

CANMORE COLLEGIATE

2011 – 2012



Fostering a Passion for Learning

**Student
Registration
Handbook**

CANMORE COLLEGIATE HIGH SCHOOL

MESSAGE FROM THE PRINCIPAL

The staff and I welcome you to Canmore Collegiate High School. We hope that the curricular program outlined in this booklet will contribute significantly to your success this year, and in the future. Canmore Collegiate offers the following programs:

1. Academic: Grade IX Academic and Option Program
Alberta High School Diploma
Alberta High School Certificate of Achievement
2. Career and Technology Studies
3. Special Education
4. Work Place Transition: Special Projects, Work Experience, Registered Apprenticeship Program, and Canadian Rockies Educational Outreach Program
5. Fine Arts
6. Physical and Outdoor Education
7. Grade 9 French Immersion

Choose courses, which fit your goals and aspirations. A section at the back of this handbook has information pertaining to post-secondary institutions. This information may give you a general idea of the course routes, which you should consider for your program.

We encourage you to discuss your plans with your parents, counselors, teachers and/or administrators to ensure successful planning for your high school career.

We also hope that you will participate in the extra-curricular activities offered at CCHS. The more you put into your high school years, the more you will get out of them.

Every effort will be made to ensure that you have a rewarding and enjoyable year.

A. Flynn,
Principal

INTRODUCTION

Canmore Collegiate High School offers a full range of courses and programs for students from grades 9 to 12. All students have the opportunity to register in a program of studies, which will enhance learning and develop the necessary skills for the future.

Each individual who registers at CCHS is encouraged to pursue his or her personal interests by actively participating in a wide range of extra curricular activities and by choosing optional interest courses as part of their program of study. The variety of educational opportunities offered at CCHS can provide for the academic and personal growth, which is so vital to a well-rounded education.

Many Colleges and Universities are becoming increasingly more interested in attracting students who not only meet minimum entrance requirements, but also have a broad educational base. The staff at CCHS is committed to helping students meet this challenge and to provide the quality education that is expected in Canmore.

CANMORE COLLEGIATE MISSION STATEMENT

Our mission as a caring school community is to support and challenge our students to reach their individual potentials. We do this by teaching them new skills and sharing knowledge, while respecting them for who they are. We prepare students to meet challenges with confidence.

OUR VISION STATEMENT

Fostering a Passion for Learning.

REGISTRATION

The purpose of this booklet is to help you, the student, plan your high school program. You will spend three or four years at Canmore Collegiate. To obtain the most from the opportunities that the school offers, you should plan a program to cover all three years. Read the information carefully and follow the steps below. Make the best of those three years, and you will increase your chances of success in your personal endeavors and your chosen career.

HOW TO USE THIS BOOKLET

ALL STUDENTS:

1. Read all the sections in this booklet.
2. Carefully read the course selection information.
3. Use the course planner worksheets to select your courses.
4. To find out about individual courses read the descriptions and discuss your selections with your parents and counselors. You are now ready for registration.

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GENERAL INFORMATION

ATTENDANCE REQUIREMENTS

Regular attendance at school makes a student eligible to receive credits for a full year's work. The principal may withhold recommendation for credits if a student's attendance falls below an acceptable standard and has subsequently affected achievement. CCHS sets minimum attendance requirements.

SUMMER OPERATION

The Administration will be in the school beginning August 22, 2011 to prepare for school opening. **If it is necessary for you to make changes in your course selections it is crucial that you finalize your decision with us on the times set aside for each grade (see July newsletter).**

THE REGISTRATION/COURSE SELECTION PROCESS

1. Counselors will meet with all students in May.
2. Course registration forms will be available at that time.
3. Registration forms should be returned to Canmore Collegiate within the given time period.
4. Timetables will be finalized by computer from the course requests made by students.
5. Parents are encouraged to call a counselor at the school at 678-6192 to discuss student programs if they have any questions.

COURSE ORGANIZATION

Each high school course is assigned a course name and number, such as English 10-1, Science 14, Social Studies 20-1 or French 30. The name indicates the **subject area** while the number generally signifies the **grade level**.

Grade Ten courses have numbers 10-1, 10-2, 10 -3, 10-4, 15

Grade Eleven courses have numbers 20-1, 20-2, 25, 20-3, 20-4, 25

Grade Twelve courses have numbers 30-1, 30-2, 30-3, 30-4, 31, 35

In each subject area at a particular grade level, there may be several different courses offered: e.g. Mathematics 20-1, Mathematics 20-2 and Mathematics 20-3.

In four subject areas—English, social studies, mathematics and science—there are different course series that are developed for a variety of purposes and have varying degrees of difficulty. The different course series are numbered accordingly.

Course series numbered 10(10-1)–20(20-1)–30(30-1) and 31 are designed primarily for students planning entry into university or certain programs in colleges and technical schools.

Course series numbered 10-2, 10-3, 20-2, 20-3 and 30-2 are designed primarily for students planning entry into certain programs in colleges and technical schools, trade schools, or entry into employment.

Course series numbered 10-3, 10-4 and 20-3, 20-4 are designed primarily for students planning direct career entry into some areas of employment.

Courses numbered 15-25-35 are locally developed.

COURSE SEQUENCE

Courses in most subject areas are arranged in sequences: e.g. English 10-1, 20-1, 30-1. To proceed from one level to the next a student normally must have 50% or better. The course descriptions give the normal prerequisites and recommended marks in the major subject areas.

RETROACTIVE CREDITS

Students achieving a mark between 40% and 49% may continue at the next grade level in the lower program route, with the **approval of the school Principal**. In these cases, students successfully completing this next grade level course would earn credits for the course **and** for its normal prerequisite.

Example: If you achieved 40–49% in Social 10-1 and with **administrative approval** you may take Social 20-2. This is what would happen:

If you **pass** Social 20-2, you earn 5 credits for Social 20-2. However, you have now earned 10 credits in Social after two years of instruction, because by passing Social 20-2 you earn a pass in Social 10-2 and an additional 5 credits. These retroactive credits are awarded after the Principal reports the pass to Alberta Education.

If you **fail** Social 20-2 and earn 0 credits, you now have earned 0 credits in Social after two years of instruction. You should then consider enrolling in Social 10-2 the following semester.

Retroactive credits can be earned in English, Math, Social Studies, Science and French. **See the school counselor or school administration for details.**

COURSE SELECTION

Certain courses are compulsory for the Alberta High School Diploma. Most Grade 10 courses are the normal prerequisites for sequential advancement. Students and parents should become familiar with the guidelines in Grade 10 in order to prevent difficulties in later high school years.

Select the courses compulsory to your diploma route. ***Students must choose grade appropriate courses only, unless they currently have or will have at the end of this school year the required prerequisite.**

Select your personal interest options. **NOTE: All course offerings are dependent on enrollment.**

We attempt to provide first choice timetabling to our students through computer scheduling. This requires clear decisions and accurate information from you.

- 1. Ensure that your program meets credit and diploma requirements and satisfies your personal interests and objectives.**
- 2. Be careful and realistic in your course selection.**

COURSE WITHDRAWAL, REPEATING COURSES

Course withdrawals can best be avoided through more **careful course selection**. Sometimes students will select a course and falsely assume that they can withdraw if it does not “work for them”. In other cases students will overload themselves because of unrealistic expectations. Whatever the case, careful course selection is extremely important for a successful program. **Permission to drop a course is only given to Grade 12 students – Grade 10 and 11 students MUST carry a full course load.** A student may not drop a course without first having a meeting with a counselor and subsequently obtaining permission from parents and an administrator. **The student must attend all classes while the request is being considered.** Students may forfeit their prerogative to register in the same course at CCHS if they choose to not attend classes and subsequently fail.

Students may negotiate to change a course if space exists in the requested class. Priority will be given to students requiring grade appropriate courses. Changes in a student’s timetable will not be approved after the first week of a course.

It is expected that students who fail a particular course will complete that course via summer school, correspondence and/or virtual learning to keep their diploma requirements on track at Canmore Collegiate. In rare circumstances, a student may be allowed to repeat a course already passed in order to improve a mark. A student wishing to do this must make a special case request. In most cases, a course repeat will not be allowed in the same academic year.

ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS

The Alberta High School Diploma is awarded to students meeting the requirements outlined below.

To earn an Alberta High School Diploma, a student must:

Earn a minimum of 100 credits - A credit represents the specific knowledge, skills and attitudes that most students can achieve with approximately 25 hours of instruction.

