



# **Dr. Martin LeBoldus High School**

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## **Division IV (Grades 10, 11 & 12) Program of Studies**

2011 – 2012

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## **THE SCHOOL**

Dr. Martin LeBoldus High School opened its doors February 1, 1976. The school was named after the late Dr. Martin LeBoldus, a respected medical doctor and long-time member of the Regina Catholic School Board.

LeBoldus High School offers a full range of curricular and extra-curricular programs for students in Grades 9 through 12. In addition to the Regular Academic Program, LeBoldus also offers courses in the Advanced Placement (AP) Program. The AP Program is offered at the school under the auspices of the College Board of Canada. LeBoldus also offers a French Immersion Program and a Functionally Integrated Alternative Education Program.

The school, through the co-operation of an active student body and a dedicated staff, has established some strong traditions and has contributed significantly to the school system and the community. The student population is approximately 800 students.

## **THE SEMESTER SYSTEM**

The academic year is divided into semesters. The first semester operates from September to January while the second semester operates from February to June. Each spring students register for a full year of classes for the following academic year. These classes are timetabled, as equally as possible, into the two semesters. Final marks are issued at the end of each semester for all classes taken during that semester.

## **A COMMITMENT TO THE CORRELATES OF EFFECTIVE CATHOLIC SCHOOLS**

Dr. Martin LeBoldus High School is dedicated to working with the community and the local church to provide a quality Catholic education that fosters academic excellence and the development of informed, responsible citizens. The students and staff of Dr. Martin LeBoldus High School commit each and every day to respect the dignity, rights, and property of all people; to nurture a climate of care, concern, and civility to others; to accept responsibility for all of our words and actions; and to make academic integrity fundamental in all that we are about in our school. In so doing, we strive to create an atmosphere where honesty and integrity are at the forefront, where our actions and words will be beyond reproach, and where we will conduct ourselves in a manner that commands the dignity and respect that we will always give to others. With this as our mission, our hope is that our school community will always reflect in our actions and words the following correlates of effective, Catholic schools:

### **Nurturing Gospel Ethics...**

The distinctiveness of living gospel values permeates school activities.

### **Safe and Orderly Environment...**

There is an orderly, purposeful atmosphere conducive to teaching and learning.

### **Climate of High Expectations for Success...**

Staff believe and demonstrate that students can attain relative mastery of the essential skills.

**Instructional Leadership...**

Staff are instructional leaders. The characteristics of instructional effectiveness, as outlined by Core Curriculum, in the management of the instructional program is applied.

**Clear and Focused Mission...**

There is a clearly articulated school mission through which stakeholders share an understanding of and a commitment to the instructional goals, assessment procedures, and accountability.

**Opportunity to Learn and Time on Task...**

Staff allocates a significant amount of classroom time to instruction.

**Frequent Monitoring of Student Progress...**

Student progress is measured frequently through a variety of assessment procedures applying the principles of quality student evaluation as outlined in Core Curriculum.

**Quality Relations...**

Parents support our school and are given the opportunity to play an important role. Quality partnerships are evident with the parish and local community.

## **GENERAL REGISTRATION INFORMATION**

1. Students must be aware that the minimum graduation requirements do not necessarily meet university entrance requirements or the entrance requirements of many other post-secondary educational institutions. All students are asked, therefore, to select their courses wisely and to cover as wide a scope as is reasonably possible.
2. Grade 10 students must register in a minimum of ten credits, excluding Band, Vocal Jazz or Choral, for the year. Students who select Learning Resource Mathematics will select only nine credits.
3. Grade 11 students must register in a minimum of eight credits and must take at least four credits per semester (excluding Band, Vocal Jazz or Choral).
4. Students in the English Program will take ELA A10 and ELA B10 (English Language Arts A10 and B10), ELA 20 (English Language Arts 20), and ELA A30 and ELA B30 (English Language Arts A30 and B30). Whenever possible, the preference is for students to be registered in one English Language Arts class each semester. The A and B courses may be taken in any order within a grade level. In some circumstances, a student may be repeating an English class in one semester and taking both English A and English B at a higher level in the next semester.
5. Students selecting Physics, Chemistry, or Computer Science should have a strong Mathematics and Science background.
6. Students must take Sciences Sociales 30/Social Studies 30: Canadian Studies or Social Studies 30: Native Studies.
7. Physical Education 20 and 30 are recommended for Grade 11 and 12 students, respectively.

