

# W.H. Croxford High School

## Course Planner

### 2023-2024



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W. H. Croxford High School, 2654 Chinook Winds Dr. SW, Airdrie, AB T4B 0J4  
Tel (587)775-3521  
Email: [whcroxford@rockyview.ab.ca](mailto:whcroxford@rockyview.ab.ca)  
Website: <http://whcroxford.rockyview.ab.ca/>

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# Welcome to W. H. Croxford High School

W.H. Croxford is a place to be who you are. High school is a place to discover what you want to become. To our students, new and returning, we look forward to meeting you and working with you to achieve your academic, social, emotional, and career aspirations. We are all committed to your success.

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 their guidance counsellor if they have questions. Parents of returning students, please stay in contact with your child's teachers about their progress in an effort to affirm success.

We look forward to walking with you on your high school journey.

WHC Admin Team,

Jeff Smith

Nashira Dernesch

Scott Thompson

Vlad Stelkic

## 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. A final grade of **BEGINNING** (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 provided within this booklet. If a student wishes to take a course they are not recommended for, they must submit a *Parental Request to Override Teacher Recommendation Form*.

## 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 prerequisites.
2. Consult course 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

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. Please ensure you make your course selections thoughtfully.

In September, the focus of our counsellors is to program for students whose timetable is incomplete. This means we focus on new registrations, students who have completed coursework over the summer or students who failed to complete prerequisite courses last year. Requests for a course change from students with complete schedules 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. All timetable changes must be completed within the first two weeks of each semester.

## Schedule Priority

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.

## myBlueprint

All Rocky View students are able to access [myBlueprint](#), the foundational educational planning tool used for the four-year journey at WHC. Students may use [myBlueprint](#) to assist with setting goals, tracking high school diploma requirements and exploring post-secondary options. Students are strongly encouraged to create a High School Planner and to continuously refer to it during their time at Croxford.

## Course Load

Grade 9 and 10 students enroll in a full course load within the regular bell schedule and do not have spares. Grade 11 students with courses in the j-block may be allowed a spare during the regular bell schedule IF they are entering grade 11 with having already earned at least 40 credits in grade 10. 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.

## Acceleration

In order to accelerate in an academic course sequence at a higher grade level, a student must have earned an **ADVANCING (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 must take place with the grade level administrator or counsellor.

## Appeals

Students and/or guardians 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](https://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.

## **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 BEGINNING (50%) or higher. Credits can only be earned once in any course. A grade of BEGINNING (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 earning LIMITED (40%-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% (LIMITED) 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:** <https://education.alberta.ca/> for more information about curriculum and exams

# ENGLISH

## English -1

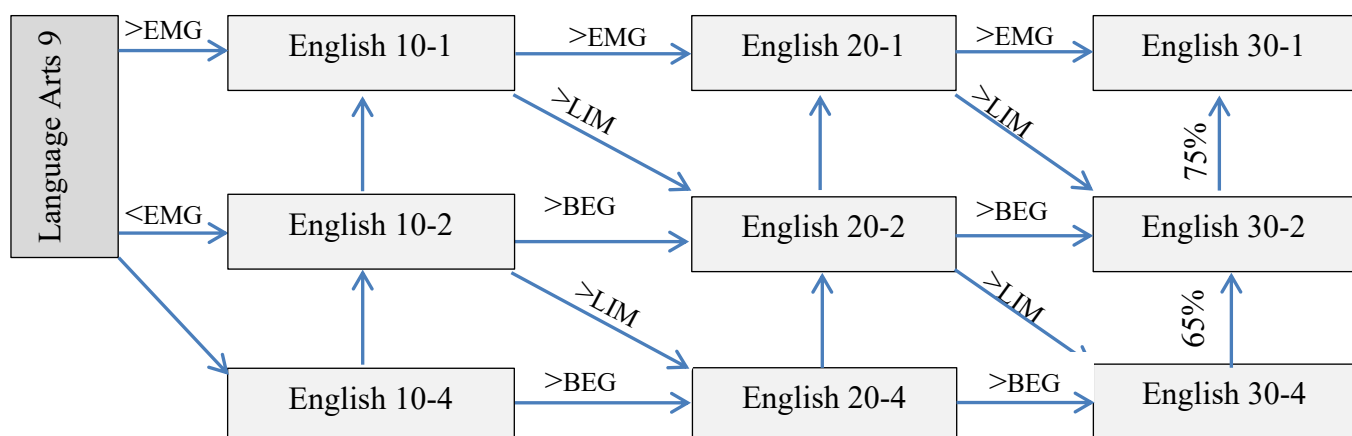
This program sequence is designed for students with strong reading and communication skills and an interest in literature. Students will be asked to respond critically and personally to a wide variety of texts. Successful completion of English 30-1 is a requirement for entrance to all Canadian universities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

