



May 2016

Innisfail High School

COURSE OFFERING BOOK



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**NOTE: PROGRAMS WITHOUT SIGNIFICANT
REGISTRATIONS WILL NOT BE OFFERED**

High School Diploma Graduation Requirements

Diploma requirements are set by the Minister of Education and include 100 credits in compulsory and optional courses. Schools are required to provide 25 hours of instruction for each credit. Most courses are worth either three or five credits, and the average course load is 35 credits per year.



ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS (ENGLISH)

The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

100 CREDITS including the following:

ENGLISH LANGUAGE ARTS - 30 LEVEL
(English Language Arts 30-1, 30-2)

SOCIAL STUDIES - 30 LEVEL
(Social Studies 30-1 or Social 30-2)

MATHEMATICS - 20 LEVEL
(Mathematics 20-1, Mathematics 20-2, Mathematics 20-3)

SCIENCE - 20 LEVEL
(Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)

PHYSICAL EDUCATION 10 (3 CREDITS)

CAREER AND LIFE MANAGEMENT (3 CREDITS)

10 CREDITS IN ANY COMBINATION FROM:

- Career and Technology Studies (CTS)
- Fine Arts
- Second Languages
- Physical Education 20 and/or 30
- Locally developed/acquired and locally authorized courses in CTS, fine arts, second languages, Knowledge and Employability or IOP occupational courses
- Knowledge and Employability or IOP occupational courses
- Registered Apprenticeship Program

10 CREDITS IN ANY 30-LEVEL COURSE (IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE)

These courses may include:

- 35-level Locally developed/acquired and locally authorized courses
- 3000 Series; Advanced Level in Career and Technology Studies Courses
- 35-level Work Experience
- 30-4 level Knowledge and Employability course or 36-level IOP course
- 35-level Registered Apprenticeship Program
- 30-level Green Certificate Specialization

** Students in Francophone programs may meet their Language Arts diploma requirements with Français 30 or 33, but they also must complete English Language Arts 30-1 or 30-2.*

A REFRESHER ON CREDITS

Each HIGH SCHOOL course is assigned a credit value based on the number of hours of instruction. One credit represents 25 hours of instruction. Most courses have a 5-credit value (e.g. Social Studies 20), but some are half courses with a value of 3 credits (e.g. Foods), or two half courses combined to make a credit value of 6 credits (e.g. CALM –Career Transitions). You must get at least 50% in a course to earn your credits. Single credits will also be awarded for completed modules in Career and Technology Studies.

The school also rewards students with cash in grade 12 after graduation for those who earn more than 115 credits during their time at IHS.

CREDIT LOAD

-Grade 9, 10 and 11 students are expected to carry a full school program – (no spares).

Grade 10 should be viewed as an exploratory year. There are many options available for you to fill your timetables. Therefore, you will be restricted to enrolling in Grade 10 courses only.

*NOTE: Grade 11 students may, with permission, take a grade 12 Diploma course in their grade 11 year. However, this can occur only if space permits and they must have a final mark of at least 80% in the pre-requisite 20 level course. They must have approval from the administration and the subject teachers. For Grade 11 and 12 students, Theatre, Work Experience, Band, and R.A.P courses could count as part of the regular school program.

-Grade 12 students are expected to be timetabled in 35 credits for the year.

*NOTE: Special Projects are not included except in special circumstances with administration approval.



ACHIEVEMENT EXAMS

Grade 9 students will write achievement exams in Social Studies, Language Arts, Mathematics, Science and FLA in either January or June.

DIPLOMA EXAMS

Diploma exams are written in the following courses:
English 30-1 and 30-2 - Social Studies 30-1 and 30-2 - Mathematics 30-1 Math 30-2 –
Biology 30 - Chemistry 30 - Physics 30 - Science 30

MARKS

For courses in which you write diploma exams, your transcript will show the **school awarded mark**, the **diploma exam mark**, and a **final blended mark**, which is an average of the two. Post-Secondary institutions consider the **final blended mark** for entrance purposes. In order to change the result of a mark, students have the option of requesting a rescore of their exam (note: a rescore mark will be the final mark for that examination) or rewriting the exam at a later date. Rescore and Rewrite forms are available at the office. Please note the deadline dates and fees on the form (**\$26.25 per examination - this fee will apply whether or not instruction was received in the course**). **Check at the office for procedures and to PICK UP the REQUIRED FORMS.**

Student transcripts are available through Alberta Education either by mail or website at <http://www.edc.gov.ab.ca>.

A \$10.00 fee/transcript is payable at the time of request either by cheque or credit card.

STUDENT APPEAL OF A FINAL MARK

Each teacher will be responsible for setting up a marking system for his or her class. Students will be apprised of this system at the beginning of the semester by receiving a course outline.

In the event a student and or parent/guardian wishes to appeal a final grade the following procedure is to be followed:

1. Within 7 days of the school's submission of teacher's marks to Alberta Learning, the student/parent/guardian notifies the Principal in writing stating the reasons why they feel the final mark is not justified.
2. The Principal will meet with the student and also with the teacher to assess the basis of the appeal.
3. The Principal will determine if the assigned mark is valid or will order a reassessment.
4. If the student/parent/guardian is still not satisfied, a further appeal in writing can be made to the Superintendent of Schools.

GLT [Guided Learning Time]

The GLT time is our FLEX supports at Innisfail High School is the cornerstone for the personalization of programs for each student in our school. The following objectives outline the specific goals of the program:

In addition to the curricular goals of this program, the intent is also to make high school more personal. From a program point of view we want:

- TO ENHANCE A STUDENTS' OVERALL ACADEMIC PERSONAL GROWTH
- TO PROVIDE A STRONG SENSE OF BELONGING AND SECURITY
- TO HELP STUDENTS WITH THEIR EDUCATIONAL AND CAREER PLANNING
- TO ENHANCE COMMUNICATION WITHIN THE SCHOOL
- TO BOLSTER SCHOOL SPIRIT
- TO PROMOTE CITIZENSHIP
- TO ENHANCE THE STUDENTS' AWARENESS OF VARIOUS SOCIAL ISSUES SURROUNDING THEM

All students entering our school are assigned to a GLT class of approximately 20-25 students with whom they remain for the duration of their high school career. The intent of this program is to ensure that every student is known at a personal and academic level by at least one professional staff member. The Teacher Advisor classes are embedded into the timetable and daily attendance is mandatory.

Day	Time	Focus
Everyday	67 minutes	Personalization: 1) Individual student consultations with Teacher Advisor for academic programming and career exploration. Along with ability to choose areas needing academic support to meet with those teachers during this time. Reading: 20 minutes of reading is also done to bolster literacy skills.

Career Education

To provide a complete and well-rounded high school experience, students have access to a variety of programs throughout grades nine to twelve that aid them in their journey to the world of work and post-secondary education.

Course Programming

- CALM 20 (mandatory course for high school diploma): one unit of study is dedicated to career exploration
- HCS 3000: Workplace Safety Systems – one credit module embedded into the Career Transitions 20 program
- HCS 3010 – Preparing for Change – This one credit course will be offered to all grade 12 students through special presentations that will occur during TA class at various times throughout the year
- Off-Campus Work Experience Placements
- Registered Apprentice Program (RAP)
- Green Certificate Program & AGR 3000
- First Aid Training

Individual Consultations

- Daily access on request to Teacher Advisors, Student Services Personnel and our Career Practitioner.
- Flex Time: Ms. Harrington and Ms. Fulton are available in a designated computer lab for consultation regarding portfolio development, career research, and scholarship information

Portfolio Development

- Beginning in grade 9, students start development of their Career Portfolio for which they will receive two credits towards their high school diploma with the completion of CTR 2310 and CTR 3310 by the end of grade 12
- Grade 12 Portfolio Presentations – **Note:** The formal portfolio presentation in CTR 3310 is a mandatory requirement for students to participate in the IHS Graduation Ceremonies

Educational and Career Exploration Opportunities

- Post-Secondary Fair – Olds: Held in fall for grades 9-12
- Grade 9 The Economics of Staying In School offered by Jr. Achievement at RDC fun day event
- Career Expo – Red Deer: CALM & Grade 11 students attend this large scale trades and post-secondary career fair in the spring
- Post-Secondary Institution Presentations: In the 2013-2014 school year the following institutions gave small group presentations to interested students: U of A, Augustana Campus, Grant MacEwan University, Mount Royal University, University of Alberta, Olds College, Red Deer College
- Job Shadowing placements facilitated through Student Services
- Health Discovery Day – Partnership between our school and the David Thompson Health Care Complex which allows interested students to learn more about a variety of health care professions from individuals working in the field
- Careers Health Services Youth Initiative – Summer work opportunities.
- Post-Secondary Scholarship and Funding workshops for students and parents

KNOWLEDGE AND EMPLOYABILITY COURSES

Knowledge and employability courses provide students with practical and applied opportunities to develop competencies necessary to meet or exceed the following goals:

- ☒ Earn a high school credential (*Certificate of High School Achievement*).
- ☒ Enter the workplace upon leaving school with employability and occupational skills that meet industry standards.
- ☒ Make successful transitions to other courses or to further education and training (can transition to complete a *High School Diploma*).
- ☒ Become responsible and contributing members of society.

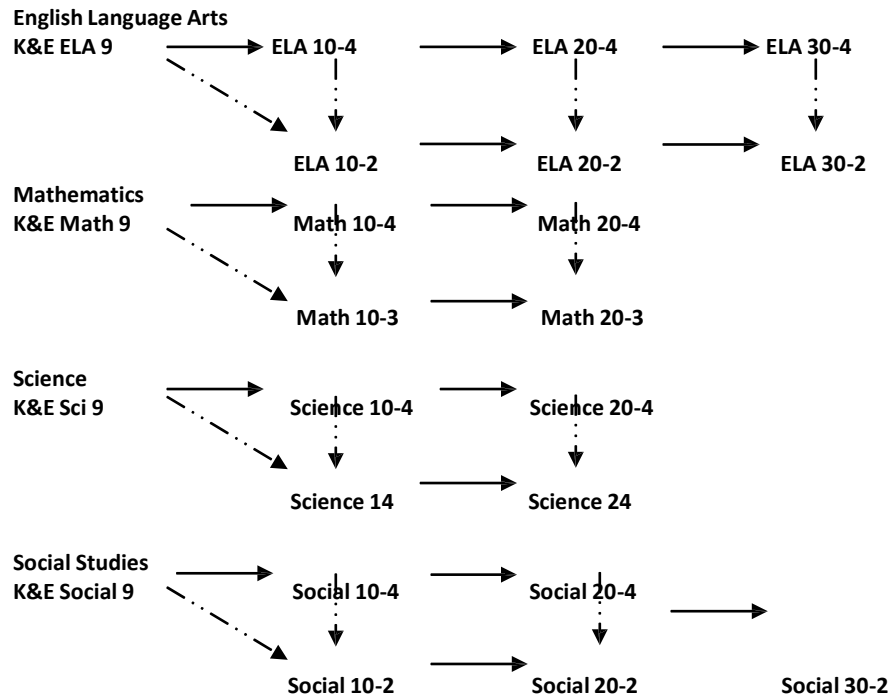
The new Knowledge and Employability course policy includes the following changes:

- ☒ A sequence of courses rather than a program to better meet the needs of individual students by providing opportunities for students to take a variety of courses, transition to other courses and take courses at the student's highest level.
- ☒ All course will be 5 credits to increase consistency with other courses.

