

# Bow Valley High School



*Grades 9, 10, 11 and 12*  
*Course Description Guide*  
*2021-2022*

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**Rockyview Schools**



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## Principal's Message

Welcome to Bow Valley High School! At Bow Valley High School, we have established a clear learning philosophy and a set of guiding principles that enhance the delivery of education to our students. The Staff embraces the school's philosophy of teaching and learning as an interactive practice.

Teachers endeavor to have interesting and challenging curriculum content. They connect learning to the community, develop critical thinking skills, develop and discuss issues relevant to students, practice reflective learning, and incorporate current technology in their classrooms. This work is intended to assist you as individuals striving to live, learn and work in a democratic society.

The purpose of this booklet is to help you choose the High School courses that will assist you to explore, plan and make a transition to post-secondary institutions or the world of work. These courses and experiences make up your personalized program plan. I hope that you will look seriously at our course offerings and choose courses that are appropriate to our abilities and talents. Your program choices should create a strong and positive focus for success.

This year Bow Valley High School is excited to again offer the "Building Futures" program to Grade 10 students. As well, students in Grades 10 to 12 will continue to have access to *Construction* and *Mechanics* classes at Cochrane High.

In addition to your course selection, plan to get involved in one or more of our extra-curricular activities. We offer a broad and excellent program that will only grow stronger with your participation.

We are pleased that you are a student at Bow Valley High School and we look forward to working with you!

Sincerely;

Jim Reilly  
Principal

## School Vision/Mission/Motto

**Vision Statement:** Bow Valley High School is a leader in learner engagement and well-being.

**Mission Statement:** Bow Valley High School maintains a universal learning environment where every learner can connect with people and ideas to succeed.

**School Motto:** *BVCares – "Bow Valley High School Connects Authentically, Responsively, Entirely and Supportively."*  
*Accende Igne Intum – "Light the Fire Within".*

## **BVHS Guiding Principles**

The following guiding principles have been established in order to provide focus for Bow Valley High School as a learning community:

- A sense of community amongst staff and students is intentionally fostered and purposefully protected.
- School culture is founded on the principles of servant leadership.
- Staff intentionally seek opportunities to engage learners in meaningful experiences that will generate connections.
- Educational experiences create lifelong learners that are resilient, responsible and responsive.
- Staff and students pursue enriching learning experiences to empower themselves as learners.
- Students are encouraged to pursue the most challenging program of which they are capable.
- Student and Staff achievements are acknowledged and celebrated.
- Student-centered practice is relevant, differentiated and respectful of students' needs.
- Students are encouraged to be self-reflective, self-advocating and self-motivated in their learning.
- Student engagement is fostered through instruction that is responsive, authentic and innovative; activities emphasize inquiry collaboration and critical thinking.
- Students are inspired to be active participants within our school, local and global communities.

## **BVHS Assessment Principles**

- At Bow Valley High School, assessment practices are transparent and consistent.
- At Bow Valley High School, staff utilize technology as a means of communicating ongoing student progress, including assessment of and for learning.
- At Bow Valley High School, assessment practices give students a variety of opportunities to learn and develop through ongoing feedback.
- At Bow Valley High School, achievement feedback is both qualitative and quantitative.
- At Bow Valley High School, staff employ a variety of assessment methods and techniques to assess the knowledge acquisition of learners.

## School Calendar

Bow Valley High School offers a comprehensive timetable that provides an overview of professional development days, holidays, exams and interviews.

The calendar can be found on the second last page of the Parent/Student Handbook, which is given out to Grade 9 and new students at the beginning of the year. This document can also be accessed on our school website under the publications tab as follows:

<http://bowvalley.rockyview.ab.ca/publications>

Once the School Publications page has been displayed, click on the viewlet entitled “Handbook”.

## Guidance & Counselling Services

### Students

Students may wish to see the Guidance Counsellor for:

- Academic-educational reasons such as courses, prerequisites, credit review, study skills, scholarships and three year planers.
- Vocational-career research and decision making.
- Personal, social and emotional counselling.

To book a counselling appointment, the students may:

- Grades 11 and 12 students may book their own appointments in the appointment book located in the Guidance Office. They may also email Mr. Reece at [mreece@rockyview.ab.ca](mailto:mreece@rockyview.ab.ca).
- Grades 9 and 10 students may book their appointments online at <https://lwestbvhs.youcanbook.me> (or email [lwest@rockyview.ab.ca](mailto:lwest@rockyview.ab.ca)).
- Students are responsible for coming down to the Guidance Office at their scheduled appointment time. They will be given a Guidance Appointment Slip to give to their teacher upon completion of their appointment. The Guidance Office is also open at lunch hour for students to ask questions and get information.

### Guidance and Counselling

Our Guidance Department consists of two Counsellors; one for Grades 9 and 10, and the other for Grades 11 and 12.

The High School counselling program has three main emphases; career counselling, educational counselling and personal counselling. The counselling department can provide information on post-secondary programs and a variety of career choices available to students. Students need to take advantage of these resources and become

more knowledgeable as they plan their High School program. Students who wish to adjust their program, research educational/career options, or have personal/social emotional concerns should see a counsellor.

### **Parents**

The Guidance Counsellors are also available for consultation with parents to discuss their children's academic-educational progress, their children's vocational career goals or other concerns related to their children's progress at school.

## **School Fees**

All course fees and resource fees will be available for perusal and payment via School Cash. School Cash parent accounts can be accessed and/or created via our school website as follows:

**<http://bowvalley.rockyview.ab.ca>**

Scroll to the very bottom of the Home Page, then click on the viewlet entitled "School Cash Online" (bottom right).

# Course Description Guide - Introduction

This course description guide (handbook) is designed to provide you with assistance in planning your High School program. This handbook can be found on our website (<http://bowvalley.rockyview.ab.ca>). Senior High School is an important and enjoyable part of your formal schooling. It is imperative that you take care in planning your course selections so that you keep your career and post-secondary plans as **open and flexible** as possible. If you have a career in mind, your planning might be made easier. If you are undecided, try to keep your program as flexible as possible. **Consider taking the most challenging level of courses at which you can be successful, in order to challenge yourself or in case you change your career choice.**

Remember, if you or your parents have any questions or concerns about courses or programs, ask for assistance from a Guidance Counsellor as changes later on are often more difficult.

## Course Selection Procedures

1. **COURSE SELECTION:** Course selection will be done “manually” for the 2021-2022 school year. Current BVHS students will be given a Course Selection form which they must complete, then hand into the appropriate Guidance Counsellor. Students needing a Course Selection form (i.e., students new to BVHS) can print one from the BVHS website (<https://bowvalley.rockyview.ab.ca/our-school/registration>). Recommendations for placement in core courses will be based on prerequisite marks as indicated in the applicable Course Description section of this booklet. Students not having the proper prerequisite will be placed in the lower course offering.
2. **ADVANCED COURSE SELECTION:** The responsibility rests on the student to know the requirements of a High School diploma and to seek out the necessary help in making some longer range career plans. Students should discuss their program selection and course choices with parents and Guidance Counsellors or School Administrators. The Guidance Counselling department has information on the academic requirements for both specific career choices and post-secondary programs. Every effort will be made to give the student his/her first choice of courses.
3. **COURSE CHANGES:** Students are advised to select carefully since the school schedule is based on student requests. Changes in course registrations are not permitted after registrations have been approved unless there are special circumstances (for example, failing to get the prerequisite\* mark). A Guidance Counsellor or an Administrator must approve all changes and there are deadlines in effect. Counsellors are available by appointment the week before school opens in September. Students have **seven school days** at the beginning of each semester to complete course changes. **For full year courses** (such as Music 9), **students have ten school days into the first semester only to make any course changes.**
4. **GRADE 9 PREREQUISITE:** In order to register in Science 10, English 10-1, Math 10C and Social Studies 10-1, the student must achieve a **60% in the appropriate Grade 9 course**. This is based on his/her present teacher’s recommendation, but will be changed by the High School if the requirements are not met (refer to the *Course Prerequisites section* on page 11). Students failing a Grade 9 course will automatically be directed to the lower level course at the next grade. For example, a student in English 9 with a final of 45% will be automatically placed in English 10-2.



## Course Credits

1. Each course taken at Bow Valley High School, starting in Grade 10, is assigned a credit value according to the following scheme:
  - A course taken for one Reporting Period (one Quarter) **only** has a value of three (3) credits.
  - A course taken over two Reporting Periods (two Quarters or one Semester) has a value of five (5) credits.
  - Career and Technology Studies (CTS) modules have a value of one (1) credit per module (25 hours = 1 module = 1 credit). This means that students can progress through CTS courses at a more independent rate. Students are advised to check with their CTS teacher.
2. A **minimum of 100 credits** is required for a High School Diploma.
3. Students at Bow Valley High School **must** satisfy the following with respect to credit load:
  - Grades 10 and 11 – minimum of 40 credits.
  - Grade 12 – minimum of 30 credits.
  - Students in Grades 10 and 11 are **NOT** allowed to have spares.
4. The High School Diploma Examination Program
  - Provincial Diploma Examinations will be written in the following courses only: English 30-1/30-2, Social Studies 30-1/30-2, Mathematics 30-1/30-2, Biology 30, Chemistry 30, Physics 30 and Science 30.
  - To receive credit in these courses, students will be required to write the Provincial Diploma Examinations and obtain a final course mark of **50%** or better. The student's final course mark will consist of 70% weighting of the school-awarded mark, and 30% weighting of the Provincial Diploma Examination mark.
5. Rules Governing Awarding of Credits
  - A **minimum of 50%** is required to receive credits in all courses.
  - Credits will NOT be granted if a student misses too many classes (**unless** the student has the prerequisite course or the prerequisite was waived by the Principal).

## Admission to Post-Secondary Institutions

University entrance requirements vary according to particular faculties therefore, students who are considering University should check the requirements of admission to each faculty and choose their subjects accordingly. Admission requirements for each faculty may be obtained from the Guidance Counsellor.

Entrance requirements for other institutions such as NAIT, SAIT, community colleges, etc., will vary according to the particular program. **Should a student have any questions regarding admission to any Post-Secondary Institution, they are advised to contact a Guidance Counsellor.**

## Guidelines to Planning Your Program

1. Students have two main goals:
  - Graduate from High School. Have minimum course/credit requirements to receive a High School Diploma.
  - Have some form of post-secondary entrance.
2. Career plans tend to change throughout High School. Students should consider taking courses that would maximize their career opportunities.
3. Students should be aware that once they have received a mark for any assignment or quiz in a course, they might not be able to withdraw from that course. They may, upon approval, be allowed to switch to a lower level course in the same grade due to concurrent registration policies (for example, switching from Social 30-1 to Social 30-2).
4. Grade 10
  - It is important for Grade 10 students to think in terms of long-range planning since many of the decisions made now will impact the pursuit of certain career opportunities. Students are encouraged to realistically assess their academic potential, research the requirements for different types of careers, and then choose their courses keeping as many doors open as possible. Students need to remember that post-secondary entrance requirements vary from institution to institution (and from year to year), and each program has its own requirements.
  - The goal of each student should be to choose a timetable that allows him/her to keep as many doors open as possible.
  - To meet High School Diploma requirements, a student's program must include certain courses (refer to the *Alberta High School Diploma Requirements section* on page x).
5. Grade 11
  - Should a student lack credits in any compulsory Grade 10 course, the course(s) should be re-taken during Grade 11.
  - Students are encouraged to register in courses to fulfill High School Diploma requirements (refer to the *Alberta High School Diploma Requirements section* on page 12).
  - Students should choose Options (Elective courses) to bring their credit total to at least 40 (no spares).
6. Grade 12
  - Should a student lack credits in any compulsory Grade 10 **or** Grade 11 course, the course(s) must be taken during Grade 12.
  - Students are encouraged to register in courses to fulfill High School Diploma requirements (refer to the *Alberta High School Diploma Requirements section* on page 12).
  - Students are responsible for checking the accuracy of their High School record of courses, marks and credits. Any questions regarding a student's High School record should be discussed with the Grade 12 Guidance Counsellor.

- All students must register with **myPass** in order to obtain Diploma Exam results and High School Transcripts. To set up a myPass account, students are required to visit <https://mypass.alberta.ca>. When registering, students are advised **NOT to use their “@rvschools” email** due to the fact that, on the student’s graduation, his/her “@rvschools” email expires (thus the student will no longer have access to myPass). After registering, students will receive an email containing a **URL from myPass** along with a hard-copy letter containing a **4-digit PIN**. Students must enter the 4-digit PIN into the email with the URL in order to complete the process. The 4-digit PIN has an expiry date therefore, students should ensure that this process is completed in a timely manner.
- A student may apply to rewrite any Diploma exam. The fee is \$26.25 and is payable to Alberta Education. A student must go to the <https://mypass.alberta.ca> website to pay for the exam. A copy of the receipt must be provided to an Assistant Principal in order for the student to secure a seat in the exam room. All students attempting to rewrite a Diploma exam should contact the office immediately (as there are deadlines).
- A student must be registered in at least 15 credits per Semester in order to attend.
- The Guidance Department offers numerous services to assist students in this planning. Students should visit the Guidance Office for information dealing with specific careers and post-secondary programs and requirements. The Guidance Department offers programs that assist students in selecting careers that meet their interest and needs by providing access to assessment tools (i.e., Bridges “Do What You Are” Inventory, My Blue Print, as well as one-on-one counselling).

## Course Prerequisites

**It is the student’s responsibility to be aware of the course requirements and prerequisites.**

- A **minimum mark of 60% is required in order to proceed** to the sequent course at the same subject level. For example, a student must obtain at least 60% in English 10-1 in order to proceed to English 20-1.
- The **minimum mark for receiving credits is 50%**.
- If a student receives a mark **between 50% and 60%**, it is the student’s right to request the next higher-level course. This should be decided upon after consultation with the prerequisite teacher. A *Waive Prerequisite* form must then be completed and returned to the Guidance Office.
- A student NOT achieving the required 50% may repeat the course, or...
  - In some instances, with the Administration’s approval, a student achieving the required 40-49% may continue to the next higher level in the alternative program route (i.e., Social 10-1 to Social 20-2).
  - If a student successfully completes the next higher level course, the student would then be granted credit for the prerequisite course in those sequences (i.e., credits for Social 10-2 after successfully completing Social 20-2).

## Alberta High School Diploma Requirements

Note that the following chart outlines the *minimum* Alberta High School Diploma requirements.