Complete and meet the standards of the following courses:

English 30-1 or 30-2 or Français 30

Social Studies 30-1 or 30-2

Mathematics 20-1 or 20-2 or 20-3

Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20

Complete and meet the standards of the following:

Physical Education 10 (minimum 3 credits)

Career and Life Management (CALM) 20 (3 credits)

10 credits from career and technology studies (CTS)/fine arts/second languages/physical education

10 credits in any 30–level courses (including locally developed) **in addition** to English 30-1 or 30-2 and Social Studies 30-1 or 30-2.

HOW TO SELECT YOUR GRADE 10 DIPLOMA COURSES

Step 1 Decide which **PROGRAM** you wish to follow in high school

Check one:

_____ University Preparation

_____ Other Post Secondary/Work

Enter the following courses onto your "**Practice Time Table**". Total credits for grade 10 are 40.

Step 2 you must take **ONE ENGLISH** course

Check one:

_____ English Language Arts 10-1 (5 credits)

_____ English Language Arts 10-2 (5 credits)

Step 3 you must take **ONE SOCIAL STUDIES** course

Check one:

_____ Social Studies 10-1 (5 credits)

_____ Social Studies 10-2 (5 credits)

Step 4 you must take **ONE MATHEMATICS** course

Check one:

_____ Mathematics Common (5 credits)

_____ Mathematics 10-3 (5 credits)

Step 5 you must take **ONE SCIENCE** course

Check one:

_____ Science 10 (5 credits)

_____ Science 14 (5 credits)

Do you want to be in the ASCENT program? (includes Science 10, English 10-1, Social 10-1, CALM and Work Experience) _____

Step 6 You must choose **PHYSICAL EDUCATION 10 (this course is not offered at Outreach for CCHS students)** and **CALM 20**.

Check:

- _____ Physical Education 10 (5 credits)
- _____ CALM 20 (5 credits – includes CTR 1010 and CTR 2010)

Step 7 You must choose enough courses to fill your timetable from the following list:

Choose 4 courses from below by numbering 1-4 for preference. Your first 2 choices only are to be bubbled in on the scan sheet.

Please Note: Course offerings are dependent upon enrollments and are subject to change.

- _____ Media, Design and Communication Arts (5 credits)
- _____ Construction Technology (5 credits)
- _____ Outdoor Education (5 CTS credits)
- _____ Foods (5 credits)
- _____ Mechanics (5 credits)
- _____ Art 10 (5 credits)
- _____ Drama 10 (5 credits)
- _____ Instrumental Music 10 (5 credits)
- _____ Team Leadership 15 (5 CTS credits)
- _____ Aboriginal Studies 10 (5 credits)
- _____ French 10 (5 credits)
- _____ French 20 (5 credits - immersion students only)
- _____ French 30 (5 credits - immersion students only)

COURSE DESCRIPTIONS

SKILL DEVELOPMENT CENTRE

The Skill Development Centre provides academic, social and life skills training for students with development and learning delays. Work experience is an important component of the program. The time spent on the job increases each year so that by Grade 12 students may work 2 to 3 days a week. Transition planning is provided to help students join the work world or continue their education when they are finished high school.

In the classroom programs are developed to meet individual needs. Students are integrated with their peers when suitable and are encouraged to become involved in extra curricular activities.

Learning Strategies 15, 25 and 35

Credit will be offered to students with identified learning and cognitive disabilities who need additional support with core curriculum and need to develop learning strategies, time management, organization and study skills. Learning Strategies will be offered for Grade 11 and 12 students in the Learning Support Centre. Students will receive 3 or 5 credits.

HUMANITIES

ENGLISH

English, in both written and spoken form, is necessary for each of us to succeed in our personal and public lives. Its importance cannot be over emphasized.

There are two sequences available in English:

1. The English 10-1, 20-1, 30-1 route
2. The English 10-2, 20-2, 30-2 route

All students must achieve a minimum of 15 credits in English to obtain a High School Diploma. The 10-1, 20-1, 30-1 program is designed for students who plan on going to university.

The English 10-1, 20-1, 30-1 **Academic** route focuses on more student centred, out of school work. That is, students are expected to be able to work independently. The literature studies deals with an **interpretive**, in-depth reading approach.

The English 10-2, 20-2, 30-2 **General** route focuses on a more teacher directed, in-class work approach. Literature studied at this level deals more with "plot" rather than with in-depth interpretive readings.

It is recommended that students with less than 65% in grade 9 Language Arts enter the General Route (English 10-2). In addition, a student completing English 10-1 or 20-1, with a grade of 65% or better, is encouraged to continue the Academic route. However, should he/she have less than a 65% standing, he/she will be advised to consider the English 30-2 route.

Note: Students may be eligible for retroactive credits in English.

English 10-1

5 credits

Recommended: 65% in Language Arts 9, capable reading comprehension and writing skills

Students will study six or more short stories, poetry, one or more Shakespearean or modern play and one or more novels. As well, students will be expected to complete a number of writing assignments, and essays.

English 10-2

5 credits

Recommended: 50% in Language Arts 9

Students will study one or more of each of the following: novels, plays, and short story. In addition, students will complete written and oral assignments.

English 20-1

5 Credits

Recommended: 65% in English 10-1, strong reading comprehension and writing skills

Students will study six or more short stories, a Shakespearean play, one or more novels and poetry. Students are also expected to complete five or more writing assignments. Emphasis will be placed on essay writing.

English 20-2

5 credits

Prerequisite: 50% in English 10-2 or less than 65% in English 10-01

Students will be required to study at least one modern play, one or more novels, short stories and poetry. Completion of written and oral assignments is a mandatory part of the course.

English 30-1

5 Credits

Recommended: minimum of 65% in English 20-1, well-developed reading comprehension and analytical writing skills

By taking English 30-1 students will cultivate an appreciation for a diversity of literary genres, texts and writers in the English language and in translation from other countries. An assortment of short stories, essays, poems, popular non-fiction, visual and multimedia texts, along with one major novel or non-fiction book, one or more feature film and modern drama, and one Shakespearean play are studied. Through reading, writing, listening, speaking, viewing, and representing, critical/analytical responses to literary texts and personal responses to literary and other texts are emphasized.

Students are required to create narratives, informative and persuasive texts (essays, commentaries, articles, reviews), and oral/visual/multimedia presentations. At the completion of the course, students will write an Alberta Education Diploma Exam.

English 30-2

5 Credits

Prerequisite: 50% in English 20-2 or less than 65% in English 20-1

Students will study short stories, poetry, one or more novels as well as one Shakespearean or modern play. Emphasis is on oral and written skills. Students will write an Alberta Education Diploma Exam.

SOCIAL STUDIES

The Social Studies 10-1, 20-1, 30-1 program is a sequence designed for students who plan to go to university. The Social Studies 10-2, 20-2, 30-2 program is a sequence for students who may not plan to go to university or wish to plan an alternate route to Social Studies 30-1.

Note: Students may be eligible for retroactive credits in Social Studies

Social Studies 10-1

5 credits

Recommended: minimum of 65% in Social Studies 9, strong reading/writing skills

Social Studies 10-1 explores the historic 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

Globalization, the process by which the world's citizens are becoming increasingly connected and interdependent, demands that students explore responsibilities associated with local and global citizenship and formulate individual and collective responses to emergent issues related to globalization. In the process, students will develop process, communication, participation, and critical thinking skills.

Social Studies 10-2

5 credits

Recommended: 50% in Social Studies 9

Living in a Globalizing World

Students will explore historical aspects of globalization as well as the effects 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.

By examining opportunities and challenges associated with globalization, the process by which the world is becoming increasingly connected and interdependent, students will develop awareness of the impacts of globalization. Recognizing and appreciating the influence of globalization will lead students to examine their roles as responsible and active citizens in a globalizing world.

Social Studies 20-1

5 credits

Recommended: minimum 65% in Social Studies 10-1, strong geography and writing skills

Social Studies 20-1 explores the complexities of nationalism in Canadian and international contexts. Students will study the origins of nationalism and the influence of nationalism on regional, international and global relations from the era of the French Revolution through World War Two. The study of a variety of perspectives will allow students to develop understandings of nationalism and how nationalism contributes to the citizenship and identities of peoples worldwide. Exploring the complexities of nationalism will contribute to an understanding and appreciation of the interrelationships among nation, nationalism, internationalism, globalization, and citizenship and identity.

In completing this course, students will expand skills related to critical, creative, geographic and historic thinking. As well, they will develop decision-making and problem-solving skills, and demonstrate skills of cooperation, conflict resolution, and consensus building vital to their future roles as active citizens. Students are required to demonstrate written, oral, visual, media and research literacy by creating persuasive essays, in-depth projects, current events commentaries and presentations.