The courses are unlike regular education programs in that they are adapted to the **strengths, weaknesses, abilities, and individual needs** of the students. In this way, students become aware of the **personal responsibilities, learning styles and strategies**, as well as **interpersonal and social skills** in a variety of core and enrichment based courses and projects. Students are recommended for the Knowledge and Employability courses by the student service office or teachers in consultation with parents/guardians and the student. To this end, recommended candidates must attend an interview with their parents/guardians and the program coordinator, as creating a desire to learn and a positive attitude towards school are the cornerstones of success.

Recommended transition points from Knowledge and Employability courses to other courses:

KNOWLEDGE and EMPLOYABILITY COURSES



Certificate of High School Achievement

The Certificate of High School Achievement requirements outlining the specific eligible courses, the required credits and information on the phasing-in of the new certificate are included in this section. Students enrolling in Grade 10-level Knowledge and Employability courses began back in September 2006 work toward meeting the new Certificate of High School Achievement requirements.

Certificate of High School Achievement

PROPOSED REQUIREMENTS FOR A CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT
The requirements indicated in this chart are the minimum requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post- secondary institutions and workplaces may require additional and/or specific
80 CREDITS Including the following:
ENGLISH LANGUAGE ARTS 20-2 OR 30-4
MATHEMATICS 10-3 OR 20-4
SCIENCE 14 OR 20-4
SOCIAL STUDIES 13 OR 26
PHYSICAL EDUCATION 10 (3 CREDITS)
CAREER AND LIFE MANAGEMENT (3 CREDITS)
5 CREDITS IN <ul style="list-style-type: none">• 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
5 CREDITS IN <ul style="list-style-type: none">• 30-level Knowledge and Employability Workplace Practicum course, or• 30-level Work Experience course, or• 30-level Green Certificate course
OR
5 CREDITS IN A 30-level Registered Apprenticeship Program (RAP) course

OFF- CAMPUS EDUCATION

There are three programs that fall under the heading of Off-Campus Education, the Registered Apprenticeship Program, Work Experience and Green Certificate. All three programs allow students to extend their learning beyond the classroom and into the community to provide essential work skills in an environment that cannot be provided within the school.

RAP - REGISTERED APPRENTICESHIP PROGRAM

RAP is a program which allows High School students the opportunity to start an apprenticeship program and earn credits toward both their Journeyman ticket and a high school diploma at the same time!

This is an agreement worked out between the student, the employer and the school. Hours of work depend on the students individual agreements but they could involve:

- working as a RAP apprentice for one semester, going to school the next
- working a half day, going to school the other half
- working during the summer, on holidays and weekends, and attending school during the regular term
- working one or two days a week, going to school on other days

How do you sign up for RAP?

- contact Ms. Harrington or Ms. Willert at the school
- choose a trade and find an employer
- complete and return application forms
- following discussions with you, your employer, and the school, an apprenticeship agreement is signed
- when the agreement is signed you will be enrolled in one or more RAP courses
- you are on your way to a High School Diploma PLUS an apprenticeship!

RAP is a real world' program, so you will be a regular employee. You will be expected to focus on learning the required skills from your journeyman supervisor. In return, your employer will pay you as a RAP apprentice, give you the agreed flexibility in work hours, provide you with the training you require, update your apprenticeship record book and stay in touch with your school.

REQUIREMENT–

Heath Care Services – HCS 3000 Workplace Safety Systems

Heath Care Services – HCS 3010 Workplace Safety Practices

GREEN CERTIFICATE FARM APPRENTICESHIP PROGRAM

Pre-requisite – Must be 15 Years Old and in Grade 10

The Green Certificate is an apprentice-style, competency-based farm training program which started in 1975. Certificates are issued for three job levels: Farm Technician, Farm Production Supervisor and Farm Manager. HIGH SCHOOL students generally complete only the Technician Certificate. All the work for the Green Certificate is completed at the student's own farm on their own time.

A graduate of Green Certificate is very employable, either part or full time, in the agricultural industry. A graduate may receive advanced credit from Alberta's Agricultural Colleges when registering for post-secondary studies.

Students who complete the Technician Certificate will receive up to sixteen (16) credits. These are granted through a combination of agricultural modules and/or work experience recorded on Green Certificate time sheets (25 hours = 1 credit).

- Cow/calf
- Feedlot
- Sheep
- Swine
- Field/crop
- Beekeeping
- Equine
- Dairy
- Irrigated crops

Students must be at least 15 years old, in grade 10 and registered in HIGH SCHOOL. There will be one intake period during the year for students that are interested in registering. **The intake period will be in the fall of each school year.**

The cost associated with the Green Certificate program is \$960.00 plus G.S.T. The students will be responsible for paying \$460.00 and the school will pick up the remainder of the cost. Once a student has received their Green Certificate, the school will reimburse them their \$460.00.

REQUIREMENTS–

Agriculture Safety Course – AGR 3000

If you have any questions regarding the Green Certificate Program, please feel free to contact Mrs. Harrington @227-3244

WORK EXPERIENCE (Pre-Requisite-Must be in Grade 10, 11 or 12)

REQUIREMENTS:

- **Health Care Services – HCS 3000 (to be completed during CALM),**
- **Career Directions – CTR 1010 & 3010 (to be completed in grade 12 TA)**

“Education in the Community”

Employers are looking for students who have work experience. Research indicates that those students with meaningful and relevant work experience have significantly better employment opportunities than those students without. Whether your plans are to work after High School or to pursue College or University, all students need Work Experience to really find out about careers and the world of work. Employers like to see a Work Experience class on a student’s resume.

It is in partnership with local employers that students earn credits while employed at work sites in the community. This provides an opportunity to:

- Explore possible career areas
- Understand employer expectations
- See the relation between school and work
- Develop work skills
- Benefit from employer contacts
- Obtain references

Work Experience is offered for 3 to 10 credits/level which requires 25 hours of employment per credit. **Students must complete a 25 hour Workplace Health and Safety module (HCS3000) which students will gain knowledge, skills and attitudes in workplace health and safety preparing them for workplace orientation to off-campus education learning experiences, and the transition to the world of work. Students will describe and learn workplace health and safety management systems, interpret and incorporate hazard identification, assessment and control, and learn about legislation related to the workplace including the Occupational Health and Safety Act, Workers Compensation Act, and Employment Standards Code.**

We enroll all students in Work Experience 35 first then Grade 11 and 12 students will generally register for Work Experience 25 or 15 levels. Transportation arrangements are the responsibility of the student

***Work Experience 35 may be used as 30 level courses towards your diploma in addition to Social and English at the 30 level.**

***Students may only use a maximum of 15 Work Experience credits towards their High School Diploma, but may earn up to 30 credits.**

For more information please contact Mrs. Harrington @ 227-3244.

NOTE: Timesheets must be submitted to the school in order to earn credits for all Off-Campus Education Programs.

EXTENDED LEARNING OPPORTUNITIES

With Innisfail High School's focus on personalization of the education experience we have expanded the Off Campus program to extend learning beyond the walls of the classroom. Each student learns differently – for some students, traditional learning within the school facilitates success, but that is certainly not true for all students.

The Off Campus Program expands the circle of support' (DiMartino and Clarke) beyond the walls of the school to the community. This idea of community-based learning allows students to enrich their learning in a very meaningful way. According to McLaughlin and Blank (2004) the benefits of community-based learning include the following:

1. The community provides the context for student learning
2. Content focuses on community needs, issues, and interests
3. Students serve as resources to their communities and as producers – not just consumers – of knowledge
4. Community partners collaborate in teaching and learning
5. Learning at after-school and community sites is connected to the school's core standards and pulls knowledge from diverse disciplines across the curriculum

Community-based learning opportunities at Innisfail will take the form of **Extended Learning Opportunities** where a facilitator works with a student and a community member to build an individualized learning plan for an activity outside the school.

If a student has identified an area that IHS Course Offerings does not meet, students may create a proposal and submit it to the Off Campus Coordinator explaining what area they would like to achieve credits in and how they would meet the necessary outcomes in that area. The coordinator will then evaluate the proposal and, if it is accepted, work with the student to create a clearly defined program that allows students to meet outcomes that they would not be able to attain in school. If a student has an area that they would like to focus on that is not offered at IHS they must contact Mr. Pineau for additional information.

Examples of Extended Learning Opportunities:

- A student would like to take a Second Language course not offered at IHS.
- A student would like to achieve certification (WHIMIS, H2S) not offered at IHS.

A proposal would be generated by the student, submitted for approval, and then a concrete plan, contract and tracking mechanism could be created by the coordinator and the student

Active Career Development

With IHS's extensive emphasis on career investigation, our Career Development program is also being expanded, taking passive career investigation to active career development. Students will now be able to gain one module, CTR 1110 or CMH 2120, for **Job Shadowing Opportunities, Volunteer Experience or Mentorship Programs**. Students can access the Off Campus Coordinator [Ms. Harrington] for additional information.

CALM (Career And Life Management)

3 credit

All students are **required** by Alberta Learning to complete CALM as part of their high school diploma.

The aim of senior high school CALM is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviors and attitudes that contribute to the well-being and respect of self and others, now and in the future. This is articulated through three general outcomes:

- **Personal Choices** – Students apply an understanding of the emotional/psychological, intellectual, social, spiritual, and physical dimensions of health in managing personal well-being.
- **Resource Choices** – Students will investigate the use of finances and other resources that reflect personal values and goals and demonstrate commitment to self and others.
- **Career and Life Choices** – Students will develop and apply processes for managing personal, life-long career development.

CALM is a required scheduled course in Grade 10 and will automatically be scheduled on a student's timetable. In addition to completing the CALM course, students will also be working on a Health Care Safety Module called HCS 3000 during their time in the CALM class. AG 3000, HCS 3010 and First Aid are also completed. Students who successfully complete both CALM and the other modules will gain 6 credits towards their high school diploma. HCS 3000 is also a mandatory module for all students entering into the Work Experience Program.

CAREER AND TECHNOLOGY STUDIES

Students who enroll in Career and Technology Studies (CTS) have the opportunity to develop skills, become more flexible learners; as well as become a part of the well-trained work force.