<b>Credits</b>	<b>Minimum Alberta High School Diploma Requirements</b>		
15	English Language Arts 10-1 English Language Arts 10-2	English Language Arts 20-1 English Language Arts 20-2	English Language Arts 30-1 English Language Arts 30-2
15	Social Studies 10-1 Social Studies 10-2	Social Studies 20-1 Social Studies 20-2	Social Studies 30-1 Social Studies 30-2
10	Math 10C Math 10-3	Math 20-1 Math 20-2 Math 20-3	
10	Science 10 Science 14	Science 20 or Science 24, or Biology 20, or Chemistry 20, or Physics 20	
3	Physical Education 10 (3 or 5 credits)		
3		CALM 20	
<b>56</b>	<b>Total Specified Credits</b>		
<b>44</b>	<b>Unspecified Credits</b>	<ul style="list-style-type: none"> <li>10 credits must be from a 30/35 level, in addition to English Language Arts 30 and Social Studies 30.</li> <li>10 credits must be from Fine Arts, Physical Education 20/30, second languages, Career and Technology Studies (CTS), locally developed courses in CTS, Fine Arts, second languages, Registered Apprenticeship Program (RAP).</li> </ul>	
<b>100</b>	<b>Total Credits</b>		

# Grade 9 Courses

## Proposed Courses/Sequences

Individual course descriptions appear in alphabetical order starting on the following page.

### **CORE (OR COMPULSORY) COURSES:**

#### **Grade 9**

#### **Grade 10**

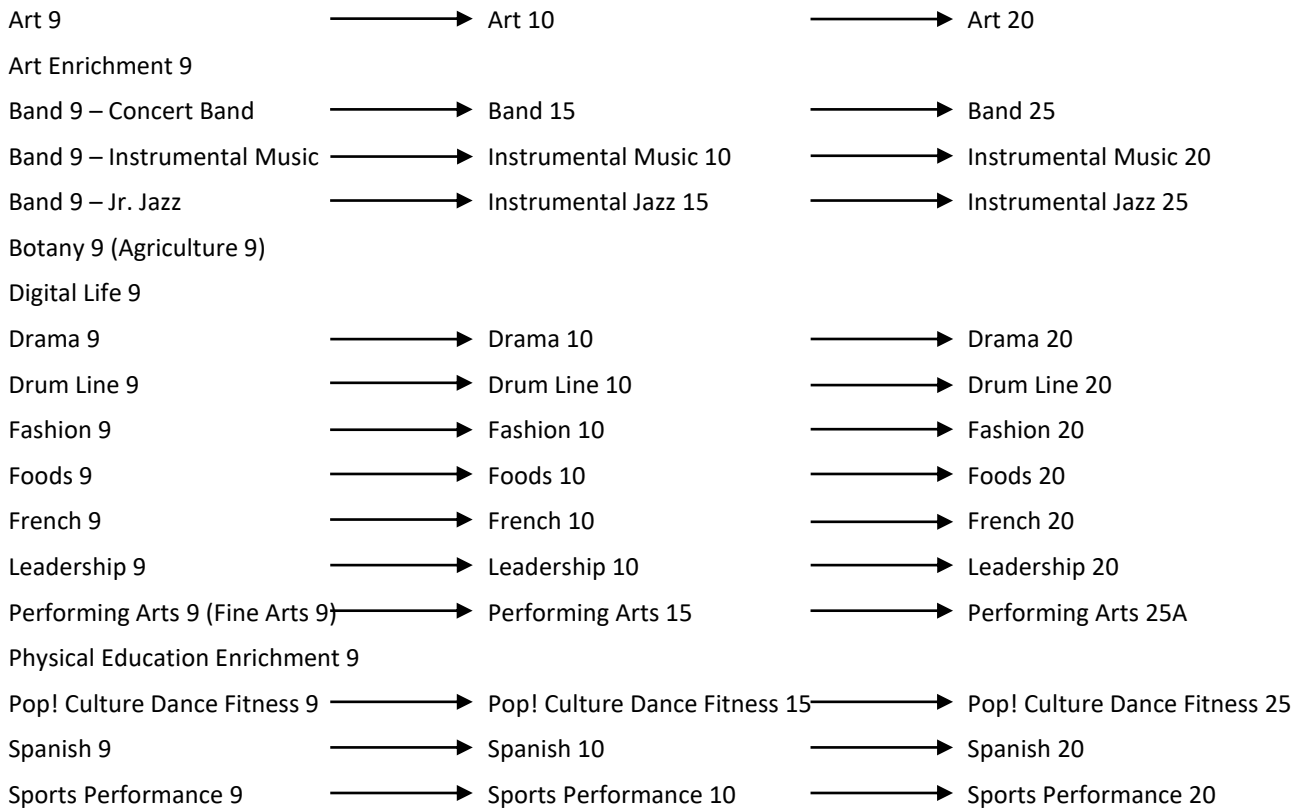


### **OPTION (OR ELECTIVE) COURSES:**

#### **Grade 9**

#### **Grade 10**

#### **Grade 11**



Technical Theatre 9 (Fine Arts 9)	→	Technical Theatre 15	→	Technical Theatre 25
Wildlife 9	→	Wildlife (ODL) 10	→	Wildlife (ODL) 20
Yoga 9	→	Yoga 15	→	Yoga 25

## Core (or Compulsory) Courses

<b>ENGLISH LANGUAGE ARTS 9</b>	<b>Duration: Full Year</b>	<b>Fee: N/A</b>
<b>Prerequisite: N/A</b>		

Grade 9 students must complete English Language Arts 9 in order to move into the High School program. English Language Arts are designed to concentrate on the development of language arts strategies and skills to strengthen the students' use of language and understanding texts. Through the study of various literary genres, English Language Arts integrate reading, writing, speaking, listening, representing and viewing skills into curriculum planning. There are several texts covered, including novels, Shakespearean drama, poetry, short stories and film and media pieces. Please note that students will write a two-part Provincial Achievement Exam for this course near the end of Semester 2 (or Quarter 4). The written part of the exam is composed of two pieces: functional (business letter) on a given topic and personal essay/narrative on a given topic. The second part is reading comprehension. Students planning to pursue post-secondary education need to successfully complete English Language Arts 9 and surpass the 60% course prerequisite in order to enter the English Language Arts 10-1 stream.

<b>HEALTH &amp; LIFE SKILLS 9</b>	<b>Duration: One Semester</b>	<b>Fee: N/A</b>
<b>Prerequisite: N/A</b>		

The Grade 9 HLS program is scheduled during Semester 2 of the school year. A series of topics will be covered that will assist the students in recognizing their potential and in becoming more aware of the alternatives available to enhance their personal lifestyle. Course topics include Depression and Suicide Prevention, Stress, Personal Health and Wellness, Decision Making, Self-Awareness and Acceptance, Alcohol and Substance Abuse, Study Skills, Human Relationships and Sexuality. The Human Sexuality theme will be taught to all students unless the school receives a letter from the Parent/Guardian requesting exemption from it. Alternative programs will be set up for those students excused from the Human Sexuality theme.

<b>MATHEMATICS 9</b>	<b>Duration: Full Year</b>	<b>Fee: N/A</b>
<b>Prerequisite: N/A</b>		

The Grade 9 syllabus is based on the Western Canadian Protocol for collaboration in basic education and is a consolidation of the skills and concepts developed in Grades 7 and 8. At completion of the program, students should have a base of knowledge and skills related to numbers, patterns and relations, shape and space, and statistics and probability which will prepare them for the further study of Mathematics at the senior High School level. **A scientific calculator is required for this course.**

<b>PHYSICAL EDUCATION 9</b>	<b>Duration: One Semester</b>	<b>Fee: N/A</b>
<b>Prerequisite: N/A</b>		

Physical Education 9 is intended to provide students when an opportunity to engage in active living, improve fitness and develop skills through a variety of physical activities. The program is designed to allow students to perform at their own levels of proficiency, with the goal being to help them move along the continuum of both self-confidence and performance, relative to physical activity. Emphasis is placed on developing the following components of fitness: cardiovascular endurance, muscular strength, muscular endurance and flexibility.

<b>SCIENCE 9</b>	<b>Duration: One Semester</b>	<b>Fee: N/A</b>
<b>Prerequisite: N/A</b>		

Science 9 is designed to provide diverse learning experiences that give students an opportunity to explore, analyze and appreciate the interrelationships among science, technology, society and the environment, and develop understandings that will affect their personal lives, their careers and their futures. The five units of study are Biological Diversity, Matter and Chemical Change, Environmental Chemistry, Electrical Principals and Technologies, and Space Exploration.

<b>SOCIAL STUDIES 9</b>	<b>Duration: One Semester</b>	<b>Fee: N/A</b>
<b>Prerequisite: N/A</b>		

Students will analyze the relationship between Canada's political and legislative processes and their impact on issues pertaining to governance, rights, citizenship and identity. Related studies include Collective Rights, Immigration, and the Youth Criminal Justice Act. Students will also explore issues of economics and their impact on quality of life, citizenship and identity in Canada and the United States.

### Option (or Elective) Courses

<b>ART 9</b>	<b>Duration: One Quarter</b>	<b>Fee: \$50.00</b>
<b>Prerequisite: N/A</b>		
<b><i>The fee includes basic art supplies and a starting art kit. Students may be required to supply additional materials beyond the fee allotment.</i></b>		

The Art 9 program focuses on visual learning and artistic skills through sketchbook and studio projects. Students will participate in both two-dimensional and three-dimensional art explorations including traditional drawing, painting, sculpture and design. Within these study areas the student will explore art criticism, media handling and techniques, art theory and expressive skills. In addition, the students will learn to organize and present their work in a portfolio and presentation format. Discover the possibilities in Art!

<b>ART ENRICHMENT 9</b>	<b>Duration: One Quarter</b>	<b>Fee: \$30.00</b>
<b>Prerequisite: N/A</b>		
<b><i>The fee includes basic art supplies and a starting art kit. Students may be required to supply additional materials beyond the fee allotment.</i></b>		

This course allows for different expressions and approaches to art. Throw away your paint brush and sketch pad, and try some non-traditional methods that are more "hands-on" and that do not require a specific level of artistic ability. Projects could include technology based applications such as Cricket or material based projects such as wood, string or metal.

<b>BAND 9 – CONCERT BAND</b>	<b>Duration: Full Year</b>	<b>Fee: \$25.00</b>
<b>Prerequisite: Two (2) or more years of previous Band experience.</b>		
<b>Corequisite: Enrollment in Music 9 – Instrumental Music.</b>		
<b><i>The fee includes some clinic time.</i></b>		

This course will be offered outside the regular instructional day and will meet Alberta Learning's time requirements. Students who choose this course should have already successfully completed two or more years of Band experience. Students will learn diverse and varied repertoire pertaining to the styles associated with performing bands. In addition to learning performance repertoire, this band may tour the local schools and perform in a festival. This course does not replace the regular Band courses. Students will also be responsible for the various levels of theory, history and technical skills that are contained in the Alberta Learning Curriculum Guide.

<b>BAND 9 – INSTRUMENTAL MUSIC</b>	<b>Duration: Full Year</b>	<b>Fee: \$25.00</b>
<b>Prerequisite: Two (2) or more years of previous Band experience. Even if you could not take Grade 8 Band, you are welcome to join Band 9.</b> <b><i>The fee includes some clinic time.</i></b>		

Grade 9 Band is an extension of the Middle School (Grades 6, 7 and 8) program. Students who choose this course should have already successfully completed two or more years of Band experience, including Grade 8 Band. **Exceptions** include those students who have had previous private lessons and students who, **at the discretion of the Band instructor**, are permitted to enroll. Students will learn diverse and varied repertoire. They will also be responsible for all theory, history and technical skills that are contained in the Alberta Learning Curriculum Guide for Grade 9 Band. Students who wish to be members of the Concert Band and/or the Jazz ensemble must take this course. Students who choose Band will participate in the Concert Band, which is a co-curricular event that rehearses outside of the regular instructional day.

<b>BAND 9 – JR. JAZZ ENSEMBLE</b>	<b>Duration: Full Year</b>	<b>Fee: \$25.00</b>
<b>Prerequisite: Two (2) or more years of previous Band experience.</b> <b>Corequisite: Members must be enrolled in the Music 9, 10, 20 or 30 “class” Band, and in the Jr./Sr. Concert Band as appropriate.</b> <b><i>The fee includes some clinic time.</i></b>		

This class rehearses outside of the regular timetable. Enrollment is by audition and/or invitation. Previous Jazz experience is recommended.

<b>BOTANY 9 (AGRICULTURE 9)</b>	<b>Duration: One Quarter</b>	<b>Fee: \$50.00</b>
<b>Prerequisite: N/A</b>		

This course will be an introduction to plant sciences and a variety of agriculture techniques (under the heading of Agriculture 9). Students will explore the production and management of plants, pests, landscapes, soils and water systems to achieve productive and sustainable growing systems.

<b>DIGITAL LIFE 9</b>	<b>Duration: One Quarter</b>	<b>Fee: \$30.00</b>
<b>Prerequisite: N/A</b> <b><i>Digital Life 9 includes Game Design, Graphic Design, Movie Making and Photography.</i></b>		

Students learn to employ fundamental elements and principles of design and gain a strong foundational multi-disciplinary experience in preparation for other technology courses. Students will also be introduced to Graphic Design, Movie Making and Game Design through different programming environments.

<b>DRAMA 9</b>	<b>Duration: One Quarter</b>	<b>Fee: \$25.00</b>
<b>Prerequisite: N/A</b>		

Drama plays a major role in the development of the whole person, emotionally, intellectually, imaginatively, aesthetically and socially. It fosters positive group interaction, and students are able to work together to reach common goals. While developing dramatic skills, students are able to assume roles and thus explore life. The overall goal is to foster a positive self-concept. The environment in Drama classes is non-competitive, supportive, cooperative and exciting, yet challenging in the constant striving to develop the whole person.

<b>DRUM LINE 9</b>	<b>Duration: Full Year</b>	<b>Fee: \$25.00</b>
<b>Prerequisite: N/A</b> <b><i>The fee includes some clinic time.</i></b>		

We are pleased to once again offer our Drum Line (DL) class for students in Grade 9. Drum Line will be for students to learn and/or enhance their skills on Snare Drum, Quad Toms, Bass Drums, Cymbals, and perhaps



Mallets and Timpani. If you have experience, that's fantastic but if not, you will learn all you need to know in this class. The focus will be on learning Drum Line pieces while developing playing and rhythm reading skills. Students will rehearse and will also perform at some Band Concerts.

