directed block that is taken **during** the Complementary 9 schedule. This course is for students who are having difficulty with Literacy and Math and need to increase their literacy and numeracy skill levels. WHC is intervening to develop these skills so that all students have a better chance for success in English Language Arts 9, Math 9 and be better prepared for their high-school programming.

### **Yoga 9**

Yoga 9 is an introduction to the poses, postures and breathing techniques of Yoga. This course is designed to develop strength, flexibility and relaxation in students. This course is designed for students who are interested in combining disciplined physical training with breath work in order to improve focus, reduce stress and anxiety, increase flexibility, and promote overall wellbeing. No experience in Yoga is required to take Yoga 9.

## **KNOWLEDGE AND EMPLOYABILITY GRADE 9 COURSES**

The core requirements consist of Language Arts, Mathematics, Science and Social Studies. These courses reflect the content of regular grade 9 courses, but within a functional, life skills and applied vocational context. In addition, students are encouraged to enroll in grade 9 complementary courses suited to their interests and needs (e.g. Art, Drama, Foods, and Music etc.).