These areas lead students to self-discovery and awareness of the many trades and professions awaiting them in today's ever changing economy. Most of the modules offered in CTS provide the challenge of exploring areas new to them, as well as enhancing skills they have already learned. Practical courses lead to developing better work and personal skills that will be a part of their lives forever. Everyone needs to know how to check oil in a vehicle, how to balance a cheque book, how to purchase nutritious foods, how to weld and fabricate products for home and commercial use, how to purchase lumber and other wood products for home use, how to understand the art of hair, nail and scalp care, how to create arts and crafts projects-the list is endless. Courses in CTS lead not only to careers and vocations, they teach skills to assist in everyday life.

As a high school graduate from a CTS program, students are prepared for direct entry into higher paying skilled jobs. These jobs can lead to apprenticeships or can be part-time ones while students attend college or university. The opportunities are endless.

VIDEO CONFERENCING

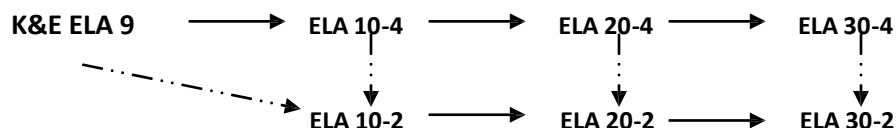
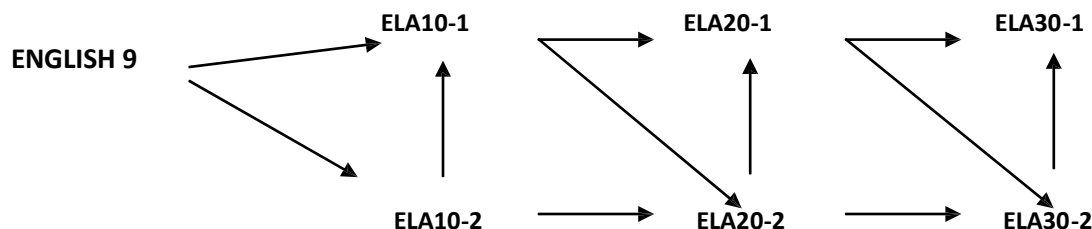
Video conferencing is an alternative method of delivering a course to students. Students in IHS may be involved in a class that includes students from other schools within or outside the Chinooks Edge School Division. The teacher at Innisfail High School may be delivering the lessons to our students the old fashioned way (in person) while at the same time the teacher will have a live video feed to students in another school who are taking the same course.

Alternatively, from time to time our students may wish to receive instruction in a course that is not being offered at IHS when the student can take it (due to timetable constraints). This student may have the course delivered to them via video feed from another teacher in another school within or outside of the Chinooks Edge School Division.



COURSE OFFERINGS

ENGLISH



KNOWLEDGE AND EMPLOYABILITY ENGLISH LANGUAGE ARTS 9

This course, through the six strands of ELA: reading, writing, speaking, listening, viewing and representing, are designed to enable to students to:

- Become responsible members of society.
- Develop entry-level vocational abilities.
- Recognize the need for lifelong learning.

K&E Language Arts 9, ELA 10-4 and ELA 20-4 are a multi-graded course.

The six strands of ELA are explored through units based upon myths and legends, the oral traditions of our Aboriginal Peoples, the media, one novel study, poetry and an introduction to writing essays, narrative, persuasive, descriptive and business writing. *These students will write a Provincial Achievement test at the end of the semester (either January or June).*

LA 9

Through a variety of activities, readings and viewing opportunities, students will practice skills in reading, writing, speaking, listening, viewing and representing. They will be given the opportunity to use language effectively in a variety of ways to enhance their personal experiences and to help them become responsible, contributing citizens and lifelong learners.

ENGLISH

The senior high English Language Arts program consists of two course sequences – English Language Arts (ELA)10-1; 20-1; 30-1 and ELA 10-2; 20-2; 30-2.

These programs are designed to:

- maintain current high standards of literacy
- satisfy graduation requirements
- reflect the outcomes based Alberta Learning Curriculum
- emphasize the importance of context, including purpose, audience and situation
- emphasize student creation and comprehension of text
- emphasize correct and effective communication in a variety of formats
- include communication for pragmatic purposes
- include flexibility opportunities for students to learn and reflect their learning in a variety of ways

ELA 10-1

5 credits

ELA 10-1 is intended for students who have demonstrated strengths in their use of language and their understanding of print and non-print texts. This course would eventually lead to ELA 30-1 of which is a course intended for students who wish to enroll in **degree programs at post-secondary institutions following senior high school graduation**. There are six strands to the ELA program: students will read, listen, speak, write, view and represent. These six strands lead to the following general outcomes. Students will:

- explore thoughts, ideas, feelings and experiences
- comprehend and respond personally, critically and creatively to literature and to other texts in oral, print, visual and multimedia forms
- manage ideas and information
- create oral, print, visual and multimedia texts, and enhance the clarity and artistry of
- communication respect, support and collaborate with others
- this course is the pre-requisite for English 20-1

ELA 10-2

5 credits

This course emphasizes the skills of writing, reading, speaking, viewing, listening and representing as they relate to the needs of everyday life and is a pre-requisite for many vocational and college programs. Through the use of a wide variety of appropriate materials, students are expected to increase both their interest and skill in understanding effective speech and writing. This course is the pre-requisite for ELA 20-2.

***The English department would like to stress that the 10-2, 20-2, 30-2 route IS NOT inferior to the 10-1, 20-1, 30-1 route. These courses simply emphasize different language skills.**

NOTE: Students are urged to take the more rigorous ELA 10-1 if they can handle it. The best way of knowing whether they will be successful in ELA 10-1 is to consider their Grade 9 English. A student with a mark better than 65% in Grade 9 should have no difficulty in ELA 10-1.

However, students whose marks in Grade 9 were below 65% are advised to enroll in ELA 10-2. Students who achieve less than 50% in English 10-1 may be advised to take ELA 20-2 rather than repeat ELA 10-1.

KNOWLEDGE AND EMPLOYABILITY

ELA 10-4

5 credits

This course, through the six strands of ELA: reading, writing, speaking, listening, viewing and representing, are designed to enable to students

to:

- Become responsible members of society.
- Develop entry-level vocational abilities.
- Recognize the need for lifelong learning.

K&E Language Arts 9, ELA 10-4 and ELA 20-4 are a multi-graded course.

The six strands of ELA are explored through units based upon short stories, the oral traditions of our Aboriginal Peoples, the media, one novel study, poetry, essay writing and resume writing and interview preparation.

ELA 20-1

5 credits

(Pre-requisite - English 10-1)

This course provides practice in interpretation and writing skills for **university bound students and/or students with a strong interest in literature**. English 20-1 is essential for success in English 30-1. Study includes speaking, listening, viewing, representing and writing skills, plus readings, which may include stories, poems, essays, novels, Shakespearean plays, and non-fiction.

ELA 20-2

5 credits

(Pre-requisite - English 10-1 or 10-2)

This course provides students with practical personal English skills for daily use and is a pre-requisite for many vocational and college programs. It includes speaking, listening, viewing, reading, representing and writing skills. Content may include stories, poems, essay reading, a modern play, a novel, and in some cases, a book of non-fiction.

KNOWLEDGE AND EMPLOYABILITY

ELA 20-4

5 credits

This course, through the six strands of English Language Arts: reading, writing, speaking, listening, viewing and representing, are designed to enable to students to:

- Become responsible members of society.
- Develop entry-level vocational abilities.
- Recognize the need for lifelong learning.

K&E Language Arts 9, ELA 10-4 and ELA 20-4 are a multi-graded course.

The six strands of ELA are explored through units based upon short stories, the oral traditions of our Aboriginal Peoples, the media, one novel study, public speaking and debating, creative writing, poetry, and business writing.

ELA 30-1

5 credits

(Pre-requisite - English 20-1 or English 30-2)

This is an academic course which prepares students for many post-secondary programs.

Writing, reading, viewing, speaking, representing and listening are emphasized with greater attention upon writing and reading. Minimum requirements for text study are one novel, one full length non-fiction, one full length film, several short stories, several poems, several essays, a Shakespearean play and a modern drama. Students are encouraged to use various levels of language and personae to suit a specific audience using an appropriate writing format.

The diploma exam focuses on a Personal Essay, Critical/Analytical Essay and Reading Comprehension Essay.

ELA 30-2

5 credits

(Pre-requisite - English 20-2 or English 20-1)

This course prepares students for the world of work or many vocational or college programs.

Reading, writing, speaking, listening, viewing and representing are emphasized with greater emphasis given to reading comprehension and persuasive writing. The minimum text requirements are one novel, one full length non-fiction, several short stories, several poems, several essays, a modern script (television, radio or movie). An emphasis is placed upon persuasive writing and visual literacy as well as business communication using a variety of personae for a variety of audiences.

Students who plan on taking English 30-1 after English 30-2, should strive for a final mark of at least 80%. Also, they should have the recommendation of the English teachers involved.

The diploma exam focuses on visual interpretation, literary analysis of a character and persuasive writing and reading comprehension.

NOTE: The Diploma Examination is compulsory for both English 30-1 and 30-2. The final mark is a blend of the school awarded mark and the Departmental Examination mark. A minimum of 50% is required to earn credits.

**NOTE: STUDENTS FAILING THE COURSE PRIOR TO THE DIPLOMA
MAY NOT BE ALLOWED TO WRITE.**

KNOWLEDGE AND EMPLOYABILITY ELA 30-4:

Students who have successfully completed ELA 20-4 will proceed to ELA 20-2 and earn credits in ELA 30-4 for a High School Certificate. Alternatively, students may earn credits in ELA 20-2 and continue onto ELA 30-2 to earn credits towards a high school diploma. Please refer to ELA 20-2 for more details.