<b>FASHION 9</b>	<b>Duration: One Quarter</b>	<b>Fee: \$30.00</b>
<b>Prerequisite: N/A</b>		
<i>The fee covers the basic supplies and upkeep of machinery in the sewing lab. Students will be required to supply additional materials beyond the allotment fee.</i>		

Students will learn how to operate a sewing machine and the basics of sewing. Projects that may be completed include a sewing bag, a teddy bear and drawstring pants.

<b>FOODS 9</b>	<b>Duration: One Quarter</b>	<b>Fee: \$50.00</b>
<b>Prerequisite: N/A</b>		

This course is an introduction to Foods and is divided into three parts, all revolving around the Canada Food Guide. The course is both theory and lab based. Foods class is a nut-free classroom, but cannot accommodate any other food choices, allergies and/or food diseases.

<b>FRENCH 9</b>	<b>Duration: One Quarter</b>	<b>Fee: N/A</b>
<b>Prerequisite: N/A</b>		

This course is designed to introduce students to French language and culture in the hopes of igniting a passion for world travel and lifelong language learning. They will learn the basic building blocks of language so that they can greet others, introduce themselves and communicate basic personal information. A significant portion of French 9 is used to explore the cultural and geographic diversity of the French-speaking world. Games, songs, videos, interactive activities and inquiry projects are used as tools for language learning.

**NOTE:** Students wishing to take French 10 *do not* require French 9 as a prerequisite.

<b>LEADERSHIP 9</b>	<b>Duration: One Quarter</b>	<b>Fee: \$30.00</b>
<b>Prerequisite: N/A</b>		

Development of skills in Leadership are those that will be valuable for life. Students will foster awareness of the principles and practices of leadership and develop, implement and assess a personal leadership plan. As well, students will compare basic theories and styles of leadership and demonstrate leadership in a school, work-place or community context. Finally, students will extend and enhance competencies cultivated in this area by proposing, writing, executing and evaluating their own leadership projects. Skills such as effective communication, critical thinking, problem solving, teamwork, goal setting, time management, planning and organizing, all of which are lifelong skills applicable to the workplace, will be explored in this course. This course contains a community service component. Students may need a teacher reference to be accepted into this program.

<b>PERFORMING ARTS 9 (FINE ARTS 9 – PA)</b>	<b>Duration: Full Year</b>	<b>Fee: \$45.00</b>
<b>Prerequisite: N/A</b>		

All students in Performing Arts (PA) are involved in the entire process of producing two "extra-curricular" stage productions. Students in this class will be focusing more on the performance aspect of each production (i.e., perhaps in supporting performing roles). The instructional hours occur during lunch hours, after school and on weekends. This is a full year course.

<b>PHYSICAL EDUCATION ENRICHMENT 9</b>	<b>Duration: One Quarter</b>	<b>Fee: \$100.00</b>
<b>Prerequisite: N/A</b>		

Phys. Ed. Enrichment 9 will provide students with opportunities to participate in group exercise, off-campus trips and team building activities that are different from our current physical education programs. This class will emphasize cardiovascular endurance, muscular strength, muscular endurance and flexibility through new games and activities that students can play for the remainder of their lives. Assessment and evaluations will be placed on leadership in the class, and active and social participation both on and off campus. This class will provide students with an opportunity to engage in active living, improve fitness and develop skills through a wide variety of activities to further develop positive social interactions and get moving outside of our gym walls!

<b>POP! CULTURE DANCE FITNESS 9</b>	<b>Duration: One Quarter</b>	<b>Fee: \$45.00</b>
<b>Prerequisite: N/A</b>		

Love to move to music? Want to increase your fitness while doing so? This course delves into the world of Pop culture music by participating in learning dance moves and routines associated with a variety of dance genres such as Hip Hop, Latin, Modern/Contemporary, Bollywood, African, etc. This course will energize your mind, body and soul. All ability levels are encouraged; this is not a technical dance course.

<b>SPANISH 9</b>	<b>Duration: One Quarter</b>	<b>Fee: N/A</b>
<b>Prerequisite: N/A</b>		

This course is designed to introduce students to the Spanish language and culture in hopes of igniting a passion for world travel and lifelong language learning. Students do not require any previous knowledge of this subject. They will learn the basic building blocks of language, so that they can greet others, introduce themselves, and communicate basic personal information with others. A significant portion of Spanish 9 is used to explore the cultural and geographic diversity of the Spanish-speaking world. Games, songs, videos, interactive activities and inquiry projects are used as tools for learning.

**NOTE:** Students wishing to take Spanish 10 *do not* require Spanish 9 as a prerequisite.

<b>SPORTS PERFORMANCE 9</b>	<b>Duration: One Quarter</b>	<b>Fee: \$100.00</b>
<b>Prerequisite: N/A</b>		

This course is designed as an introduction to the Sports Performance stream at Bow Valley High School. Students will be better able to understand the field of athletics and athletic development and have a desire to improve on their own physical development. The objective of the course is to enhance student sport performance through increased physical fitness and understanding the factors related to performance. Students will study and learn the following basic sport topics at an introductory level: Sport Psychology, Ethics in Sport, Nutrition, Games, Individual Training and Sport Injuries.

<b>TECHNICAL THEATRE 9 (FINE ARTS 9 – TT)</b>	<b>Duration: Full Year</b>	<b>Fee: \$45.00</b>
<b>Prerequisite: N/A</b>		

All students in Technical Theatre (TT) are involved in the entire process of producing two “extra-curricular” stage productions. Students in this class will be focusing more on the setup/stage dynamics of each production (i.e., building props, makeup, lighting, etc.). The instructional hours occur during lunch hours, after school and on weekends. This is a full year course.

<b>WILDLIFE 9</b>	<b>Duration: One Quarter</b>	<b>Fee: \$30.00</b>
<b>Prerequisite: N/A</b>		
<b><i>The fee covers the basic costs. Students will be responsible for extra costs for trip participation.</i></b>		

This is an activity-based course that introduces students to the fun and adventure of the outdoors. Students will develop foundational skills and will be exposed to a wide variety of trips. Students will have the opportunity to go mountain biking, rock climbing and cross-country skiing. Students will also have the opportunity to participate in a four-day multi-sport trip and more.

<b>YOGA 9</b>	<b>Duration: One Quarter</b>	<b>Fee: \$20.00</b>
<b>Prerequisite: N/A</b>		

Yoga 9 is an introductory course which allows students to experience the postures (asana), breathing and relaxation techniques of a Yoga practice. It will help students to understand and support their own unique needs, limitations and growth within their own bodies. This course is designed for all levels, from beginner to advanced, and will build and encourage a well-rounded Yoga experience.

# Grade 10, 11 and 12 Courses

## Proposed Courses/Sequences

Individual course descriptions appear in alphabetical order starting on the following page. Option courses with insufficient enrolment will not be offered.

### CORE (OR COMPULSORY) COURSES:

<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
	(3) CALM 20	
(5) English Language Arts 10-1	→ (5) English Language Arts 20-1	→ (5) English Language Arts 30-1
(5) English Language Arts 10-2	→ (5) English Language Arts 20-2	→ (5) English Language Arts 30-2
	(10) Humanities 20	
(5) Math 10C	→ (5) Math 20-1 → (5) Math 20-2	→ (5) Math 30-1 → (5) Math 30-2
(5) Math 10-3	→ (5) Math 20-3	→ (5) Math 30-3
(3) Physical Education 10	→ (5) Physical Education 20	→ (5) Physical Education 30
(5) Science 10	→ (5) Science 20 → (5) Biology 20 → (5) Chemistry 20 → (5) Physics 20	→ (5) Science 30 → (5) Biology 20 → (5) Chemistry 20 → (5) Physics 20
(5) Science 14	→ (5) Science 24	
(5) Social Studies 10-1	→ (5) Social Studies 20-1	→ (5) Social Studies 30-1
(5) Social Studies 10-2	→ (5) Social Studies 20-2	→ (5) Social Studies 30-2

### COHORT (COMBINATION OF) COURSES:

<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
(20) The Connect Lab 10		

### OPTION (OR ELECTIVE) COURSES:

<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
(5) Advanced Acting 15	→ (5) Advanced Acting 25	→ (5) Advanced Acting 35
(5) American Sign Lang. 10	→ (5) American Sign Lang. 20	→ (5) American Sign Lang. 30
(5) Art 10	→ (5) Art 20	→ (5) Art 30
(5) Band – Concert Band 15	→ (5) Band – Concert Band 25	→ (5) Band – Concert Band 35
(5) Band – Instrumental 10	→ (5) Band – Instrumental 20	→ (5) Band – Instrumental 30
(5) Band – Instrumental Jazz 15	→ (5) Band – Instrumental Jazz 25	→ (5) Band – Instrumental Jazz 35
(5) Choral Music 10	→ (5) Choral Music 20	→ (5) Choral Music 30
(3) Cosmetology 10*	→ (3) Cosmetology 20*	
(5) Cosplay 10	→ (5) Cosplay 20	→ (5) Cosplay 30
(5) Creative Writing 10	→ (5) Creative Writing 20	→ (5) Creative Writing 30

(3) CTS Audio/Video 10	—————>	(3) CTS Audio/Video 20	—————>	(3) CTS Audio/Video 30
(3) CTS Game Design 10	—————>	(3) CTS Game Design 20	—————>	(3) CTS Game Design 30
(3) CTS IT Essentials 10	—————>	(3) CTS IT Essentials 20	—————>	(3) CTS IT Essentials 30
(3) CTS Robotics 10	—————>	(3) CTS Robotics 20	—————>	(3) CTS Robotics 30
(3) Design Thinking for Innovation/Entrepreneurship 15	—————>	(3) Design Thinking for Innovation/Entrepreneurship 25	—————>	(3) Design Thinking for Innovation/Entrepreneurship 15
(3-5) Drama 10	—————>	(3-5) Drama 20	—————>	(3-5) Drama 30
(5) Drum Line 10	—————>	(5) Drum Line 20	—————>	(5) Drum Line 30
(3) Fashion 10	—————>	(6) Fashion 20	—————>	(6) Fashion 30
(3) Film & Media Art 15	—————>	(3) Film & Media Art 25	—————>	(3) Film & Media Art 35
(3) Foods 10	—————>	(3) Foods 20	—————>	(3) Foods 30
(5) French 10	—————>	(5) French 20	—————>	(5) French 30
(5) Leadership 10	—————>	(5) Leadership 20	—————>	(5) Leadership 30
(3) Mechanics 10*	—————>	(3) Mechanics 20*	—————>	(3) Mechanics 30*
(3) Military History 15	—————>	(3) Military History 25		
(5) Outdoor Leadership 10	—————>	(5) Outdoor Leadership 20	—————>	(5) Outdoor Leadership 30
(5) Performing Arts 15	—————>	(5) Performing Arts 25A	—————>	(5) Performing Arts 35A
(3) Photography 10	—————>	(6) Photography 20	—————>	(6) Photography 30
		(5) Physical Education 20*	—————>	(5) Physical Education 30*
(3) Pop! Culture Dance Fit 15	—————>	(3) Pop! Culture Dance Fit 25	—————>	(3) Pop! Culture Dance Fit 35
(5) Spanish 10	—————>	(5) Spanish 20	—————>	(5) Spanish 30
(3) Sports Medicine 10	—————>	(3) Sports Medicine 20	—————>	(3) Sports Medicine 30
(5) Sports Performance 10*	—————>	(5) Sports Performance 20*	—————>	(5) Sports Performance 30*
(5) Technical Theatre 15	—————>	(5) Technical Theatre 25	—————>	(5) Technical Theatre 35
(3+) Work Experience 15*	—————>	(3+) Work Experience 25*	—————>	(3+) Work Experience 35*
(3) Yoga 15	—————>	(3) Yoga 25	—————>	(3) Yoga 35

\* Denotes these courses may be offered offsite or off-campus.

## Core (or Compulsory) Courses

<b>CAREER AND LIFE MANAGEMENT (CALM) – 3 Credits</b>	<b>Duration: One Quarter</b>	<b>Fee: N/A</b>
		<b>Prerequisite: N/A</b>

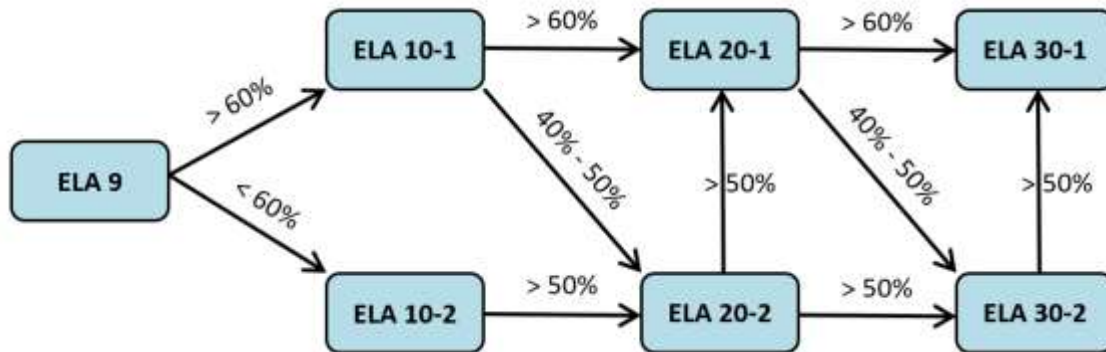
CALM is the compulsory core program for health literacy at the Sr. High School level in Alberta. CALM is required for graduation with an Alberta High School Diploma. The CALM program must be offered for a minimum of 3 credits. The aim of the CALM program is articulated through three general outcomes.

- **General Outcome 1: Personal Choices** – Students will apply an understanding of the emotional/psychological, intellectual, social, spiritual and physical dimensions of health and the dynamic interplay of these factors in managing personal well-being.
- **General Outcome 2: Resource Choices** – Students will make responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrate commitment to self and others.

- **General Outcome 3: Career and Life Choices** – Students will develop and apply processes for managing personal, lifelong career development.

\* For most students, CALM will be embedded into curricular areas from Grades 9 to 11. The students will accumulate exemplars in a CALM folder that will be submitted for CALM credits in Grade 11. Students that are new to Bow Valley High School in Grades 10 to 12 and who do not have CALM will complete CALM online during a WeConnect class.