## English-4

A variety of approaches and resources are used to support differentiated instruction and student achievement of course outcomes. The content may be taught through literary genres such as novels, short stories, poetry and musical lyrics or through a thematic approach that incorporates a variety of genres within the unit. The focus of these courses is to build on students' reading, writing and critical thinking skills. These courses offer many connections to the workforce including how to write a cover letter and resume as well as how to apply for a job.



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

## English Complementary Courses

### Creative Writing and Publishing 15

Creative Writing 15 provides students who enjoy expressing themselves through the written word the ability to hone and gain writing skills. Students will have the opportunity to work independently and collaboratively through many different genres of writing, including fiction, spoken word, poetry, and nonfiction. Through sharing, reflection and writing, students will expand their abilities and breadth of knowledge in the literary arts by creating a portfolio and working to publish some of their work. As there is a large emphasis on writing workshops and reading, a love for writing and reading is strongly recommended.

# SOCIAL STUDIES

## Social Studies -1

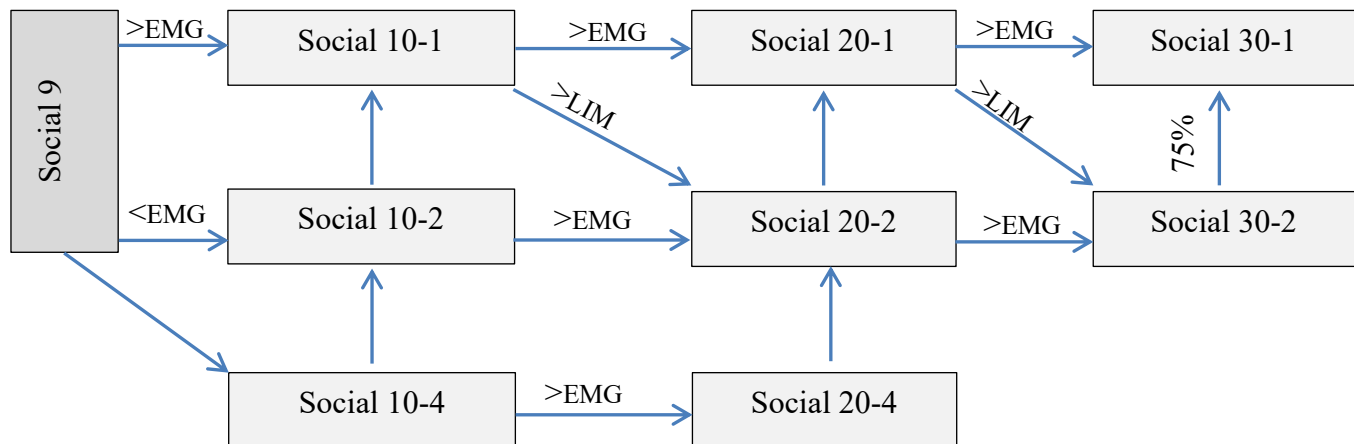
This program sequence is designed for academic students with strong communication skills. Students in Social 10-1 explore the origins of globalization and its impact, locally, nationally and internationally, on culture, economies, human rights and quality of life. Social 20-1 students explore the complexities 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 Studies -4

This program sequence provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens. Students in Social Studies 10-4 will examine globalization, the process by which the world is becoming increasingly connected and interdependent. They will explore historical aspects of globalization, as well as the effects of globalization on lands, cultures, human rights and quality of life. 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 a globalizing world, with particular emphasis on local environments and situations.