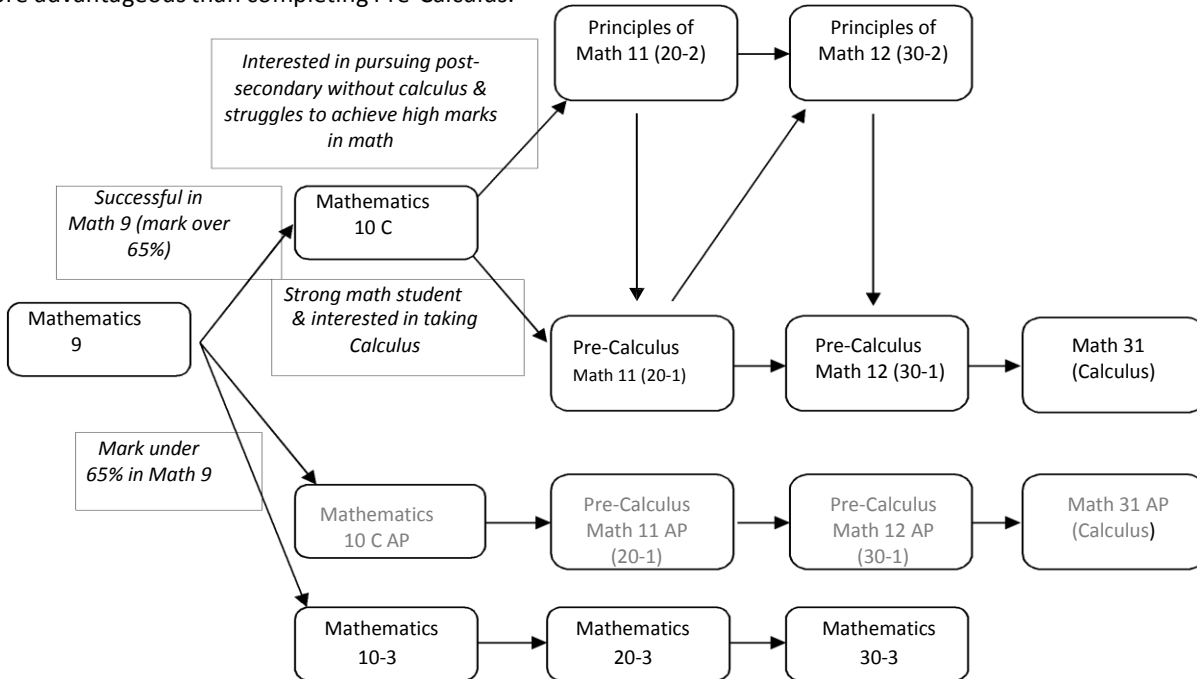
MATHEMATICS

The new math curriculum in Alberta was introduced in September of 2010. The mathematics program at Innisfail High School provides all students with a strong foundation of knowledge, processes and problem solving strategies.

Course Options & Progressions

All students who are successful in Grade 9 math (mark over 65%) enroll in Math 10 C as their first math course. Students then have a choice in their Grade 11 and 12 years to take either 'Principles of Mathematics' or 'Pre-Calculus Mathematics'. Students who receive a mark below 65% in Grade 9 Mathematics must enroll in 'Workplace & Apprenticeship Mathematics'. Upon successful completion of the Workplace Mathematics 10-3 (with a mark over 85%), students may choose to enroll in Math 10 C.

The following table illustrated the possible progressions within the high school math curriculum. We encourage students to pick courses based on their future aspirations and to recognize that achieving higher marks in the Principles of Math stream may be more advantageous than completing Pre-Calculus.



[AP stream hoping to offer in the future.]

For further information on choosing the appropriate stream go to:
<http://education.alberta.ca/teachers/program/math/sequence.aspx>

For further information regarding the pre-requisites for post-secondary programs go to:
<http://alis.alberta.ca/ec/ep/aas/ta/mathreq.html>

**NOTE: STUDENTS FAILING THE COURSE PRIOR TO THE DIPLOMA
 MAY NOT BE ALLOWED TO WRITE.**

Mathematics 10C (Combined Course)

5 Credits

A combined course is the starting point for the “-1” course sequence and the “-2” course sequence. Each topic area requires that the students develop a conceptual knowledge base and skill set that will be useful in both subsequent course sequences. 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 10-3

5 Credits

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.

Mathematics 10-3 (Inclusion)

5 Credits

Prerequisite: Recommendation from present school teacher/counselor/coordinator or in consultation with the IHS Inclusion SS-LST Leader.

This course follows the same program of studies as the regular Math 10-3 but is designed for student with identified learning difficulties/disabilities. Students who enroll in this course will be required to enroll in Learning Strategies 15.

Principles of Mathematics (-2 stream)

This course is an algebra based course for students intending to enter a post-secondary field not requiring calculus. The University of Alberta and Grant MacEwan are accepting **Principles of Mathematics** for entrance into numerous faculties, including the Faculty of Nursing, Elementary Education and Arts.

This course is an excellent option for students who would like to maintain a high mark in their math courses and who will be applying for scholarships in their Grade 12 year.

Students may choose to move to the Pre-Calculus Mathematics 12 level upon successfully completing Principles of Mathematics 12.

Pre-Calculus Mathematics (-1 stream)

This course is intended for students who intend to take Calculus in their Grade 12 year or are entering a field which requires Calculus. The University of Alberta requires **Pre-Calculus Mathematics 12** for entrance into the Faculty of Science, Engineering and Business.

This course is an excellent option for students who enjoy Mathematics and are interested in developing a deep understanding of math.

Workplace & Apprenticeship Mathematics (-3 stream)

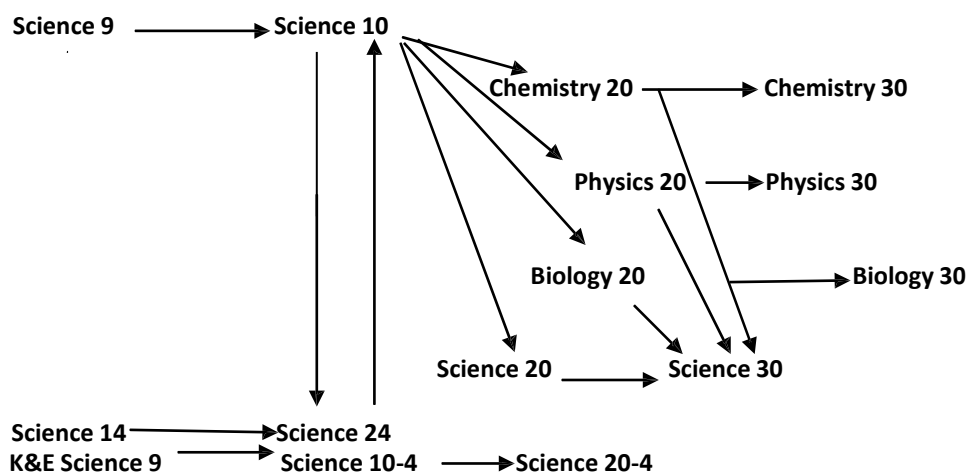
Intended for students that receive a mark below 65% in Grade 9 and for students who intend to enter an apprenticeship program such as those offered at NAIT.

Calculators

The diploma exams in Principles of Math 12 and Pre-Calculus Math 12 require students to have a graphing calculator. We recommend that students have a graphing calculator in Math 10C so that they have the opportunity to become proficient in its use.

If you have any questions about any of the above information, please contact your child’s math teacher or the Mathematics Department Head – Don Bexon at 403-227-3244.

SCIENCE



KNOWLEDGE AND EMPLOYABILITY SCIENCE 9 – SCIENCE 10-4 – SCIENCE 20-4

5 credits

Knowledge and Employability Science focuses on developing essential science knowledge, skills and attitudes in mathematics needed for everyday living at home, in the workplace and in the community. Science competencies are developed through investigating science-related problems, questions and issues, and providing everyday applications to help students understand and appreciate the role of science in our society

Knowledge and Employability Science courses emphasize career/life skills, teamwork, communication skills and thinking processes. Each grade level is developed within a scientific inquiry framework emphasizing problem-solving and decision-making skills appropriate for students' abilities and everyday applications.

Diverse learning experiences within the science courses provide students with opportunities to explore, analyze and appreciate the interrelationships among science, technology, society and the environment, and develop understandings that will affect their lives at home, in the workplace and in the community.

SCIENCE 9

This program has three areas of emphasis: the nature of science; science and technology; and social and environmental issues. There are 5 units of study which cover the following topics: 1) biological diversity 2) matter and chemical change 3) environmental chemistry 4) electrical principles and technologies and 5) space exploration.

SCIENCE 14

5 credits

(Pre-requisite – None)

Recommended if you did not get above 65% in Science 9

***Students who are not planning to pursue a post-secondary education and find science difficult, may be wise to consider Science 14 as their choice.**

The content of Science 14 will be in Biology, Chemistry and Physics. The topics to be emphasized are: investigating properties of matter, energy transfer technologies, from life to lifestyle, and matter and energy in the biosphere. The material covered is suitable for students who are working towards 10 credits in Science for a high school diploma. It is a course for those not planning to attend university or technical institutes or colleges in science-related fields. *** PLEASE TALK TO COUNSELLOR ABOUT REQUIREMENTS FOR CERTAIN TRADES!

SCIENCE 24**5 credits**

(Pre-requisite - Science 14 or 49-64% recommended in Science 10)

Science 24 is a course designed to ensure students become both scientifically literate and socially responsible. The course may consist of topics such as: matter and chemical change, energy transformations, disease defense and human health, and safety in transportation. Most students use this course to complete the 10 science credit requirements for a high school diploma.

SCIENCE 10**5 credits**

(Recommended – Above 65% in Science 9)

Science 10 is an integrated **academic** course that helps students better understand and apply the fundamental concepts and skills that are common to biology, chemistry, physics and earth science. It is a pre-requisite for the 20- level science courses. The pervading themes throughout the course are matter, energy and change.

BIOLOGY 20**5 credits**

(Pre-requisite – Above 65% in Science 10)

The goal of this course is to develop the knowledge, attitudes and skills that students need to make decisions and sense of the world around them. Biology 20 consists of four units of study:

- a. Energy and Matter Exchange in the Biosphere
- b. Ecosystems and Population Change
- c. Photosynthesis and Cellular Respiration
- d. Human Systems.

BIOLOGY 30**5 credits**

(Pre-requisite – Above 65% in Biology 20)

Students will be required to read and synthesize large volumes of information. Biology 30 consists of an in-depth study of the following topics:

- a. Nervous and Endocrine Systems
- b. Reproduction and Development
- c. Cell Division, Genetics and Molecular Biology
- d. Population and Community Dynamics

***During the course students will be required to participate in dissections of brain and eye matter.

CHEMISTRY 20**5 credits**

(Pre-requisite – Above 65% Science 10)

Students are given the opportunity to explore and understand the natural world and to become aware of the influence of chemistry in their lives. Chemistry 20 consists of four units of study:

- a. The Diversity of Matter and Chemical Bonding
- b. Forms of Matter – Gases
- c. Matter as Solutions – Acids and Bases
- d. Quantitative Relationships in Chemical Changes

CHEMISTRY 30**5 credits**

(Pre-requisite – Above 65 % Chemistry 20)

Students will be encouraged to pursue interests and career possibilities in science related fields. Chemistry 30 consists of four units of study:

- a. Thermochemical Changes
- b. Electrochemical Changes
- c. Chemical Changes of Organic Compounds
- d. Chemical Equilibrium focusing on Acid-Base systems.

