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ESBCHS.BLACKGOLD.CA

PRINCIPAL
MR. CHRIS PEACOCKE

ASSISTANT PRINCIPALS
MS. CATHERINE MACARTHUR: A – G
MR. KEVIN HANCOCK: H – M
MR. DENNIS JOHNSTON: N – Z

STUDENT SERVICES DEPT. HEAD
MRS. KIM THOMAS

ENGLISH DEPARTMENT HEAD
MRS. TRISH HRYTSAK

SECOND LANGUAGES DEPT. HEAD
MR. CHRIS PEACOCKE

MATHEMATICS DEPT. HEAD
MR. AARON HEINEMANN

SCIENCE DEPT. HEAD
MRS. CINDY MCRAE

SOCIAL STUDIES DEPT. HEAD
MR. SASA NIKOLIC

FINE ARTS/CTS DEPT. HEAD
MR. TIM CARSON

PHYSICAL EDUCATION DEPT. HEAD
MR. SCOTT MCINTYRE

OFF-CAMPUS EDUCATION / LEARNING SUPPORT FACILITATOR
MR. BRAD UMPHERVILLE
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Welcome to ESBCHS...where collaboration leads to success.

As a partner in your educational experience, ESBCHS offers diverse academic and complimentary opportunities as well as extensive extra-curricular possibilities creating the canvas for you to paint your own unique high school experience over the next four years. Our hope is that through your pursuit of refreshing new challenges you will be inspired to navigate your future with renewed confidence, competence and enthusiasm. Our intent is to help you discover a program or a niche that will allow you to excel and evolve as an active learner with aspirations of fulfilling opportunities well beyond high school.

Our academic programming encompasses both on-campus and off campus entities. We are proud to offer French Immersion, Advanced Placement classes in ELA, and Academic streaming that allows for a multitude of pursuits in University, College or Technical Training institutes. Our career and technology studies strands ensure promising job/career/ and trade opportunities. Through Work Experience, Registered Apprenticeship Program and our Learning Support Programs we can offer viable outlets to enhance student success beyond high school, with assertion and self-advocacy skills.

To ensure your success at ESBCHS, many people will work collaboratively to support you, but this will also require a firm commitment by you. What does that look like? A commitment to your school and your studies requires consistent attendance, punctuality, a strong work ethic, a willingness to challenge yourself and to expand your skill sets, diligent study habits and an aspiration to achieve to the best of your ability. In order for this to happen, we understand that a positive learning environment needs to exist in which you also play a critical role in modelling and maintaining mutual respect for all individuals in our school community. In order for you to get the very best from your experience at ESBCHS, we encourage you to engage in every learning experience and become actively involved in extracurricular activities to connect to your school.

Parents, you are also a critical component in this collaborative process. Your child’s success also depends on your support as you encourage your child to achieve to the best of their ability and as you work alongside the school in doing so. Your role in encouraging and creating a positive learning environment at home could include: regular study and reading routines, consistent, informed and fair boundaries on the responsible use of cellphones and social media, regular accessing of school information through communication streams such as newsletters, PowerSchool and the school website, and keeping lines of communication open with your child’s teachers. In addition, our School Council always welcomes new members, their involvement and their feedback.

Our formula for student success can be solidified with dedicated students, committed staff, and positive parental involvement throughout the entire high school experience. As we all work together, ESBCHS can continue to be a place where relationships evolve and flourish, and individuals can mature with abounding potential as they embark on their quest toward high school graduation with Bandit pride.

Student Services Department
STUDENT SERVICES

Student Services provides comprehensive support to students in the areas of academic planning, career, personal and/or crisis counselling. Our hope is to enable them to achieve their potential throughout their High School experience. Students can drop in or make an appointment to see our staff in Student Services from 8:15 am to 3:30 pm daily. A student’s designated counsellor is based on alpha grouping by the student’s legal last name (see below). Parents are encouraged to contact their child’s designated counsellor should concerns arise.

Department Head / Counsellor (H - Z)            Mrs. Kim Thomas            929-1307
Counsellor: (A - G)                               Mrs. Leaha Severson         929-1306
Work Experience/RAP/Learning Supports:            Mr. Brad Umpherville       929-1319
Youth Worker/Learning Strat. 15/25/35 supervisor: Mrs. Lise Layton            929-1340 Ext. 1432
General Information:                              Mrs. Theresa Busenius       929-1340

Counsellor’s functions:

- Registration of new/returning students
- Guidance with course selection, academic planning and timetabling
- Eligibility for graduation can be confirmed with students upon appointment
- Information regarding Post-Secondary education institutions
- Assistance with career path choices and planning
- Personal and crisis counselling, and appropriate referrals from parents/teachers and/or peers
- RAP/Work Experience registrations (off-campus credit – semestered or summer program)
- Assessments/Accommodations/IPP’s
- Community Connections
- Co-ordinate parent information nights/student workshops and presentations
**PROPOSED BELL SCHEDULE FOR 2016-2017 SCHOOL YEAR**

8:28 A.M. ......................... WARNING BELL
LUNCH (Approx. 45 minutes)
3:05 P.M. ......................... DISMISSAL

*Please be advised that this schedule is currently under review and may change for the 2016-2017 year.

Staff Meeting Day (First Wednesday of each month October – June – 2:20 P.M. dismissal)

**EXTRA CURRICULAR PROGRAMS**

Our school colours are blue, black and white and our school teams all carry the name BANDITS. We have a rich tradition in many extracurricular activities including sports, fine arts, students’ union and numerous other club experiences. Bandit Pride starts with you!

**BANDIT ATHLETICS**

**HIGH SCHOOL**

Athletic tradition is strong at ESBCHS. We offer a wide range of sports to encourage as many students as possible to participate on a school team. Our senior teams compete as members of the Edmonton Metro Athletic Association and students are encouraged to try out for one or more of the following teams:

- Golf - Fall
- Cross Country – Fall
- Football – Fall
- Volleyball – Fall
- Curling – Fall/Winter
- Basketball – Winter
- Boys Rugby – Spring
- Girls Rugby – Spring
- Boys Soccer – Spring
- Girls Soccer – Spring
- Track - Spring

**FITNESS CENTRE**

The Fitness Centre is open and staffed by a fitness trainer from 9 am - 4:30 p.m. and is available to all students during noon hours and after school. The school gym is open every noon hour for various drop-in sports, which include volleyball, basketball and badminton.

**KEITH EWASIUK MEMORIAL AIR BAND CUP**

In honor of the founding Drama Teacher, we have established a fun semi-annual competition. In the Fall and the late Spring, Drama students create Airbands that compete in class for a chance at the finals. The annual “Finals” are a popular lunch event attended by students and staff. Three teacher judges grade and choose the winner of the coveted “golden ghetto” and earn recognition on a plaque displayed on the memorial board. Entrance fees are collected and donated to Theatre Alberta in Mr. E’s Name.
STUDENTS’ UNION

Students’ Union is a collective of eager students who work hard to make ESBCHS is a fun, healthy, safe and enjoyable place to be active. Theme days, pizza days, Terry Fox run/BBQ, and teacher Olympics are just a few activities that are run by S.U.. Students Union is student run and executive positions (President, Vice-president, treasurer, publicity representative) are filled each year through elections. If you are interested in joining the S.U. please contact Ms. Edwards or Ms. Watson.

YEARBOOK

Every year, a dedicated crew of students spends countless hours gathering pictorial memories for the ESBCHS yearbook. Working as a part of the yearbook staff you will learn or improve upon digital photography, publishing and journalistic skills. Students interested in assisting with the development of the yearbook should contact Mrs. Taylor. Yearbook meetings take place over the lunch hour.

STUDENT ACTIVISTS FOR PEACE AND PRESERVATION (SAPP)

SAPP is working towards making the world a better place to live. As the group is student driven, the causes we support will vary from year to year. SAPP organizes a number of large events such as the 30 Hour Famine and Human Rights Day Rally. Through fundraising efforts, SAPP supports charity organizations such as War Child, World Vision, Operation Christmas Child, Cancer Societies, local homeless shelters, the Food Bank and animal rescue societies. In the past, SAPP has also coordinated tree - planting activities and E-Waste round-ups.

Teacher contact: Mrs. Butler

THE QSA - QUEER –STRAIGHT ALLIANCE

The QSA- Queer–Straight Alliance is a student-led organization. The goal of our QSA is to make our school community safe, facilitate activism, and create a welcoming environment for all students regardless of sexual orientation or gender identity. The QSA is intended to provide a non-judgmental and supportive environment between lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) youth and their straight allies. We focus largely on anti-bullying events. We also like to partner and support all activities within the school to spread awareness and a message of unconditional acceptance.

S.A.D.D. (STUDENTS AGAINST DRUNK DRIVING)

This is a student led group that spreads awareness about impaired or distracted driving and the consequences that it can have on an individual, family and community. Students will have the opportunity to collaborate with each other and with members of the community to raise awareness through a variety of events.

SWAT “STUDENT WELLNESS ACTION TEAM”

The ESBCHS SWAT team is in its second term in the 2015/16 school year. This group was formed to focus its efforts in the areas of physical and mental health for students and our school community. The SWAT team is made up of members from grade 9 – 12 who will promote, educate, facilitate and sponsor activities that ultimately foster wellness. The SWAT team will meet bi-monthly. This student led group will determine the direction the SWAT team takes in the areas of physical and mental health. Come and be part of this amazing opportunity to make a difference!
Drama

Musical Theatre (Block 5, After School; Sept.-Nov.)