<b>ENGLISH LANGUAGE ARTS</b>	<b>Duration: One Semester</b>	<b>Fee: N/A</b>
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<b>ENGLISH LANGUAGE ARTS 10-1 – 5 Credits</b>	<b>Prerequisite: &gt;60% English Language Arts 9</b>
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English Language Arts, at the 30 level, is a required course for graduation from High School. English Language Arts 10-1 is intended for students who have demonstrated strengths in their use of language and their understanding of print and non-print texts. Through the critical analysis and study of various literary genres, English Language Arts 10-1 integrates reading, writing, speaking, listening, representing and viewing skills. Areas of study include essay, short story, novel(s), poetry, modern and Shakespearean plays, visual media, and film and media texts. Students will be expected to critically analyze, evaluate and respond to texts in any of the aforementioned areas, as well as complete research, projects, major and minor assignments, reflective responses, visual responses and tests in all study areas within this course, as assigned. Students enrolled in this course are academically oriented and are expected to possess sound reading and writing ability. In addition, students should have and demonstrate a genuine interest in literature and the communication process.

<b>ENGLISH LANGUAGE ARTS 10-2 – 5 Credits</b>	<b>Prerequisite: &lt;60% English Language Arts 9</b>
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English Language Arts, at the 30 level, is a required course for graduation from High School. English Language Arts 10-2 is designed to concentrate on the development of language arts strategies and skills to strengthen student use of language and understanding of texts. This course will focus on functional, persuasive, contextual, and creative writing, and generally places less emphasis on academic detail than English Language Arts 10-1. Through the study of various genres, including novels, short stories, drama, poetry, film and media, English Language Arts 10-2 integrates reading, writing, speaking, listening, representing, and viewing skills. Students will be expected to respond to, evaluate, and possibly complete research for class projects. In addition, they will complete major and minor assignments, reflective and personal assignments, visual responses, and exams in all study areas within the course, as assigned. Students enrolled in this course are expected to possess sound reading and writing ability, as well as a genuine interest in literature, other texts, and the communication process.

<b>ENGLISH LANGUAGE ARTS 20-1 – 5 Credits</b>	<b>Prerequisite: &gt;60% English Language Arts 10-1</b>
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The sequel to English Language Arts 10-1, this is an academically oriented course designed for students who intend to pursue post-secondary education. English Language Arts 20-1 is intended for students who have demonstrated strengths in their use of language and their critical and personal understanding of print and non-print texts. Through the study of various literary genres, including essay, short story, novel(s), poetry, modern and Shakespearean plays, visual media, and film, English Language Arts 20-1 integrates reading, writing, speaking, listening, representing, and viewing skills. Students will be expected to critically analyze, evaluate, and respond to texts in any of the aforementioned areas, as well as complete research, projects, major and minor assignments, reflective responses, and exams in all study areas within this course, as assigned. Students enrolled in this course are academically oriented and are expected to possess sound reading and writing ability. In addition, students should have and demonstrate a genuine interest in literature and the communication process.

<b>ENGLISH LANGUAGE ARTS 20-2 – 5 Credits</b>	<b>Prerequisite: &gt;50% in English Language Arts 10-2 <u>or</u> 40%-50% in English Language Arts 10-1</b>
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The sequel to English Language Arts 10-2, English Language Arts 20-2 is designed to concentrate on the development of language arts strategies and skills to strengthen a student's use of language and understanding of texts. This course will focus on functional, persuasive, contextual, and creative writing, and generally places less emphasis on academic detail than English Language Arts 20-1. Through the study of various literary genres, English Language Arts 20-2 integrates reading, writing, speaking, listening, representing, and viewing skills. Students will be expected to evaluate and respond to texts, as well as complete research, projects, major and minor assignments, reflective and personal responses, and exams in all study areas within this course, as assigned. Students enrolled in this course are expected to possess sound reading and writing ability, as well as a genuine interest in literature and the communication process. Students should check their post-secondary programs to ensure that the "-2" stream meets the requirements for program admission.

<b>ENGLISH LANGUAGE ARTS 30-1 – 5 Credits</b>	<b>Prerequisite: &gt;60% in English Language Arts 20-1 <u>or</u> 50% in English Language Arts 30-2</b>
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This course prepares the student for University entrance; it is an academically geared course. It is challenging and requires a considerable time commitment from the student wishing to achieve success. The student is required to produce a writing portfolio containing a variety of writing. Students will engage in a detailed study of a variety of literary genres including, but not limited to, short story, novel, essay, modern and Shakespearean plays, poetry, and film and media. This course is completed with a Diploma Exam worth 30% of a student's grade. This exam is composed of a written component and a reading comprehension exam. The written exam has two components; the Personal Response to Text Assignment and the Critical/Analytical Essay. The Personal Response to Text requires students to be able to access given texts for the idea conveyed, apply personal knowledge to its theme, and connect to the text and topic personally. The Critical/Analytical Essay requires students to write a critical/analytical response on the theme/idea conveyed, using the literature they have studied during the completion of the course as support. The comprehension component on the Diploma Exam requires strong reading skills and knowledge of terminology. Successful completion of English Language Arts at the Grade 12 level is a graduation requirement.

<b>ENGLISH LANGUAGE ARTS 30-2 – 5 Credits</b>	<b>Prerequisite: &gt;50% in English Language Arts 20-2 <u>or</u> 40%-50% in English Language Arts 20-1</b>
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In the English Language Arts 30-2 class, students will engage in the study of a variety of literary genres including, but not limited to, short story, novel, essay, modern and Shakespearean plays, poetry, and film and media. There is an emphasis on personal, persuasive, contextual, and functional writing. The focus on the course is on



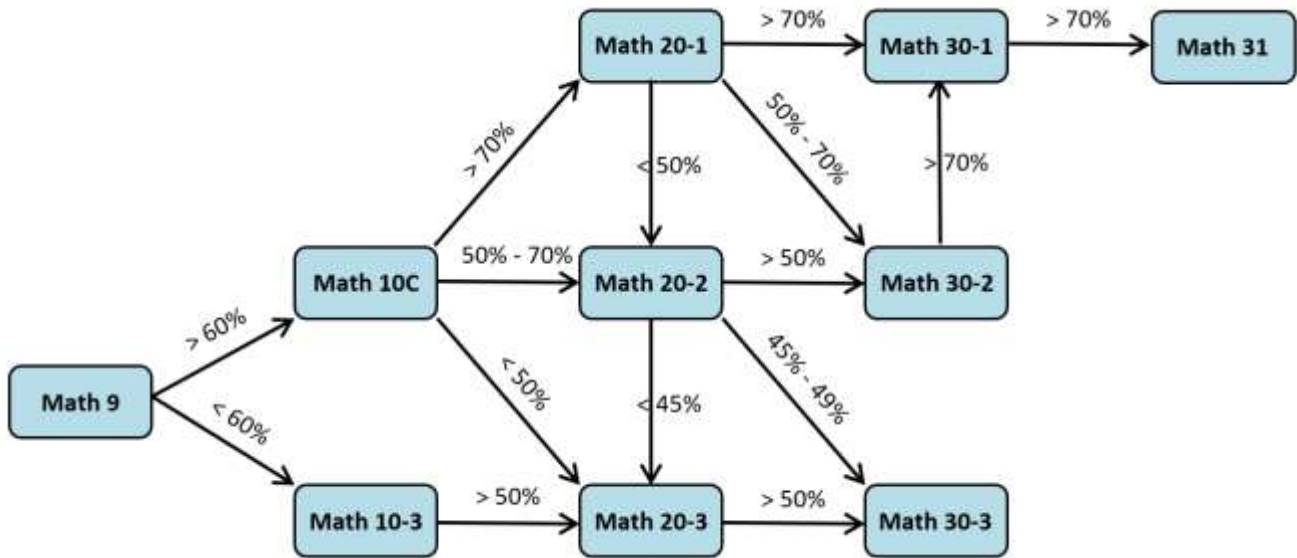
students developing a personal awareness of literature and literature’s context to their own lives, responding in personal and analytical ways. Students will develop proficiency in practical writing skills, learning to focus on how to use their communication skills for real life situations. The course is completed with a Diploma Exam worth 30% of a student’s grade. This exam has two sections; Written and Reading Comprehension. The written part is composed of three components; Visual Response, Literary Exploration and Persuasive Writing. In context, all three parts are in response to given topics. The comprehension component requires sound reading skills and knowledge of terminology. Successful completion of English Language Arts at the Grade 12 level is a graduation requirement. Students should check their post-secondary programs to ensure that the “-2” stream meets the requirements for program admission.

<b>HUMANITIES 20 – 10 Credits</b>	<b>Duration: Three Quarters</b>	<b>Fee: N/A</b>
	<b>Prerequisite: &gt;50% English 10-1 or 10-2 &gt;50% Social 10-1 or 10-2</b>	

Have a full schedule and want to take two of your core classes in three quarters? Why don’t you try Humanities 20 – a blend of English and Social Studies!

<b>MATHEMATICS</b>	<b>Duration: One Semester</b>	<b>Fee: N/A</b>
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All currently enrolled Grade 9 Math students with 60% or higher may enroll in Math 10C. Students with marks below 60% must enroll in Math 10-3. Bow Valley High School Math recommendations are as follows:



**Goals of Course Sequences**

The goals of the three course sequences are to provide prerequisite attitudes, knowledge, skills and understandings for specific post-secondary programs or direct entry into the work force. All three course sequences provide students with mathematical understandings and critical-thinking skills. It is the choice of topics through which those understandings and skills are developed that varies among course sequences. When choosing a course sequence, students should consider their interests, both current and future. Students, parents and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.



**Design of Course Sequences (Streams)**

Each course sequence (or stream) is designed to provide students with the mathematical understandings, rigor and critical-thinking skills that have been identified for specific post-secondary programs of study and for direct entry into the work force.

- **“-1” Course Stream** – This course stream is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into post-secondary programs that require the study of Calculus. Topics include Algebra and Number, Measurement, Relations and Functions, Trigonometry, and Permutations, Combinations and Binomial Theorem.
- **“-2” Course Stream** – This course stream is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies in programs that do not require the study of Calculus. Topics include Geometry, Measurement, Number and Logic, Logical Reasoning, Relations and Functions, Statistics, and Probability.
- **“-3” Course Stream** – This course stream 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.

**MATH 10C – 5 Credits**

**Optional Fee for Workbook: \$20.00**  
**Prerequisite: >60% Math 9**

Math 10C is the starting point for the “-1” and “-2” course streams. Each topic area requires that students develop a conceptual knowledge base and skillset that will be useful to whatever course stream or 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. This course is required to progress on to Math 20-1 and Math 20-2.

**MATH 20-1 – 5 Credits**

**Optional Fee for Workbook: \$20.00**  
**Prerequisite: >70% Math 10-1**

The Math 20-1 program is designed for students with an interest and aptitude in mathematics, and for students who plan to enter post-secondary programs such as engineering, mathematics, sciences, some business studies or other programs that require advanced math skills. This course is a pre-requisite for Math 30-1 and is required for post-secondary calculus courses. Math 20-1 includes topics such as relations and functions, sequences and series, and trigonometry.

While technology can be used in certain situations for mathematical exploration, modeling and problem solving; students are still required to learn many pencil and paper techniques and to clearly show all steps of work in solving problems. ***Students following this program will require a graphing calculator approved by Alberta Education. If a student already has a TI84 (Texas Instrument 84), this is acceptable. If purchasing a new calculator, the TI-Nspire is recommended.*** A mark above 70% is recommended to proceed from Math 20-1 to Math 30-1.

**MATH 20-2 – 5 Credits**

**Optional Fee for Workbook: \$20.00**  
**Prerequisite: 50%-70% Math 10C**

The Math 20-2 program is designed for students with an interest and aptitude in mathematics and for students who plan to enter post-secondary programs including Arts programs, Civil Engineering technology, Medical technologies, some Apprenticeship programs, or other programs that do not require advanced math skills. The

course sequence is designed with a great deal of flexibility so that students can switch streams in Grade 11 or 12 if interests change. Math 20-2 includes topics such as relations and functions, equations, probability and statistics, and trigonometry.

While technology can be used in certain situations for mathematical exploration, modeling and problem solving; students are still required to learn many pencil and paper techniques and to clearly show all steps of work in solving problems. **Students following this program will require a graphing calculator approved by Alberta Education. If a student already has a TI84 (Texas Instrument 84), this is acceptable. If purchasing a new calculator, the TI-Nspire is recommended.** A mark above 50% is recommended to proceed from Math 20-2 to Math 30-2.

<b>MATH 30-1 – 5 Credits</b>	<b>Optional Fee for Workbook: \$20.00</b> <b>Prerequisite: &gt;70% Math 20-1</b>
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The Math 30-1 program is intended for students planning to take STEM (Science, Technology, Engineering, Math) courses in University. Students should have a keen interest and aptitude in mathematics to take this course.

<b>MATH 30-2 – 5 Credits</b>	<b>Optional Fee for Workbook: \$20.00</b> <b>Prerequisite: &gt;50% Math 20-2</b>
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The Math 30-2 program is intended for students who are post-secondary bound, but who will **not** be taking the STEM courses.

<b>MATH 10-3, 20-3, 30-3 – 5 Credits each</b>	<b>Optional Fee for Workbook: \$20.00</b> <b>Prerequisite: see below</b>
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**Students who achieve less than 50% in Math 10C will be enrolled in Math 20-3. To carry on in Math 30-3, the student must have a mark greater than 50% in Math 20-3.**

The Math 10-3, 20-3, 30-3 programs (the “-3” stream) are designed for students who may want to Apprentice to a trade, or enter the workforce directly after High School. The “-3” stream is designed to meet the entrance requirements for most Trades programs, specifically Levels 1 to 3. The Math “-3” courses will include topics such as finance, geometry, measurement, probability and trigonometry.