PHYSICS 20

5 credits

(Pre-requisite – Above 65% in Science 10)

Recommendation for Success – Registered in Math 20-1 or 20-2

The goal of this course will be to analyze and apply physics which will allow the student to explore the physics that governs the world. Physics 20 consists of four units of study:

- a. Kinematics
- b. Dynamics
- c. Periodic Motion
- d. Conservation of Energy

PHYSICS 30

5 credits

(Pre-requisite – Above 65% in Physics 20)

This course builds upon concepts in Physics 20. Themes include: Change & Systems, Energy & Matter, and Diversity & Matter. Physics 30 consist of four units of study:

- a. Momentum and Impulse
- b. Forces and Fields
- c. Electromagnetic Radiation
- d. Atomic Physics

SCIENCE 20

5 credits

(Pre-requisite – Science 10)

If insufficient enrollment, Distance Learning may be offered to students if needed.

Students considering taking Science 20 should have a good understanding of writing and balancing chemical equations as well as rearranging formulas and graphing.

This science course provides students with knowledge in 4 areas:

- i) the changing earth
- ii) changes in living systems
- iii) chemical changes
- iv) changes in motion

These topics allow students to explore geology, biology, chemistry and physics; focusing primarily on the how rather than why of science.

SCIENCE 30

5 credits

(Pre-requisite – Science 20 level course)

This course could facilitate students as a means of improving academic averages for postsecondary entrance.

If insufficient enrollment, Distance Learning may be offered to students if needed.

A major emphasis throughout this course is developing skills in using scientific knowledge to make personal decisions. Science 30 integrates all science disciplines. The following questions may be covered in the course:

What do blood pressure readings indicate? How does our immune system protect us from disease? How does AIDS destroy the immune system? What are your chances of passing on inherited diseases to your children?

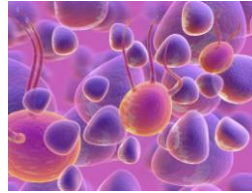
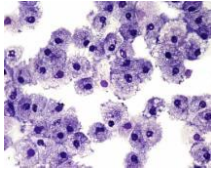
Why is it necessary to understand chemistry in order to deal with environmental problems? How do Roloids and Tums tablets absorb more than their own weight in stomach acid? Can you make an organic compound that smells like bananas or strawberries?

When can you look back in time? Why are you every bit as much star stuff as are Hollywood movie stars? Is AC-DC more than an out-of-date rock music group?

How can your personal life decisions affect global energy demands? What practical alternatives are there to the use of fossil fuels as energy sources?

These answers can be found by taking Science 30 as the four units of study are:

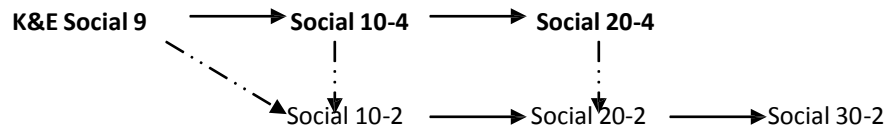
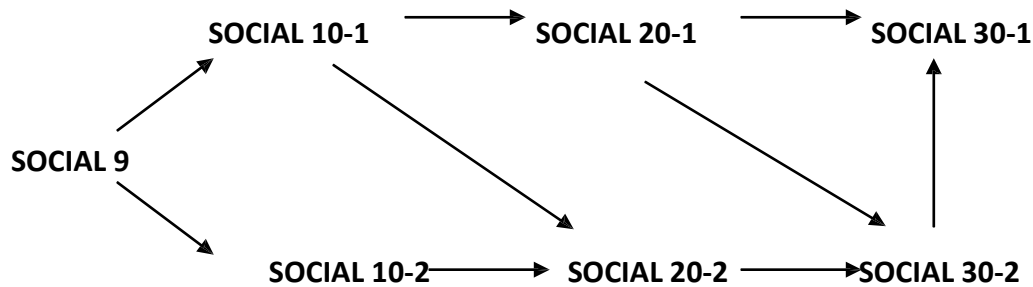
- 1) Living Systems Respond to Their Environment
- 2) Chemistry in the Environment
- 3) Electromagnetic Energy
- 4) Energy and the Environment



NOTE: The Diploma Examination is compulsory for Chemistry 30, Biology 30, Physics 30 and Science 30.

**The final mark is a blend of the school awarded mark and the Departmental Examination mark.
A minimum blended mark of 50% is required to earn credits.**

**NOTE: STUDENTS FAILING THE COURSE PRIOR TO THE DIPLOMA
MAY NOT BE ALLOWED TO WRITE.**



KNOWLEDGE AND EMPLOYABILITY SOCIAL STUDIES 9

Social studies is the study of people in relation to each other and to their world. It is an issues-focused and inquiry-based interdisciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines.

Social studies develops the key values and attitudes, knowledge and understandings, and skills and processes necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world.

Units:

1. CANADA: GOVERNANCE AND CITIZENSHIP
2. CANADA AND THE UNITED STATES
3. INFUSING FIRST NATIONS, METIS AND INUIT PERSPECTIVES

SOCIAL STUDIES 9

The focus of the Social 9 curriculum centers on issues for Canadians: Governance and Rights...along with Economic Systems in Canada and the United States. The course is designed so the students will explore these topics using student driven inquiry based learning. Students will explore how Canada’s political and legislative processes impact citizenship and identity, as well as develop an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.



SOCIAL STUDIES 10-1

5 credits

(Recommended–65% or above Social Studies 9 and Language Arts 9 and enrollment in English 10-1 recommended since strong reading and writing skills will be required for this course and further study in Social Studies 20-1 and 30-1.)

PERSPECTIVES ON GLOBALIZATION

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

Key Issue: To what extent should we embrace globalization?

SOCIAL STUDIES 10-2

5 credits

(Recommended–Students whose mark was below 65% in Social Studies 9 are advised to enroll in Social Studies 10-2.)

LIVING IN A GLOBALIZING WORLD

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

Key Issue: To what extent should we embrace globalization?

KNOWLEDGE AND EMPLOYABILITY

5 credits

SOCIAL STUDIES 10-4

Students 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. Through a multiple perspectives approach, students will examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities. Students will develop skills to respond to issues emerging in an increasingly globalized world, with particular emphasis on local environments and situations.

Key Issue: Should we embrace globalization?

SOCIAL STUDIES 20-1

5 credits

(Recommended–Social Studies 10-1 – 65% & enrollment in or completion of English 20-1 recommended)

In this issues-based course students will explore the complexities of nationalism in Canadian and international contexts. Students will study the origins of nationalism and the influence of nationalism on regional, international and global relations. As well, the course uncovers the complexities of national interests versus international concerns. The infusion of multiple perspectives will allow students to develop understandings of nationalism and how nationalism contributes to the citizenship and identities of peoples in Canada.

Key Issue: To what extent should we embrace nationalism?

SOCIAL STUDIES 20-2

5 credits

(Pre-requisite – Social Studies 10-1 or Social Studies 10-2)

Students will examine historical and contemporary understandings of nationalism in Canada and the world. They will explore the origins of nationalism as well as the impacts of nationalism on individuals and communities in Canada and other locations. As well, the course uncovers the complexities of national interests versus international concerns. Examples of nationalism, ultra-nationalism, supra-nationalism and internationalism will be examined from multiple perspectives. Students will develop personal and civic responses to developing issues related to nationalism.

Key Issue: To what extent should we embrace nationalism?

KNOWLEDGE AND EMPLOYABILITY

5 credits

SOCIAL STUDIES 20-4

Social 20-4 Students will examine various forms of nationalism and apply their perceptions to their own identity and sense of citizenship. They will investigate the influence of nationalism on historical and contemporary events. Students will explore the impacts of nationalism and efforts to promote internationalism. Examples will be drawn from the study of the Aboriginal experiences, Quebecois nationalism, Canadian nationalism, international institutions and current events.

Key Issue: Should we embrace nationalism?

SOCIAL STUDIES 30-1

5 credits

(Recommended–Social Studies 10-1 – 65% & enrollment in or completion of English 20-1 recommended)

Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of, & the challenges to, the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

Key Issue: To what extent should we embrace an ideology?

SOCIAL STUDIES 30-2

5 credits

(Pre-requisite - Social Studies 20-1 or Social Studies 20-2)

Students will examine the origins, values and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the viability of the values of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues in the context of an ideology.

Key Issue: To what extent should we embrace an ideology?

NOTE: The Diploma Examination is compulsory for both Social 30-1 and 30-2. The final mark is a blend of the school awarded mark and the Departmental Examination mark. A minimum blended mark of 50% is required to earn credits.

**NOTE: STUDENTS FAILING THE COURSE PRIOR TO THE DIPLOMA
MAY NOT BE ALLOWED TO WRITE.**

ART

ART 9

(Pre-requisite –an interest in drawing/painting)

Students are required to bring their own sketchbooks, an HB pencil and an eraser to the first day of class.

The emphasis on this course will be an introduction to the Elements of Art and Principles of Design, as explored through two and three dimensional studio work. This may include drawing, painting, printmaking, sculpture or mask making and/or an introduction to pottery. An introduction to Art History by focusing and appreciation of a specific artist and/or movement also begins at this level.

ART 10

5 credits

(Pre-requisite- an interest in developing artistic skills and a desire to create artistic product)

Students are required to bring their own pencils, and an eraser. Hardbound artistic sketchbooks will be provided.

Students registered in the 5-credit Art 10 option will develop their artistic skills, refine their understanding of Elements and Principles, while being allowed to explore a variety of media. The course is divided into units, including: Drawing objects and figures, working with colour, design process and multimedia, working with 3 dimensional form, both aesthetic and functional, as well as a self-directed final project.

Artistic mediums may include:

- Mixed medium
- Paint (acrylic, water, oil)
- Charcoal
- Conte
- Pastel
- Graphite soapstone
- batik
- silk
- screening/print making
- clay

ART 20

5 credits

(Pre-requisite – Art 10)

Students are required to bring their own sketchbook, pencil and eraser. They may also bring additional personal artistic implements, such as drawing pencil sets, brushes or paints.

Art 20 is about refining skills and exploring media in the style of master artists in particular movements. Assignments are based on the same units as in art 10, but are focused on the exploration of a particular artist or movement in history. Students are encouraged to create product that is based on the works of past artists, but is still an expression of their individual emotional and intellectual response to the world.

ART 30

5 credits

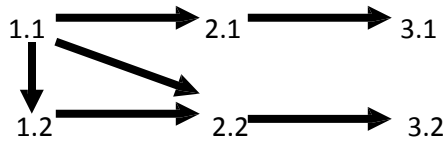
(Pre-requisite - Art 20)

Students are required to bring their own sketchbook, pencil and eraser. They may also bring additional personal artistic implements, such as drawing pencil sets, brushes or paints.

Art 30 is the culmination of students work into a professional style portfolio. Students will use previously developed skills and understanding of art history to create their own expressive voice as an artist as demonstrated through their body of work.

BUILDING CONSTRUCTION

As safety is always a priority these class sizes are limited and therefore fill up fast!