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



## Social Sciences Complementary Courses

### **Military History**

#### **Prerequisite: none**

This semester course covers three 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.*

#### **Aboriginal Studies 10/20/30**

#### **Prerequisites:**

**Aboriginal Studies 10: None**

**Aboriginal Studies 20: Preceding course or a Social 10-1 mark of Progressing or higher.**

**Aboriginal Studies 30: Preceding course or a Social 20-1 mark of Progressing or higher.**

Fee: \$15

This course has been created to increase awareness, appreciation and understanding of the diverse Indigenous cultures in Canada and of Indigenous perspectives and worldviews. Through this course, students will gain a deeper understanding of past and present realities experienced by Indigenous Peoples in Canada as well as contemporary efforts to promote reconciliation and cultural revitalization. In addition, students will learn about origins and settlements, symbolism of various groups, and legal issues relating to Indigenous cultures today.

## MATHEMATICS

### **Competencies in Math 15**

Math 15 is a locally developed course that supports students in preparation for Mathematics 10C focusing on numeracy, mathematical foundations, confidence building, and mathematical challenges at a flexible pace. Students who struggled with some of the learning outcomes in Math 9 but are focused on completing Math 10C will benefit from taking Math 15 in the fall term of their Grade 10 year. Students who successfully complete Competencies in Math 15 will earn 5 credits and be able to transition to either Math 10C or Math 20-3.

### **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 for 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 – Calculus**

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

Mathematics 31 is a complementary course designed for students preparing for post-secondary Calculus who are considering 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

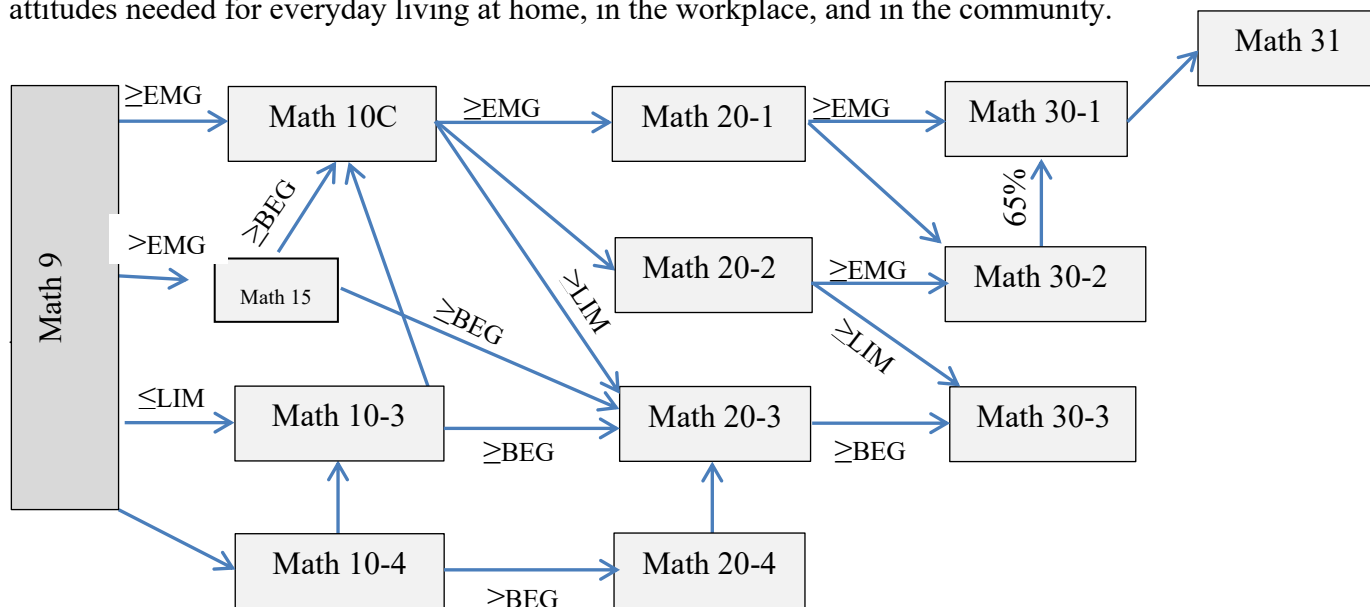
This program sequence is designed for students interested in post-secondary programs that do not require the study of Calculus. This sequence provides students with the flexibility to change course sequences if their interests change.