<b>MATH 31 – 5 Credits</b>	<b>Optional Fee for Workbook: \$20.00</b> <b>Prerequisite: &gt;70% Math 30-1</b>
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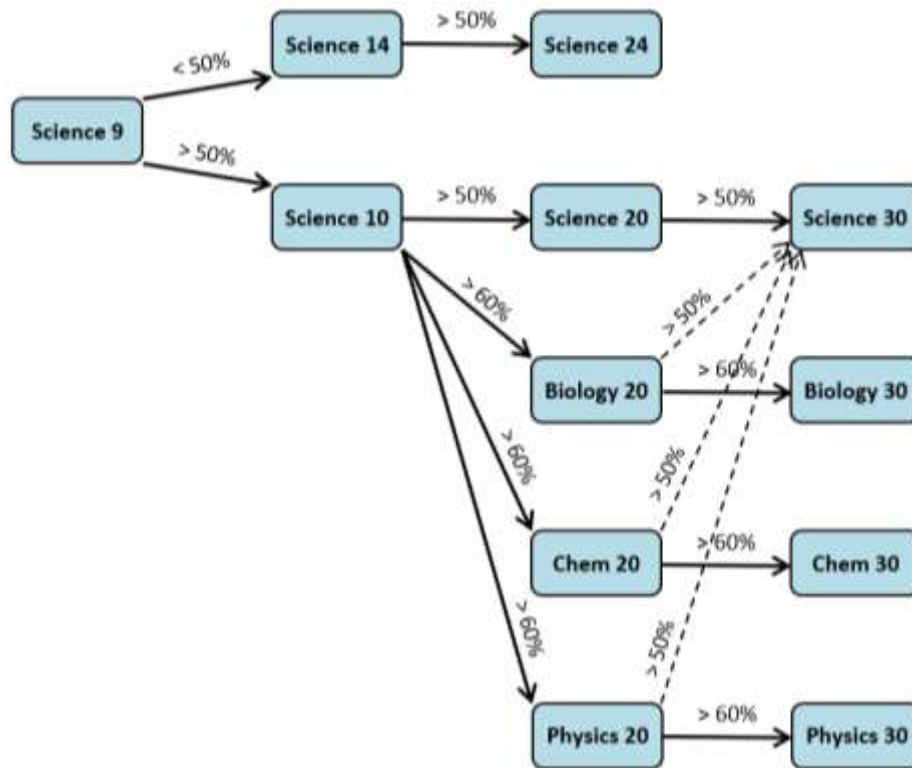
The Math 31 course is designed for academic students. Math 31 is an introduction to Calculus and is a strongly recommended course for students who wish to pursue one or more mathematics courses at the post-secondary level. Math 30-1 must have been taken as a prerequisite (or co-requisite) course. It is expected that students will have, or expect to have a mark above 70% in Math 30-1.

<b>PHYSICAL EDUCATION 10 – 3-5 Credits</b>	<b>Duration: One Quarter/Semester</b>	<b>Fee: N/A</b>
<b>Prerequisite: N/A</b>		
<b><i>There is no set fee for this course. Additional costs will be dependent upon student activities. The successful completion of Phys. Ed. 10 is a graduation requirement. Phys. Ed. 20 and 30 are optional.</i></b>		

The Phys. Ed. 10 program is an activity based course. The aim of the program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Through participation in a variety of physical activities, students will develop skills to help manage their personal health. They will appreciate physical activity as a strategy for managing the stress and challenges of life, and they will be provided with the opportunity to practice their ability to work with others. Students will be expected to participate and

challenge themselves to the best of their ability. Five hours of school community service will also be a requirement. The Phys. Ed. 10 program consists primarily of school-based activities which MAY include Badminton, Ball Hockey, Basketball, Dance, Football, Lacrosse, Slow Pitch, Soccer, Swimming, Track and Field, Ultimate, Volleyball and Weight Training.

<b>SCIENCES (Biology, Chemistry, Physics, Science)</b>	<b>Duration: One Semester</b>	<b>Fee: N/A</b>
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<b>BIOLOGY</b>	<b>Duration: One Semester</b>	<b>Fee: N/A</b>
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<b>BIOLOGY 20 – 5 Credits</b>	<b>Prerequisite: &gt;60% Science 10</b>
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The major science concepts developed in this course are energy, equilibrium, matter and systems. Change and diversity are subordinate themes that are also addressed. The major concepts allow connections to be drawn among the four units of the course. The four units of study are:

- Energy & Matter Exchange in the Biosphere
- Ecosystems & Population Change
- Photosynthesis & Cellular Respiration
- Human Systems

<b>BIOLOGY 30 – 5 Credits</b>	<b>Prerequisite: &gt;60% Biology 20</b>
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The major science concepts developed in this course are change, diversity, equilibrium and systems. Matter and energy are subordinate themes that are also addressed. The major concepts allow connections to be drawn among the four units of this course and among all eight units in the Biology 20-30 program combined. Each unit contains a written component. The topic for each writing assignment relates to a specific science, technology and society field. Students need to have a basic understanding of essay writing. The four units of study are:

- Nervous & Endocrine Systems
- Reproductions & Development
- Cell Division, Genetics & Molecular Biology
- Population & Community Dynamics

<b>CHEMISTRY</b>	<b>Duration: One Semester</b>	<b>Fee: N/A*</b>
<i>* Workbooks are optionally available for \$20.00 each.</i>		

<b>CHEMISTRY 20 – 5 Credits</b>	<b>Prerequisite: &gt;60% Science 10</b>
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This is a prerequisite course for Chemistry 30. Matter and chemical change are the common themes in Chemistry 20, and are stressed through experimentation and linking empirical and theoretical knowledge. The four units of study are:

- The Diversity of Matter and Chemical Bonding
- Forms of Matter: Gases
- Matters as Solutions, Acids and Bases
- Quantitative Relationships in Chemical Changes

<b>CHEMISTRY 30 – 5 Credits</b>	<b>Prerequisite: &gt;60% Chemistry 20</b>
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This course is accepted as a Grade 12 Academic Science for University entrance. Change, energy and systems are the central themes in Chemistry 30 and build upon the themes developed in both Science 10 and Chemistry 20. The subordinate themes of equilibrium and matter are also addressed in the study of opposing reactions. The four units of study are:

- Thermochemical Changes (Energetics)
- Electrochemical Changes (Redox)
- Chemical Changes of Organic Compounds
- Chemical Equilibrium Focusing on Acid-Base Systems

<b>PHYSICS</b>	<b>Duration: One Semester</b>	<b>Fee: N/A</b>
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<b>PHYSICS 20 – 5 Credits</b>	<b>Prerequisite: &gt;60% Science 10</b>
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Physics 20 expands on the basic concepts introduced in Science 10. Good Math skills are an asset to this course. The four units of study are:

- Kinematics
- Dynamics
- Circular Motion, Work & Energy
- Oscillatory Motion & Mechanical Waves

<b>PHYSICS 30 – 5 Credits</b>	<b>Prerequisite: &gt;60% Physics 20</b>
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Physics 30 follows the historical developments that led to modern quantum theory. It shows that physics is a dynamic and ever changing field that has allowed the discovery and implementation of present day technology. Good Math skills are a definite asset to this course. The four units of study are:

- Momentum & Impulses
- Forces & Fields
- Electromagnetic Radiation
- Atomic Physics

<b>SCIENCE</b>	<b>Duration: One Semester</b>	<b>Fee: N/A</b>
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<b>SCIENCE 10 – 5 Credits</b>	<b>Prerequisite: &gt;50% Science 9</b>
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This is a prerequisite course for Biology 20, Chemistry 20, Physics 20 and Science 20. This academic course includes work in the areas of laboratory exercises, projects and research. This science program is intended to prepare students to be inquisitive, assess scientific information, and make judicial decisions about the use of science and technology. The four basic units covered are:

- Energy & Matter in Chemical Change
- Energy Flow in Technological Systems
- Cycling of Matter in Living Systems
- Energy Flow in Global Systems

<b>SCIENCE 14 – 5 Credits</b>	<b>Prerequisite: &lt;50% Science 9</b>
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The course objectives of Science 14 are:

1. To develop greater degrees of scientific literacy in students in order to better enable them to make informed decisions and opinions relating to scientific issues.
2. To improve upon a student's abilities to solve problems, think critically and analytically, and to reason effectively.
3. To encourage an ongoing interest and curiosity about the scientific and natural worlds.

The four units of study are:

- Investigating Properties of Matter
- Energy Transfer Technologies
- From Life to Lifestyle
- Matter and Energy in the Biosphere

<b>SCIENCE 20 – 5 Credits</b>	<b>Prerequisite: &gt;50% Science 10</b>
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This is a prerequisite course for Science 30. This academic course focuses on change as the common theme and expands upon the areas explored in Science 10. This science program is intended to prepare students who want to pursue a post-secondary education that does NOT specialize in the sciences (i.e., Engineering or Medicine). It emphasizes the key concepts of all areas of science. The four units of study are:

- Chemical Changes
- Changes in Motion
- The Changing Earth
- Changes in Living Systems

<b>SCIENCE 24 – 5 Credits</b>	<b>Prerequisite: &gt;50% Science 14</b>
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The course objectives of Science 14 are:

1. To develop greater degrees of scientific literacy in students in order to better enable them to make informed decisions and opinions relating to scientific issues.
2. To improve upon a student’s abilities to solve problems, think critically and analytically, and to reason effectively.
3. To encourage an ongoing interest and curiosity about the scientific and natural worlds.

The four units of study are:

- Matter and Chemical Change
- Energy Transformations
- Disease Defense and Human Health
- Safety and Technology in Transportation

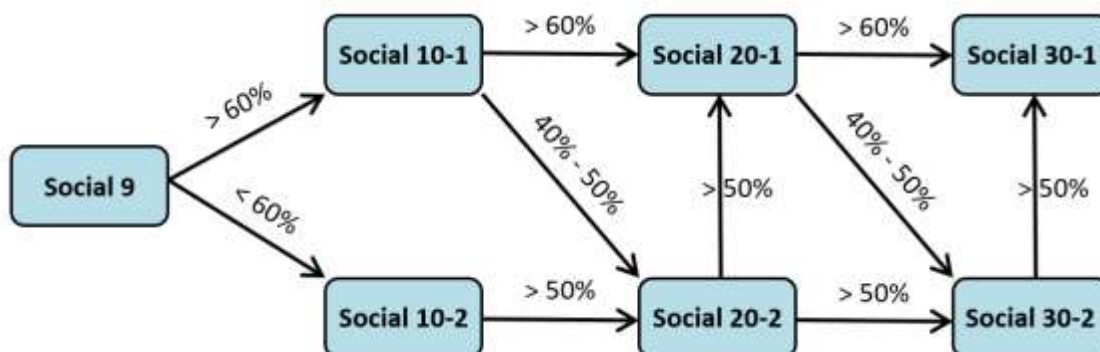
<b>SCIENCE 30 – 5 Credits</b>	<b>Prerequisite: &gt;50% Biology 20, Chemistry 20, Physics 20 or Science 20</b>
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This course is accepted as a Grade 12 Academic Science for University entrance. Energy and Systems are the major science themes developed and expand upon the areas explored in Science 20. This science program is intended to prepare students who intend to pursue a post-secondary education that does NOT specialize in the sciences (i.e., Engineering or Medicine). It emphasizes the key concepts of all areas of science. The four units of study are:

- Living Systems Respond to Their Environment
- Chemistry & the Environment
- Electromagnetic Energy
- Energy & the Environment

<b>SOCIAL STUDIES</b>	<b>Duration: One Semester</b>	<b>Fee: N/A</b>
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Social Studies provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society. Social studies help students develop their sense of self and community, encouraging them to affirm a place as citizens in an inclusive, democratic society.



<b>SOCIAL STUDIES 10-1 – 5 Credits</b>	<b>Prerequisite: &gt;60% Social Studies 9</b>
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Students will explore multiple perspectives on the origin of globalization and the local, national and international impacts of globalization on lands, cultures, economies, human rights and quality of life. Students will examine the relationships among globalization, citizenship and identity to enhance skills for citizenship in a globalizing world. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and throughout the world, including the impact on Aboriginal and Francophone communities.

<b>SOCIAL STUDIES 10-2 – 5 Credits</b>	<b>Prerequisite: &lt;60% Social Studies 9</b>
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The theme of Social Studies 10-2 is “Living in a Globalizing World”. Globalization refers to the increasing connections between people, communities and nations in the world – and the various social, political, and economic effects of those connections. The course explores whether Globalization should shape identity, whether (and how) people in Canada should respond to the legacies of historical Globalization, whether Globalization contributes to sustainable prosperity, and whether (and how) individual citizens should respond to the forces and consequences of Globalization.

<b>SOCIAL STUDIES 20-1 – 5 Credits</b>	<b>Prerequisite: &gt;60% Social Studies 10-1</b>
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Students will explore the complexities of nationalism in Canadian and international contexts. They will study the origins of nationalism and the influence of nationalism on regional, international and global relations. 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. While nationalism has historically examined the relationship of the citizen to the state, contemporary understandings of nationalism include evolving individual, collective, national and state realities. Exploring the complexities of nationalism will contribute to an understanding and appreciation of the interrelationships among nations, nationalism, internationalism, and citizenship and identity.

<b>SOCIAL STUDIES 20-2 – 5 Credits</b>	<b>Prerequisite: &gt;50% Social Studies 10-2</b>
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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. Examples of nationalism, ultranationalism, supranationalism and internationalism will be examined in a historical study from multiple perspectives. Students will develop personal and civic responses to emergent issues related to nationalism. The ultimate goal is to explore the positive and negative aspects of nationalism on individual and collective identities, both in a domestic capacity and in the international community.

<b>SOCIAL STUDIES 30-1 – 5 Credits</b>	<b>Prerequisite: &gt;60% Social Studies 20-1</b>
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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 principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues. The above themes will be explored through an historical exploration of key figures and events in the evolution of social, political and economic liberalism – including its origins, evolution and the various responses to it. Course content includes events from the 1700’s Enlightenment Period through to studies of modern day contemporary global events.



<b>SOCIAL STUDIES 30-2 – 5 Credits</b>	<b>Prerequisite: &gt;50% Social Studies 20-2</b>
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Students will explore the origins and complexities of ideology. This will be done through an historical study of the principles of classical and modern liberalism. An analysis of political and economic systems will allow students to explore the positives and negatives of liberalism, and how liberalism has evolved throughout modern history. The principles of liberalism have played a significant role in the development of modern democratic and free market societies. Understanding the evolution of liberal thought and competing ideologies is important in the development of active, informed and responsible citizens.