Social Studies 20-2

5 credits

Prerequisite: 50% in Social Studies 10-2

Students will study historical and contemporary understandings of nationalism in Canada and the world. They will examine the origins of nationalism

as well as the impact it has on individuals and communities. Multiple perspectives will be used to examine examples of nationalism. Ultimately, students will gain an appreciation and awareness of the interrelationships among nationalism, internationalism, citizenship and identity, as well as develop personal and civic responses to emergent issues related to nationalism.

Social Studies 30-1

5 credits

Recommended: minimum of 65% in Social Studies 20, strong reading comprehension and analytical writing skills

Social Studies 30-1 explores the origins and complexities of ideologies. Students will 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.

In completing this course, students will continue to use and polish their skills related to critical, creative, geographic and historic thinking. This will allow them to develop a comprehensive understanding of the evolution of modern liberal thought and the tenets of competing ideologies important in the development of active, informed and responsible citizens who effectively investigate, analyze and evaluate government policies and are able to respond to global issues.

Students are required to demonstrate written, oral, visual, media and research literacy by analyzing primary documents and visuals, creating persuasive essays and position papers, completing in-depth projects, and developing current events commentaries and presentations. At the completion of the course, students will write an Alberta Education Diploma Exam.

Social Studies 30-2

5 credits

Recommended: 50% in Social Studies 20-2 or less than 65% in Social Studies 20-1

Social Studies 30-2 examines the origins, values and components of competing ideologies. Students will

explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism, allowing them to understand the roles and responsibilities associated with citizenship.

As democratic and capitalist societies are founded upon the key values of individualism and liberalism, active and responsible citizenship requires citizens to have knowledge and skills to examine, analyze and evaluate a variety of political and economic systems. Students will demonstrate these skills through written, oral, visual, multi-media, and research assignments. At the completion of the course, students will write an Alberta Education Diploma Exam.

SECOND LANGUAGES

The focus of this second language program is on meaningful communication. It is our goal that the student becomes comfortable and confident in expressing his/her ideas in second language, and that he/she acquires a desire to continue in the learning of the language.

Classroom activities are student centred and communicative. The ability to speak a second language opens the doors of post secondary institutions, the job market, and travel worldwide. The learning of language can in itself be enjoyable and rewarding.

Students coming in from immersion programs or out of province second language programs may wish to challenge exams in order to determine their appropriate course level – such arrangements must be made with the office at the start of the second semester, as per Alberta Learning's challenge policy. Students who plan on entering the French 10, 20, 30 programs must demonstrate competency at the level of "Beginner 2" (as established by Alberta Learning). In order to display this competency, students may either complete the course "French 9", or achieve a 65% or higher on the French 9 exam. Challenging of this exam may take place in June, arrangements to be made through the school office.

French 10

5 credits

Prerequisite: successful completion of French 9

French 10 takes the students from curriculum level "beginner 3" to "intermediate 4". Students will learn to express themselves in the present, future, and past tenses, discussing areas such as daily activities, school, sports, friends, and themselves. Mastery of written elements is expected, as is a functional level of spoken language.

French 20

5 credits

Prerequisite: successful completion of French 10

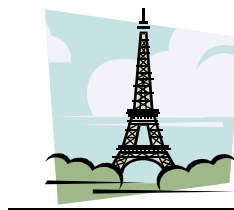
As a continuation of French 10, the French 20 course will develop fluency in the past tenses, and then move on to the future and conditional. Students will be able to write and speak about hypothetical situations, and will develop their ability to speak with ease in day-to-day activities. A curriculum level of "intermediate 5/6" will be attained.

French 30

5 credits

Prerequisite: successful completion of French 20

French 30 will take the student into the advanced curriculum levels; the exact level of spoken fluency will be determined by the ability of each individual student. Work becomes less structured; the student will be able to communicate both in writing and orally, in all tenses. Precise expression and the use of the subjunctive will be emphasized. At the completion of French 30, the student will be ready for entrance into first year university French, or into a summer immersion program.



MATHEMATICS

In order to ensure that all Alberta students have the opportunity to graduate with the mathematical skills and knowledge necessary to succeed in the future, Alberta Education has revised the high school mathematics program of studies. The revised program has a number of benefits for students:

- Greater opportunity for conceptual understanding because there is less content – students can study topics in greater depth
- Course sequences are designed to prepare students for their future goals
- Students can transfer between the -1 and -2 course sequences at the Grade 11 and Grade 12 level if their career goals change

Students have a choice of three mathematics courses when entering Grade 10: 10C, 10-3 and 10-4.

- Students choosing 10C have two sequence options out of Grade 10: 20-1 and 20-2. These sequences are ideal for students considering post-secondary studies in most colleges and universities.
- Students choosing 10-3 follow the 20-3 and 30-3 course sequence through Grade 11 and 12. This course sequence is ideal for students entering trades or the workforce immediately after high school.

Students who enroll in 10C don't need to choose their course sequence until Grade 11.

This gives students an extra year to decide which sequence best suits their interests and their future needs.

Students can transfer between the -1 and -2 course sequences in Grades 11 and 12, which allows them to change their mathematics program if their future goals change.

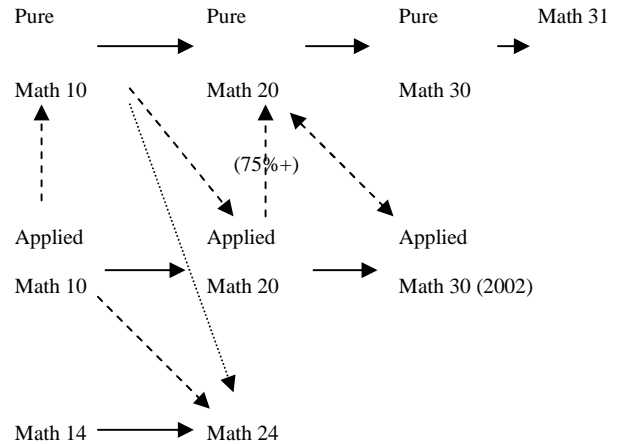
Implementation Dates:

September, 2010 – Math 10C, 10-3

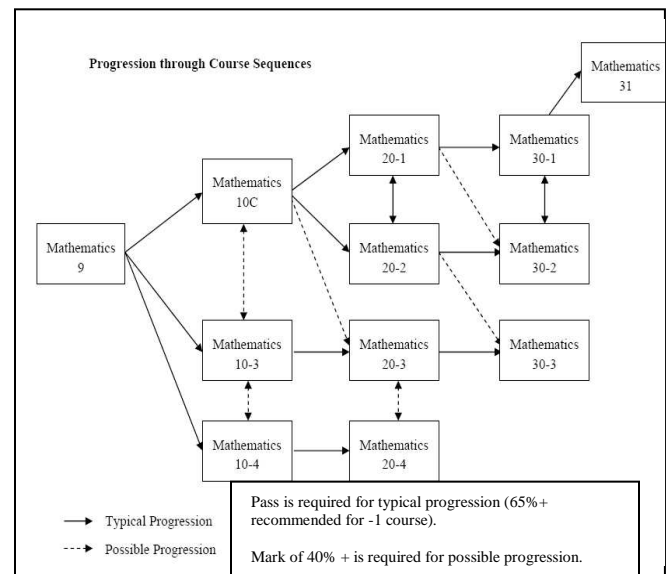
September, 2011 – Math 20-1, 20-2, 20-3

September, 2012 – Math 30-1, 30-2, 30-3

Old Sequence



Transferring to Pure Mathematics 30 from Applied Mathematics 30 first requires successful completion of Pure Mathematics 20.



New Sequence

Mathematics 10 Common

5 credits

Prerequisite: Pass in Grade 9 Mathematics

The new Math 10C Course consists of the following topics:

- Measurement (SI and Imperial)
- Trigonometry
- Polynomial factoring and operations
- Systems of equations
- Linear relations and functions

A graphing calculator is required.

Mathematics 10-3

5 credits

Prerequisite: none

The Mathematics 10-3 course includes the following strands:

- Measurement (SI and Imperial), tolerance of instruments
- Trigonometry
- Geometry, transformation on 2-D shapes and 3-D objects
- Finance, credit options, buying and leasing small business options
- Logical and proportional reasoning

Starting in September 2011, three new course sequences in Grade 11 will be available: -1, -2 and -3. A combined course (Mathematics 10C) is the starting point for the -1 course sequence and the -2 course sequence. The goals of all three course sequences are to provide prerequisite attitudes, knowledge, skills and understandings for specific post-secondary programs or direct entry into the work force. All three course sequences provide students with mathematical understandings and critical-thinking skills. When choosing a course sequence, students should consider their interests, both current and future. Students, parents and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

Mathematics 20-1

5 credits

Recommended: Math 10C (65%)

This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of calculus. Topics include algebra and number; measurement; relations and functions; trigonometry; and permutations, combinations and binomial theorem.