## 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.

## Mathematics -4: Knowledge and Employability

Knowledge and Employability mathematics focuses on developing essential mathematics knowledge, skills and attitudes needed for everyday living at home, in the workplace, and in the community.



High School Mathematics Requirements for Post-Secondary Entrance: Please be advised that the majority of university or college entrance requirements need Math 30-2. This course is highly rigorous and academically focused. A small amount of specialized university programs require 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

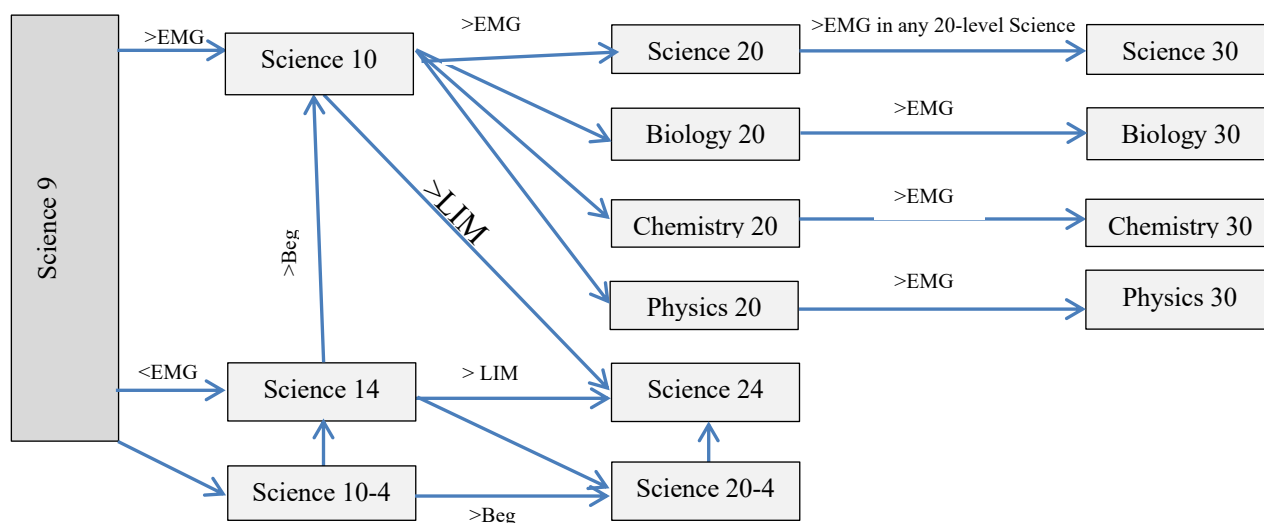
This program sequence is designed to study matter and its changes. Chemistry 20 students explore the Diversity of Matter and Chemical Bonding, Forms of Matter: Gases, Solutions, Acids & Bases and Quantitative Relationships in Chemical Changes. Chemistry 30 examines Thermochemical Changes, Electrochemical 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 10-4/20-4

Knowledge and Employability science courses focus on developing and applying essential science skills, knowledge and attitudes needed for everyday living at home, in the workplace and in the community. Science competencies are developed through the investigation of science-related problems, questions, and issues and through everyday applications that help students understand and appreciate the role of science in society.