During the first semester, the Drama department’s Musical Theatre program stages a professional quality musical production. Classes in Musical Theatre 15, 25 and 35 are offered in conjunction with Drama 10, 20 and 30. Students can potentially earn 10 credits upon completion. This block 5 class is held after regular school hours and on selected weekends. Students who are interested in Musical Theatre will audition in the spring of the previous school year for entrance. After approximately 250 hours, in class and in rehearsals for acting, singing and dance with professionals in vocal coaching, improvisation, costume, technical theatre and Musical Direction, the production is performed in a professional venue in mid-November.

One Act Plays

In the spring, the Drama department participates in several One Act Drama Festivals. To prepare, students either choose a published script or write their own play. After many weeks of rehearsal, the ESBCHS Drama Department hosts an In-house One Act Drama Festival. From the plays presented, the three strongest and best-prepared shows will represent ESBCHS at the Zone level. At the end of the Zone Festival several acting and technical awards are given out, including 2 awards for best show; with winners advancing to Provincials. At the Provincial competition, students are able to experience many excellent learning opportunities, which include workshops on acting, directing, stage makeup and management. In addition, they get a chance to work on a professional stage with theatre professionals. The Provincial Festival is truly a showcase of excellence from across the Province. In continuing with the strong tradition, ESBCHS has participated at the Provincial level for many memorable years.

Other Activities

Students may have the opportunity to take part in other activities that are offered at ESBCHS. Trips to Europe, France and New York have occurred over the years: French Immersion students may be able to join a trip to France while other students have the option to go on a trip to other European cities. Students are responsible for all costs associated with the trip, which takes place on alternating years during Spring Break. This trip fits very well with the social studies curriculum and will improve the student’s language skills, allow them to develop life skills and make new and lasting friendships. There is also an Annual Horseback Riding Trip for students in Grade 11 with good records of participation, citizenship, attitudes and academics. Students will learn or improve horseback riding and camping skills and study geological formations.

School Council – Parent & Student Representatives

ESBCHS School Council is run using a representative model of governance. Membership includes 7 parents, 2 teachers, 2 students, the principal and 1 community member. The School Trustee and other interested parents are invited to attend all meetings, but do not have voting privileges. Elections for new positions will occur each September. Elected members are expected to attend monthly meetings. For more information, please contact the school office at 780-929-6282.
PARENTS STAY CONNECTED

We at ESBCHS encourage parents to stay connected with their child’s academic and personal progress. There are many avenues that parents can access to find support:

A.) Administration  
B.) Student Services  
C.) Teachers  
D.) Support Staff  
E.) Community Connections

Each group works very hard to ensure students have been provided the opportunity to excel and develop into responsible citizens with competent academic abilities.

POWERSCHOOL

At ESBCHS, the school data base for student information is PowerSchool. Parents can access information about their child through the parent portal. The login and password is the same as previous years. Families new to Beaumont can obtain login information from Mrs. Robinson.(kim.robinson@blackgold.ca)

In the parent portal of PowerSchool, parents can access the following information.

- A student’s current grade. This also identifies missing assignments and tests.
- Attendance/Lates for the current two week period.
- Daily Bulletin, which outlines the announcements for that particular day at ESBCHS including various deadlines.

Note: ESBCHS has moved to paperless report cards. Thus it is very important to stay connected.

SPECIAL PROGRAMS

I. KNOWLEDGE AND EMPLOYABILITY (K AND E)

The Knowledge and Employability courses are designed for students who meet the criteria and learn best through experiences that integrate essential and employability skills in occupational contexts. The courses provide students opportunities to enter into employment or continue their education. The Knowledge and Employability route is a sequence of courses, rather than a program and credit allocations. Students enrolled in this program obtain a Certificate of Achievement. Opportunity is available for students to upgrade and earn a High School Diploma.

II. WORKS PROGRAM “WORK OCCUPATION RECREATION KNOWLEDGE AND SKILLS”

The WORKS Program is an alternate educational program offered at ESBCHS for those students who would experience challenges in a credited time sensitive school program. The goal of this un-credited program is to develop job related skills through work experience and practical skills training. Students will focus on life skills, work skills and transitions, as well as core areas of Math, Science, Social and English. Once accepted in the program, placement will be evaluated yearly.

III. SKILLS PROGRAM

The Skills Program at ESBCHS has been created to meet the needs of students with significant educational challenges. Students in the program are supported and provided with educational opportunities suited to their unique individual abilities. Life skills and sensory programming are provided to assist students with the transition to life in the community.
Academics

Credit Load Expectations
To assist students in maintaining a balanced high school program and workload, all programs will be subject to the following minimums:

- **Grade 10** – Full Timetable – **SHOULDN'T HAVE A SPARE**
- **Grade 11** – 35 credits minimum
- **Grade 12** – 30 credits - If the previous credits achieved are less than 75 credits, the minimum acceptable load is 35 credits.

Timetable Change Requests
At ESBCHS, there is a timetable change protocol to follow. To request a timetable change, forms must be filled out, signed by parents, and returned prior to the deadline date found on the request form. Please note: not all timetables changes can be accommodated due to timetable conflicts and/or class sizes.

August/September Timetable changes will be considered for the following reasons:
- Core Academic Concerns (Successful completion of Summer School course, fill a spare, change of course sequence due to final marks, or to address credit deficiencies).
- Complementary course changes will be limited and only considered by Administration after specified deadline….so choose wisely at the time of April registration.

January Timetable changes will be considered for the following reasons:
- Core Academic Concerns (Successful completion of Outreach/ADLC; fill a spare; change of course sequence due to final marks; or to address credit deficiencies).
- Complementary course changes will be limited and only considered by Administration after specified deadline….so choose wisely at the time of initial registration.

Core Course Sequence Transfer Policy
Students have twenty classes to become familiar with the rigor and expectations of a course. If a student anticipates they will be unable to successfully complete the course, they may transfer streams within the first twenty classes provided there is space available (i.e. English Language Arts 30-1 to English Language Arts 30-2). In doing so, students may be asked to complete missed assignments.
**PREREQUISITE STANDING**

Most courses in a subject area form a sequence, e.g. Social 10-1, 20-1 and 30-1. At ESBCHS, students must successfully complete the pre-requisite course and meet the recommended pre-requisite mark before enrolling in the higher level course. If a student completes a pre-requisite course but fails to meet the minimum standard, they must either repeat the course or move to the lower sequence of courses. For example, a student who completes Social 10-1 with a 52% should enroll in Social 20-2, as they did not attain the recommended pre-requisite mark of 60%. For a breakdown of the recommended pre-requisite marks, see the Course Sequencing charts on pages 14 - 21 inclusive.

1. **COURSE ACHIEVEMENT PLAN (CAP) FORMS**
   If a student’s final grade is **above 50% and is within 5% of the recommended pre-requisite** mark, they can complete a Course Achievement Plan form (CAP form) to enroll in the higher-level course. Only one CAP form may be used per course sequence and must be approved by counseling and administration.

2. **DISTANCE LEARNING / SUMMER SCHOOL**
   If a student has completed the pre-requisite course through Alberta Distance Learning or summer school, proof of successful completion MUST be provided before enrollment in the higher-level course is granted.

**DIPLOMA EXAMINATIONS**

The Grade 12 Diploma Examinations Program is intended to develop and maintain excellence in educational standards by certifying academic achievement. Diploma exams are written at the conclusion of English 30-1, English 30-2, French Language Arts 30, Social Studies 30-1, Social Studies 30-2, Math 30-1, Math 30-2, Biology 30, Chemistry 30, Physics 30 and Science 30. As of 2015/2016, diploma exams are weighted at 30% of the students final grade.

**HONOUR ROLL**

At ESBCHS, we like to celebrate the academic achievements of our students. At the end of both semesters, student averages are calculated and those students who obtain honours in one of the three categories, Honourable Mention (74.5% - 79.4%), Honours (79.5% - 89.4%) and Honours with Distinction (89.5% - 100%) will have their names posted on the Honour Roll. To be eligible for the honour roll, students must be enrolled in the minimum number of credits for their respective grade. For details regarding the calculation of honours please visit our school website page entitled **Scholarships and Awards** under the “Student” tab.
**ALBERTA HIGH SCHOOL DIPLOMA REQUIREMENTS**

<table>
<thead>
<tr>
<th>High School Diploma Requirement</th>
<th>ESBCHS Courses that meet this requirement</th>
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<tbody>
<tr>
<td>English Language Arts 30-1 or 30-2</td>
<td>English Language Arts 30-1 or 30-2 or English Language Arts AP 30</td>
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<tr>
<td>Social Studies 30-1 or 30-2</td>
<td>Social Studies 30-1 or 30-2</td>
</tr>
<tr>
<td>Math - 20-level</td>
<td>Math 20-1, Math 20-2, Math 20-3</td>
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<tr>
<td>Science - 20-level</td>
<td>Science 20, Science 24, Biology 20, Chemistry 20, Physics 20</td>
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<tr>
<td>Physical Education 10</td>
<td>Phys. Ed. 10 - 3 credit (minimum requirement) or Phys. Ed. 10 - 5 credit</td>
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<td><strong>CALM</strong></td>
<td><strong>CALM</strong></td>
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<td><strong>10 credits from courses in the following categories:</strong></td>
<td><strong>Fine Arts:</strong> Art, Drama, Music, Guitar, Musical Theatre</td>
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<td><strong>CTS Courses:</strong> Comm. Tech., Cosmetology, Design Studies, Early Childcare, Fabrication, Foods, Mechanics, Medical Sciences, Technology, Business and Environmental Studies, Photography, Outdoor Ed 10, 20, 30</td>
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<tr>
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<td><strong>Physical Education 20, 30</strong></td>
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<td><strong>Second Languages:</strong> French Language Arts, French, Spanish</td>
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<td><strong>Note: Only 25 credits from any combination of languages may be used towards a high school diploma</strong></td>
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<td><strong>54 Other Credits</strong></td>
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<td><strong>All core subjects at grade 10 and grade 11 (English, Social)</strong></td>
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<td></td>
<td><strong>Forensic Science 25</strong></td>
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<td><strong>Learning Strategies 15, 25</strong></td>
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<td><strong>General Psychology 20</strong></td>
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<td><strong>Work Experience 15, 25 (a maximum of 15 credits can be applied to the High School Diploma and 2 modules, HCS3000 and HCS3010)</strong></td>
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<td><strong>RAP 15, 25</strong></td>
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<td><strong>Sci. Tech. 15</strong></td>
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<td><strong>Any course not used to meet a specific requirement listed above</strong></td>
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**Please note:** Students who have received credit in a course and wish to upgrade their mark in the same course will **not** receive credits for the second attempt.
# Certificate of Achievement Requirements