Mathematics 20-2

5 credits

Prerequisite: 50% in Math 10C

This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in

programs that do not require the study of calculus. Topics include geometry, measurement, number and logic, logical reasoning, relations and functions, statistics, and probability.

Mathematics 20-3

5 credits

Prerequisite: 40%+ in Math 10C or 50% in Math 10-3

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

Mathematics 30P

5 credits

Recommended: Math 20P (65%)

The new Math 30 Pure course follows the Math 10P and Math 20P courses and consists of the following: exponential patterns, exponential, logarithmic and trigonometric equations and identities, exponential and logarithmic functions, probability, conics, and transformations. Technology is used and a graphing calculator is required. Students will write an Alberta Education Diploma Exam.

Mathematics 30A

5 credits

Prerequisite: Math 20A

Recommended 65% in Math 20A

This course consists of the following topics: matrices and pathways, statistics and probability, finance, cyclic, recursive and fractal patterns, vectors and design. Problem solving and technology are integrated throughout the course. A graphing calculator is required. At the completion of the Mathematics 30A course, students are required to write the Alberta Education Mathematics 30A Diploma Examination.

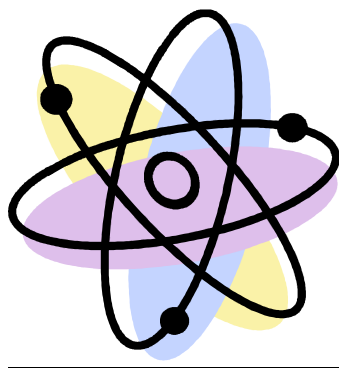
This course is recommended for students planning to attend most programs at NAIT, SAIT or Grant MacEwan College. Some programs will require Math 30P. Check carefully the requirements for your program of interest.

Mathematics 31

5 credits

Prerequisite: Math 30 (50%) (65% is recommended)

Math 31 may be studied concurrently with Math 30, but due to its rigor it is best taken following the foundation set by Math 30P. This course is designed specifically for those students who have an aptitude for Math and/or wish to pursue a faculty at university that is Mathematics intensive. The Mathematics 31 course consists of two major components, calculus and vectors. The calculus component includes an introduction to derivatives, integration, and their applications. In the vectors component, the concepts of geometric and algebraic vectors, and their applications are discussed.



SCIENCE

Science Grade 10-12

The Science program includes both general and specialized academic science courses. All courses include laboratory work, technology and societal issues related to the science content. The wide variety of courses offers something for everyone. The courses that you will take depend on your interests, ability, and career plans. Most students do not know in Grade 10 what they want to do. However, by Grade 11 it is very useful to know the answers to the following questions:

Do I want to go to a university, technical school, or community college?
(If yes, 30 level courses are normally required)

Do I want to pursue a science related career? (If yes, two or all three of Biology 30, Chemistry 30 and Physics 30 are often required)

If you answered "yes" or "maybe" to the second question, you should plan ahead and take at least two sciences in Grade 11 and 12. Some students take all three of Biology, Chemistry and Physics to keep their options open. Be scientific – ask questions, collect information from books and people, analyze this information and evaluate. You might have to repeat this cycle several times as you find new information and develop new interests.

SCIENCE COURSE DESCRIPTIONS

Science 10

5 credits

Prerequisite: 50% in Science 9

Recommended: 65% in Grade 9 Science

Science 10 is an integrated academic course that focuses on the key themes in science – energy, matter, change, systems diversity and equilibrium. Science content from Biology, Chemistry, Earth Sciences and Physics is integrated with scientific and technological problem solving and social issues. Science 10 consists of four units of study: Energy from the Sun, Matter and Energy in Living Systems, Matter and Energy in Chemical Change, and Energy and Change. All units of study involve extensive laboratory work, as well as group discussions and independent research. **Science 10 is a prerequisite for all 20 level science courses. Science 10 is an academic program and is the prerequisite to placement in all 20 level science courses.**

Science 14

5 credits

Prerequisite: none

Science 14 is a general science course, which attempts to illustrate the science technology society connections in the following core topics: body systems, household science, environment and technology. Elective topics may include reproduction, drugs, astronomy, photography or other topics determined by the interests and needs of the class. The mathematical skills required for this course are minimal. Students should not take Science 14 if they are currently

enrolled in or have credits in another high school science course.

Science 24

5 credits

Prerequisite: 50% in Science 14

Science 24 is a general Science course which covers the following core areas: Applications of Matter and Chemical Change, Understanding Common Energy Conversion Systems, Disease Defense & Human Health and Motion, Change & Transportation Safety.

Biology 20

5 credits

Prerequisite: 50% in Science 10

Recommended: 65% in Science 10 and Chemistry 20

Biology 20 is a direct continuation of the concepts and skills developed in Unit II of Science 10. The key themes in Biology 20 are the concepts of Ecology and Human Physiology. Within the study of Ecology the students will explore the topics of environmental issues, the dynamic equilibrium of the biosphere, mechanisms of population change and cellular respiration / photosynthesis. The study of Human Physiology will examine the digestive, circulatory, respiratory, excretory and muscular systems.

Biology 30

5 credits

Prerequisite: Biology 20

Recommended: Chemistry 20 and 65% in Biology 20

This final high school course in Biology covers human systems physiology. I.e. nervous, endocrine and reproductive systems. In addition it covers genetics, human genetics, population genetics and speciation. Students will be required to write the Alberta Education Diploma Exam.

CHEMISTRY

The Chemistry program emphasizes the development of the laws and theories, which modern chemists use to describe, predict and explain energy, matter, change, diversity and equilibrium in chemical systems. In order to make students aware of the relevance of the study of science, the interactions among science,

technology and society (STS) are emphasized. A high priority is placed on the development of communication and scientific problem-solving skills.

Chemistry 20

5 credits

Prerequisite: 50% in Science 10

Recommended: 65% in Science 10

Matter and chemical change are the themes common to all units of Chemistry 20. In addition, different units also integrate knowledge and skills about the nature of science, technology and STS issues. Scientific problem-solving skills are progressively developed along with the empirical and theoretical knowledge necessary to describe and understand chemical substances and their reactions. After a review of the chemistry from Science 10, the following topics are studied: Solutions, Gases, Reaction Calculations, Chemical Bonding and Organic Chemistry. Chemistry 20 is a prerequisite for Chemistry 30.

Chemistry 30

5 credits

Recommended: 65% in Chemistry 20

The scientific and technological knowledge and skills developed in previous chemistry courses are continued in the study of the Chemistry 30 core curriculum. The Alberta Education Diploma Examination tests this. Major topics include electrochemistry (technology emphasis), equilibrium, acid base chemistry (nature of science emphasis) and thermo chemistry (science and society emphasis). Many laboratory exercises are used to develop communication and problem-solving skills.

PHYSICS

Physics is the study of matter and energy and their interactions. The Physics 20–30 program focuses on the description and understanding of both natural and technological products and processes. Like the other science courses, Physics includes knowledge, skill and attitude components of the study of technology and society (STS) issues. Both mathematical and scientific communication and problem-solving skills are emphasized throughout the Physics program.

Physics 20

5 credits

Prerequisite: 50% in Science 10

Recommended: 65% in Science 10 and 65% in Math 10P or 20A

This course in physics continues the study of motion and energy using the concepts and mathematical skills introduced in Science 10. The description of motion (kinematics) is extended to vector quantities and circular motion. The study of the causes of motion (dynamics) includes Newton's Laws and a formal introduction to mechanical energy, work and power. The themes of energy and change continue in the introduction to mechanical waves and oscillatory motion (Simple harmonic motion).



Some units of study include technological applications and all units include an emphasis on problem-solving skills.

Physics 30

5 credits

Prerequisite: 50% in Physics 20

Recommended: 65% in Mathematics 20P and Physics 20

The theories and laws presented in previous Physics courses are used extensively in the study of electrostatics, electric magnetic and gravitational fields, electric currents, dual nature of matter and energy, nuclear fission and fusion, and models of the atom including the Rutherford-Bohr model and electromagnetic radiation, nature of light, atomic theories, and relativity. The nature of science is well illustrated in the discussion of classical and modern physical theories. A study of a wide variety of technological applications is integrated with the core topics throughout the course. Communication and problem-solving skills are emphasized in order to prepare students for post-secondary programs and the Alberta Education Diploma Examination.

FINE ARTS

Art 10

5 credits

Prerequisite: none

Art 10 is a foundation course and the prerequisite for all other art courses. It is the intent of the foundation art program to give students the basic skills in art and a variety of learning experiences that will enable them to develop creative expression. Art 10 introduces the beginning art student to colour theory, composition and the basic elements and principles of art. There will be a focus on observation from nature, still life, figure and portrait work, as well as imaginative work. Students are expected to develop a vocabulary of common art terms.