## **Science Complementary Courses**

### **Forensic Science 25 - 35**

**Prerequisite:** 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.

### **Personal Psychology 20**

**Prerequisite:** None

**Additional Fee Required**

The aim of this course is to provide you with a general background in psychology including the history of psychology and the principles of learning and thinking. You will learn about stress and aggression, the influence of small groups, the status of roles, and some insights regarding neurosis and psychosis.

### **Abnormal Psychology 30**

**Prerequisite:** One 20-level Psychology course

This course was developed to provide Alberta students with a 30-level Social Science option. The course provides an overview of abnormal behavior and the conditions that affect individuals in our society. The sections of the course deal with views of abnormality, causal factors and types of disorders, as well as assessment, prevention, and treatment. When students have completed the course, they will have a basic understanding of the major concepts in abnormal psychology and complicated nature of psychological illness.

### **Experimental Psychology 30**

**Prerequisite:** One 20-level Psychology course

Find out how scientific experimentation informs the understanding and practice of psychology. Explore the scientific method, data display and interpretation, research ethics, research methods, and how scientific experiments are designed and carried out in the field

### **General Sociology 20**

**Prerequisite:** None

**Additional Fee Required**

In this course you will demonstrate an understanding of group behaviour based on fact rather than opinion as well as recognize perspectives focused on realities rather than the idea of what should be. Students will also understand what it feels to be a part of society and what influences our lives and role in societal change.

# PHYSICAL EDUCATION

**Physical Education 10 prerequisite: None**

**Physical Education 20, 30 prerequisite: 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. 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.

## **Team Leadership**

**Prerequisite – Physical Education 20**

**Additional Fee Required**

Physical Education 30/Team Leadership is a *full year* course that blends a leadership class with a PE 30 course. Students will receive 10 credits for the year: 5 for the PE 30 component and 5 for the Leadership component. Students will participate in the same activities as offered in the regular PE 30 course, with the addition of leadership activities. For the leadership component, students will be working through three teacher directed modules and two student directed modules where they will engage in practical projects that help to develop and challenge their leadership capacity in the school and the community. This is a dynamic class for students who love to participate in physical activity all year and want to develop their leadership abilities in an athletic setting.

**\*\*If a student has previous overlapping credits, other projects will be completed to still fulfill all 5 Leadership credits.**

## **Physical Education Complementary Courses**

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

**Sports Medicine 10 prerequisite: None**

**Sports Medicine 20, 30 prerequisite: 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 and advanced levels, students continue to study the immediate care, prevention, and management of athletic injuries. Other areas of study also include taping techniques, anatomy, rehabilitation and the maintenance and administrative skills required to run a training facility. Practicum opportunities are available. The introductory level is based on a series of 4 one-credit courses. The intermediate and advanced levels are based on a series of 5 one-credit courses.

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

**Sports Performance 10 prerequisite: None**

**Sports Performance 20, 30 prerequisite: 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.

## **Wildlife 10-20-30**

**Wildlife 10 pre-requisite: None**

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

### **Additional Fee Required**

This course's curriculum is based on the Natural Resources CTS (career and technology studies) curriculum cluster of the Alberta Program of Studies. The course is experience-based and focuses on learning by doing and experiencing. All levels learn about camping, hiking, outdoor cooking and variety of outdoor activities and pursuits to gain appreciation and knowledge of the outdoors. All course levels are project focused. Wildlife 10 students focus on developing attitudes, skills and knowledge related to wildlife and ecosystems, and an understanding for the need to manage wildlife. Wildlife 20 students will assess the significance of wildlife in society and analyze relationships between humans and wildlife. Wildlife 30 builds on the skills and knowledge learned in previous courses.