## Cohort (Combination of) Courses

<b>THE CONNECT LAB 10</b>	<b>Duration: One Semester</b>	<b>Fee: \$50.00</b>
<b>Prerequisite: N/A</b>		
<b><i>The fee covers the basic costs. Students will be responsible for extra costs for trip participation.</i></b>		

This full semester combination of courses will let you take advantage of cross-curricular connects while maximizing your talent. The Connect Lab will focus on leadership development, service learning and entrepreneurial design. Students will participate in field trips and meet with changemakers as part of school, and still have access to other options. This full semester course will merge Grade 10 Social Studies and English curriculum with Outdoor Leadership 10, Leadership 10, and Enterprise & Innovation 10. Students will have one instructor and the course will emphasize authentic learning experiences, project-based learning and social innovation to address real world problems. Upon successful completion of the Connect Lab, students will receive credits for ELA, Social, Leadership, Outdoor Leadership and Enterprise & Innovation (20 credits in total). Don't miss out!

## Option (or Elective) Courses

<b>ABNORMAL PSYCHOLOGY 35 – 3 Credits</b>	<b>Duration: One Quarter</b>	<b>Fee: N/A</b>
<b>Prerequisite: General Psychology 20</b>		

This exceptionally fascinating Psychology course is designed to help students develop a curiosity about abnormal human behavior (including serial killers, feral/wild children, etc.). Students will gain an awareness of biological and other influences on anxiety, depression, eating disorders, etc., as well as an introductory understanding of the methods of psychological treatments. This course will allow a student to explore many different types of abnormal psychological behavior along with the treatments associated with those behaviors.

<b>ADVANCED ACTING/TOURING FOR THEATRE 15/25/35 – 5 Credits</b>	<b>Duration: One Semester</b>	<b>Fee: \$45.00</b>
<b>Prerequisite:</b>		
<b>Advanced Acting/Touring for Theatre 15: Drama 10</b>		
<b>Advanced Acting/Touring for Theatre 25: Drama 20 or Advanced Acting/Touring for Theatre 15</b>		
<b>Advanced Acting/Touring for Theatre 35: Drama 30 or Advanced Acting/Touring for Theatre 25</b>		
<b><i>These courses are offered <u>outside</u> of the timetable (and in addition to a full timetable). Enrolment at all levels is AUDITIONED BASED.</i></b>		

Advanced Acting/Touring for Theatre is designed to develop an appreciation of theatre as an innovative form of performance art and communication that reflects diverse social, cultural and global perspectives. Enrolment in any Advanced Acting/Touring for Theatre course is permitted with the teacher's recommendation and with permission from the Principal. These courses may act as a steppingstone for students wishing to consider a career in the Theatre. Students are encouraged to explore various career possibilities and to seek additional opportunities to participate in Acting within their local communities. These courses will expand upon the skills learned in Drama 10, 20 and 30.



<b>AMERICAN SIGN LANGUAGE 15/25/35 – 5 Credits</b>	<b>Duration: One Semester</b>	<b>Fee: \$25.00</b>
<b>Prerequisite: American Sign Language 15 → American Sign Language 25 → American Sign Language 35</b> <b><i>The fee includes a “yours to keep” textbook as well as the cost of activities throughout the semester.</i></b>		

Far more than simply memorizing signs (though we often do this through fun group games), students will learn about deaf culture, ASL history, possible future careers, etc.. The class will also seek out opportunities to interact with other users of ASL in authentic settings, both in and out of the school environment. ASL 15 is the intro to signing and deaf culture, ASL 25 is further language acquisition and activities, and ASL 35 will get the student ready to use their new language in the real world!

<b>ART 10 – 5 Credits</b>	<b>Duration: One Semester</b>	<b>Fee: \$65.00</b>
<b>Prerequisite: N/A</b> <b><i>The fee includes basic art supplies and a starting art kit. Students may be required to supply additional materials beyond the fee allotment.</i></b>		

The Art 10 program focuses on the development of artistic and technical skills through sketchbook and studio projects. This studio course involves a range of two and three-dimensional media with an emphasis on exploring a wide variety of artistic approaches. The program is designed to touch four levels of artistic involvement; critical viewing, art theory, media handling, and techniques and artistic expression. In addition, students will organize and present their work in a portfolio and presentation format. Discover the magic of art!

<b>ART 20 – 5 Credits</b>	<b>Duration: One Semester</b>	<b>Fee: \$65.00</b>
<b>Prerequisite: Art 10</b> <b><i>The fee includes additional art equipment that compliments supplies received in Art 10. Students may be required to supply additional materials beyond the fee allotment.</i></b>		

The Art 20 program focuses on expanding and enhancing artistic skills through sketchbook and studio projects. This studio course is designed to allow the student personal exploration of subject matter while enhancing and developing artistic skills. It is expected that the student will continue his/her exploration in critical viewing, art theory, cultural/world perspectives, media handling and techniques and artistic expression. The student will continue to add to his/her final portfolio. Explore art!

<b>ART 30 – 5 Credits</b>	<b>Duration: One Semester</b>	<b>Fee: \$65.00</b>
<b>Prerequisite: Art 20</b> <b><i>The fee includes additional art equipment that compliments supplies received in Art 20. Students may be required to supply additional materials beyond the fee allotment.</i></b>		

The Art 30 program focuses on pursuing a personal direction in developing artistic skills through sketchbook and studio projects. This studio course is designed to facilitate the student’s ability to self-direct his or her artistic study while improving technical competency. Through student/teacher-designed projects, it is expected that the student will continue to cultivate his or her understanding in critical viewing, art theory, cultural/world perspectives and artistic expression. Students will continue to add to their final portfolio. Experience art!

<b>BAND – CONCERT BAND 15/25/35 – 5 Credits</b>	<b>Duration: Full Year</b>	<b>Fee: \$25.00</b>
<b>Prerequisite: Concert Band 15 → Concert Band 25 → Concert Band 35</b> <b>Corequisite: Instrumental Music 10 → Instrumental Music 20 → Instrumental Music 30</b> <b><i>These courses are offered <u>outside</u> of the timetable (and in addition to a full timetable). The fee includes some clinic time. If you need to rent an instrument, rental fees are set by Rockyview Schools (and will be approximately \$210.00).</i></b>		

This ensemble will perform original, transcription and “Pops” Grade 3 to 5 literature at school concerts, community concerts, at festivals and on tours (details TBA). The Concert Band may also include accomplished Grade 9 musicians as enrollment warrants.

<b>BAND – INSTRUMENTAL MUSIC 10/20/30 – 5 Credits</b>	<b>Duration: Full Year</b>	<b>Fee: \$25.00</b>
<b>Prerequisite: A passing mark in Instrumental Music 9, 10 or 20</b> <b>Corequisite: Concert Band 15 → Concert Band 25 → Concert Band 35</b> <i>The fee includes some clinic time. If you need to rent an instrument, rental fees are set by Rockyview Schools (and will be approximately \$210.00).</i>		

In Instrumental Music 10, 20 or 30, students will develop their technical skills and enhance their performance abilities. In Instrumental Music, technique exercises and a broad range of repertoire at (Band) Grade 3 to 5 levels will be used as appropriate. Concerts are part of these well focused, fun, performance oriented classes. All Instrumental Music classes are offered within the “regular day” timetable. **Enrollment exceptions** can be made by special permission of the teacher based on experience and an audition.

**NOTE:** Students in Instrumental Music 10, 20 or 30 will also play in the Concert Band.

<b>BAND – INSTRUMENTAL JAZZ 15/25/35 – 5 Credits</b>	<b>Duration: Full Year</b>	<b>Fee: \$25.00</b>
<b>Prerequisite: A passing mark in Instrumental Jazz 9, 10 or 20</b> <b>Corequisite: Members must be enrolled in Instrumental Music 10, 20 or 30 <u>and</u> in the Sr. Concert Band.</b> <i>These courses are offered <u>outside</u> of the timetable (and in addition to a full timetable). The fee includes some clinic time. If you need to rent an instrument, rental fees are set by Rockyview Schools (and will be approximately \$210.00).</i>		

This is a touring ensemble that rehearses outside of the “regular day” timetable. Enrollment is by audition and/or invitation only. Previous Jazz experience is recommended.

<b>CHORAL MUSIC 10/20/30 – 5 Credits</b>	<b>Duration: Full Year</b>	<b>Fee: \$25.00</b>
<b>Prerequisite: You like to sing!</b> <i>These courses are offered <u>outside</u> of the timetable (and in addition to a full timetable). Vocal ranges will be assessed for placement in sections (soprano, alto, tenor, bass). If you cannot read music, you will learn as the course progresses. This is a touring ensemble and includes some clinic time.</i>		

Through the singing of “pop” songs, concert choir selections, “show tunes” (musicals) and vocal jazz, students will learn fun, safe, comfortable vocal and choral (choir) singing techniques. If you like to sing and would like to sing even better, this class is for you! As part of the course, students will perform as a group (details TBA). Previous choral experience is beneficial but not necessary.

<b>COSMETOLOGY 10/20 – 5 Credits</b>	<b>Duration: One Semester</b>	<b>Fee: \$50.00</b>
<b>Prerequisite: Cosmetology 10 → Cosmetology 20</b> <i>These courses may be offered off-campus (i.e., at another RVS school).</i>		

Cosmetology 10 and 20 are designed around three occupational areas; Cosmetology, Hairstyling and Esthetics. This course is delivered in conjunction with Delmar Hair and Esthetics. Students have the opportunity to learn skill-based techniques from an industry instructor with some onsite learning opportunities at their learning facilities. These courses build the prerequisite skills students require to develop confidence in this exciting industry. This occupation focused course is grounded in communication and interactions in a service-based career. Students will collaborate with others developing professional communication techniques and understandings.

<b>COSPLAY COUTURE 10/20 – 5 Credits</b>	<b>Duration: One Semester</b>	<b>Fee: \$100.00</b>
<b>Prerequisite: Cosplay 10 (Sewing Fundamentals) → Cosplay 20 → Cosplay 30</b>		

Video games, Japanese animé, super-heroes/super-villans, Harry Potter, zombies, mystical creatures, theatrical design, movie FX makeup?? If your attention has been grabbed, then this class is for you! Students will have the opportunity to gain introductory incredible knowledge about character development, design, and what goes on behind the scenes of those action-packed movies/TV shows they love.

All those who enter this class will learn our Cosplay motto; “*There is no limit to your imagination, take chances, make mistakes, and get messy!*”. Students will have the opportunity to study, design and replicate the parts of their favorite character, or create their own. Students can sew/construct the clothing/armor and construct accessories using a variety of materials, such as textiles and foam. This is a hands-on course for everyone who loves creating, who can set their imagination free, and for those who are still a kid at heart!

<b>CREATIVE WRITING 10/20/30 – 5 Credits</b>	<b>Duration: One Semester</b>	<b>Fee: \$25.00</b>
<b>Prerequisite: Creative Writing 10 → Creative Writing 20 → Creative Writing 30</b>		

Creative Writing 15/25/35 is a blended class where students will follow their interests and passions, writing in a variety of specific creative genres. Students will build and manage their own portfolios and participate in an actual publishing process. We encourage students to experiment with new ideas, concepts and processes in their writing. This course is a load of fun, and a great place to push one’s own boundaries!

<b>CTS AUDIO/VIDEO 10/20/30 – 3 Credits</b>	<b>Duration: One Quarter</b>	<b>Fee: \$30.00</b>
<b>Prerequisite: Audio/Video 10 → Audio/Video 20 → Audio/Video 30 (previous level credits)</b>		

Lights, camera, action! Have you ever wondered how to get a start in the film industry? Or how to make animations and interactive presentations? Or simply how to make videos for YouTube? Audio/Video production is a project-based course where students will learn how to shoot, edit and produce films, animations, special effects and other interactive visual media. This is a workshop environment and relies on creative partnerships (group projects) that will work to produce some amazing movie shorts. We will have special guest speakers from the industry and visit a news broadcasting company in Calgary.

<b>CTS GAME DESIGN 10/20/30 – 3 Credits</b>	<b>Duration: One Quarter</b>	<b>Fee: \$30.00</b>
<b>Prerequisite: Game Design 10 → Game Design 20 → Game Design 30 (previous level credits)</b>		

This course introduces the process of designing a level on paper and quickly iterating on designs. A major element of this course is to explore the connections between game design and level design, especially how players interact in different game types. Students will learn about planning for technical limitations, as well as unexpected player interactions. Students will also explore the fundamentals of 2D and 3D asset creation. They will learn and apply fundamental principles behind all 2D image and 3D polygon graphics, regardless of platform, game engine, or creative software. Students will make several game-ready assets using either *Unity* or *Unreal* and develop a strong overview of the game art creative process.

<b>CTS IT ESSENTIALS 10/20/30 – 3 Credits</b>	<b>Duration: One Quarter</b>	<b>Fee: \$30.00</b>
<b>Prerequisite: IT Essentials 10 → IT Essentials 20 → IT Essentials 30 (previous level credits)</b>		

In this course students will be presented many opportunities to discover and enhance their skills in Information Technology. IT Essentials is the official course name for the BVHS “BV Tech” program, which is a student-run technology organization that will provide technical services and support for Bow Valley staff and students. The program will be set up and run like a small startup tech company, where students will be assigned specific positions within the organization, including student management positions. Working in teams, the students will provide tech support, training, and customer service to the BVHS school and community. Students will benefit

from guest speakers and trainers from technology industry representatives, and from the RVS Tech Department. Students will develop skills in computer hardware, software and networking. As well, students will learn the business side of IT services, including customer service, project management, goal-setting and time management.

<b>CTS ROBOTICS 10/20/30 – 3 Credits</b>	<b>Duration: One Quarter</b>	<b>Fee: \$30.00</b>
<b>Prerequisite: Robotics 10 → Robotics 20 → Robotics 30 (previous level credits)</b>		

This course will introduce students to engineering design, drafting and computer programming. Throughout the course, students will complete a series of design challenges utilizing various technologies and programming (for instance, Python and JavaScript). This course is a great introduction to careers in STEM and is an excellent complementary course for students interested in science, engineering and technology!

<b>DESIGN THINKING (DT) FOR INNOVATION &amp; ENTREPRENEURSHIP 15/25/35 – 3 Credits</b>	<b>Duration: One Quarter</b>	<b>Fee: \$25.00</b>
<b>Prerequisite: DT for Innovation/Entrepreneurship 15 → DT for Innovation/Entrepreneurship 25 → DT for Innovation/Entrepreneurship 35</b>		

Do you like how individuals pitch their innovative ideas on the *Dragon's Den* TV Show? Do you have a creative mind and think of unique solutions to potential challenges? The nature of the Design Thinking for Innovation and Entrepreneurship course (aka **BVHS Game Changers**) is to apply design thinking methodologies, mindsets and processes to explorations into innovation and invention. Design thinking can help students develop new ways of viewing the world around them and help foster a disposition of innovation. Design thinkers use empathy and see adversity as an opportunity for better design. The Game Changers will be required to work with one or more educators, mentors, experts and/or community members to develop the scope of the project.