“First You Get Good, Then You Get Fast”

BUILDING CONSTRUCTION 1.1 – GETTING STARTED 3 credits

This course is ideal for students who want to follow an apprentice program and eventually become a journeyman carpenter. However, you can simply take the course to learn some woodworking skills which is not a bad thing to have when home ownership becomes a reality. Another option may be to follow carpentry as an enjoyable hobby. It’s all good. You will learn about safety above all, proper use of hand tools, portable power tools and the stationary equipment which would include table saws, planers, and jointers. A mix of theory, trade math and shop projects will complete your time in Building 1.1. The choice of projects will remain Mr. Coles responsibility.

Please note that the 3 modules studied in Building 1.1 are the primary pre-requisite modules for further studies in Building Construction.

Modules

CON1010 BASIC TOOLS AND MATERIALS
CON1070 BUILDING CONSTRUCTION
CON1120 PRODUCT MANAGEMENT

BUILDING CONSTRUCTION 1.2 3 credits

Students usually take Building 1.2 in the second semester after completing Building 1.1 during the first semester of their grade 10 year. There will still be a theoretical portion of the course and projects will be more complex. My expectation is that students in Building 1.2 will play a larger role in planning projects from start to finish. The key word is anticipation, using shop time spent on projects with an eye towards solving problems before theory turn into surprises. One perk of Building 1.2 is that class sizes are smaller than Building 1.1 classes thereby giving students quicker access to tools. I will continue to select projects but there will be some students who have the abilities to tackle personal or customer projects. Again, that will be Mr. Coles decision.

CON1130 SOLID STOCK CONSTRUCTION
CON1160 MANUFACTURED MATERIALS
CON1910 PROJECT

BUILDING CONSTRUCTION 2.1 – FRAMING 5 credits

Someday you may want to build your own house, or a garage, a shed, a greenhouse, perhaps a gazebo.....you may want to do your own household renovations. Whatever it is you can save a pile of money by doing it yourself. Layout procedures, building codes, framing methods, rafters and banging nails are all part of the course. This is also the time when most projects will be for customers. That fact adds a certain obligation to get it right.

CON2035 FRAMING SYSTEMS I – FLOOR
CON2045 FRAMING SYSTEMS II – WALL
CON2050 ROOF STRUCTURES I
CON2060 EXTERIOR FINISHING
CON2910 PROJECT

BUILDING CONSTRUCTION 2.2 – CABINET MAKING 5 credits

Most students take Building 2.2 during their grade 11 year. It's a chance to learn about creating different wood joints, materials meant for cabinetry, different finishing methods and building simple cabinets. You may not build a roll-top desk during this course but you will learn the basics that will get you there. These modules are for the more skilled student(s). Customer and/or personal projects will be offered.

CON2130 FURNITURE MAKING I
CON2140 FURNITURE MAKING II
CON2160 CABINETMAKING I
CON2170 CABINETMAKING II
CON2920 PROJECT

Please note that there are additional project modules available for students who are motivated to complete them.

BUILDING CONSTRUCTION 3.1 – ADVANCED FRAMING 5 credits

This is the logical course for a grade 12 student who has completed Building 2.1. The framing will be more complex, stair construction will be accomplished and usually there will be projects from customers which will take more time to complete. Garages, large storage sheds, and gazebos are examples of student-built projects.

CON3040 STAIR CONSTRUCTION
CON3050 ROOF STRUCTURES 2
CON3110 SITE MANAGEMENT
CON3210 FRAMING SYSTEMS 2
CON3910 PROJECT

Please note that there are additional project modules available for students who are motivated to complete them.

BUILDING CONSTRUCTION 3.2 – ADVANCED CABINETS

5 credits

For students who have completed Building 2.2 and want to learn more about cabinetry. This is the course to take. There will be customer projects and students will be encouraged to build personal projects. It's a chance to make some of that furniture you will need when you leave the comfort of your parents' home. In previous years, students have built Murphy beds, roll-top desks, dressers, coffee tables and poker tables, just to name a few.

CON3130 FURNITURE MAKING 3
CON3140 FURNITURE MAKING 4
CON3160 CABINET MAKING 3
CON3170 CABINETMAKING 4
CON3920 PROJECT

Please note that there are additional project modules available for students who are motivated to complete them.



COSMETOLOGY

COSMETOLOGY 9

This course introduces the students to the art and science of cosmetology. The strands that are covered include skin care, hair care, hair styling, nail care and make-up. This allows the students to further develop and focus interest in the field of Cosmetology.

Introductory Courses:

COS 1010: Personal and Professional Practices

COS 1020: Long Hair Design 1

HSA 3400: Hair & Scalp Care 1

HSA 3430: Hair Styling 1

EST 1020: Skin Care Practices

EST 1070: Manicuring 1

EST 1140: Theatrical Make-up 1

Intermediate/Advanced Courses:

HSA 3520: Chemical Texturizing

COS 2010: Long Hair Design 2

COS 3020: Long Hair Design 3

HSA 3410: Hair and Scalp Care 2

HSA 3420: Hair and Scalp Care 3

HSA 3440: Hair Styling 2

EST 2050: Make-up

EST 2149: Theatrical Make-up 2

HSA 3450: Haircutting 1

EST 3040: Hair Removal

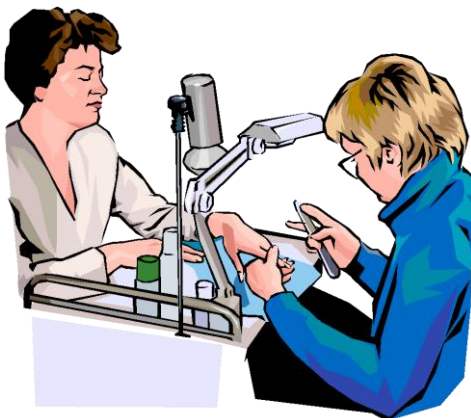
HSA 3570: Hair Coloring 1

HSA 3580: Hair Coloring 2(Oxidizing)

COS 3010: Professional Relationships

COS 3000: Science of Cosmetology

**We have offered a few other credits for more advanced students as needed. Sometimes that requires an off-site placement.



DIGITAL PHOTOGRAPHY I

3 credits

A very popular course with the students. Sign up early to ensure your placement in the class. Cameras are provided, but if you wish to bring your own, this is encouraged. Students will begin by learning and demonstrating an understanding of artistic elements and principles as they apply to photography, developing their “photographer’s eye” as they see the world around them through a viewfinder.

Students will learn to utilize digital camera components, commands and controls as well as other photographic equipment and demonstrate basic photographic skills, to enhance their compositions.

Students will also learn the basics of image editing software using Adobe Photoshop Elements 6.0. The modules for this course include:

COM 1005-Visual Composition

COM 1205-Photography Introduction

COM 1275-Digital Imaging

COM 1215-Photography Exposure



DIGITAL PHOTOGRAPHY II

3 credits

For those students who have successfully completed Digital Photography I here is the next course.

Students will expand their knowledge of photography and photographic manipulation using the camera.

Students will also learn more advanced techniques of image editing using Adobe Photoshop Elements 6.0.

Students may choose which modules to complete. The modules for this course include:

COM 2205-Photography Composition

COM 2225-Photography Special Effects

COM 2235-Photography Lenses

COM 3205-Photography Lighting

COM 3225-Photography Color

COM 3235-Photography B/W Digital Techniques

COM 3245-Photography Outdoor



DRAMA

DRAMA 9

(Pre-requisite – none)

This course introduces the students to selected strands of the Drama program. The strands covered in Drama 9 are: movement, speech, improvisation/acting, and theatre studies (history, technical, and design). The course stresses personal and creative development.

DRAMA 10

5 credits

Drama 10 is an introductory course offering students a wide variety of activities based on the theatrical arts. The course focuses on developing confidence, developing spontaneity, and acting skills. The disciplines of the program are divided into

• **Those that communicate** – movement, speech, and improvisation/acting.

Those that enhance communication – theatre studies, technical theatre, and design. The Drama 10 program serves as an introduction to all of the disciplines

DRAMA 20

5 credits

(Pre-requisite – Drama 10 (65% recommended))

Whereas Drama 10 is an introduction to the field of Dramatic Arts, Drama 20 offers students an opportunity to enhance their skills and to explore new domains. Through the self-development and socialization which occur through class participation, an appreciation of theatre as a traditional art form is established and encouraged. Though all strands of the Drama program are covered, the emphasis of the Drama 20 program is on acting and performance as well as creating a sense of dramatic community to enhance communication.

DRAMA 30

5 credits

(Pre-requisite – Drama 20 (65% recommended))

Drama 30 is a more intensive study of the theatre arts. It is for the student who are committed to the community of theatre and dedicated to production of performance. Drama 30 captures all the skills and nuances culminated in Drama 10 and 20, develops them further, focusing on the student as writer, director, actor, and technician. The Drama 30 student should feel confident in their abilities and should have self-discipline. The course covers all strands of the Drama program (speech, movement, acting, improvising, technical theatre, theatre history, and design) but the emphasis of the program is on the demonstration of learner expectations through **either a full length final production or student directed festival one acts.**

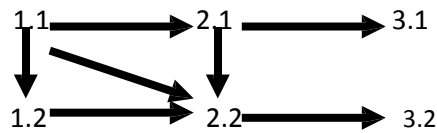
FABRICATION

The Fabrication 1.1 – 2.1 – 3.1 stream focuses on the essential welding methods and techniques with special projects that allow students the opportunity to explore the practical application of their skills.

The Fabrication 1.2 – 2.2 – 3.2 stream is an enrichment course for students who desire a broader experience working with metal.

Both streams start with Fabrication 1.1. It is highly recommended that students take this in their Grade 10 year.

Prerequisite course requirements are essential to maintaining safety standards, appropriate instructional sequence & articulation with post-secondary programs. Prerequisite requirements for CTS courses must be met through successful completion of the prerequisite course, or successful challenge of the prerequisite course.



FABRICATION 1.1

3 credits

FAB1010 TOOLS & MATERIALS
FAB1040 OXYACETYLENE WELDING
FAB1050 BASIC ELECTRIC WELDING

FABRICATION 2.1

5 credits

FAB1048 SEMI AUTO WELDING
FAB2040 THERMAL CUTTING
FAB2050 ARC WELDING I
FAB2060 ARC WELDING II
FAB2070 G.M.A.W. (MIG) I
FAB2910 PROJECT

FABRICATION 3.1

5 credits

FAB3050 ARC WELDING III
FAB3060 ARC WELDING IV
FAB3070 PIPE & TUBE WELDING
FAB3170 G.M.A.W. (MIG) II
FAB3910 PROJECT

FABRICATION 1.2

3 credits

FAB1100 FABRICATION PRINCIPLES
FAB1110 BAR & TUBULAR FABRICATION
FAB1130 PRINCIPLES OF MACHINING

FABRICATION 2.2

5 credits

FAB2010 STRUCTURAL ENGINEERING
FAB2030 OXY-FUEL WELDING
FAB2048 FLUX CORE I (*will also require FAB1048 if student did not take Fab. 2.1)
FAB2160 CUSTOM FABRICATION
FAB2920 PROJECT

FABRICATION 3.2

5 credits

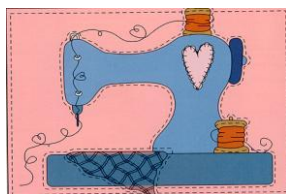
FAB3030	G.T.A.W. (TIG)
FAB3040	SPECIALIZED WELDING
FAB3048	FLUX CORE II
FAB3160	PREFAB PRINCIPLES
FAB3920	PROJECT



FASHION STUDIES

3 credits

This course is designed for students who like to sew or who would like to learn how to sew. After a basic introductory module, you will have a choice of any three modules; some focus on quilting (making a blanket or wall hanging), some on accessories (purse, bag, placemats etc.) and some on clothing construction (hoodies, costumes, clothing article of your choice). Use your creative side to make projects for yourself or to make a gift for someone else. Donated fabric may be available but students will be expected to provide their own supplies for the projects.