8. French Immersion students require a minimum of twelve (12) credits in French immersion classes in Grades 10, 11, and 12 to receive a Bilingual mention at graduation.
9. Students interested in the Pre-AP and Advanced Placement (AP) courses must consult the Advanced Placement Program booklet for information and requirements.
10. Registration in the following courses is restricted:  
**Advanced Placement:** Advanced Placement Calculus AB30; Advanced Placement Psychology 30; Advanced Placement English Language Arts A30/B30; Advanced Placement Studio Art 30; Advanced Placement Computer Science 30; Advanced English Language Arts A10, B10, and Advanced English Language Arts 20.
11. Students transferring to LeBoldus High School who have not taken Christian Ethics will be placed in the appropriate grade level of Christian Ethics and may not be expected to take the Ethics classes at the lower grade levels.
12. If not enough students register in a subject it will not be offered. Students who are affected by this will have the opportunity to re-timetable, and may only select courses where space is available.
13. Changes in the original registration or timetable will be made only through the Administration, and may occur if courses are dropped, or if courses are over loaded and need to be balanced.
14. Supplemental Examinations: Any student who has failed a 30 level subject is entitled to write a teacher-prepared supplemental examination which will count for 100% of the student's mark. Students must have obtained at least a mark of 30% in the subject selected in order to write a teacher-prepared supplemental examination.

### **COURSES OF STUDY WITH LEARNING ASSISTANCE**

Typically students interested in the Dr. Martin LeBoldus Learning Resource Program have been involved in a similar program at the elementary level or another high school. Students enrolled in this program will have a Learning Resource tutorial scheduled each day similar to the schedule of their other classes. Students do not earn a credit for this tutorial class, but instead work with the learning resource teacher during this one hour period to ensure success in all other academic classes they are enrolled in for a specific semester. The class size is typically low (approximately 5 to 8 students). The teacher provides focused individual assistance that would not be possible in larger classes of 25 to 30 students. The learning resource teacher will attempt to build on the specific strengths of each student, and to identify particular needs that will require certain adaptations that might be useful for classroom teachers who are working with that particular student. Additionally, the Learning Resource teacher monitors the student's overall progress in all subjects and he/she will act as a liaison between the student, parents, teachers and coaches/advisors.

### **OUT-OF-PROVINCE STUDENTS**

Students from out-of-province who wish to enroll in Grades 10, 11 or 12 must take an original transcript of marks (from their previous province) to Ministry of Education in order to have their records transferred to an equivalent Saskatchewan standing. Because this process must be completed before the student can be placed into a program, it is extremely important that students have the transcript in their possession

when they arrive to register. A transcript can be obtained from: Ministry of Education, Student Records, 1840 Lorne Street, Regina, SK S4P 2L7. Classes recognized in the previous province may not be recognized by the Ministry of Education.

## **ADMISSION OF FOREIGN STUDENTS**

Students from outside of Canada who wish to enroll in the school division must be admitted by the Director of Education or his designate. Detailed information is available from each school. However, these are some of the regulations/criteria, which must be met/considered:

1. the student holds a valid student visa;
2. the student and family must visit the Regina Welcome Centre (2332 11<sup>th</sup> Avenue) and register with a settlement worker (call 352-5775);
3. the student applies for admission at least one month prior to the commencement of a semester;
4. the student pays required tuition fees.