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

**Yoga 15 prerequisite: None**

**Yoga 25-35 prerequisite: 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, learning about 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 their skills and plan for their 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 prerequisite: None**

**French 20, 30 prerequisite: 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 or additional 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 prerequisite: None**

**Spanish 20, 30-3Y prerequisite: 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 an additional language. 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.

## **FINE ARTS**

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

**Art 10 prerequisite: None**

**Art 20-30 prerequisite: 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 masters, to better understand artistic expression.

### **Choral Music 10-20-30**

**Choral Music 10 prerequisite: None**

**Choral Music 20-30 prerequisite: Previous Level**

**Additional Fee Required**

Choral Music is a music course. It is a performance-based class: attendance at all concerts, festivals and trips is mandatory. Choral Music 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. Choral Music is a full year j-block course that runs before school on Day 2.

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

**Drama 10 prerequisite: None**

**Drama 20-30 prerequisite: Previous Level**

**Additional Fee Required**

Students will develop dramatic skills acquired in previous years through assuming roles, exploring dramatic situations and reflecting 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 prerequisite: None**

**Dance 25-35 prerequisite: 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 prerequisite: None**

**Film Studies 20-30 prerequisite: 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.

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

**Instrumental Music 10 prerequisite: Music 9 or permission of Director**

**Instrumental Music 20, 30 prerequisite: 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.

## **EDM - Electronic Music Production (General Music 10-20-30)**

**General Music prerequisite: None**

**Additional Fee Required**

Electronic Music Production (EDM) is a course that will focus on the development of each student as a well-rounded musician. We are proud to offer this unique program to students at W.H. Croxford. All students will have an opportunity to work in our Maclab with MIDI keyboards, making use of Garageband, Logic Pro X, and Ableton Live 10 Suite, recognized industry-wide as one of the leading interfaces for music production, while working with guest artists who are professionals in the industry. Topics covered include music production and composition in a wide variety of styles, music theory, technology, history of electronic and world music, appreciation, musicianship, and the role of music in our lives, all to help students create her or his own music. All are welcome, as musical experience is not required to take part in this program. The development of teamwork, individual practice, creativity, and thinking skills are all of great importance.

## **Instrumental Jazz 15-25-35 (Jazz Band)**

**Instrumental Jazz 15 prerequisite: Instrumental Music 10**

**Instrumental Jazz 25-35 prerequisite: Previous Level**

**Additional Fee Required**

Instrumental Jazz (Jazz Band) is a beginner, intermediate and advanced jazz performance-based course (grade 9-12). Activities will focus on the development of each student as a well-rounded musician. This will include jazz technique, theory, listening, music appreciation, rhythm section foundations, and large ensemble performances. We will build upon skills learned from prior Music/Band experience and will focus on jazz-specific skills including various styles and form, improvisation, spoken/played jazz articulations, and extended technique. The development of teamwork, individual practice, creativity, self-expression, and complex thinking skills are also of great importance. Jazz Band is a full year j-block course that runs before school on Day 1.

# CROXFORD ACADEMIES

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

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

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, dance, and performance by creating a number of small productions 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 (3 credits)
- English 10-1/10-2 (5 credits)

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 (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 (24 total) will be given in:**

- English 10-1/2 (5 credits)
- Instrumental Music 10 (5 credits)
- Chamber Ensemble 15 (5 credits)
- Com Tech 10 - Music Technology (4 credits)
  - o 1 COM Tech credit each in:
    - Visual Composition (Design)
    - Audio/Video, Media
    - 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 (24 total) will be given in:**

- Instrumental Music 20 (5 credits)
- Chamber Ensemble 25 (5 credits)
- Com Tech 20 - Music Technology (4 credits). One Com Tech credit each in:
  - AV Pre-Production
  - Production
  - Post-Production
  - Media Impact

**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. One Com Tech credit each in:
  - Visual Composition
  - Graphic Tools (Adobe tools)
  - Photography Introduction
  - Photography Exposure
  - Typography
  - Audio/Video
  - Media
  - Web Design
- English 10-1/2 (5 credits)

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
  - The Design Process
  - The Evolution of Design
- 1 Com Tech credit each in:
  - Media Impact
  - Photography Composition
  - Photography Communication
  - Photojournalism
  - Electronic & Desktop Publishing

## **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 - General/Instrumental/Jazz 30/35, or
- CAPA - Drama 30 or Dance 35, or
- VAM - Art 30
- Special Projects 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.