FOOD STUDIES

If you like to eat or want to eat good food, you will love this course. The main goal of our Foods Program is to help students develop an appreciation for different kinds of food, gain experience in food preparation techniques and safe food handling through practical lab experiences and topic based instruction. Students will understand nutritional food is also tasty and beautiful. Students will also gain first hand commercial cooking experience. **REMEMBER, EVERYONE CAN COOK!**

NOTE **There will be an additional charge for any student taking Food Studies

The course is divided into “modules” that are each worth 1 credit with a mark of 50% or higher. Each student is registered to complete 3 modules. The modules are listed below according to the level of competencies:

Introductory:

- Kitchen Orientation (CKA 3400) * Pre- Requisite*
- Food Basics (FOD 1010) ** Pre- Requisite**
- Contemporary Baking (FOD 1020)
- Snacks and Appetizers (FOD 1030)
- Meal Planning 1 (FOD 1040)
- Fast and Convenience Foods (FOD 1050)
- Canadian Heritage Foods (FOD 1060)
- Farm to Table (FOD 1070)
- Food & Nutrition Basics (FOD 1080)
- Entertaining with Food (FOD 3100)
- Culinary Fundamentals (CKA 3410)



Intermediate:

- Pantry – Salad & Sandwiches (CKA 3440)
- Food Safety & Sanitation (FOD 2150)
- Cake & Pastry (FOD 2040)
- Bread Products (FOD 2050)
- Milk & Egg Products (FOD 2060)
- Soups and Sauces (FOD 2070)
- Fish and Poultry (FOD 2110)
- Rush Hour Cuisine (FOD 2140)
- International Cuisine (FOD 2170)
- Vegetables & Fruits (FOD 2180)
- Meal Planning 2 (FOD 2120)
- Basic Meat Cookery (FOD 2100)
- Food Decisions & Health (FOD 2030)



Advanced:

- Food for Life Stages (FOD 3010)
- Food Presentation (FOD 3060)
- Creative Baking (FOD 3030)
- Nutrition and Digestion (FOD 3020)
- Yeast Products (FOD 3040)
- Advanced Soups and Sauces (FOD 3050))
- Food Processing (FOD 3110)
- Food Evolution/ Innovation FOD 3120)
- The Food Entrepreneur (FOD 3130)
- Advanced Meat Cookery (FOD 3080)
- Butcher Shop (FOD 3090)
- Saucier 1 (CKA 3480)
- Saucier 2 (CKA 3490)



Each module must be completed in 10 classes!

Culinary Fundamentals CKA 3410

- Each Introductory Food students will complete this credit.
- Is a module in which the theory is covered in class with Mrs. Fletcher.
- Each student signs up for a 10 class rotational group in the Commercial kitchen with Mr. Oak. During these classes, each student will learn Commercial Kitchen skills.
- This also includes working 4 lunches in the Commercial Kitchen

Entertaining With Food FOD 3100

- This credit must be completed by Introductory Food Students and is open to Advance students as well.
- Is a 1 credit module that will be earned near the end of the semester by participating in one of the "Celebration Meals"
- The students will work together to plan the event, prepare the 4 courses, serve the invited guests and also work as a team for final clean up.
- The evaluation process will be:
Planning and preparation- 25%
Serving- 25%
Clean up 50%

FORENSIC SCIENCE 25/35

3 credits each (6 credits total)

(Pre-requisite – any grade 10 science)

This course does not meet the diploma requirements for grade 11 science.

This course is a combination of two separate courses. Neither course can be taken separately.

Topics to be emphasized include:

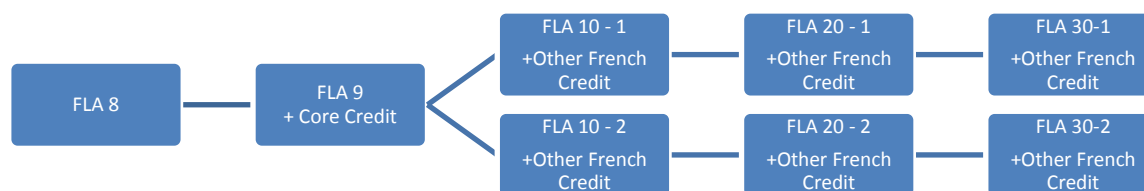
Introduction to Forensics 25

- introduction to forensic science
- fingerprint analysis
- microscopic analysis of trace evidence
- Breathalyzer/intoxilyser testing
- body fluid evidence
- polygraph testing & document analysis
- forensic genetics
- use of canines

Advanced Forensics 35

- anthropology & entomology (bugs)
- forensic toxicology
- ballistics
- science behind police protective equipment
- criminal profiling
- explosives & arson investigations

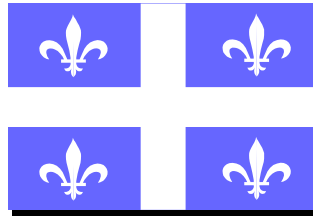
FRENCH IMMERSION



Students entering into Grade 9 French Immersion, must have taken Grade 8 French Immersion. After Grade 9, in the DL Room students can choose to follow the -1 or -2 program for FLA. Students must take one other course in French at each grade level in order to obtain the French Immersion completion certificate. The other course offered will vary. All French Language Arts programs are divided into the following components:

- VALIDITY OF LEARNING FRENCH
 - This domain is met by the other domains. Emphasis is placed on using the French language in the classroom and embracing learning the French language and understanding the culture
 - ACTIVITIES: Learning portfolio, Research into French expressions and slang
- SPEAKING
 - Speaking the French language is key! This comes in the form of pronunciation, oral presentations and exposés, communication scenarios, improvisation
 - ACTIVITIES: Presentations, Speeches, Drama, Pronunciation workshops
- LISTENING
 - Strategies of listening to different accents and dialects, listening to a variety of media and understanding the content including: news, radio, video, television and music
 - ACTIVITIES: Song challenges, Music interpretation, Listening for meaning, Dictées, Listening journal
- READING
 - Learning reading strategies, reading different texts of increasing difficulty, reading a variety of texts and understanding the content
 - ACTIVITIES: Novel Study, Genre study, Reading Workshop
- WRITING
 - The ability to be able to transmit a clear and logical message is key in learning the French language. This is done through writing a variety of different types of texts, studying and applying French grammar concepts, using reference materials to aid in writing tasks, and self-editing.
 - ACTIVITIES: Grammar workshop, Writing workshop, various writing tasks

THE FRENCH IMMERSION PROGRAM ALSO AIMS TO GO ON CULTURAL TRIPS TO FRANCOPHONE DESTINATIONS, TRIPS ARE BASED ON STUDENT/PARENT INTEREST AS WELL AS PRINCIPAL AND SCHOOL DIVISION APPROVAL.



INDUSTRIAL ARTS 9

This course is designed to introduce students to a variety of technologies. This is accomplished by having the students participate in a rotating classroom circuit. Each component consists of both theory and hands-on practical. Upon completion of this course the students will have gained skills and knowledge in the following:

Safety and Shop Practices

Hand Tools

Drawing

Woodworking

Oxyacetylene Torches

Cutting Threads

Electricity

Small Engines



LEADERSHIP

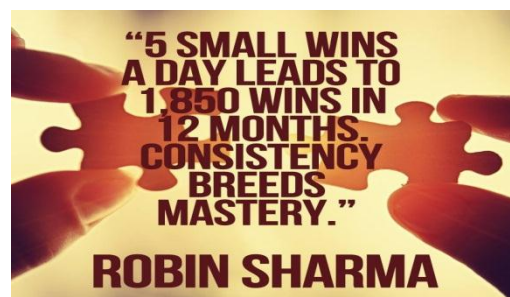
This course will introduce students to basic leadership theories as they pursue leadership roles in the school and community. Students will study and apply theory in developing skills in the areas of self-awareness, communication, planning/goal setting, and leadership. Students will develop the skills and knowledge to support them in pursuing a variety of leadership roles.

GRADE 9 FOCUS

1. Josh Shipp Book Study
2. Daily Video Reflections
3. Individual & Group Projects
4. Visual Presentations
5. Oral Presentations
6. Positive Culture Activities

GRADE 10 MODULES

1. HSS 1080 – Introduction to Leadership
2. CCS 1080 – Community Volunteerism
3. HSS 1090 – Speaking and Presenting
4. HSS 1050 – Introduction to Mentorship
5. HSS 1910 – Project A

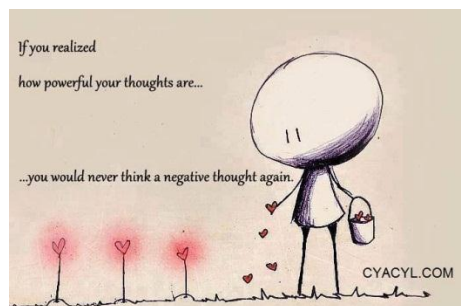


GRADE 11 MODULES

1. HSS 2080 – Leadership Fundamentals 2
2. CCS 2080 – Community Volunteerism
3. HSS 2920 - Project C
4. HSS 2050 – Becoming a Mentor

GRADE 12 MODULES

7. HSS 3080 – Leadership Fundamentals 3
8. CCS 3050 – Supporting Positive Behavior
9. HSS 3920 – Project E
10. HSS 3060 – Extending the Mentoring Relationship
11. HSS 3070 – Peer Mentoring
12. CCS 3080 – Community Enhancement



MARTIAL ARTS 25[Beginner] & 35[Advanced]

The Martial Arts program at IHS is designed to introduce students to 3 traditional martial arts styles: Classical Karate, Muay Thai Kickboxing, and Brazilian Jiu Jitsu (BJJ). This is a physically active course, focused on learning fighting and self-defense techniques. Students will learn a combination of striking techniques (karate and Muay Thai), as well as grappling or ground fighting practices (BJJ).