Every one of us can draw. From this moment on you need to drop any misconceptions that an artist is only a title given to someone famous who paints or someone dead who did. The key concept that I want you to explore in this class is PERCEPTION: how you see, how you interpret, and how you make sense of things.

Learning to draw is more than learning the skill itself; you will learn how to *see*. In other words, you will learn how to process visual information in the special way used by artists. That way is different from the way you usually process visual information and requires that you use your brain in a different way than you ordinarily use it.

Some of the things you may expect to do in this class:

- Drawing (LOTS of it!)
- Abstraction
- Perspective Drawings
- Printmaking
- Acrylic Painting
- Caricatures
- Pinhole Photography
- 3-D Work

Art 20

5 credits

Prerequisite: 50% in Art 10

In Art 20 you will work to discover just how serious you are about art and your work. It is a demanding course that pushes skill development and knowledge,

expression and creativity, artistic judgments and behaviours. The goal of Art 20 is to have you become increasingly technically competent, investigative, critical and insightful. At this point in time, you should begin to develop your own style and ideas about art and the art-making process.

Some of the things you may expect to do in this class:

- Drawing (LOTS of it!)
- Cubist or Surrealist Painting
- Body Art
- Mixed Media
- Printmaking
- 3-D Work
- Contemporary and Historical Art Studies

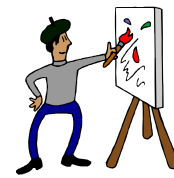
Art 30

5 credits

Prerequisite: 50% in Art 20

Art 30 is designed for students with a high interest in all aspects of art and serves as good preparation for post-secondary art school. Emphasis will be on deep exploration of compulsory projects; however, students will be expected to develop part of their own program. It is expected that students do some reading about art and artists and make regular visits to galleries on their own time.

Emphasis is placed on the use of imagination, technical skill and on developing original compositions and individual style. Critical thinking skills are encouraged. Students are required to keep a sketchbook in which to explore ideas and design concepts. It is necessary that students are highly self-motivated.



DRAMA

The goal of the Drama program is to foster a positive self-concept in students through the dramatic experience.

Drama 10

5 credits

Prerequisite: none

In this course the disciplines of Orientation, Speech, Movement, Improvisation, Theatre Skills and Technical Theatre/Design will be covered (with particular focus on the first four disciplines). There is an emphasis upon the mastery of basic skills in each of these areas. Some extra-curricular commitment is required. Specifics will be available at the beginning of the course.

Note: The acting discipline (script study and/or performance) is not taught at this level.

Drama 20

5 credits

Prerequisite: 50% in Drama 10

The discipline of Orientation is reviewed, while Speech, Movement, Improvisation, Theatre Skills, Technical Theatre/Design and Acting are explored at an intermediate level. Some extra-curricular commitment is required. Specifics will be available at the beginning of the course.

Note: Performances at this level may include the Drama Collective or a scripted play.

Drama 30

5 credits

Prerequisite: 50% in Drama 20

The discipline of Orientation is reviewed, while Speech, Movement, Improvisation, Theatre Skills, Technical Theatre/Design and Acting and Directing are explored at an advanced level. Some extra-curricular commitment is required. Specifics will be available at the beginning of the course.

Note: Performances at this level may include the Drama Collective, and/or a scripted play and/or student-directed scenes. The student who successfully completes Drama 30 will be prepared to meet the challenges of a post-secondary institute of Performing or Dramatic Arts.

MUSIC

Students who have received any previous musical training at the Grade 7, 8, 9 levels are invited to participate in the school music program. (Accommodations will be made for students who have not participated in previous music programs or for students who wish to learn a new instrument.) The music department offers instrumental music as its form of instruction available to students. In addition to music class, extra-curricular groups are available to interested students. The course work consists of instruction on the instrument of choice, written assignments, music theory, and participation in performances throughout the school year and clinics with professional musicians.

Instrumental Music 10, 20, 30

5 credits

Prerequisite: Instrumental Music 20 - 50% in Instrumental Music 10

Instrumental Music 30 - 50% in Instrumental Music 20

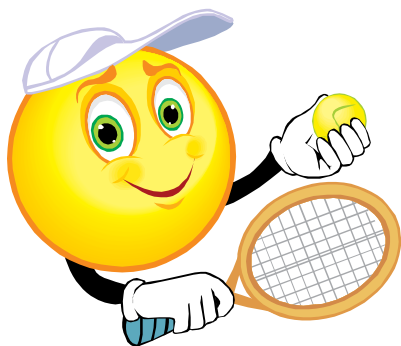
Instrumental Music emphasizes the enjoyment and understanding of music through the development of individual playing skills, group performance skills, aural skills, technical skills and interpretive skills. A student enrolling in Music 10 should have experience on an instrument, but accommodations can be made for a student who is motivated and interested in learning a new instrument. Music 20 and 30 are a continuation of Music 10.

Extra Curricular Music

Our High School offers exceptional opportunities for performance in a Concert Band, Jazz Band and a number of other types of performing groups. It is preferable that students in these bands (Concert & Jazz) also be enrolled in Music 10, 20 or 30. Joining these bands requires prior instrumental experience and a commitment to attend rehearsals and performances. Rehearsals occur at least 2 times per week through the whole school year. Students must also attend as many fund raising activities as possible.

PHYSICAL EDUCATION

The Physical Education program at Canmore Collegiate provides students with the opportunity to develop in the areas of fitness, motor skills, social skills, and knowledge associated with physical activity and sport. The emphasis is on cooperation, participation, and the importance of individual fitness. Many of the activities will be offered in co-education classes.



Physical Education 10

5 credits

Prerequisite: none

This course will give students the required credits for a High School Diploma. Course content will stress active participation, social skills, and a positive attitude toward lifelong fitness. This course often involves co-educational activities.

Physical Education 20

5 credits

Prerequisite: Physical Education 10 (65% is recommended)

The emphasis in this course is on active living and acquiring life skills in the areas of Sports, Fitness and Leadership. In this course, we get away from the “traditional” gym activities and introduce the students to a greater variety of sports, games, life skills, and activities. The “signature” event at this level is the Triathlon, which occurs in the fall of the first semester and in the late spring of the second semester. Other activities the students may be introduced to include: Yoga, Dance, 80’s Aerobics, Massage, Canoeing, Bowling, Golf (on the course – 3 holes),

Skating/Hockey, Spin classes, Ropes Course, Mountain Biking, Pilates, Swimming for Fitness, Sailing, and Snowshoeing. We will continue to develop and refine skills and strategy in the sports of Volleyball, Basketball, Badminton, Football, Soccer, Curling, Weight Training, and Fitness. If numbers warrant, the classes will be gender based. An activity fee will be assessed for this course.

Physical Education 30

5 credits

Prerequisite: Physical Education 20 (65% is recommended)

Within this course students will be encouraged to develop leadership skills while pursuing the enjoyment of lifetime physical activities. Many activities introduced in Physical Education 20 are explored in more depth and new areas are introduced. These may include canoeing, scuba, curling, camping, bowling and downhill skiing. The study of athletic injuries and first aid are important components of this course. A presentation of 20–25 minutes in front of the class is a required commitment of the course.

Note: Students are not expected to be proficient in all of the areas offered. They are expected to arrive for class with a positive attitude and a willingness to experience new areas within Physical Education.

CAREER AND TECHNOLOGY STUDIES (CTS)

Alberta Education's revised CTS program engages students in learning opportunities to discover their interests in practical and purposeful ways. The new program introduces a revised program of studies that centers around five new career clusters. The five CTS clusters are:

- Business, Administration, Finance and Information Technology (BIT)
- Trades, Manufacturing & Transportation (TMT)
- Health, Recreation & Human Services (HRH)
- Natural Resources, and: (NAT)
- Media, Design & Communication Arts (MDC)

Within the scope of CTS, Canmore Collegiate presently covers material in the areas of construction, foods, mechanics, woodworking, communication arts, design, media, financial management, information processing, and wildlife. Each of these areas or **clusters** has been further broken down into what are called **modules**, each of which is roughly equivalent to **25** hours of work and is worth one (1) credit towards graduation.

Modules in all clusters are rated as being introductory, intermediate, or advanced, and some modules have prerequisites. The ratings translate roughly into 10, 20 and 30 level of difficulty, but a student need only worry about the prerequisite modules for their particular strand.

Following is a short description of each of the courses within the clusters presently offered at CCHS. A course fee will be assessed according to the supplies required for each strand or module.

Communication Technology (MDC)

Communication Technology provides students with a broad awareness of the impact that presentation and communication, print, photography, and media design and application make in every aspect of their lives.