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<thead>
<tr>
<th>High School Diploma Requirement</th>
<th>ESBCHS Courses that meet this requirement</th>
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<tbody>
<tr>
<td>English Language Arts</td>
<td>English Language Arts 30-4</td>
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<tr>
<td>Social Studies</td>
<td>Social Studies 20-4, Social Studies 10-2</td>
</tr>
<tr>
<td>Math</td>
<td>Math 20-4 or Math 10-3</td>
</tr>
<tr>
<td>Science</td>
<td>Science 14 or Science 20-4</td>
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<td>Physical Education 10</td>
<td>Phys. Ed. 10 - 3 credit (minimum requirement) or Phys. Ed. 10 - 5 credit</td>
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<td>CALM</td>
<td>CALM</td>
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<tr>
<td>5 credits in</td>
<td>Knowledge and Employability Course</td>
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<td>30 Level Knowledge and</td>
<td>Logistics 35</td>
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<tr>
<td>Employability Occupational</td>
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<td>30 Level CTS course</td>
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<tr>
<td>5 credits</td>
<td>Work Experience 30 level or Rap 30 level</td>
</tr>
<tr>
<td>44 Other Credits</td>
<td>Any course not listed above that is offered at ESBCHS</td>
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**Please note:** Students who have received credit in a course and wish to upgrade their mark will **not** receive credits for the second attempt.
SAMPLE TIMETABLE

To assist you in understanding how your course selections fill up your high school timetable for a year, refer to the following table:

3 credit course – every 2nd day for one semester. (grade 10 complementary courses & Outdoor Ed 15 & 25)
5 credit course – every day one semester or every 2nd day all year (i.e. P.E. 10)
10 credit course – every day one semester 20 – 30 level - spans over 2 blocks (Cosmetology, Mechanics & Fabrication)

<table>
<thead>
<tr>
<th>Block</th>
<th>Day 1</th>
<th>Day 2</th>
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<tbody>
<tr>
<td>Block 5 Morning</td>
<td>High School Instrumental Band</td>
<td>High School Instrumental Band</td>
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<td>1</td>
<td>3 credit course</td>
<td>5 credits all year</td>
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<td>Block 5 Afterschool</td>
<td>Musical Theatre Block 5 Sept - November</td>
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KEY REPORTING PERIODS

Q1 - November
Q2 - End of January
Q3 - April
Q4 - End of June

TENTATIVE PARENT TEACHER INTERVIEWS

♦ October
♦ November
♦ March
The English program at ESBCHS offers a diverse range of opportunities for students with four levels of instruction and ample opportunity to move between streams. All courses aim for students to create a mature academic perspective (MAP) in terms of how literature can help each individual understand oneself, the text, other texts and the world. The various streams of the English program place a different emphasis on each perspective, dependent on the course content. Please be advised all courses require oral participation and presentations.

**English 10-1 Pre-Advanced Placement**  
(5 credits)  
Prerequisite: Minimum 75% in English Language Arts 9 and teacher recommendation  
Additional fee: Approximately $40 for course materials  
English 10-1 Pre-Advanced Placement introduces students to literary analysis through a cross section of literature from various eras. Students will develop the ability to read critically and analytically, ask questions about what has been read, recognize assumptions and implications, evaluate ideas, and determine the relationships between form, content, and meaning. Students will begin with analysis of complete literary works and move to rhetorical analysis, examining author purpose and intent. This is an Advanced Placement entrance course and is designed to prepare students for AP at the 20 and 30 levels; preparation will be more rigorous than the English 10-1 program. Additional reading, writing and creation are to be expected. Course materials must be read prior to the start of the course for students to be successful. For additional information about the benefits of Advanced Placement, please see page 15.

**English 10-1**  
(5 credits)  
Prerequisite: 60% in Language Arts 9 recommended  
English 10-1 offers a comprehensive examination of the fundamentals needed to succeed in academic English at the high school level. Students are taught to understand and use the terminology appropriate to the study of literature. The instruction of and creation of the Personal Response and Critical/Analytical essay are a major focus in this course. Literature for English 10-1 includes a novel, a play, poetry, short stories, non-fiction, visual text and film, which deal with themes such as discrimination, justice, love, war and isolation.

**English 10-2**  
(5 credits)  
English 10-2 is designed to allow students to work on building their writing and reading skills. Various forms of written composition are taught including poetry, persuasive writing (with particular emphasis on the business letter and advertising), narrative forms and an emphasis on response to visual text and response to literature. Literature for English 10-2 includes a novel, film, play, poetry, short stories, non-fiction, and visual text, which deal with themes such as discrimination, justice, and friendship.
English 20-1 (5 credits)
Prerequisite: 60% in English 10-1 recommended
English 20-1 focuses on further development of writing and reading skills with an academic emphasis. Course selections include a novel, a play, short stories, essays and poetry that portray realistic views of the complexity of society. Students are encouraged to relate concepts and style to other works and contemporary issues. The instruction of and creation of the Personal Response and Critical/Analytical essay continues to be a major focus in this course.

English 20-2 (5 credits)
Prerequisite: 55% in English 10-2 recommended or 40% (or greater) in English 10-1
English 20-2 provides continued development of English language communication skills with particular attention paid to written communication. Various forms of written composition are taught including script writing, response to visual, narrative forms and an emphasis on persuasive writing (particularly speech) and response to literature. Literature for English 20-2 includes a novel, film, play, poetry, short stories, non-fiction, and visual text.

English 30-1 (5 credits)
Prerequisite: 60% in English 20-1 recommended
English 30-1 is the final academic English course for students preparing for post-secondary study; as a result, this course focuses on honing students’ skill in the use and understanding of the English language and its literature. A strong emphasis on reading and writing aims to increase students’ critical appreciation of literature and to improve both the correctness and effectiveness of their writing. The English 30-2 Diploma Exam requires the students to demonstrate proficiency in two written areas (Personal Response and Critical/Analytical Essay), as well as proficiency with reading comprehension. This is a diploma course where students will write a government exam worth 30% of their final mark.

English 30-2 (5 credits)
Prerequisite: 55% in English 20-2 or 40% (or greater) in English 20-1
English 30-2 is primarily a functional English course. The major focus of the course is to reinforce the students’ practical reading, writing, listening, speaking, viewing and representing skills. The English 30-2 Diploma Exam requires the students to demonstrate proficiency in three written areas (response to visual, response to literature and persuasive writing), as well as, proficiency with reading comprehension. This is a diploma course where students will write a government exam worth 30% of their final mark.

What is Advanced Placement?
Advanced Placement (AP) is a program run by the College Board, which offers students enrichment of University-level courses in high school. The College Board is the same organization that creates the SATs.

Why take Advanced Placement?
AP has four major benefits, including enrichment and academic recognition in over 60 countries and 600 post-secondary institutions.

1. Students get to work in a challenging environment. The course progresses at a pace suitable for curious, independent and motivated students.
2. Advanced Standing for Admissions – When students score in the three to five range on their AP exam, they may get an converted GPA for their exam, replacing their course mark, for admission purposes. For example, the University of Alberta currently equates a score of five to 96 percent for admission purposes. This allows students to have a more competitive average and apply for additional scholarships in many cases.
3. Post-secondary credit or Advanced Standing: Students may receive university credit or advanced standing if successful on their final AP exam. As English offers both streams of AP English, students can receive (up to or recognition for) six credits of English at their post-secondary institution. Current transfer information for Alberta post-secondary institutions can be found here: http://alis.alberta.ca/ec/ep/aas/ta/ibap.html.
4. Financial Benefit - The College Board offers a number of scholarships for students who receive advanced standing. Also, there is savings from tuition. For example, students may receive credit for English 100 in high school. Therefore, the expensive university tuition is not required. Plus, your first year course-load may be lighter.

Note: The courses are independent of one another, thus a student can take only 10-1 Pre AP, 20-1AP or 30-1AP if they wish. Teacher recommendation will be required for all courses.

English 20-1 Advanced Placement: Language and Composition (5 credits)
Prerequisite: English 10-1 Pre-AP or 10-1 (75%+) and teacher recommendation
Additional fee: Approximately $50 for course materials
Optional fee: $120 for Advanced Placement Exam

English 20-1 Advanced Placement will integrate the Alberta Learning Program of Studies with the Advanced Placement Language and Composition Curriculum. Students will continue to refine their critical/analytical writing skills, as well as their rhetorical analysis, argument and synthesis skills. Students have the option of writing the AP exam (additional cost) in May (please note: this exam will not contribute to the final score awarded by the school) or taking the course for challenge purposes. There is an emphasis on non-fiction in this class. This is an Advanced Placement course and will be as rigorous as a university course. Additional reading, writing and creation are to be expected. Course materials must be read prior to the start of the course for students to be successful.
English 30-1 Advanced Placement: Literature and Composition

Prerequisite: English 20-1AP or 20-1 (75%+) and teacher recommendation

Additional fee: Approximately $50 for course materials
Optional fee: $120 for Advanced Placement Exam

English 30-1 Advanced Placement will integrate the Alberta Learning Program of Studies with the Advanced Placement Literature and Composition Curriculum. The AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Students have the option of writing the AP exam (additional cost) in May (please note: this exam will not contribute to the final score awarded by the school) or taking the course for challenge purposes. This is an Advanced Placement course and will be as rigorous as a university course. Additional reading, writing and creation are to be expected. Course materials must be read prior to the start of the course for students to be successful. This is also a diploma course where students will write a government exam worth 30% of their final mark.