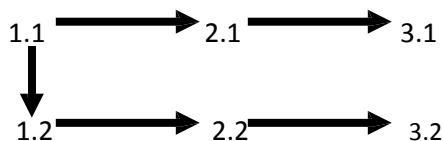
Alongside the martial arts techniques, students will engage in a rigorous regimen of physical training. Push-ups, sit ups, deep knee bends (squats) and jumping jacks, as well as a variety of stretches and other exercises will be part of daily training. Students must be prepared to be physically active.

As potentially dangerous techniques are taught, students MUST display a strong level of self-control, and safety will be the primary consideration in all class activities. Students who get involved in fights outside of school or who display bullying tendencies will be removed from this course at the discretion of the administration.

MECHANICS

The Mechanics 1.1 – 2.1 – 3.1 stream focuses on Engine Design & Repair, while the Mechanics 1.2 – 2.2 – 3.2 stream focuses on Drive Train, Alternative Fuels & Auto Electrical.

Each course requires the previous one as a prerequisite, and **all courses require Mechanics 1.1 as a prerequisite.**



MECHANICS 1.1

LOG1010 LOGISTICS
MEC1040 ENGINE FUNDAMENTALS
MEC1110 PNEUMATICS & HYDRAULICS MEC1130
MECHANICAL SYSTEMS

3 credits

MECHANICS 2.1**5 credits**

MEC2030 LUBRICATION & COOLING MEC2040 FUEL &
EXHAUST SYSTEMS MEC2060 IGNITION SYSTEMS I
MEC2070 EMISSION CONTROLS
MEC3030 ENGINE DIAGNOSIS

MECHANICS 3.1**5 credits**

MEC3040 ENGINE TUNE-UP (*may be substituted with MEC3030) MEC3050 ENGINE
REPLACEMENT
MEC3060 IGNITION SYSTEMS II
MEC3070 ENGINE RECONDITIONING MEC3090
COMPUTER SYSTEMS

MECHANICS 1.2**3 credits**

MEC1020 VEHICLE SERVICE & CARE MEC1090 AUTO
ELECTRICAL
MEC2050 ALTERNATE FUEL ENGINES

**MECHANICS 2.2****5 credits**

MEC2020 VEHICLE MAINTENANCE
MEC2090 ELECTRICAL COMPONENTS
MEC2100 POWER ASSIST ACCESSORIES MEC2130 DRIVE
TRAINS
MEC2140 TRANSMISSION/TRANSAXLES

MECHANICS 3.2**5 credits**

MEC3020 VEHICLE VALUE & APPRAISAL
MEC3080 ALTERNATE ENERGY SYSTEMS (*may be substituted for MEC2050) MEC3100 SAFETY SYSTEMS
MEC3120 POWER ASSISTING
MEC3140 DRIVE TRAIN REPAIR

OUTDOOR EDUCATION**3-4 credits each**

This course combines both on and off campus excursions with theoretical components to prepare students for exploration of the outdoors. A willingness to commune with nature is encouraged as well as a sense of adventure. The course culminates with the demonstration of learner expectations through an extended, off-campus camping trip.

Level I**Modules**

- A. WLD 1010 [Introduction to Wildlife]**
Students develop the attitudes, skills and knowledge related to wildlife and ecosystems, and an understanding for the need to manage wildlife.
- B. WLD 1060 [Wilderness Navigation]**
Students develop the attitudes, skills and knowledge in wilderness navigation to enhance their outdoor experiences.
- C. WLD 1100 [Outdoor Cooking Theory]**
Students develop and demonstrate safe and sanitary food handling procedures, equipment care, comprehension of recipes and an understanding of the importance of efficient work habits in outdoor cooking environments.
- D. WLD 1130 [Outdoor Survival Skills]**
Students develop and demonstrate the attitudes, skills and knowledge required for responsible participation in a range of outdoor activities.

Level II**Modules**

- E. WLD 1020 [Wildlife Diversity]**
Students investigate the diversity of Canadian wildlife in terms of structure, behaviour and habitat, and compare Alberta wildlife with wildlife in other parts of the world.
- F. WLD 2090 [Issues in Wildlife]**
Students develop the attitudes, skills and knowledge in wilderness navigation to enhance their outdoor experiences.
- G. WLD 2100 [Outdoor Cooking Practice]**
Students demonstrate and apply the attitudes, skills and knowledge necessary for cooking in a variety of outdoor situations.
- H. WLD 2130 [Outdoor Excursion]**
Students plan, prepare for and conduct an extended outdoor wilderness trip.

PHYSICAL EDUCATION

Program Rationale and Philosophy: The aim of the Kindergarten to Grade 12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. The physical education program emphasizes active living with a focus on physical activity that is valued and integrated into daily life. Some of the reasons why students need physical education include: Health, Active Lifestyles, Skill Development, Positive Interactions, Self-confidence and Goal Setting.

General Outcomes: The four general outcomes upon which the Kindergarten to Grade Twelve physical education program is based states that students will:

- A. **Activity:** acquire skills through a variety of developmentally appropriate movement activities.
- B. **Benefits of Health:** Understand experience and appreciate the health benefits that result from physical activity.
- C. **Cooperation:** Interact positively with others
- D. **Do it Daily...for Life:** assume responsibility to lead an active way of life

Physical Education 9

This course provides knowledge and the opportunity to develop skills and experiences that will enable students to make healthy decisions regarding lifelong participation in physical activity. Physical Education is mandatory for all students in Grade Nine.

Physical Education 10 (Pre-requisite: Grade 9 Physical Education)

*****Students must have a minimum of 3 credits in Grade 10 Physical Education to meet the requirements for a High School Diploma.**

- **PE 10 (3 credit)**

This course is designed for students who want to achieve the minimum requirements in Physical Education to achieve a High School Diploma. More focus is given to individual activities vs team activities. Activities may include bocce ball, horse shoes, parachute games, urban trekking, line dancing etc.

- **PE 10 (5 credit)**

Designed for students who enjoy physical activity and wish to continue in an advanced stream of this program. **This course is NOT recommended for students who do not have a keen interest in physical activity.** Activities may include personal fitness, outdoor pursuits, team sports, cooperative games, etc

Physical Education 20 (Pre-requisite: Grade 10 Physical Education)

This course is designed for students who enjoy activity and wish to continue in the advanced stream. Activities may include downhill skiing, bowling, curling, ice games, team sports, individual sports, golf, fitness, speedball, cooperative games etc.

Physical Education 30 (Pre-requisite: Grade 20 Physical Education)

This course is designed for students who enjoy activity and wish to be a leader by being active. Activities may include leadership, skiing, bowling, team sports, individual sports, golf, individual fitness programs, team handball, tennis, pickleball, basketball, cooperative games etc.



SELF-DIRECTED OPTION COURSES (not otherwise offered at IHS)

Students will have the option of independently completing courses not otherwise offered at Innisfail High School through our Self-Directed Option Courses. Students will work in the Distance Learning Room connected to Library Lab with the supervision of an EA to complete their assignments. If the facilitator determines that this is not the case, the student will be required to attend all of the allotted class time until assignment completion is satisfactory.

Students will have the opportunity to schedule one subject per semester, as long as they are meeting the requirements of the high school diploma.

- Spanish Language & Culture
- Ukrainian Language & Culture
- Experimental Psychology
- Agriculture
- Community Health
- Electro-Technologies
- Financial Management
- Forestry
- Legal Studies
- Management & Marketing
- Tourism Studies

SPORTS MEDICINE LEVEL I

3 credits

(Pre-requisite – Registered in or have taken Science 10 AND ELA 10-1 or ELA 10-2)

Purpose: Students will learn about various topics associated with sports medicine, physiotherapy, nursing, medicine, physical education, recreational studies, coaching, life-long personal use.

The course includes studies in the following areas; basic first aid care, anatomy, physiology, kinesiology, nutrition, and injury recognition, assessment, management and prevention.

Instructional methods will include; lecture, problem solving, guided discovery, laboratory work, independent research, computer technology and acquired skills for field/practical situations.

NOTE: Expectations for the students is to simply aid with assessment and rehabilitation of the injured athlete. It is imperative that athletes, trainers, coaches, parents and supervisors, consult with and abide by the recommendations made by the medical professionals involved.

Introductory:

HSS1010 Health Services Foundations

(Pre-requisite - None)

Students identify the determinants of good health and examine how these determinants affect personal wellness. Students gain an appreciation for the importance of an active living lifestyle and develop an understanding of the basic structure and function of the human body using medical technology. Students demonstrate safety strategies to prevent infection from blood borne pathogens in health care and recreation settings and examine other basic safety and reporting protocols for these settings.

HCS1050 Musculoskeletal System (Pre-requisite – HSS1010)

REC1030 Technical Foundations for Injury Management (Pre-requisite – HCS1050)

REC1050 Sport Psychology 1

REC1020 Injury Management 1

REC2010 Nutrition for Recreation Activities & Sport

REC2020 Injury Management 2

SPORTS PERFORMANCE [INTRO TO FITNESS] 15-25-35

5 credits each

This course will be offered for students to pursue in a self-directed manner for the entire year. This course is completed outside of class time.

Course is based on the Health Pathways in the CTS curriculum

COURSE PURPOSE AND DESCRIPTION

To provide active students involved in sport with the knowledge, skills and attitudes necessary to understand the variety of factors related to sports performance through a combination of theory and practical exposure to areas of sport, students will be expected to demonstrate outcomes as they relate to the study of current training principles, performance enhancement, sports injuries, performance evaluation, sports studies and personal development through participation in sport

RATIONALE FOR THE COURSE

This course is intended to provide learning opportunities for the increasing number of active students enrolled in high school. The sports community recognizes the importance of learning proper training principles, sport psychology, goal setting and personal development. Sports experts believe that it is these skills that will ultimately be the most important component of student athletes' experience, ones that will help to shape a productive, caring citizen of our community in the future.

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FOD 1010 – Food & Nutrition Basics
HSS 1010 – Health Services Found
REC 1040 – Foundations for Training 1
*HSS 1020 – Nutrition & Wellness
HSS 1030 – Comm Skills Health Profs
*FOD 1080 – Food & Nutrition Basics
*HSS 1020 – Nutrition & Wellness
*REC 1050 – Sports Psychology
*REC 1910 – Determine a Fitness Plan

25

REC 2010 – Nutrition For Rec Act & Sports
REC 2040 – Foundations For Training 2
REC 2060 – Leadership in Rec & Sport
HCS 2130 – Chronic Conditions
REC 2120 – Coaching 1
REC 3140 – Sport & Society

35

REC 3040 – Training & Conditioning
REC 3060 – Ever Active Kids Leadership
REC 3080 – Resistance Training Leadership
REC 3110 – Group Exercise Leadership
REC 3070 – Fitness Instruct Ldrshp Principles
REC 3120 – Coaching 2
REC 3130 – Officiating