The knowledge and skills acquired from studying communication technology are transferable throughout the core and complementary curriculum, giving students an edge in presenting their views and ideas, in understanding others and completing projects while

still in school. In the future, of course, they will be able to use the knowledge, skills and attitudes they will develop in Communication Technology in making career choices and in their personal lives.

Communication skills are necessary for the pursuit of a successful career in any field, and communicating effectively using a variety of media gives students an advantage as they enter the information age of the 21st century.

Design Studies (MDC)

Design is an integral part of our society. It permeates every facet of civilization, sometimes in complex ways, many times quite simply. Everyone designs every day. As challenges are met and problems addressed, we use previously "designed" ways to meet these challenges. Design brings a sense of order to our world.

Most students will not become "professional designers", but all will engage in design in some way. Design Studies will help students become aware of design in their environment, engage them in "designing", and show them how design processes may be used in many contexts. Being aware of and appreciating the importance of design will help students become effective members of society.

Construction Technology (TMT)

We live, work and play in structures frequently made of wood, synthetics and earth materials, and we use and rely on many objects made of these non-metallic materials. Our reliance on these structures and objects has caused us to value the knowledge, skills and attitudes related to their construction.

Students must also prepare for independent living and working in the future. This course will allow them to investigate and gain knowledge, skills and attitudes associated with Construction Technologies that will meet their particular needs as future adults. Although some students will later work in occupations related to building or maintaining structures, others will take this course for personal use in hobbies or to become informed consumers.

Focus in the 10 level program is on obtaining the general skills with machines, tools and processes within the Construction Laboratory. The 20/30 Level courses requires students to follow more directed

programming in specific skill sets pertaining to joinery, manufacture, processes, finishing and presentation of furniture and cabinetmaking.

Costs for this course include \$5.00 per credit (generally \$25.00 per semester) plus all costs included in the construction of chosen projects.

Commercial Foods Program (HRH)

Commercial Foods is a fast-paced option where students learn food preparation skills in a busy industrial kitchen. Our program prepares the food served in the CCHS cafeteria, as well as the Hot Lunch programs at the elementary schools, and catering jobs for the school division and the community. Theoretical components include nutrition, food borne illness, and “the why” behind culinary techniques. Students gain valuable knowledge and experience that will help them obtain part-time employment, establish a career path or assist them in their day-to-day living.

Grade 10 Food students begin to study various aspects of classic culinary arts programs. Labs will include soup and sauce making, baking such as black forest cakes, and fruit pies, and creative salads, dressings, garnishes and sandwiches. Students also earn credits for preparing food for the Hot Lunch Program served to both elementary schools, and for work completed to keep our cafeteria running smoothly.

Grade 11 and 12 Food students advance their culinary skills and are given more choice in how and what they prepare. They prepare yeast breads, meats such as beef, poultry, fish and shellfish and learn advanced baking skills by working with such items as puff pastry and genoise cakes. A highlight of the semester is choosing an International Cuisine to study in depth. In this unit, students prepare foods for their own enjoyment and to share with their classmates. Senior students earn additional credits by completing weekly catering work which may be preparing foods such as spanakopita, fresh salmon in puff pastry, chicken cordon bleu or artisan breads.

Field trips, cooking competitions and opportunities for scholarships round out our program. Emphasis is on learning safe food handling techniques in a fun learning environment. Students are often heard saying

“Wow – that class sure went by fast!” If you like food – take Foods!

Mechanics (TMT)

In Mechanics, students, through hands-on experiences, have the opportunity to increase their knowledge and skills related to the design and maintenance of transportation vehicles, and the impact they have on the environment and on their economic and social well-being. Whether a student plans to prepare for a work-related role in the industry or simply wants to be an informed owner/operator of a vehicle, Mechanics should be viewed as an educational opportunity for all secondary students. Students will work in a realistic environment that links theory to practice and will provide them with a broad base of experience and knowledge of systems related to the transportation field.

Welding (TMT)

Various types of welding are offered throughout the Grade 10, 11 and 12 Mechanics classes: Fabrication tools and materials and gas welding are offered in Grade 10 at 1 credit each. Basic electric welding Arc Welding is a one credit module offered in Grade 11 (note that this is a grade 10 level credit). Gas Metal Arc Welding (grade 11 credit) and an introduction to semi-automated/automated welding (grade 10 level credit) are offered each as one credit in the Grade 12 class.

Outdoor Leadership Skills (NAT)

The objective of this program is to develop the following abilities in our students:

Self reliance – the ability to work outside a comfort zone, survive in the wilderness, and create a deeper sense of what is possible

Craftsmanship – to operate in the outdoor environment with a sense of style...leave no trace travel, pride in campcraft, professional preparation for being in the wilderness

Physical fitness – to expand your limits in strength and endurance both physically and mentally to enjoy wilderness travel

Concern for others and the Environment – to explore the concepts of service and teamwork in assisting life in our class, community and biosphere

Students will be involved in a summer and winter camping experience, hiking, X-Country Skiing, Wilderness First Aid, Winter shelter building, survival strategies, service projects, wilderness literature reviews, team work challenges, group dynamics workshops, leadership development and more.

Basic outdoor equipment is required for participation such as sleeping bags, backpacks, outdoor clothing, etc. (there is also a limited amount of equipment the school can supplement).



**SOCIAL SCIENCES, LOCALLY DEVELOPED,
WORKPLACE TRANSITION, OUTREACH**

Career and Life Management (CALM 20)

Grade 10 - 5 credits (includes 2 CTS module credits, CTR 1010 Job Preparation and CTR 2310 Career Directions)

Prerequisite: none

The following topics covered in the CALM 20 curriculum allow students to appreciate and understand how careers, relationships, health and finance affect their lives:

- Personal Choices
- Resource Choices
- Career and Life Choices

Through increased awareness of self, the student will be able to contribute more positively to the well being of others.

Psychology 20

3 credits

Prerequisite: none

Provides a general background in psychology including the history of psychology, the principles of learning, along with various emotional problems and behavioural disorders.

ABORIGINAL STUDIES 10

5 credits

Prerequisite: none

The focal point of Aboriginal Studies is the wealth and diverse nature of Aboriginal languages and cultures.

This course is based on perspectives and worldviews of Aboriginal peoples. It includes the study of traditions and history of Aboriginal peoples in Canada, and particularly in Alberta. Student learning outcomes provide opportunities to examine such topics as governmental structures, literature, the arts and the sciences. The four themes are Origin and Settlement Patterns, Aboriginal Worldviews, Political and Economic Organization and Aboriginal Symbolism and Expression.

ASCENT Program

20 Credits – 1 Full Semester (Feb. to June)

Courses Integrated into Program: English 10, Science 10, Social Studies 10, Career and Life Management and Work Experience 15

Prerequisite: 50% in Science 9 & Social 9

Recommended: 65% in English 9

Open to Grade 10 students only

ASCENT stands for Achievement, Service, Challenge, Environment, Narrative, and Teamwork. The ASCENT program is designed to take curriculum covered in the school and make connections to real-world careers, the local community, global issues, and the surrounding environment. Elements of this program include experiential or active learning, understanding learning styles, leadership responsibilities, wilderness travel and exploration, job shadowing, skill certifications, teaching to elementary students, community service projects, and fundraising. A large portion of this course will involve off-campus field trips, on-the-job training, and authentic, whole process projects. For further information on course descriptions within this program, go to English 10, Science 10, CALM, and Work Experience in CALM. Due to the nature of this program a limited number of students will be accepted and a waiting list will be generated. Students will need to fill out an application package that includes a student information form, teacher reference form, and a personal letter of interest. The application process is meant to challenge and reflect on the appeal of this program to the student.

Forensic Science 25

3 credits

Prerequisite: Science 10 or Science 14 – open to Grade 11 and 12 students only

Forensic Science is the study and use of basic scientific concepts and technologies related to solving crime in society. Through the study of forensic science techniques, learners are given the opportunity to explore and further understand how basic scientific techniques apply to a specific career within society. Real life scenarios will be discussed and students will be engaged in concrete learning activities such as lab experiments and completion of case study examples.

Forensic Science 35: Advanced Forensic Science

3 credits

Prerequisite: Forensic Science 25

Philosophy and Rationale: This course continues the study of the use of scientific concepts and technologies as they relate to solving crime in society. The study of advanced forensic science techniques will give students a further understanding of the practical nature of forensics. Concepts will be applied through discussion of realistic scenarios, concrete activities and assignments, laboratory work and case studies.

Areas of discussion include: Forensic Anthropology, Forensic Entomology, Forensic Toxicology, Forensic Ballistics, Protective Equipment, Criminal Profiling, Explosives and Arson and Canines.