Appeal Process

In the event a student is not recommended for Advanced Placement, decisions can be appealed. Cases will be reviewed on an individual basis. If a student does not receive a recommendation from their teacher but would still like to be considered for the program, they will be asked to submit two pieces of writing (one of which must be an analysis of literature) to the English Department Head. The pieces of writing, along with the application and consultation with teachers and administration will be considered during the appeal process.

English 10-4, 20-4, 30-4 (5 credits) K & E

The aim of the English language arts is to enable each student to understand and appreciate language and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning purposes. Knowledge and Employability English language arts focuses on developing the basic language competencies needed for everyday living at home, in the community and in the workplace highlighting six language arts: listening, speaking, reading, writing, viewing and representing.

Students will listen, speak, read, write, view and represent to:
- Explore thoughts, ideas, feelings and experiences.
- Comprehend literature and other texts in oral, print, visual and multimedia forms and respond personally, critically and creatively.
- Manage ideas and information
- Create oral, print, visual and multimedia texts and enhance the clarity and artistry of communication.
- Respect, support and collaborate with others.
Social Studies 10-1 (5 credits)
Prerequisite: 60% in Social Studies 9 recommended
French - Prerequisite: 60% in Social Studies 9 and registration in FLA 10

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

Social Studies 10-2 (5 credits)
‘Living in a Globalizing World’ - Students will explore historical aspects of globalization as well as the effects of globalization on lands, cultures, human rights and quality of life. Students will explore the relationships among globalization, citizenship and identity. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities. Students will develop skills to respond to issues emerging in an increasingly globalized world.

Social Studies 20-1 (5 credits)
Prerequisite: 60% in Social Studies 10-1 recommended
French; same prerequisite.

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 infusions of multiple perspectives will allow students to develop understandings of nationalism and how nationalism contributes to the citizenship and identities of peoples in Canada. (Also offered in

Social Studies 20-2 (5 credits)
Prerequisite: 55% in Social Studies recommended 10-2 or 40% (or greater) in Social 10-2

Students will understand 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 in other locations. Examples of nationalism, ultra nationalism, supranationalism and internationalism will be examined from multiple perspectives. Students will develop personal and civic responses to emergent issues related to nationalism.
Social Studies 30-1 (5 credits)
Prerequisite: 65% in Social Studies 20-1 recommended
French – Prerequisite: 65% in Social in Studies 20-1 and FLA 30)

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.

Rationale: The principles of liberalism have played a significant role in the development of modern democratic societies. Developing a comprehensive understanding of the evolution of modern liberal thought and the tenets of competing ideologies is important in the development of active, informed and responsible citizens. This understanding will enable students to effectively investigate, analyze and evaluate government policies and actions and develop individual and collective responses to contemporary local, national and global issues. This is a diploma course where students will write a government exam worth 30% of their final mark.

Social Studies 30-2 (5 credits)
Prerequisite: 55% in Social Studies 20-2 recommended or 40% (or greater) in Social 20-1

In the first unit, students will acquire an understanding of major political and economic systems. The second unit is a study of the global interaction of nations, how nations are self-interested and how international organizations have been evolving to promote cooperation, peace and humanitarianism. This is a diploma course where students will write a government exam worth 30% of their final mark.

Social Studies 10-4, 20-4 (5 credits)

Learning related to the core concepts of citizenship and identity is achieved through focused content at each grade level. The six strands of social studies reflect the interdisciplinary nature of social studies. The strands are interrelated and constitute the basis for the learning outcomes in the program of studies. The five strands are: Time, Continuity and Change; The Land: Places and People; Power, Authority and Decision Making; Economics and Resources; and Global Connections.
**Mathematics**

**Math 10C (5 credits)**

Prerequisite: 55% + in Math 9 recommended  
French – requires registration in FLA 10, same pre-requisite

The revised Grades 10-12 Mathematics Program of Studies includes a combined Grade 10 course called Mathematics 10C that is the starting point for the -1 and -2 courses (see diagram above). This will allow Math 10C students to postpone choosing a mathematics course sequence until Grade 11. Math 10C also offers students a smoother transition from junior high to high school as well as the opportunity to access more resources before making decisions about course sequences. This new math program also offers a greater transferability between sequences if their career or post-secondary goals change. The topics covered include measurement, trigonometry, polynomials, systems of equations and relations and functions.

**Math 10-3 (5 credits)**

Less than 50% in Math 9

Revised course focusing on basic mathematical understanding. Major topics that will be covered in this course include measurement, trigonometry, geometry, finance and reasoning, everyday problems, interpreting information and creating new knowledge within the context of the home, the workplace and the community. Mathematics competencies are developed through a problem-solving, experiential approach, using information and activities that directly relate to student’ current and future experiences.
Math 20 - 1 (5 credits) Pre-Calculus
*Prerequisite: 65% in Math 10 Common
French - Prerequisite: 65% in Mathematics 10 Common and registration in FLA 20

This course is the most academic continuation of Math Common. There is a continued emphasis of precise mathematical theory. The approaches are primarily algebraic and graphical. This course is designed for students whose post-secondary studies will focus in the areas of science and/or mathematics.

Math 20-2 (5 credits)
*Foundations of Mathematics and Pre-Calculus
*Prerequisite: Below 65% in Math 10C

This program is an academic math program that can be used for entrance into many non/math/science University programs and would be a better choice in some cases for improving a high school students GPA. Topics include Measurement, Geometry, Logical Reasoning, Statistics, Relations, Functions, and a Mathematical Research Project. Students whose final in Math 10 C or Math 10 C (Adapted) is between 50%-54% will require a cap form for enrollment.

Math 20-3 (5 credits)
*Prerequisite: 50% in Math 10-3 or 40% in Math 10C

Continuation of Math 10-3. Topics Include Measurement, Geometry, Finance, Linear Algebra and Statistics. This course sequence has been developed for those students who are considering a career in the trades.

Math 30-1 (5 credits)
*Prerequisite: 60% in Math 20-1
French - Prerequisite 60% in Math 20-1 and registration in FLA 30

Topics include Trigonometry, Relations and Functions, Permutations, Combinations and Binomial Theorem. Students whose final Math 20-1 is between 55%-59% will require a cap form for enrollment. This course is intended for student who will be entering post-secondary routes that involve mathematics and science. This is a diploma course where students will write a government exam worth 30% of their final mark.

Math 30-2 (5 credits)
*Prerequisite: 55% in Math 20-2 recommended or 40% (or greater) in Math 20-1

Continuation of Math 20-2. Topics include Logical Reasoning, Probability, Relations and Functions, and a Mathematical Research Project. Students whose final in Math 20-2 is between 50%-54% will require a cap form for enrollment. This is a diploma course where students will write a government exam worth 30% of their final mark.

Math 30-3 (5 credits)
*Prerequisite: 55% in Math 20-3 recommended or 40% (or greater) in Math 20-1, 20-2

Continuation of Math 20-3. Topics include Measurement, Geometry, Algebra, Statistics, and Probability. This course sequence has been developed for those students who are considering a career in trades.

Math 31 (5 credits)
*Co requisite: Math 30-1

Math 31 teaches the mathematics of Calculus. Students apply all previously learned algebraic skills to the topics of limits, derivatives and integrals. The course is intended for students who will be entering post-secondary routes that involve mathematics and the sciences. There is no diploma exam for this course.

Math 10-4, 20-4 (5 credits) K & E

Knowledge and Employability mathematics courses focus on developing essential mathematics knowledge, skills and attitudes needed for everyday living at home, in the workplace and in the community. This sequence is designed for students whose needs, interests and abilities focus on basic mathematical understanding; e.g., literacy. Emphasis is on the acquisition of practical life skills and competency in using mathematics to solve everyday problems, interpret information and create new knowledge within the context of the home, the workplace and the community. Mathematics competencies are developed through a problem-solving, experiential approach, using information and activities that directly relate to student’ current and future experiences. Knowledge and Employability mathematics courses emphasize career/life skills, teamwork, communication skills and thinking processes.
Science 10 (5 credits)
Prerequisite: 55% + in Science 9 recommended and registration in Math 10C This course is also offered in French - same prerequisite.

Science 10 is an academic course with biology, chemistry, physics and climate change units. This is the foundation for progression through all science courses at the 20 and 30 levels.

Science 14 (5 credits)
Less than 55% in Science 9

Non-academic, activity based modules covering basic biological, chemical and physical principles.

Science 10-4 (5 credits) K & E
Less than 40% in Science 9

Knowledge and Employability science provides basic science literacy. The course promotes awareness, understanding and the development and application of science skills, knowledge and attitudes for successful living at home, in the workplace and in the community. The key concepts covered are: Investigating Properties of Matter; Understanding Energy Transfer Technologies; Investigating Matter and Energy in Living Systems; and Investigating Matter and Energy in Environmental Systems.

Science 20 (5 credits)
Prerequisite: 50% in Science 10 and 55% in Math 10C recommended. French Prerequisite: 50% in Science 10 and completion of FLA 10

Science 20 is a challenging multi-disciplinary course that consists of four units of study: chemical changes (chemistry), changes in motion (physics), the changing Earth (Earth science) and changes in living systems (biology).