## **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 10-1/2 (5 credits)
- Social Studies 10-1/2 (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)

**Prerequisite:** successful completion of Grade 9 core subjects (Math/ELA/Sci/Social), 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 will be given in:**

- 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)

**Prerequisite:** successful completion of Mechatronics 10, 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/ ELA 30-2 or Social 30-1/Social 30-2 is **not** integrated at the Mechatronics 30 level. Students are required to enroll in the appropriate ELA and Social 30 course for graduation.

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

- Industrial Electro Assembly (Robotics) 30 (5 credits)

*Please note: 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.

## **Academy of Construction and Design (ACAD)**

**Please see the Academy Program Fee Sheet**

**Prereq:** Consistent attendance and a demonstrated work ethic in Grade 9

You may have heard the term “CNC” a lot in the last few years and found yourself wondering what CNC machines are all about. CNC (Computer Numeric Control) machines have been around for many years. A simple explanation of CNC is that a computer is used to control the movement of a tool – most often a router. This movement can be controlled precisely, in thousandths of an inch or decimal millimetres. You can use CNC machines to carve, cut out and shape just about anything, and one of the big pluses is that you don’t have to use any jigs. With a CNC, if you can imagine it, you can make it.

Students have the opportunity to attend a year-long course that would offer Construction 10 credits, Design credits, Enterprise and Innovation (Business) credits, and Communication Technology credits. Students would be using the CNC to run a “business” in the school making custom pieces for people within the school and community. This would allow the students to see what it takes to run a small business, while working on their customer service skills and marketing strategy. It is anticipated that students will earn 10-13 credits during the year-long course.

## **Cavalier Acceleration Program (Grade 10 students only)**

**Prereq:** Consistent attendance and a demonstrated work ethic in Grade 9

This program is an opportunity for Grade 10 students to accelerate their academic program by completing all their Grade 10 and 11 academic requirements for graduation in a single year. By the end of grade 10, these students will have completed Science 14, Science 24, Math 10-3, Math 20-3, English 10-2, English 20-2, Social Studies 10-2, Social Studies 20-2, CALM 20, Physical Education 10, as well as two complementary courses of their choosing.

This academy was created to allow students to pursue several opportunities:

- Some students will complete the requirements for graduation by the end of Grade 11.
- Some students will remain in school and pursue other areas of academic interests in Grade 11 and 12 such as the Croxford Academies or off-campus learning opportunities such as the Cam Clark Ford Mechanics Program.
- Several students will complete English 30-2 and Social Studies 30-2 in Grade 11 and earn the remainder of their high school credits through the Registered Apprentice Program while they work towards becoming a journeyman in their selected trade.
- Students who were not successful in Grade 9 are able to choose to upgrade their academic programing in Grade 11 with the goal of entering a university program after graduation.

## **CAREER AND TECHNOLOGY STUDIES (CTS) COURSES**

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

**Communication and Technology 10 prerequisite: None**

**Communication and Technology 20-30 prerequisite: 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 prerequisite: None**

**Construction Technologies 20-30 prerequisite: 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 prerequisites.

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

**Cosmetology 10 prerequisite: None**

**Cosmetology 20-30 prerequisite: 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 prerequisite: A love and appreciation for food**

**Culinary Arts 20 /30 prerequisite: Previous Level**

#### **Additional Fee Required**

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.