## **THE CREDIT SYSTEM**

Secondary students (Grades 10, 11, 12) operate on a credit system. For each class successfully completed, the student earns one (1) credit. Students accumulate credits throughout Grades 10, 11 and 12 and must achieve a minimum of twenty-four (24) credits to graduate from Grade 12. Certain classes (credits) are compulsory and these are outlined under Secondary Requirements.

## **SECONDARY (Grades 10, 11 and 12) REQUIREMENTS**

For complete Grade 10 standing, students must acquire a minimum of eight (8) credits at the Grade 10 or higher level. Compulsory courses are Christian Ethics 10, English Language Arts A10, English Language Arts B10, History 10 or Native Studies 10, Science 10 and Mathematics 10.

For complete Grade 11 standing, students must acquire a minimum of sixteen (16) credits overall at the Secondary Level, five of which must be at the Grade 11 or higher level. Christian Ethics 20, English Language Arts 20 and Mathematics 20 are compulsory.

For complete Grade 12 standing, students must acquire a minimum of twenty-four (24) credits overall at the Secondary Level, five of which must be at the Grade 12 level. Compulsory courses are Christian Ethics 30, English Language Arts A30, English Language Arts B30, and Social Studies 30: Canadian Studies. In addition, students require at least one credit from the Sciences at either the Grade 11 or 12 level as well as a physical education credit at the 10, 11 or 12 level. Finally, students require at least one additional Social Science credit. Six of all the electives must be at the 20/30 level.

**All students are required to have one (1) Physical Education/Wellness credit at the 10, 20 or 30 level.**

For French Immersion requirements – see the information on page 7.

## PREREQUISITE INFORMATION

Below is a list of Secondary Level subjects that require a prerequisite course. The subject listed to the immediate left of another subject is the prerequisite for that subject. For example – Math 10 is a prerequisite for Math 20, and Math 20 is a prerequisite for Math A30.

Accounting 10	Accounting 20	Accounting 30
	Computer Science 20	Computer Science 30
English Language Arts A10	English Language Arts 20	English Language Arts A30
English Language Arts B10		English Language Arts B30
English Language Arts A10 <b>OR</b> B10	Creative Writing 20	
	Journalism Studies 20	
	Media Studies 20	
Français 10	Français 20	Français 30
French 10	French 20	French 30
Mathematics 10 W/A	Mathematics 20 W/A	
Mathematics 10 F/P / Mathématiques 10 F/P	Mathematics 20 Pre-Calc / Mathématiques 20 Pre/Calc	Mathematics A30 / Mathématiques A30
		Mathematics B30 / Mathématiques B30 (requires A / A est requis)
	Mathematics 20 F / Mathématiques 20 F	Mathematics C30 (requires A & B / A et B sont requis) (B & C may be taken concurrently / B et C peuvent être suivis en même temps)
		Calculus 30 (may be taken concurrently with Mathematics C30 / peut être suivis en même temps que Mathematics C30)
Science 10 / Sciences 10	Chemistry 20	Chemistry 30
Science 10 / Sciences 10	Physics 20 <b>OR</b> Mathematics A30 / Mathématiques A30	Physics 30
Science 10 / Sciences 10	Biology 20 & Biology 30	
Spanish 10	Spanish 20	Spanish 30

## FRENCH IMMERSION PROGRAM

**Registration Policy** – To graduate with a Bilingual mention, students must take a minimum of twelve credits from the French Immersion subjects in grades 10 to 12. In the Regina Catholic School Division the following ten credits are compulsory: Éd. Chrétienne 10, 20, 30; Français 10, 20, 30; Sciences Humaines (Histoire) 10; Mathématiques 10, 20; Sciences Sociales 30.

The following six credits are electives offered at Dr. Martin LeBoldus High School: Français Intégré 20, Wellness Fr 10 (Mieux-être); Sciences Naturelles 10; Histoire 20; Mathématiques A30; Mathématiques B30.

Three compulsory English Language Arts credits are required to meet the credit requirements for graduation (English Language Arts A10 and/or English Language Arts B10, English Language Arts 20, English Language Arts A30 and/or English Language Arts B30).