Science 24 (5 credits)
Prerequisite: 50% in Science 14 recommended or 40% (or greater) in Science 10

Non-academic, activity based modules covering basic biological, chemical and physical principles.

Science 20-4 (5 credits) K & E

Knowledge and Employability science provides basic science literacy. The course promotes awareness, understanding and the development and application of science skills, knowledge and attitudes for successful living at home, in the workplace and in the community. The key concepts covered are: Applications of Matter and Chemical Change; Understanding Common Energy Conversion Systems; Disease Defense and Human Health; and Motion, Change and Transportation Safety.
Biology 20 (5 credits)
Prerequisite: 60% in Science 10 recommended
French Prerequisite: 60% in Science 10 and completion of FLA 10

Biology 20 is an introductory study of living systems. Topics include energy and matter exchange in the biosphere, ecosystems and population change, photosynthesis and cellular respiration and five human systems (digestive, excretory, respiratory, motor and circulatory systems).

Chemistry 20 (5 credits)
Prerequisite: 60% in Science 10 and 60% in Mathematics 10C strongly recommended
French Prerequisite: 60% in Science 10 and completion of FLA 10

Chemistry 20 is an introductory course with a focus on the study of chemical bonding, solutions, acids and bases, gaseous systems, and quantitative relationships in chemical reactions. Emphasis is placed on the scientific process.

Physics 20 (5 credits)
Prerequisite: 60% in Science 10 and 60% in Mathematics 10C strongly recommended

The Physics course is an academic course that investigates the motion of objects and explains why they move. In addition to expanding the content covered in Science 10, students will develop and utilize vector notation, net force equations, circular motion, field theory and mechanical waves. Physics 20 requires a strong math background as concepts are developed with corresponding equations that are used to solve problems.

Science 30 (5 credits)
Prerequisite: 55% in Science 20 recommended or 50% in Biology 20, Chemistry 20 or Physics 20. 55% in Math 20-1 or Math 20-2 recommended.

Science 30 is a challenging multi-disciplinary science covering topics in biology (circulation and immunity), environmental chemistry, physics (electromagnetic energy) and energy production technologies. This is a diploma course where students will write a government exam worth 30% of their final mark.

Biology 30 (5 credits)
Prerequisite: 60% in Biology 20 recommended
French Prerequisite: 60% in Biology 20 and completion of FLA 20

Biology 30 is an academic course with continued in-depth study of physiological systems (nervous, endocrine and reproductive systems), genetics and population ecology. This is a diploma course where students will write a government exam worth 30% of their final mark.

Chemistry 30 (5 credits)
Prerequisite: 60% in Chemistry 20 and 60% in Math 20-1 strongly recommended
French Prerequisite: 60% in Chemistry 20 and completion of FLA 20

Chemistry 30 is an academic course with a focus on organic chemistry, thermochemical changes, electrochemistry and equilibrium of acid and base systems. Scientific and technological knowledge is integrated with societal issues and there is an emphasis on communication skills. This is a diploma course where students will write a government exam worth 30% of their final mark.

Physics 30 (5 credits)
Prerequisite: 60% in Physics 20 and 60% in Math 20-1 strongly recommended

Physics 30 is an academic course that investigates the fundamental forces of the universe. The concepts of vector notation, net force, circular motion and energy from the physics 20 course are applied to the concepts of momentum, electricity and magnetism. This course also develops the concepts of electromagnetic radiation, nuclear reactions and particle physics. Physics 30 requires a strong math background as concepts are developed with corresponding equations that are used to solve problems. This is a diploma course where students will write a government exam worth 30% of their final mark.
French Language Arts 10
(5 credits)
Prerequisite: 60% in FLA 9 recommended

Immersion level grade 10 French, stressing listening, speaking, reading and writing on an approximately equal basis. Students will be permitted to challenge French as a Second Language (FSL) 10 before the end of the semester.

French Language Arts 20
(5 credits)
Prerequisite: 60% in FLA 10 recommended

Continuation of FLA 10. Two major works will be studied in detail. Students will be permitted to challenge FSL 20 before the end of the semester.

French Language Arts 30
(5 credits)
Prerequisite: 60% in FLA 20 recommended

Continuation of FLA 20. Two major works will be studied in detail. Some emphasis will be placed on practical ways of maintaining one’s French beyond high school. Students will be permitted to challenge FSL 30 before the end of the semester.

This is a diploma course where students will write a government exam worth 30% of their final mark.

PLEASE NOTE: Only 25 credits from any combination of languages may be used towards a high school diploma. This means that if a student takes FLA 10, 20 and 30 and challenges French 10, 20 and 30, or if they enroll in French 10, 20 and 30 and Spanish 10, 20 and 30 they will earn 30 credits, of which only 25 will count towards the 100 credit requirement for a high school diploma.
SECOND LANGUAGES

FRENCH

French - Second Language 10 (5 credits)
*Prerequisite: 60% in French 9 recommended*

The student will learn French by studying specific situations stressing oral and written comprehension as well as oral and written production.

French - Second Language 20 (5 credits)
*Prerequisite: 60% in French 10 recommended*

Students will expand their skills in understanding and communicating in French. Oral and written comprehension and production skills will continue to be improved upon at this level.

French - Second Language 30 (5 credits)
*Prerequisite: 60% in French 20 recommended*

Listening and speaking skills will be practiced and improved, with emphasis continuing to be being placed on perfecting reading and writing skills.

Why learn another language? When we learn a second language we broaden our cultural and intellectual capacity to understand other people and to live in harmony with them. The value of learning a second language has increased in our global community in recent years. Our French as a second Language Program emphasizes the importance of experiencing language in context. Students will continue to develop communication skills, oral and written, as well as developing language learning strategies that will serve them well in future experiences. Learning French will enable students to understand and communicate in a variety of social contexts; leisure, on the job and travel. Students will learn to recognize and enjoy cultural diversity offered by knowing a second language. Second Language 30 courses can be used for university entrance for some faculties instead of Math 30-1. Please check the requirements of the post-secondary institution.

Many enrichment programs exist for students studying French, including summer study and exchange programs funded by the federal government. Information about some of these can be found at these websites:

www.exchanges.gc.ca   www.myexplore.ca
www.teachers.ab.ca

SPANISH

Spanish 10
(5 credits)
*No Prerequisite*

This course is designed to allow students to communicate orally in Spanish and to attain basic understanding of grammatical structures. This focus is on building the students’ confidence while using the language in everyday situations.

Spanish 20
(5 credits)
*Prerequisite: 60% in Spanish 10 recommended*

Students will expand their basic communication skills in Spanish. In addition to ongoing study of oral and written comprehension and production, students will also examine aspects of Latin American culture.

Spanish 30
(5 credits)
*Prerequisite: 60% in Spanish 20 recommended*

Students will continue to expand their basic communication skills in Spanish. In addition to ongoing study of oral and written comprehension and production, students will also examine aspects of Latin American culture. Successful completion of Spanish 30 will allow students to enroll in a second year Spanish course at most post-secondary institutions.
PHYSICAL EDUCATION AND CALM

PHYSICAL EDUCATION

Physical Education 10
(3 credit semestered; 5 credit every 2nd day all year) Requirement for graduation

Continued development of individual skills and fitness levels in athletics. A greater emphasis is placed upon pursuing an active lifestyle. Also offered in French for 3 credits. (co-ed and semestered only)

PE 20/30 these courses may be co-ed if numbers are too low to offer male/female separate sections.

Physical Education 20 (5 credits)
Prerequisite: 60% in Physical Education 10 recommended

Phys. Ed. 20 (co-ed) emphasizes dual and individual activities that can be pursued throughout adult life. Course can offer activities such as bowling, racquetball, squash, rowing and golf as well as traditional team games and activities. Some off-campus activities will require students to arrive early at school, give up their lunch hour or arrive back at school after regular bell times. Course fee required.

Physical Education 30 (5 credits)
Prerequisite: 60% in Physical Education 20 recommended

Lifetime activities continue to be emphasized in Phys. Ed. 30. Much of the course is spent off-campus exploring individual and dual recreational activities. Some off-campus activities will require students to arrive early at school, give up their lunch hour or arrive back at school after regular bell times.

CALM (CAREER AND LIFE MANAGEMENT)

CALM (3 credits)

Requirement for graduation

The Career and Life Management course consists of three main units: Careers and the World of Work, Independent Living, and Well-Being (including sexuality that parents may choose to have their child opt out). Also offered in French. Students may also have the opportunity to complete up to two extra credits in Workplace Safety Systems (HCS3000) and Workplace Safety Practices (HCS3010).
FINE ARTS

**ART**

**Art 10 (3 credits)**
Art 10 focuses on developing the skills necessary to see and record the world around you. The student will learn how to gesture sketch and how to develop volume through shading and form. We study colour, value and perspective, and work in a variety of media including pencil, charcoal, conte, paint (acrylic, oil, and watercolour), clay and/or wire sculpture. There is an emphasis on skill development combined with creative expression. Students receive an Art Kit (Level 1) as part of their school fees. Note: Design 10 is a good complementary option.

**Art 20 (5 credits)**
Prerequisite: Art 10. A minimum grade of 65% is recommended.
In Art 20, the students learn to express ideas in greater depth, detail, and precision. We draw the human form and portraits, and improve rendering of depth and landscape. We study colour temperature, intensity and value, and research artists. In Art 20, there is a greater opportunity for self-expression and work in preferred media. The semester culminates with an independent project: mural, sculpture, painting or drawing! Students receive an Art Kit (Level 2) as part of their school fees. Note: Design 20 is a good complementary option.