## **Design Thinking for Innovation 15-25-35 (Formerly Robotics)**

**Design Thinking 15: None**

**Design Thinking 25: Design Thinking 15 OR demonstrated disciplinary knowledge and creative capacity**

**Design Thinking 35: Design Thinking 25 OR demonstrated disciplinary knowledge and creative capacity**

**Additional Fee Required**

The Design Thinking for Innovation (DTFI) course provides students with a practical, hands-on experience in which they will learn how to design, engineer, and prototype innovative projects using a variety of programs, tools, and technology. Students will explore 3D printing, electronic design, prototyping, Arduino microcontrollers, VEX robotics and other emerging technologies. At the introductory level, students will learn the basics of the design process. They will also learn skills such as wiring and coding and will work towards developing projects for design challenges. As students progress through the intermediate and advanced levels, an increasing level of autonomy will be provided for students to innovate, design, and prototype their own ideas. This course is recommended for students who have an interest in engineering.

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

**Enterprise and Innovation 10 prerequisite: None**

**Enterprise and Innovation 20-30 prerequisite: 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.

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

**Fashion Studies 10 prerequisite: None**

**Fashion Studies 20-30 prerequisite: 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.

## **Fabrication 10-20-30**

**Fabrication 10 prerequisite: Consistent attendance and a demonstrated work ethic in Grade 9**

**Fabrication 20-30 prerequisite: Previous level**

**Additional Fee Required**

**Introductory Level (Fabrication 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, as well as skills and techniques to mechanically remove materials using the metal lathes.

**Intermediate Level (Fabrication 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. Fabrication 20 is offered as an after school j-block course.



**Advanced Level (Fabrication 30):** Students develop skills to evaluate and improve the quality of Gas Metal Arc Welding, 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. Fabrication 30 is offered as an after school j-block course.

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

**Leadership 15 prerequisite: None**

**Leadership 25, 35 prerequisite: 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 semester course at each grade level. Leadership is a full-year j-block course offered every Day 1 before school.

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

**Mechanics 10 prerequisite: None**

**Mechanics 20-30 prerequisite: Previous level**

**Additional Fee Required**

*\*Please note\* - Due to staffing shortages this course was not offered in 2022-2023 but we do hope to hire a qualified mechanics teacher for the 2023-2024 school year.*

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

## **IT Essentials 10 – Introduction to Computer Science**

**Prerequisite: None**

**No fee**

This course can be taken in grade 10, 11 or 12. It is a fantastic course to take before you go into most post-secondary programs. Even if you don't plan on a career in computer science, an understanding of basic computer programming is helpful in a very wide range of careers.

In this course students explore the science of computation and the engineering of software by learning software programming. This leads to pathways in software development & engineering, robotics, web software development, generative arts and data visualization, and game development. Algorithms will be introduced as a tool for creatively solving analytical puzzles and technical problems. Students gain logical thinking skills and are introduced to topics such as abstractions and data structures. No prior computer programming knowledge is required!

## Special Projects

**Prerequisite: 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 online 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 the Green Certificate. These courses provide learning experiences outside the scope of the curriculum. Off-Campus Education is an opportunity for students 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 prerequisite 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. Students interested in these courses need to discuss their intention with the Off-Campus Education Coordinator.

## **GREEN CERTIFICATE**

A unique relationship between Alberta Agriculture, Food and Rural Development, and Alberta Education allows for the students to successfully complete an agriculture-related apprenticeship, earn credits, and complete the Technician Level of a Green Certificate in any one of nine specializations (Beekeeping, Cow-Calf, Dairy, Equine, Feedlot, Field Crop, Irrigated Crop, Sheep, Swine). 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 Achievement. See next page 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 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

## 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, and 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
- High School Equivalency Diploma
- Certificate of High School Achievement (K&E)

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 our 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 (google read/write) or access to a computer, a separate test setting and/or extended time for all tests and examinations.

### SHARED PROGRAM CHOICES (RVS 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 students 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 courses 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 and will not be at W. H. Croxford for the year.)

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

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

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

**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 10 through 12. 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.***

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

### **Grades 10-12**

#### **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.