<b>DRAMA 10/20/30 – 3-5 Credits</b>	<b>Duration: One Quarter/Semester</b>	<b>Fee: \$30.00 /\$50.00</b>
<b>Prerequisite: Drama 10 → Drama 20 → Drama 30</b>		

Drama 10 will involve an introduction to basic acting skills. These will include stage fighting, characterization, stage presence, improvisation and orientation. In addition, students will create a play and acquire basic skills in stage production.

Drama 20 is an intermediate course that will re-emphasize the elements of creativity and cooperation in theatre work. In addition to improving upon basic acting skills, there will be instruction in play-writing, special effects, lighting design, costume design and production management.

Drama 30 is an advanced course in theatre arts. Students will study improvisation, characterization, play-writing, directing, lighting and special effects. Every student will attempt to work through various acting pieces from classic, historical and modern scenes. For a final project, certain acting pieces will be polished and prepared for an audience.

<b>DRUM LINE 10/20/30 – 5 Credits</b>	<b>Duration: Full Year</b>	<b>Fee: \$25.00</b>
<b>Prerequisite: N/A</b> <b><i>These courses are offered <u>outside</u> of the timetable (and in addition to a full timetable). The fee includes some clinic time.</i></b>		

We are pleased to once again offer our Drum Line (DL) class for students in Grades 10 to 12. Drum Line 10, 20 or 30 will run outside of the timetable, most likely Tuesday and Thursday after school (possibly Monday and Wednesday).

Drum Line will be for students to learn and/or enhance their skills on Snare Drum, Quad Toms, Bass Drums, Cymbals, and perhaps Mallets and Timpani. If you have experience, that's fantastic but if not, you will learn all you need to know in this class. The focus will be on learning Drum Line pieces as individuals develop playing and rhythm reading skills. Students will rehearse and will also perform at some Band Concerts.

<b>FASHION 10/20/30 – 3-6 Credits</b>	<b>Duration: One Quarter/Semester</b>	<b>Fee: \$30.00 /\$60.00</b>
<b>Prerequisite: Fashion 10 → Fashion 20 → Fashion 30</b> <b><i>The fee covers the basic supplies and upkeep of machinery in the sewing lab. Students may be required to supply additional materials beyond the fee allotment.</i></b>		

In Fashion 10, students will learn how to operate a sewing machine and the basics of sewing and design. Each module successfully completed is worth one (1) credit. The three modules that will be offered include Sewing Fundamentals, and Construction Fundamentals 1 and Creating Accessories 1. Projects that can be completed may include drawstring pants, a hoodie, a resin belt buckle, and a project of the student's choice.

Fashion 20 is a continuation from Fashion 10. Each module successfully completed is worth one (1) credit. The five modules that will be offered include Construction Fundamentals 2, Creating Accessories 2, Creating Home Décor, and two modules of the student's choice. Projects could range from vests, hoodies, pants, skirts, dresses and a set of home décor bins.

Fashion 30 is a continuation from Fashion 20. Each module successfully completed is worth one (1) credit (five modules will be offered). The students will have the opportunity to make a lined tailored jacket or dress, and a sewing project of their choice. They will also explore the Fashion Industry and some related careers.

<b>FILM &amp; MEDIA ART 15/25/35 – 3 Credits</b>	<b>Duration: One Quarter</b>	<b>Fee: \$???.??</b>
<b>Prerequisite: Film &amp; Media Art 15 → Film &amp; Media Art 25 → Film &amp; Media Art 35</b>		

Film and 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. Students will engage in deepening their knowledge of film through the authentic exploration of the medium. Film and Media Art creates the environment through which students engage with and explore contemporary and historical art forms, and create art that integrates narrative, technical and artistic elements. Through authentic learning experiences, students will expand their responsibility to be positive contributors to the quality and richness of Alberta's culture, communities and society.

<b>FOODS 10 – 3 Credits</b>	<b>Duration: One Quarter</b>	<b>Fee: \$50.00</b>
<b>Prerequisite: N/A</b>		

Foods 10 class is a nut-free classroom, but cannot accommodate any other food choices, allergies and/or food diseases due to contamination/safety issues and increased cost.

Foods 10 is the prerequisite to continue with the Foods program. Each module successfully completed is worth one (1) credit. Students must successfully complete the Foods Basics module before moving onto any other modules or future levels. Each module has both a theory and a lab component. Safety and skill development are the biggest components for Grade 10 Foods.

<b>FOODS 20/30 – 6 Credits</b>	<b>Duration: One Semester</b>	<b>Fee: \$110.00</b>
<b>Prerequisite: Foods 10 → Foods 20 → Foods 30</b>		

Foods 20 is a continuation from Foods 10. The course is set up in module form and for each module that is successfully completed, the student will receive one (1) credit (six modules will be offered). Each module has both a theory and a lab component. Students will learn how to cook a variety of cultural meals to making delicious protein salads! Students will also earn an Alberta Food Safety Certificate that is valid for three (3) years and looks great on a resume!

Foods 30 is a continuation from Foods 20. The course is set up in module form and for each module that is successfully completed, the student will receive one (1) credit (six modules will be offered). Each module has both a theory and a lab component. This is an advanced fast-paced course where students will build on their previous skill levels by learning how to present food in a variety of ways, make and decorate tiered cakes, and how to make full nutritious meals from scratch.

<b>FRENCH 10/20/30 – 5 Credits</b>	<b>Duration: One Semester</b>	<b>Fee: N/A</b>
<b>Prerequisite: French 10 → French 20 → French 30</b>		

The French program is designed to give students instruction in understanding, speaking, reading and writing the French language. It also introduces the students to the contemporary values and cultural aspects of the various groups of French-speaking people.

French 10 focuses on the development of communicative competence in French and therefore a large emphasis is placed on the cultivation of listening and speaking skills. Students will learn to express themselves in present, past and future tenses and will be able to talk about family professions and clothes. Students will complete various cultural inquiry projects throughout the semester. In-class storytelling and authentic cultural field trips are used as important tools in language acquisition. Students wishing to participate in the Alberta-Quebec Exchange are encouraged to apply in Grade 10.

French 20 continues to develop communicative competence in French. Students will engage in discussions about novels, songs and films to further their language comprehension and production. They will learn to express themselves in the past, using both the passé composé and l'imparfait. Other key grammatical concepts woven into inquiry projects are commands as well as the comparative and superlative. Authentic cultural experiences and exploration of real-world scenarios for language use are the basis for this course.

In French 30, all four language skills (listening, speaking, reading and writing) receive equal emphasis. Novel and film studies, as well as authentic cultural experiences, will continue to be used to explore cultural and linguistic concepts. Language concepts explored will be the conditional, the subjunctive, and direct and indirect object pronouns. Students are required to become more independent learners and must expect to hear and use French in class on an increasing basis. 30-level students will focus on language as an important skill for increased employability and servant leadership opportunities as they move on from High School.

<b>GENERAL PSYCHOLOGY 20 – 3 Credits</b>	<b>Duration: One Quarter</b>	<b>Fee: N/A</b>
<b>Prerequisite: N/A</b>		

This introductory Psychology course is designed to help students develop a curiosity about human behavior, both normal and abnormal. Students will gain an introductory understanding of the methods of psychological study, including famous experiments. Students will also gain an awareness of biological influences on behavior, including the brain, consciousness, sleep and dreams. This course will help students develop an understanding of the concept of abnormal psychological behavior as well as the treatments for such.



<b>LEADERSHIP 10/20/30 – 5 Credits</b>	<b>Duration: Full Year</b>	<b>Fee: \$50.00</b>
<b>Prerequisite: Leadership 10 → Leadership 20 → Leadership 30</b> <b><i>These courses are offered <u>outside</u> of the timetable (and in addition to a full timetable).</i></b>		

Leadership 10 is the introductory leadership program that will provide the self-motivated and energetic student opportunities to participate and make a difference in the school and community. As people new to the leadership program, students in “TEAM Leadership” will be mentored by senior students. The purpose of the program is three-fold; to generate personal growth and leadership development for students, to influence in a positive way the culture of the school thereby increasing school spirit, and to engage in mentorship connections within the community. At this level, students will be developing leadership skills such as goal-setting, communication, decision-making, problem solving, risk taking and team building. There will be a community service requirement both in the school and in the Cochrane community. To achieve these ends, students will be engaged in individual self-directed work as well as group and community work. Attendance is mandatory and responsibility and accountability are expectations of this program. Students may have to make application to be accepted into this program. Classes will be scheduled outside the regular timetable.

Leadership 20 is the intermediate course in the leadership program and will be a continuation of Leadership 10. Students will be expected to participate and make a difference in the school and the community. The purpose of the program is three-fold; to generate personal growth and leadership development for students, to influence in a positive way the culture of the school thereby increasing school spirit, and to engage in mentorship connections within the community. Intermediate level students will be expected to partner with both younger and older students in mentor and mentee positions. At this level, members of “TEAM Leadership” will be developing leadership skills such as goal-setting, communication, decision-making, problem solving, conflict resolution, running a meeting and team activity management. There will be a community service requirement both in the school and in the Cochrane community. To achieve these ends, students will be engaged in individual self-directed work as well as group and community work. Attendance is mandatory and responsibility and accountability are imperative in this program as students take on more of the group’s leadership responsibility. Students may have to make application to be accepted into this program. Classes will be scheduled outside the regular timetable.

Leadership 30 is the senior course in the leadership program and expects the motivated and energetic student to make a difference in the school and in the community. The purpose of the program is three-fold; to generate personal growth and leadership development for students, to influence in a positive way the culture of the school thereby increasing school spirit, and to engage in mentorship connections within the community. As senior members of “TEAM Leadership”, students in the leadership program will mentor younger students. At this level, students will be honing leadership skills such as goal-setting, communication, decision-making, problem solving, conflict resolution, peer influence, stress management, running a meeting and activity organization. There will be a community service requirement both in the school and in the Cochrane community. To achieve these ends, students will work independently and interdependently in school and community work. Attendance is mandatory and responsibility and accountability are paramount in this program as students are expected to lead by example. Students may have to make application to be accepted into this program. Classes will be scheduled outside the regular timetable.

<b>MECHANICS 10/20/30 – 3 Credits</b>	<b>Duration: Two Quarters</b>	<b>Fee: \$40.00</b>
<b>Prerequisite: Mechanics 10 → Mechanics 20 → Mechanics 30 (previous level credits)</b> <b><i>The fee covers consumable supplies used to run the program. All parts for project cars must be supplied by the owner. These courses are offered off-campus (at Cochrane High School).</i></b>		

Students in Grades 10, 11 and 12 are eligible to take these courses, which typically run in Quarter 2 and Quarter 3 of the school year. Students will be expected to supply and wear safety glasses at all times in the shop. Mechanics 10 is the introductory level course.

Mechanics 20 is the intermediate level course where students will take modules dealing with a more in-depth study of mechanical systems such as engine tune-ups.

Mechanics 30 demands a higher level of expertise and helps prepare students for entry into the workplace. Students will take modules dealing with a more in-depth study of mechanical systems such as engine removal and installation and valve repairs.

<b>Military History 15/25 – 3 Credits</b>	<b>Duration: One Quarter</b>	<b>Fee: \$??.??</b>
<b>Prerequisite: Military History 15 → Military History 25</b>		

In Military Studies 15/25, Alberta students will inquire into, explore, assess and evaluate the origins of the military along with its diverse roles, its involvement in domestic and international affairs, and its relationship to political decision making processes in times of war and peace in Canada and in international contexts. This course provides students with a unique opportunity to explore the military and its diverse roles in depth and with attention to historical, contemporary and emergent real-world issues.

<b>PERFORMING ARTS 15/25A/35A – 5 Credits</b>	<b>Duration: Full Year</b>	<b>Fee: \$45.00</b>
<b>Prerequisite: Performing Arts 15 → Performing Arts 25A → Performing Arts 35A</b> <i>These courses are offered <u>outside</u> of the timetable (and in addition to a full timetable).</i>		

In Performing Arts 15, students are involved in the entire process of producing two “extra-curricular” stage productions. Students in this class will be focusing more on the performance aspect of each production (i.e., perhaps in supporting performing roles). The instructional hours occur during lunch hours, after school, or on weekends.

Performing Arts 25A is the second level of being a part of two stage productions. Students may choose their area of interest; they may focus on starring in the show, or working on the production end of the show (see Technical Theatre on page 42). Instructional hours are obtained outside of the timetable by working with the teacher during lunch hours, after school or on weekends.

Performing Arts 35A is the third level of being a part of two stage productions. Students can once again choose their area of interest; they may focus on starring in the show, or working on the production end of the show (see Technical Theatre on page 42). Instructional hours occur during lunch hours, after school, or on weekends.

<b>PHOTOGRAPHY 10/20/30 – 3-6 Credits</b>	<b>Duration: One Quarter/Semester</b>	<b>Fee: \$30.00 /\$60.00</b>
<b>Prerequisite: Photography 10 → Photography 20 → Photography 30 (previous level credits)</b>		

This program teaches students the fundamental skills of DSLR photography, composition, photo editing, digital darkroom skills and compositing. Students will explore photography through a variety of fun and challenging projects however, photography is just one facet of this program. Students will also learn the design process and will work on graphic design projects that require critical thinking skills, creativity and the ability to effectively communicate in a variety of mediums. Students will learn how to use industry standard Adobe software and will create projects for many different purposes. Each year students will build upon the skillsets from the year before and by the time students are finished the courses, they will have a strong portfolio for either the workplace or post-secondary.



<b>PHYSICAL EDUCATION 20/30 – 5 Credits</b>	<b>Duration: One Semester</b>	<b>Fee: \$150.00</b>
<b>Prerequisite: Physical Education 10 → Physical Education 20 → Physical Education 30</b>		
<b><i>The fee covers the basic costs. Students will be responsible for extra costs for optional additional activities.</i></b>		
<b><i>These courses may also be offered <u>outside</u> of the timetable in the morning. Do you need room in your schedule? Still want to stay active and try new activities? Take your PE credits before school!</i></b>		

Phys. Ed. 20 and 30 are program options, which are open to anyone who has successfully completed Phys. Ed. 10 in good standing, and is recommended by the Phys. Ed. Department. The Phys. Ed. 20/30 programs are designed to offer students a better appreciation and understanding of a “healthy lifestyle”, expressed through physical activity. The intent of the programs is to help students develop their knowledge, their physical skills, and their social skills through their ongoing participation in various and diverse activities. Opportunity will also be given for students to develop their leadership skills and to become more aware of the components of a healthy, exciting, competitive and cooperative environment. Students should be aware that these courses have a classroom component to them. Information will be presented and formal assessment will be done on a regular basis. Also, due to the nature of the activities in this program, there is considerable time spent participating in off-campus activities. This necessitates the fee, which must be levied to pay for travel, instruction and facilities. This travel further requires the students demonstrate a high degree of responsibility.