**Art 30 (5 credits)**
Prerequisite: Art 20. A minimum grade of 65% is recommended. Additional fee associated; please see June newsletter for updated details.
In Art 30, the student will focus on developing expertise and personal voice. In-depth studies include advanced figurative and portraiture work and colour study. There is a greater emphasis on developing personal style. If desired, students will prepare a portfolio that may be used for post-secondary programs or potential employers. Students receive an Art Kit (Level 3) as part of their school fees. Note: Design 30 is a good complementary option. Design Studies is the practical application of visual and artistic skills, often for a client. Students develop their ideas using traditional methods (drawing, colouring) as well as modern technology (vinyl printing, silkscreen, 3D modeling). Students may have the opportunity to execute design work for clients such as the school or the greater community. Each module in the program is worth one credit. Note: Art is a good complementary option.

**Art 31 (5 credits)**
Co-requisite: Art 30 (80% plus an excellent record of attendance) Additional fee associated; please see June newsletter for updated details.
In Art 31, the student will investigate the function, creation and appreciation of art. The course will be a combination of a rigorous, largely self-directed studio practice in addition to researching contemporary art and the systems and structures around it. This is a course for the serious art student interested in advancing their skills and knowledge.

Proposed field trips:
- 124 Street commercial galleries, particularly: Berga Matheson, Front Gallery, Peter Robertson, Bearclaw Gallery
- Harcourt House Artist Run studio, teaching space & gallery
- SNAP (Society of Northern Alberta Printmakers) studio & gallery
Drama is both an art form and a medium for learning and teaching. It can develop the whole person — emotionally, physically, intellectually, imaginatively, aesthetically and socially — by giving form and meaning to experience through “acting out”. It fosters positive group interaction as students learn to make accommodations in order to pursue shared goals. The overall goal of drama is to foster a positive self-concept in students, while focusing on the following areas of Theatre - Orientation, Speech, Movement, Improvisation, Acting, Directing, Technical Theatre and Design.

**Drama 10 (3 credits)**

In Drama 10 students will begin by getting to one another while creating a safe learning environment through play. We then move into Spontaneous Improvisation where students take risks and learn self-control and teamwork. Drama 10 also experiments with Stage Combat and Airbands. Completion of Drama 10 students will foster self-confidence in our students while remaining focused and experiencing some fun!

**Drama 20 (5 credits)**

*Prerequisite: 50% in Drama 10*

As students enter their second year in the program, we will review and reinforce the disciplines of Orientation and Improvisation. Students in Drama 20 will again participate in Airbands, which is always a highlight. The Drama 20 students will also be introduced to playwriting through Collective Creation, a process where students write, direct and perform a piece of their collective work. This is a learning process that cannot be replicated and is truly a one of a kind experience for each participant!

**Drama 30 (5 credits)**

*Prerequisite: 50% in Drama 20*

In the student's final year of drama, we will again reinforce all the disciplines to round out their senior high school drama experience and can more directly prepare them for a possible career in the Theatre Arts. The opportunity for participation in creating a school wide television show has recently been introduced, as an added experience for this level of ‘mastery’. The Drama 30 student will also direct and perform in a play of their choosing. Students play an active role in the production and direction of the piece.

**Improv. Theatre 15 (3 Credits)**

This ensemble-based course develops the student's' ability to explore character, story, theme, and staging in the creation of both spontaneous and devised performance material, through in depth rehearsal explorations. Through the improvisational performance process, students receive and integrate audience feedback directly. There are no prerequisites for this course but Drama 10 is suggested.

**Improv. Theatre 25 (5 Credits)**

*Prerequisite: 50% in Improv 15*

Improvisational Theater 25 is an ensemble based course that is an extension of Improv. 15 and is a complement to the elementary improvisation in the Drama 10-20-30 course route. It continues to develop the student's ability to explore character story, theme, and staging in the creation of both spontaneous and devised performance material through in depth rehearsal explorations and multiple public performances. Through the improvisational performance process students receive and integrate audience feedback directly.

**MUSICAL THEATRE - Block 5**
Musical Theatre 15, 25 or 35 (5 credits) together with Drama 10, 20 or 30 (5 credits)
Students must be registered in Drama 10, 20 or 30 and must audition for the course.
This course cannot be counted toward credit load minimums at the time of registration. Musical Theatre 35 - Additional fee associated; please see June newsletter for updated details.

Students must be registered in Drama 10, 20 or 30 and must audition for the course in the spring of the previous school year. During the first semester, the Drama department’s Musical Theatre program stages a professional quality musical production. Classes in Musical Theatre 15, 25 and 35 are offered in conjunction with Drama 10, 20 and 30, the students have the potential to earn 10 credits upon completion. This block 5 class is held after regular school hours and on selected weekends. After approximately 250 hours in class and in rehearsals for acting, singing and dance with professionals in vocal coaching, improvisation, costume, technical theatre, and Musical Direction, the culminating production is anxiously performed in a professional venue, mid-November.

MUSIC

Instrumental Music 10 (5 credits)
Prerequisite: Band 9 (semester 2) or audition

Instrumental music using traditional instrumentation. Focus on honing musical skills, learning advanced technical passages. Opportunity for Jazz Band, festival participation, musical exchanges and tours. This course take place all year, every second day, block 5, early AM prior to regularly scheduled classes.

Instrumental Music 20 (5 credits)
Prerequisite: 60% in Music 10 recommended

Instrumental music using traditional instrumentation. Focus on improving musical interpretation skills, and learning advanced technical passages, as well as the study of music theory and history. Opportunity for Jazz Band, festival participation, musical exchanges and tours. This course take place all year, every second day, block 5, early AM prior to regularly scheduled classes.

Instrumental Music 30 (5 credits)
Prerequisite: 60% in Music 20 recommended

Instrumental music using traditional instrumentation. Focus on honing musical interpretation skills, learning advanced technical passages and the study of music theory and history, as well as conducting and arranging. Opportunity for Jazz Band, festival participation, musical exchanges and tours. This course take place all year, every second day, block 5, early AM prior to regularly scheduled classes.

General Music 10 – Guitar (3 credits)

This is a beginner guitar class for those who are interested in learning how to play the guitar, but never had the chance. The General Music 10 program is for you. You will learn about music and how it works, theory and notation, learn how to play the guitar, notation, finger picking and chords, contemporary (modern rock) and classical, study and listen to great performers and great music - Liona Boyd, Eddie Van Halen, Stevie Ray Vaughan, Eric Clapton and more!

*Students will have to provide their own guitar (preferably acoustic or classical)
COMMUNICATION TECHNOLOGY

Communication Technology 10 - Audio Video (3 credits)
The initial part of this course is to get the pre-requisite course of COM 1005 for many CTS courses. Within this three-credit course, students will learn elements of design and typography, visual presentation, and the production of visual images for different aspects of media. Following curriculum, students will get basic instruction on pre-production, production and post-production for video assignments. They will have hands on experience with industry standard software and modern video equipment. Final projects are video assignments that are PSA (Public Service Announcements), Narratives, Ads, and digital short movies.

Communication Technology 20 - Audio/Video (5 credits)
Building on Communication Technology 10, students will cover pre-production planning. Included in this will be original proposal, treatment, script, and storyboard. From here, there will be the production of their video projects. Included in production is filming, lighting, sound and in some cases working with green screen technology. In this section of production, students will be directors, camera personnel, sound coordinators, and actors. For the post production aspect of this course students will use iMovie, Adobe After Effects, and some audio mixing software. Projects range from teacher assigned material to digital short films that are student directed that adhere to curricular outcomes

Communication Technology 30 - Audio/Video (5 credits)
Additional fee associated; please see June newsletter for updated details.

Building on Communication 20, students will take the skills they have learned and bring them to a higher level. Within the 30 level course, students will develop their script writing skills, their production skills, and post-production techniques. They will refine their editing skills and incorporate special effects and 3D motion tracking. The software is industry standard, and gives a glimpse into what it takes to make ads, training videos, or short films that are professional quality. Within Communication Technology 30, students have the freedom to work on a large-scale project that can lead them into post-secondary education in the field leading to a career in the motion picture industry.

DESIGN STUDIES

Design Studies is the practical application of visual and artistic skills to solve a client problem or need. Students will develop their ideas using traditional methods (drawing, colouring) as well as modern technology (vinyl printing, silkscreen, etching, etc.). Students may have the opportunity to execute design work for clients such as the school or the greater community. In Design 30, students will have the opportunity to develop a portfolio of their work for post-secondary applications. Each module in the program is worth one credit. Note: Art is a good complementary option to Design Studies.

Design Studies 20 (5 credits)
Prerequisite: You must have earned 3 credits in Design 10.

Students continue to build their skills in Design 20, working with more advanced design problems. They apply the design process to personal or client projects, working within the school or the community. Media used depends on projects available and personal preference. Students receive a Design Kit (Level 2) as part of their school fees. Note: Art 20 is a good complementary option.

Design Studies 30 (5 credits)
Prerequisite: You must have earned 5 credits in Design 20.

Students address complex design challenges in Design 30. They have the opportunity to develop a portfolio of their work for post-secondary applications. Media used depends on projects available and personal preference. Students receive a Design Kit (Level 3) as part of their school fees. Note: Art 30 is a good complementary option.
PHOTOGRAPHY

Photography 10/20/30
The Photography Program is a dynamic, hands-on stream of courses that introduces students to the world of Visual Composition, DSLR Photography, Studio Lighting and Adobe Photoshop. Through a variety of fun assignments, students will learn to control a camera in full Manual mode, work in a photography studio setting and retouch their images using the professional standard, Adobe Photoshop.