The course will encourage those interested in a career in forensic science to further pursue this area of interest while at the same time offer those students who continue to be curious a further appreciation of this scientific field.

Special Projects 10, 20 AND 30

- Special Project courses allow students the chance to become involved, with a staff member, in the selection, planning and organization of their own program. Students are responsible for finding a staff member willing to act as a supervisor in either a 5 credit (125 hours) or a 3 credit (75 hours) program.
- Registration forms are available from the Special Projects Coordinator and must be completed and signed by parents prior to the start of the program.
- **Note: Special project credits will not be awarded for extra curricular or co-curricular activities. Special Project credits will not be awarded for recreational activities e.g. Dance, figure skating, and the militia.**
- Students enrolling in more than one special project will only be granted credit provided the second project is substantially different from the first.
- Special Projects are generally only available for Grade 11 and 12 students.

Team Leadership 15/25 (CTS credits)/35 (last year for the locally developed course; it will then become CTS)

Leadership skills are considered valuable in our society. Good leaders are found in all aspects of life and serve as models for their achievements, accomplishments and triumphs. The CCHS T.E.A.M. Leadership program encourages students to recognize, foster and practice their leadership skills. It extends the students' sense of community, opens their eyes to their potential, and provides opportunities for them to share their successes. Students begin to see how they can shape events rather than be shaped by them. This program is student-driven. Students learn from one another. Each student is given the opportunity and encouraged to develop his/her leadership skills and to take risks and grow in positive, productive ways. The program encourages the students to identify specific goals and objectives within their school, the community and the world and then to use their own initiative to accomplish these goals. Students may work on a number of projects in and out of the school such as mentoring programs with younger students, visiting the seniors' lodge and organizing pep rallies and other school events. Students who are interested in embarking on a personal leadership journey and making a contribution to their school, community and the world are welcome in this program.

Work Experience 15, 25 AND 35

The Work Experience program allows students to develop valuable work skills with a work site in the community becoming the "classroom". **Students who presently have part-time jobs may be able to use them as their work placement.**

Work experience lets students:

- ✓ Explore potential career choices.
- ✓ Gain practical experience in a realistic work setting.
- ✓ Ease the transition from school to work, or post-secondary education.
- ✓ Develop new skills and reinforce those learned in school.
- ✓ Obtain references and contacts necessary for securing future employment.

Work Experience is available at the 15, 25 and 35 levels: 3 to 10 credits may be earned at each level, based on 25 hours of work per credit. Once a work site is approved and a learning plan is developed, the student, employer and work experience co-ordinator work together to facilitate and demonstrate the student's growth.

At CCHS students will have to complete the prerequisite module on safety in the workplace before registering in Work Experience.

Work Experience is arranged to suit the individual student: please see Student Services for further information.

Registered Apprenticeship Program (RAP) What is RAP?

The Registered Apprenticeship Program, or RAP, allows high school students who have entered into an apprenticeship contract in one of the trades to earn their Alberta High School Diploma and work toward completing their first year apprenticeship hours at the same time. RAP students divide their time between an approved work site and high school. They are full-time students who fulfill the academic requirements for the

Alberta High School Diploma. RAP students may earn up to 40 credits (representing a total of 1000 hours) for their on-the-job training as registered apprentices.

Their school schedule may be arranged to accommodate work at their apprenticeship job, or they may work after school and on the weekend. RAP students are paid at least minimum wage.

Since RAP students can complete a significant portion of their first year apprenticeship hours while still in high school, they may be able to proceed directly into the first session of post-secondary technical training shortly after graduating from high school. RAP is arranged on an individual basis. To qualify for RAP the student must work with a certified journeyman, register with Alberta Apprenticeship and Industry Training, and have a "Blue Book".

Students interested in pursuing a trade may consider a Work Experience program to assist them in deciding if this is the right career choice.

To learn more about apprenticeship and the trades visit: www.tradesecrets.org. For information about the RAP program at CCHS contact Student Services.

Canadian Rockies Educational Outreach

Canadian Rockies Educational Outreach is a public alternative school operating under the jurisdiction of Canmore Collegiate High School. It provides an alternative program for students finding it difficult to continue their schooling in a traditional school setting. The flexible program at Outreach is designed to fit the lifestyle and learning style of the students while following the Alberta Curriculum of Studies. Students achieve credits through self-directed learning with one-on-one support and guidance from staff. The students meet regularly with teachers to set goals and get assistance. All students are expected to meet their goals and take responsibility for their education.

Who is it for?

- Students in Grades 10, 11, or 12 who are 19 years old and younger as of September 1st of the school year
- Students interested in completing or upgrading their high school courses
- Students who are attending high school but need to pick up a few extra courses due to time-tabling conflicts
- Students who prefer a non-traditional method of schooling
- Students who want to "fast-track" through their studies

GRADE 12 POST SECONDARY PLANNING

Application and Registration Procedures

The easiest and fastest way to apply to post-secondary schools now is online. Alberta www.ApplyAlberta.ca , British Columbia www.pas.bc.ca and Ontario www.ouac.on.ca now offer centralized enrolment on one site (you can apply to multiple schools on one site). All accredited universities, larger colleges and technical schools are also available. Individual school fees still apply.

It is essential to research post-secondary institutions before making a decision to apply for admission. Calendars from universities, colleges and technical institutes are available in student services and most institutions have current information on the Internet. We have a post-secondary/career fair for grades 9 – 12 students each year and students should discuss plans with a high school counselor and their teachers.

Students are encouraged to aim higher than minimum requirements for any institution. Present minimum admission requirements are not a guarantee of future admission. For example, a student may have a required 70% minimum average but due to limited numbers only those students who get 75% or higher may be admitted. This is because some programs have a quota and consequently only the top-achieving students will be admitted.

Students are also encouraged to apply as early as possible. In some instances the admission policy is first qualified – first admitted - typically by **December 1** of the preceding year.

Most college and technical institute programs will require a High School Diploma. University transfer programs at colleges generally require a 65% average in five grade 12 courses including English 30.

General information about institutions.

UNIVERSITIES:

Admission to September start programs are available during the late fall (November) of the preceding year. January starts are typically done in September or October.

Typically universities in Canada require English 30-1 plus three or four other Grade 12 subjects for admission. Grade 11 marks are used when the grade 12 course has not been completed. University admission brochures will list the other accepted courses, which will depend on the program for which a student is applying.

Required courses and averages will vary somewhat from program to program and from one university to another. For example, UBC lists a minimum mark of 80% in English 30-1 as required. Quota faculties often require much higher averages for admission.

Calendars and web-site addresses from most universities in Canada are available for use in student services. Please read them carefully and don't hesitate to ask for assistance. If you do want to attend university in another province, please see student services as early as possible so that forms, calendars and deadlines don't become a problem.

Universities will require official transcripts and sometimes mid-term school marks (self report from report card).

Note: Arrange to have transcripts sent to any post secondary institution for which you are applying. Request forms are available in the office or through ALIS web site. Alberta Education assesses a fee of \$10 for each official transcript sent to post-secondary institutions.

Rankings of universities www.oncampus.macleans.ca and www.globecampus.ca

Studying abroad may require writing an exam that is designed to test general knowledge of English and Mathematics such as the SAT or ACT for US universities. All require payment as a foreign national which can be easily be \$ 30 000-\$50 000/year for tuition only. This may be different if the individual has dual citizenship. Many require application by January for attendance for the following September of that year so it is imperative to plan ahead.

COLLEGES

Some colleges now accept applications year round; students are encouraged to apply, as applications are available.

Most programs at colleges will require a high school diploma. Some have specific Grade 12 course requirements. There may be additional requirements such as: a letter of reference, an autobiographical sketch, keyboarding skills, interview or audition, skills appraisal tests. Some students with lower high school averages will elect to attend college to build than skills in a smaller/less competitive environment.

Colleges in Alberta and most other provinces offer university transfer programs which allow students to study university level courses for one, two or three years. Students can then transfer to a university to complete their degree. Admission averages are sometimes lower than the university, but courses must be carefully chosen to make sure the student gets credit towards the program he or she wishes to complete.

A number of colleges now offer applied degrees or offer programs jointly with a university. Please consult information from both institutions in this instance.

Usually admission is **FIRST QUALIFIED – FIRST ADMITTED**. Some programs may fill on the first day. (e.g. animal health technician at Olds College).

TECHNICAL INSTITUTES:

NAIT, SAIT and those technical institutions in other provinces will have widely varied requirements. Most programs will require a high school diploma. All will have some specific subject requirements.

Required averages for some programs are very high; each must be looked at individually.

Early January (NAIT can be as early as October) is when applications will be received for September entry.

NAIT and SAIT often require a career investigation essay of about 1 – 2 typed pages. Programs may also require personal interviews, skills tests, portfolio of works or an essay.