<b>POP! CULTURE DANCE FITNESS 15/25/35 – 3 Credits</b>	<b>Duration: One Quarter</b>	<b>Fee: \$??.??</b>
<b>Prerequisite: Dance Fitness 15 → Dance Fitness 25 → Dance Fitness 35</b>		

Love to move to music? Want to increase your fitness while doing so? This course delves into the world of Pop culture music by participating in learning dance moves and routines associated with a variety of dance genres such as Hip Hop, Latin, Modern/Contemporary, Bollywood, African, etc. This course will energize your mind, body and soul. All ability levels are encouraged; this is not a technical dance course.

<b>SOCIOLOGY 20 – 3 Credits</b>	<b>Duration: One Quarter</b>	<b>Fee: N/A</b>
<b>Prerequisite: N/A</b>		

This introductory Sociology course is designed to help students develop a better understanding about group behavior (including cults). Students will gain an awareness of cultural influences on behavior including social norms, traditions and unwritten rules. This course is designed to help students develop an understanding of the concepts of social pressure and how powerful it can be (i.e., the Genovese Effect, etc.). Students will be given the opportunity to explore some of the most influential sociological studies (such as Stanford Prison, Milgram Shock, etc.).

<b>SPANISH 10/20/30 – 5 Credits</b>	<b>Duration: One Semester</b>	<b>Fee: N/A</b>
<b>Prerequisite: Spanish 10 → Spanish 20 → Spanish 30</b>		

Spanish 10 focuses on the development of communicative competence in Spanish and therefore more emphasis is placed on the cultivation of listening and speaking skills than on reading and writing. Students will learn to express themselves in the present, past and future, and will be able to talk about family, professions and clothes. Class participation is essential and students are expected to use Spanish as much as possible. Culture is taught as an integral part of each unit and students will complete various projects throughout the semester, including the creation of a piñata. Students wishing to participate in the Spain or Mexico Exchange must apply in Grade 10.

Spanish 20 continues to develop communicative competence in Spanish. Students will engage in discussions about novels, songs and films to further their language comprehension and production. They will learn to express themselves in the past, using both the preterit and imperfect tenses. Other key grammatical concepts

woven into inquiry projects are reflexive verbs, commands, and the comparative and superlative. Authentic cultural experiences and exploration of real-world scenarios for language use are the basis for this course.

In Spanish 30, all four language skills (listening, speaking, reading and writing) receive equal emphasis. Novel and film studies, as well as authentic cultural experiences, will continue to be used to explore cultural and linguistic concepts. Language concepts explored will be the present perfect, the conditional, the subjunctive, and direct and indirect object pronouns. Students are required to become more independent learners and must expect to hear and use Spanish in class on an increasing basis. 30-level students will focus on language as an important skill for increased employability and servant leadership opportunities as they move on from high school.

<b>SPORTS MEDICINE 10/20/30 – 3 Credits</b>	<b>Duration: One Quarter</b>	<b>Fee: \$30.00</b>
<b>Prerequisite: Sports Medicine 10 → Sports Medicine 20 → Sports Medicine 30</b>		

Sports Medicine 10 is a module-based course that will appeal to students who are interested in careers in athletic therapy, physiotherapy, chiropractic, massage, medicine, nursing, paramedic or physical education. Course material covers topics such as human anatomy, with a focus on the skeletal and muscular systems, and the treatment of minor and major injuries. Students also take a Basic Rescuer CPR certification offered by St. John's Ambulance (the cost of which is included in the fee). Sports Medicine 10 students will gain valuable skills and knowledge that will aid them in the completion of their athletic training practicum where they work as a trainer for a team for a total of 15 hours.

Sports Medicine 20 is a module-based course that is a continuation of the Sports Medicine 10 course. In this course, there is a major focus on common sporting with one unit focusing solely on the knee. Students will complete 10 training hours with a team. The goal of this program is to have student's progress from the theoretical knowledge gained in the Sports Medicine 10 course, to more practical application of skills throughout Sports Medicine 20. A number of field trips will be planned to explore the duties and responsibilities of athletic trainers and physiotherapists. The emphasis of this section of the course will be on pain and injury management.

<b>SPORTS PERFORMANCE 10/20/30 – 5 Credits</b>	<b>Duration: One Semester</b>	<b>Fee: \$550.00</b>
<b>Prerequisite: Sports Performance 10 → Sports Performance 20 → Sports Performance 30</b>		
<b><i>These courses are offered off-campus (at Spray Lakes Sawmills Family Sports Centre).</i></b>		

This program is designed to meet the needs of any Grade 10, 11 or 12 student who wishes to work toward personal goals related to physical activity, and who have the desire to improve their sport performance and knowledge of sport related topics. Individualized programs will be developed to reach the unique goals of each student. Whether the objective of the student is to enhance their sport performance or to increase personal fitness, this course will offer the resources, support and guidance for each to meet their goals. Students will study the following topics, expanding their understanding as they progress through each level: Aquatics, Careers in Sport, Ethics in Sport, Games, History of Sport, Individualized Training, Nutrition, Outdoor Pursuits, Sports Injuries, Sport Philosophy and Sport Psychology.

<b>TECHNICAL THEATRE 15/25/35 – 5 Credits</b>	<b>Duration: Full Year</b>	<b>Fee: \$45.00</b>
<b>Prerequisite: Technical Theatre 15 → Technical Theatre 25 → Technical Theatre 35</b>		
<b><i>These courses are offered outside of the timetable (and in addition to a full timetable).</i></b>		

All students in Technical Theatre are involved in the entire process of producing two "extra-curricular" stage productions. Students in this class will be focusing more on the setup/stage dynamics or the production end of

each production (i.e., building props, makeup, lighting, etc.). The instructional hours occur during lunch hours, after school, or on weekends.

<b>Wildlife (Outdoor Leadership) 10/20/30 – 5 Credits</b>	<b>Duration: One Quarter /One Semester/One Year</b>	<b>Fee: \$45.00 /\$50.00/\$60.00</b>
<b>Prerequisite: Wildlife 10 → Wildlife 20 → Wildlife 30 (previous level credits)</b> <b><i>The fee covers the basic costs. Students will be responsible for extra costs for trip participation.</i></b>		

Wildlife/Outdoor Leadership 10 is an activity-based course that builds upon the skills acquired in Wildlife 9. In this class, students will have the opportunity to expand on their foundational skills. Students will investigate topics such as survival skills, wildlife/species identification, and First Aid skills. These learning opportunities will be complemented with wilderness field trips.

In Wildlife/Outdoor Leadership 20, students will utilize their refined outdoor skills and will begin to develop their outdoor leadership skills. Students will develop their back-country cooking skills, learn about avalanche awareness, practice wilderness First Aid skills, and gain a greater understanding of adventure and ecotourism. Students will have the opportunity to participate in ski trips, avalanche training days and other trip experiences. Students will have the opportunity to participate on a multi-day back-country ski tour, winter snow caving, canoe trips and more.

Wildlife/Outdoor Leadership 30 is the final extension of the Outdoor Leadership program. Students will be given the opportunity to hone their guide practice, interact with college adventure programs and round out their outdoor skill development. This course is the pinnacle of the ODL program and will **primarily be delivered outside the regular timetable**. Students registering for this course will launch their experience with an extended back-country trip in September (hiking and/or canoeing). In addition, students will attend a few classes outside the timetable to meet curriculum requirements and to plan for an extended back-country ski trip in the winter months to complete the course.

<b>WORK EXPERIENCE 15/25/35 – 3+ Credits</b>	<b>Duration: Time-Based</b>	<b>Fee: N/A</b>
<b>Prerequisite: HCS3000 (Workplace Safety Systems)</b> <b><i>These courses are offered <u>outside</u> of the timetable and off-campus (at Student's place of employment).</i></b>		

Students enrolled in the Work Experience Program are part of the regular High School program. They can register in Work Experience 15, 25 or 35 for up to three (3) to ten (10) credits. Each Work Experience course is time based, with one (1) credit being awarded for every 25 hours worked. Students can earn up to 30 credits, with 15 credits being used towards their graduation requirements.

Once a student is registered for a certain number of credits, they are expected to work the required hours needed to earn their credits. Only with special permission will a student be permitted to work fewer hours than they are committed to at the time of registration. Employers will be informed of the number of hours the students have committed to work over the semester before the placement begins.

<b>YOGA 15/25/35 – 3 Credits</b>	<b>Duration: One Quarter</b>	<b>Fee: \$20.00-\$30.00</b>
<b>Prerequisite: Yoga 15 → Yoga 25 → Yoga 35</b>		

Starting at an introductory level in Yoga 15, students will experience the postures (asana), breathing and relaxation techniques of a Yoga practice. It will help students to understand and support their own unique needs, limitations and growth within their own bodies. While students will build on introductory experiences and techniques through each course level, these courses are designed for all personal levels, from beginner to advanced, in an effort to build and encourage a well-rounded Yoga experience.

## Online Learning (WeConnect)

WeConnect is an online program that offers students a wide variety of CTS and complimentary option courses that are not available in the classroom. Students attend the WeConnect room and work online on the course they have chosen. Core courses are only offered in WeConnect in the event that the student cannot be time-tabled in a regular core classroom.

Following is a list of the courses typically offered through WeConnect:

- Authorized Abnormal Psychology 30 (3 credits)
- Entrepreneurship Pathway (5 credits)
- Experimental Psychology 30 (3 credits)
- Forensic Science 25 (3 credits)
- Forensic Science 35 (3 credits)
- General Psychology 20 (3 credits)
- General Sociology 20 (3 credits)
- Legal Studies (5 credits)
  - Private Law
  - Family Law
  - Criminal Law
- Personal Psychology 20 (3 credits)
- Western World History (3 credits)
- World Geography (3 credits)
  
- AGR3000 – Agriculture Safety (1 credit) (prerequisite for Green Certificate)
- HCS3000 – Workplace Safety Systems (1 credit) (prerequisite for Work Experience)
- HCS3010 – Workplace Safety Practices (1 credit)

## Building Futures

<b>BUILDING FUTURES 10</b>	<b>Duration: Full Year</b>	<b>Fee: \$110.00</b>
<b>Prerequisite: N/A</b>		

Building Futures offers a unique, powerful and authentic learning experience. Thanks to support from Kingsmith Homes and Rockyview Schools, students spend the year building two homes from the ground up. Any time there is a tradesperson on site, groups of two to four, along with one of our teachers will learn how to do that specific part of building a home. Students will learn the basics of home building, including framing, cribbing, electrical, plumbing, finishing, and many other aspects of taking a home from an empty lot to a completed house.

The academic side of the program is unique as well. Students learn their core courses and options in a garage in one of the show homes in a development area close to BVHS. The garage has been outfitted as a classroom, complete with desks, whiteboards, lockers and a projector.

Building Futures is taken during school hours during a student's Grade 10 year, during which they will complete all of their Grade 10 core courses, as well as a number of CTS credits (generally modules that are directly related to home building).

In order to determine participants, the application process for Building Futures generally opens up around late March. As space is limited in this program, potential participants should not delay in getting their application in!

## **Off-Campus Education**

Rockyview Schools offer three programs that involve placing students in workstations (local businesses) to assist with meeting off-campus education objectives. The three programs offered are:

- Work Experience
- Green Certificate Program
- Registered Apprenticeship Program (RAP)

Registration for any of the Off-Campus Education programs will be through the BVHS WeConnect coordinator. Students will be supervised by a teacher from the RVS Community Learning Centre (Cochrane campus).

## **Work Experience**

- The purpose of Work Experience is to familiarize students with the world of work, giving them the opportunity to ascertain prerequisites for success in the workplace.
- Students sign a contract with their employer, covering the full semester. After completing the minimum number of hours, students must continue to work for the complete term.
- This course includes an online blog component, which allows students to participate in discussions about workstations, work habits and job readiness. Participation in blogging activities is mandatory and graded.
- In conjunction with the student's first placement in an off-campus education program, each student is required to complete a prerequisite safety course. For most students, that course is HCS3000 (Workplace Safety Systems). This is an online safety course and is worth one (1) extra credit, and must be completed before the student has approval to work.
- Supervision and evaluation are the responsibility of both the off-campus education coordinator (a certified teacher) and the workstation supervisor (the employer).
- Students can earn credits toward their requirements for graduation. For each 25 hours worked, one (1) credit is granted, provided all assignments and evaluations are completed and above standard.
- An Individualized Training Plan is developed to outline the learning outcomes and progression of learning for the duration of the placement.

## **Green Certificate Program**

The Green Certificate program is a joint program between Alberta Agriculture and Alberta Education. This series of agricultural credit courses is based on Agriculture, Food and Rural Development's Green Certificate. It offers 21 courses in nine primary agricultural specializations; Bee Keeping, Cow-Calf Beef Production, Equine Studies, Dairy Production, Feedlot Beef Production, Field Crop Production, Irrigated Field Crop Production, Sheep Production and Swine Production.

AGR3000 (Agricultural Safety) is the prerequisite for this program. The required outcomes for each specialization are structured as three non-sequential courses for a total of 16 credits at the 3000 level. Students work

in a farm setting to complete the outcomes and then are tested at Olds College three times a year to ensure they are proficient in each of the outcomes.

### **Registered Apprenticeship Program (RAP)**

The Registered Apprenticeship Program is a way for a high school student to become an Apprentice and gain credits towards both an apprenticeship program and a high school diploma at the same time. RAP is a “real world” program, so students are regular paid employees. There are more than 50 apprenticeship trades and crafts in Alberta. Students are responsible for arranging a job placement and also for registering with Alberta Apprenticeship. Consultation with the off-campus coordinator is required before a student may register in this course.

HCS3000 (Workplace Safety Systems) is the prerequisite course for this program. HCS3010 (Workplace Safety Practices) is a corequisite.