Photography 10 (3 credit course)
Students learn to employ principles of design, colour theory and typography in their photography. Students will develop essential skills for making and displaying high-quality photographs and will learn the technical and creative uses of aperture, shutter speed and ISO. Students will use Adobe Photoshop to enhance their photographs. Students will submit their best work for the annual ESBCHS Art Show. Students will also complete COM1005 – a prerequisite for many CTS courses.

Photography 20 (5 credit course)
Prerequisite: 55% Photography 10 or 55% in COM1005 from another course with permission from the instructor
Students will examine different media and their impact on personal, community and national interests. Students will learn to create well-designed publications and will expand their skill in composition, exposure, basic studio and location lighting, camera operation, image processing and image display. Students will explore the effects and purposes of various lenses and focal lengths. Students are introduced to the principles and practices of client services. Students will submit their best work for the annual ESBCHS Art Show.

Photography 30 (5 credit course)
Prerequisite: 55% Photography 20 module
Students will learn and apply various light sources and set-ups with an emphasis on off-camera lighting, both in the photography studio and on location. They will continue their study of digital publishing and layout as well as non-destructive editing and manipulation. Students will have the opportunity to select from a variety of special interest subjects such as: Photojournalism, Colour Photography, Black and White Photography and Outdoor/Landscape Photography. Students will submit their best work in the annual ESBCHS Art Show.
CAREER AND TECHNOLOGY STUDIES - EMPLOYMENT

COSMETOLOGY

Cosmetology 10 (3 or 5 credits)
Students will be introduced to the basics of hair structure, hair care and manicuring. COS1010 must be completed before other modules are attempted.

Cosmetology 20 (10 credits)
Prerequisite: 60% in Cosmetology 10 recommended
The student will improve on skills previously learned. This will include hair styling, hair care and manicuring. They will be tested on both theory and practical aspects of these skills. Students will also be introduced to client services. Intermediate skills in hair cutting, styling, perming and coloring are developed.

Cosmetology 30 (10 credits)
Prerequisite: 65% in Cosmetology 20 recommended - Additional fee associated; please see June newsletter for updated details.
Students develop advanced skills in all areas of cosmetology through client services. They are tested on both theory and practical work.

Cosmetology Accreditation Program
Accredited by Apprenticeship Board. Students that successfully complete 35 CTS Cosmetology credits will have earned the equivalent of a first year apprenticeship.

FABRICATION

Fabrication 10 (Welding) (3 credits)
This course is an introduction to the process of welding and fabrication. We will focus our efforts on tools and safety and begin oxyacetylene welding and Gas Metal Arc Welding (GMAW) commonly referred to as MIG welding. Once an appropriate skill level is reached, the students will try their newfound skills on suitable projects.

Fabrication 10 (Welding) (5 credits)
This course has all the same components as the 3-credit Fabrication with the added skill of Shielded Metal Arc Welding (SMAW), commonly called Stick welding. Students in 5-credit Fabrication will also have the opportunity to complete a larger project, which is not possible in 3-credit Fabrication.

Fabrication 20 (Welding) (5 or 10 credits courses available)
Prerequisite: Complete at least 60% of modules offered at previous level
Each level of fabrication is bigger and better than the first. As student’s skills develop, not only will they be given an opportunity to make ornamental projects for themselves but they may also be given the chance to do some custom fabrication for clients. The emphasis in general is 60% of time on skill development and 40% of the time project based learning. We will develop skills offered in grade 10 and introduce oxyacetylene cutting and basic forging skills.
Fabrication 30 (Welding) (5 or 10 credit courses available)  
Prerequisite: Complete at least 60% of modules offered at previous level  
Additional fee associated; please see June newsletter for updated details.  

So you want to be a welder, a baker or a candlestick maker. The underlying emphasis throughout the three years is learning to work with both hands simultaneously, a skill that transverses into many fields. Here we will try to focus on your interests whether that is welding or the art of ornamental design and construction. In Fabrication 30, we will introduce Tungsten Gas Arc Welding (TGAW) or commonly referred to as TIG. As much as possible we will try to focus the program around individual’s interests while still maintaining a project and skill component.

**FOOD STUDIES**

**Foods 10 (3 credits)**  
No prerequisite required for this course

In this course, you can expect a lot of projects as well as many lab experiences! In the first course of Foods, Food Basics, there will be a review of safety and sanitation as well as standard “need to know” techniques in the kitchen. Students will also examine how kitchen appliances can help to make work easier in the kitchen. In the next course, Contemporary Baking, the focus lies in understanding the major ingredients used in baking and learning and practicing the three basic mixing methods in baking. The final course will be determined as a class based on interest and specific skills wanting to be developed. Students do not have to have taken Foods 9 in order to register for Foods 10.

**Foods 20 (5 credits)**  
Prerequisite: Successful completion of Food Basics and Contemporary Baking Courses in Foods 10

Foods 20 is a more intensive and challenging course to Foods 10. The goal is to build a strong knowledge base and greater skill and technique development. Here work on specific areas of food preparation and presentation will be the focus. The areas of food preparation can include:

- Cake and Pastry
- Milk Products and Eggs
- Soups and Sauces
- Basic Meat Cookery
- Vegetables and Fruits
- Grains, Legumes, Pulses, Nuts and Seeds
- Fish and Poultry
- International Cuisine

**Foods 30 (5 credits)**  
Prerequisite: Successful completion of all courses in Foods 20 - Additional fee associated; please see June newsletter for updated details.

In Foods 30, practice makes perfect! Through a variety of challenging courses, the goal is to refine skills and techniques learned in Foods 20. Students will have more autonomy in selecting and preparing labs completed for each course. Presentations and strong organizational skills will play a larger role at this level.
MECHANICS

Mechanics 10 (3 or 5 credits)

Entry-level course for students who have no previous experience in mechanics. Emphasis is on vehicle care, ownership and fundamentals necessary to take Mechanics 20.

Mechanics 20 (10 credits)
Prerequisite: 60% in Mechanics 10 recommended

Intermediate level course for students to build on the competencies developed at the introductory level and focus on customer repair and service of the following components or systems: Brake Systems; Front Suspension; Standard Transmissions/Transaxles; Wheel Alignment; and Drive Train. Note: Students may enroll in 5 or 10 credit module courses.

Mechanics 30 (10 credits)
Prerequisite: 60% in Mechanics 20 recommended - Additional fee associated; please see June newsletter for updated details.

Advanced level course to help prepare students for entry into the work place or a related post-secondary program. Students will diagnose service and repair the following components or systems on customer vehicles: Engine Tune-up; Electrical Components Electrical Fundamentals; Engine Reconditioning; Rear Axle / Drive Trains. Note: Students may enroll in 5 or 10 credit module courses.

Mechanics 30 - Bandits Racing Team

Students enrolled in Mechanics 30 will also have the opportunity to service, maintain and modify the Bandits Racing Pro Drag Car.

Mechanics Accreditation Agreement

Accredited by Apprenticeship Board, Advanced Education and Career Development. Students that successfully complete 25 CTS Mechanics credits may be credited with the first period of formal instruction, along with the hours they have logged towards the Automotive Service Technician Trade. In addition, students that successfully complete 35 mechanic credits may be credited with the first and second periods of formal instruction and 525 hours towards the trade.
CAREER AND TECHNOLOGY STUDIES WITH PRE-REQUISITES

MEDICAL SCIENCES

Medical Sciences 10 (5 credits)
Prerequisite: Successful completion of Grade 9 Science.

As an elective course consisting of 5 CTS modules, Medical Sciences 10 offers a logical beginning to those students interested in fields such as: medicine physiotherapy, occupational therapy, chiropractic, kinesiology, fire fighter, EMT, massage therapy, nursing, physical education, coaching or basic first aid as well as many other occupations. The curriculum will introduce the students to health in Canada; basic principles of anatomy, physiology and disease related to the human body; the musculoskeletal system; the cardiovascular system; basic nutrition; and they will have the opportunity to complete their St. John’s Standard First Aid Certification. There is a fee for this course to cover the cost of First Aid certification and additional activities.

Medical Sciences 20 (5 credits)
Prerequisite: Medical Sciences 10

Medical Sciences 20 is a course about human body systems. If you are considering a career in the medical field or simply have an interest learning about the human body, Medical Sciences 20 is the course for you. Some of the topics overlap with the human body system units of Biology 30, so Medical Sciences 20 can give you an advantage in Biology 30. The topics covered in Medical Sciences 20 are mental health, the nervous system, the endocrine system, the immune system and pregnancy.

Sports Medicine and Wellness 10 (5 credits)

Sports Medicine and Wellness 10 is new to ESBCHS for the 2016-17 school year! The aim of this course is to expose students to the fields of health and wellness, through the scope of athletics and athletic training. Students will explore topics such as proactive health, injury prevention, injury care and rehabilitation, and fitness. Students will earn credits in the Health, Recreation and Human Services cluster of the Career and Technology Studies curriculum.

Students who excel in this course generally are students who are involved in sports and are consciously trying to be better athletes or students who have a keen interest in sports, recreation, health, and wellness. Students who decide to take Sports Medicine and Wellness should be prepared to participate in classroom theory, injury care labs, and activity labs. Students who continue Sports Medicine and Wellness program will have an opportunity to become certified Athletic First Aid Trainers with the Sports Medicine Council of Alberta and work as student trainers in the Bandit Athletics program.

Sports Injury Management 20 (5 credits) Prerequisite: Medical Sciences 10

Sports Injury Management 20 is an elective course consisting of 5 CTS modules. It is designed for students who wish to learn more about the world of sport and athletics. Students who are interested in pursuing careers in fitness, personal training, the Faculty of Physical Education, or coaching would benefit from enrollment in this program. Curriculum topics will include the following: trends in fitness programs; training principles; sports ethics; sports nutrition; athletic first aid and taping techniques. Students will have the opportunity to obtain a completion certification for Sports Injury Management, Taping and Strapping, plus Sport Nutrition from the Sport Medicine Council of Alberta. There could be a fee for field trips and/or additional resources from outside the school.