PRIVATE COLLEGES

Requirements vary. Often an interview is done to assess whether the student is very committed to the program. These schools offer innovative programming not currently found in government funded institutions. Such as Game Design, Fashion Design or Leadership classes

Warning- not all of these schools are accredited and may only offer a certificate that may not be recognized by other schools. These are not government funded. Tuition may be \$20 000 - 30 000/year.

See counseling office for information.

SCHOLARSHIPS AND AWARDS - Following is a list of awards available to students. For more information please go to Student Services.

Alexander Rutherford Scholarships – application and more info can be accessed at www.alis.gov.ab.ca/scholarships. Awards are based on an average of 75.0% or higher in five subjects in grades ten, eleven and twelve. Students must be registered in a full time program in a post secondary institution in order to receive this award. Application forms will be available in March from Student Services or online and must be submitted before May 1.

All courses used for scholarship purposes must have a minimum three-credit value. Driver education, Work Experience and Special Projects will not be used when calculating a student's average. Averages are not rounded up for scholarship purposes

CANMORE COLLEGIATE HIGH SCHOOL AWARDS (changes may happen)

Canmore Lions Scholarships (\$250 each)
Three awards - grade 9, 10 and grade 11
Overall achievement in citizenship, service and personal growth

Canmore Lions Club Legacy Scholarship (\$500)
Presented to a Grade 12 graduate who has been accepted at post secondary and who demonstrates a commitment to humanitarian causes and exhibits the Lion's service oriented philosophy by actively volunteering in their community.

James Reid Memorial Bursary (\$500)
Outstanding male and/or female science student registered in a faculty of science at university.
Based on the average of two grade 12 science courses

Canmore Artists and Artisans Guild Award (\$1000)
Artistic ability and commitment to art

Soroptimist Leadership Award (\$600)
Presented to a Grade 12 student who demonstrates leadership, is a positive role model, welcomes and includes their peers and initiates positive change in the school.

Rotary Club Citizenship Award (\$250)
To a grade 10, 11 or 12 student who best demonstrates qualities associated with looking after one's self, school and community.

Collins Barrow Scholarship (\$750)
Presented to a first year graduating Grade Twelve student who has the highest combined average in Mathematics 30P and Mathematics 31.

Merit Contractors Association Award (\$300)
Presented to a Grade 12 student in recognition of his/her excellent accomplishment in Construction Technology Studies at the 30 level.

Grade Nine Citizenship Award (\$100)
To a grade 9 student who best exemplifies citizenship in looking after one's self, school and community.
In memory of Peter Blaesar.

Christina Barr Art Scholarship (\$150)
Presented to a student who demonstrates a love of art through dedication and commitment to art projects, perseverance in the pursuit of artistic goals, and a willingness to share knowledge and skills with others.

Canmore Woodcrafters CTS Woodworking Achievement Award
Presented to the student who demonstrates outstanding achievement in the area of CTS woodworking at the 30 levels.

St. Paul's Presbyterian Church Bursary – (\$500)

Recognizes a Grade 12 student who has served both their faith community and the wider community through volunteering in a community group or agency and has chosen to pursue post-secondary.

Peter and Catharine Whyte Fine Art Scholarship –(\$1000)

Students must submit a completed composition piece of artwork in their choice of drawing, painting, sculpting, photography or jewelry. Deadline for submission was in May. Artwork is to be inspired by the spirit of the Canadian Rockies.

*Richard and Ruth Golumbia Scholarship (\$500)

This award is presented to a graduating student entering an apprenticeship program in the field of either Carpentry, Cabinetmaker, Gasfitter, Plumber, or Sheet Metal.

Bow Valley Running Club (\$125 each)

This award is presented to a male and/or female student(s) who exhibits their most outstanding achievement in the sport of cross-country running or track.

Cross-Country Athletic Scholarship (\$500)

Open to any CRPS graduating student who ran on the cross country team and who plans to attend a post-secondary institute in the fall. (full details in office)

Rocky Mountain Cycling Club - \$ vary

Presented to student members of the Club who show a commitment to both Club and School through a solid work ethic that includes attendance, participation, attitude, doing their best and enrolled in post-secondary.

Helen Olorenshaw Memorial Volunteer Award (\$200)

This award is given to a graduating student whose volunteer efforts within the Bow Valley Community have improved the lives of his/her fellow citizens. The recipient has demonstrated an understanding of the immense value of volunteer work by giving selflessly and with no expectation of reward except the knowledge of having helped another.

Canadian Parents for French (\$250)

Presented to a French 30 student who has demonstrated academic and personal excellence in the study of French as a second language.

Bow Valley Basics Scholarship (\$250)

Presented to a student entering a field of commerce or business administration.

Canmore Jam Music Scholarship

Presented to worthy students to pursue studies in music outside the normal Canmore Collegiate music program.

Canmore Folk Music Festival (\$100)

First time award at CCHS for three High School Performer Awards – across grades 10, 11, and 12. The criteria for an award would be: A person who attends band practices consistently; performs in group performances; has been willing to risk solos and /or small ensembles.

Eileen Reid Fine Arts Bursary (\$300)

To a student who has successfully completed English 30-1 or 30-2 plus one of Art 30, Drama 30 or Music 30 and will be continuing post-secondary education in the fine arts or humanities.

Alan Hipkins Memorial Award (\$500)

To a student who demonstrates excellence and commitment in theatre, film or TV performance or production, and will be continuing in this area at a post-secondary setting.

Boilermakers Trade Union (\$500)

This award is presented to the graduating student entering an apprenticeship program in the fields of electrical, millwright, welding, mechanics or machinist in order to further their education.

Communication Technology Awards (\$100 each to Grade 10, 11 and \$250 to Grade 12)

Presented by the Rotary Club for students achieving excellence in the areas of design studies, video production, animation, photography and web design.

Registered Apprenticeship Award (\$250)

Sponsored by the Rotary Club, this award is presented to the student participating and achieving success in the RAP program at CCHS.

Rotary Commercial Foods Scholarship (\$250)

This award is presented to the student who demonstrates personal excellence in the Commercial Foods program through teamwork and perseverance in refining skills.

Dion Bretzloff Memorial Award (\$200)

Presented to a student who demonstrates a love and dedication for outdoor activities, a willingness to share their experiences and attributes of leadership within their peer group.

Canmore Rotary Art Scholarship (\$500)

Presented to an exceptional graduating art student pursuing further art education at The Alberta College of Art.

ATA Scholarship (\$500)

Given to a teacher's son/daughter continuing in post-secondary.

CUPE Local 4306 (\$500 each – up to 5 applicants)

This award is given to employed CUPE 4306 members' daughters, sons and step-children that are enrolled in a full-time post-secondary education program.

3 Ski Areas Alpine Scholarship

On an annual basis a \$1 000 scholarship will be awarded to one BCHS student and one CCHS student completing grade 10 or 11 who is enrolled in a minimum of 30 credits in an academic year and who is engaged at a high level in a winter sport.

SAGE Award

This first-year award recognizes a high school student who has participated in the SAGE Program and has demonstrated commitment to improvement in school and going above and beyond the norm when overcoming challenging obstacles.

Higher Ground Award for Peak Performance

This award is presented to the high school student from the Stoney First Nation who has the highest academic average based on Rutherford criteria.

Canmore Crusaders Girls' Volleyball Scholarship (\$200 each)

The Canmore Crusaders Girls' Volleyball Scholarship has been established to assist graduates entering full-time post secondary study while playing on a varsity women's volleyball team

Male/Female Athletes of the Year (\$500)

The male and female students who are presented with this award will demonstrate the following characteristics - Strong character with an intrinsic motivation to succeed, dedicated and committed to the Pursuit of Excellence in Athletics, a life long learner, leadership abilities, both on and off the playing field, perseverance or the desire to never quit or give up, a positive contribution to the town and school community, a well-rounded student, which includes academic achievement and an ability to inspire others by leading by example.

Canmore Collegiate High School Award Grade 9, 10 & 11

First, Second and Third Highest Standing according to Rutherford Scholarship criteria.

Superintendent's Award(\$300)

Awarded to the student who pursues studies in a post secondary institution in the field of education.

Governor General's Academic Award

Awarded to the Grade 12 student who achieves the highest average upon graduation (average based on final two years of study in their secondary program.)

Grade 12 Subject Awards(\$50 each) - Top standing in each subject

INSTITUTIONAL AWARDS

Post secondary institutions have many awards and scholarships. Information about these is available in the calendar of the institution. Application forms are sent to the counseling office. Students will be advised when they are available.

OTHER AWARDS AND BURSARIES

Many employers have bursary and scholarship programs for the children of employees. Students please ask your parents to check on this possibility.