Sports Injury Management 30 (5 credits) Prerequisite: Fitness and Sports Medicine 20

Sports Injury Management 30 allows students to continue to gain and apply a greater knowledge in the world of sport, recreation and athletics as they complete 5 CTS modules. The curriculum will offer the students a chance to refine their skills in injury management and prevention; fitness training and workout designs; biomechanical principles; sports psychology; and personal leadership style and communication. The students may also have the opportunity to work with a school sports team and/or spend time with a professional working in this area. There could be a fee for field trips and/or additional resources from outside the school.
OUTDOOR EDUCATION

Outdoor Education 10 – 3 credits plus potential for 2 addition CTS credits (every 2nd day – semestered)
Additional fee associated: $100
This course will introduce students to outdoor skills as they relate to outdoor recreational opportunities at a Novice Level. The course includes learning beginner skills in the areas of Camping, Canoeing, Kayaking, Outdoor Cooking, Survival Skills, Mountain Biking, Cross Country Skiing, Rock Climbing, Fishing, Carving, Orienteering, Snowboarding and Downhill Skiing. A two-day camping trip involving many of the aforementioned activities is a major course component. Students must plan on active physical involvement throughout the course. Students who successfully complete all assignments and participate in the trip may earn 3 to 5 credits in this course. Course fee required.

Outdoor Education 20 (3 credits plus potential for 3 additional CTS credits)
Prerequisite: Successful completion of VIRG belay check (every 2nd day – semestered)
Additional fee associated: $100
This course will improve upon outdoor skills previously learned, as they relate to outdoor recreational opportunities at an intermediate level. The course includes learning intermediate level skills in the areas of Camping, Canoeing, Kayaking, Outdoor Cooking, Survival Skills, Mountain Biking, and Cross Country Skiing, rock Climbing, Fishing, Carving, Orienteering, Snowboarding and Downhill Skiing. In addition to improving skills in the above areas, new skills include archery, bike maintenance, ski tuning and GPS technology. Over and above classroom time, there will be a two-day camping trip to Banff involving mountain biking and scrambling. Students must plan an active physical involvement throughout the course. Students who successfully complete all assignments and participate in the trip may earn 3 to 5 credits in this course. Course fee required.

Outdoor Education 30 (3 credits plus potential for 3 additional CTS credits)
Prerequisite: Successful completion of Outdoor Education 30 (every 2nd day – semestered)
Additional fee associated: $100
This course will allow students to become a life-long outdoor adventurer at a mastery level. This course includes learning advanced level skills in the areas of Camping, Canoeing, Kayaking, Outdoor Cooking, Survival Skills, Mountain Biking, Cross Country Skiing, Rock Climbing, Fishing, Boating, Marksmanship, Archery, Carving, Orienteering, Snowboarding and Downhill Skiing. Students who take Outdoor Education 30 will have the opportunity to plan the 2-3 day trip and understand all facets of trip planning, equipment maintenance and budget costs for all Outdoor Education activities. Students must plan an active physical involvement throughout the course. Students who successfully complete all assignments and participate in the trip earn 3 to 5 credits in this course. Course fee required.
OTHER COMPLEMENTARY COURSES

EARLY CHILDCARE  20/30 (6 credits)
Require criminal record check and either First Aid/CPF with AED or Childcare First Aid.

This series of courses will expose students to early learning and childcare. Students will do practicum work in a daycare as part of their course work. Students who are successful at the Early Childcare 30 level will have completed the Child Care Orientation course (leading to certification as a Child Development Assistant) through Alberta Children and Youth Services. Students will also qualify for a $2500 scholarship for a post-secondary institution if they pursue an education in the childcare field.

General Psychology 20 (3 credits)
Prerequisite: None

What a curious thing the human brain is. The objective of this 3-credit course is to develop within the student the skills and understandings that make it possible for more effective living in our complex environment. In this course, you will get a general overview of psychology, including its history and the psychological principles of learning and thinking. You'll also learn about stress and aggression, the influence of small groups, and the status of individual roles while gaining insights into neurosis and psychosis.

FORENSIC SCIENCE

Forensic Science 25 (3 credits plus 2 CTS modules)
Prerequisite: None, although students are more likely to be successful if they have completed Science 10.

The increased popularity of popular television shows such as CSI, Bones and Criminal Minds has led to a dramatic increase in individuals interested in the real science behind the television. Forensics 25 introduces the students to many of the basic sciences needed to analyze a crime scene and convict a fugitive. The areas introduced are fingerprinting, blood spatter analysis, trace evidence, ballistics and firearms, and how the criminal justice system works in Canada. Part of the forensic experience will be producing a forensic science fair that will involve creating a mock crime scene and teaching younger students how to solve a crime.

Forensic Science 35 (3 credits plus 2 CTS modules)
Prerequisite: Forensic Science 25.

At the Forensics 35 level, students will move on to Anthropology, Entomology, Odontology, Toxicology, Arson Investigation and other topics. All labs and lectures are designed to enlighten students to the real processes involved in this essential work in our society. The 35 level has modules and projects that allow independent study and enhance using technology to solve cases and communicate their findings. It is the intention of the course to generate appreciation and respect for the tedious science that is necessary to solve serious crimes. Part of the forensic experience will be producing a forensic science fair that will involve creating a mock crime scene and teaching younger students how to solve a crime.
LEARNING STRATEGIES

Learning Strategies 15 (3 credits for one semester)

Enrolment is limited. Registration for this course is only available through your counsellor.

The Learning Strategies course is designed to assist each student in developing an in depth understanding of the facets of successful learning. This course is designed to have students become actively involved in their learning and take a greater responsibility to plan, monitor and evaluate their learning. The intent of this course of study is to have students become increasingly independent life long learners who are able to transfer the acquired knowledge, skills and attitudes to any learning situation in school and in their personal lives. Skills developed in this course include goal setting, choices, time management, homework, learning styles, reading comprehension, study skills, test taking.

Learning Strategies 25/35 (3 or 5 credits - semestered)

Enrolment is limited. Registration for this course is only available through your counsellor.

The Learning Strategies course is designed to assist each student in developing an in depth understanding of the facets of successful learning. This includes developing an understanding of themselves as learners, increasing their ability to become organized, managing resources, planning long and short-term goals and managing time to gain competency in learning independently. They will also learn skills for preparing for evaluation, overcoming barriers to learning and advocating for personal learning needs. Skills developed in this course include goal setting, self-awareness, time management, highlighting, note taking, study skills, test taking and final exam preparation and career explorations.

SCI-TECH (SCIENCE TECHNOLOGY)

Sci-Tech 15 (3 credits)

Co-requisite: Math 10 C

This course involves hands-on experimentation in physics, chemistry, biotechnology, aviation/aerospace and medical sciences. Construction is a main component of the course.

TECHNOLOGY, BUSINESS AND ENVIRONMENTAL STUDIES 10/20/30 (5 credit course)

Open to Grade 11 & 12 students only

A comprehensive self-paced module option that allows students to earn credits in a CTS area of interest through self-paced modules with the help of a facilitator.

Students will complete Modules of their choosing with consultation of the instructor in the areas of Computing Science, Web and Print Design, Computer Animation, Information Processing, Financial Management, Marketing, Business, Legal Studies, Social Services, Agriculture, Tourism and Environmental related topics. Credits will be awarded based on completion of module assignments and a minimum number of class periods attended per credit.

Note: Modules offered in other courses at ESBCHS will not be offered during this course. Any CTS module that is not offered in other classes may be completed in this course with approval of the facilitator.

For further information about CTS modules check out the following link: education.alberta.ca/teachers/program/cts/program-of-studies.aspx
OFF CAMPUS PROGRAMS

REGISTERED APPRENTICESHIP PROGRAM (RAP)

Pre-requisite: Workplace Safety Practices (HCS3010) CTS Module plus completion of specific courses necessary to meet diploma requirements

Alberta’s innovative Registered Apprenticeship Program (RAP) allows full-time high school students to begin an apprenticeship training program as early as grade 11, earning credit toward both a high school diploma and an apprenticeship program at the same time. RAP gives students a head start toward certification and a solid career as a certified journeyman. RAP students earn at least minimum wage. More information is available from the RAP coordinator, Mr. Umpherville.

WORK EXPERIENCE

Work Experience 15, 25, 35 (5 to 10 credits per course - 15 credit maximum can be applied to the High School Diploma)

Pre-requisite: Workplace Safety Systems HCS3000 CTS module

Work Experience provides students with the opportunity to explore possible career options, learn related job skills, appropriate work-related attitudes and develop responsibility. Students can earn one credit for each 25 hours worked with a minimum 3 credits per semester and up to a maximum of 10 credits in a semester. Maximum of 15 credits for work experience can be counted towards a high school diploma. Work Experience can be done Monday through Sunday from 7:00 a.m. to 10:00 p.m. It is suggested that students work approximately 8-10 hours a week in order to complete the hours within three to four months. The employer and the work experience coordinator will conduct evaluations. Students must sign up for work experience at the beginning of each semester on a first come-first served basis. See Student Services for more information.
Main Floor

Lockers

Lockers are located in the hallways listed below (SEE MAP):

A – 1 – 128
B – 129 – 201
C – 202 – 250
D – 251 – 321
E – 322 – 392
F – 709 – 721

Main Entrance
Second Floor

Lockers
Lockers are located in the hallways listed below (SEE MAP):
G – 437 – 536
H – 537 – 652
I – 670 – 708

English Wing

Social Studies/French Wing

Mathematics/Science Wing