**Please Note:** Although only three English Language Arts credits are required to complete Grade 12 for French Immersion students, these three credits may not be sufficient to enter some university or regional college programs.

## PREPARING FOR THE FUTURE

Students attending Dr. Martin LeBoldus High School have an opportunity to register for these course offerings.

<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Accounting 10 Band 10 Choral 10 Christian Ethics 10 Communication Media 10 Drama 10 Éducation Chrétienne 10 English Language Arts A10 English Language Arts B10 Food Studies 10 Français 10 French 10 History 10 Histoire 10 Mathematics 10 (Foundations/Pre-Calculus) Mathématiques 10 (Foundations/Pre-Calculus) Mathematics 10 (Work & Apprenticeship) Mieux-être 10 (Wellness Fr) Music 10 Native Studies 10 PAA Survey B10 Industrial Arts Science 10 Sciences Naturelles 10 Spanish 10 Visual Art 10 Vocal Jazz 10L (audition required) Wellness 10 (male/female)	Accounting 20 Band 20 Biology 20 Career & Work Exploration 10/20 (2 cr) Chemistry 20 Choral 20 Christian Ethics 20 Communication Media 20 Computer Science 20 Creative Writing 20 Drama 20 Éducation Chrétienne 20 English Language Arts 20 Français 20 Français Intégré 20 French 20 History 20 Histoire 20 Journalism Studies 20 Mathematics 20 (Foundations) Mathématiques 20 (Foundations) Mathematics 20 (Pre-Calculus) Mathématiques 20 (Pre-Calculus) Mathematics 20 (Work & Apprenticeship) Media Studies 20 Music 20 Native Studies 20 PAA Survey B20 Industrial Arts Physical Education 20 Physics 20 Psychology 20 Spanish 20 Sport Medicine 20L Visual Art 20 Visual Art 20L Vocal Jazz 20L (audition required)	Accounting 30 AP Studio Art 30 AP Calculus 30 AP Computer Science 30 AP English A30/B30 AP Psychology 30 Art 30L Band 30 Biology 30 Calculus 30 Career & Work Exploration A30/ B30 (2cr) Chemistry 30 Choral 30 Christian Ethics 30 Clothing, Textiles & Fashion 30 Communication Media 30 Computer Science 30 Drama 30 Éducation Chrétienne 30 English Language Arts A30 English Language Arts B30 Entrepreneurship 30 Food Studies 30 Français 30 French 30 Interior Design 30 Law 30 Mathematics 30 (Foundations) Mathématiques 30 (Foundations) Mathematics 30 (Pre-Calculus) Mathématiques 30 (Pre-Calculus) Mathematics 30 (Work & Apprenticeship) Music 30 Native Studies 30 PAA Survey B30 Industrial Arts Physical Education 30 Physics 30 Psychology 30 Sciences Sociales 30 Social Studies 30: Cdn Studies Spanish 30 Visual Art 30 Vocal Jazz 30L (audition required)

## COURSE DESCRIPTIONS

### CHRISTIAN ETHICS

Christian Ethics 9  
Éducation Chrétienne 9

Christian Ethics 10  
Éducation Chrétienne 10

Christian Ethics 20  
Éducation Chrétienne 20

Christian Ethics 30  
Éducation Chrétienne 30

#### CHRISTIAN ETHICS 9 / ÉDUCATION CHRÉTIENNE 9

Theme: We Are Strong Together - This course is designed to help each student become a follower of Jesus by exploring real situations that teenagers face daily. The program uses the Beatitudes and the Ten Commandments as a basis for examining the attitudes and actions that characterize the Christian life. A full day retreat and a compulsory ten-hour Christian Service component are part of the course requirements.

Unit 1: Be With Me

Unit 2: Be Alive

Unit 3: Be Faithful

Unit 4: Be Loving

Unit 5: Be Obedient

Unit 6: Be Just

Unit 7: Be Honest

Unit 8: Be Generous

Unit 9: Be Forgiving

Unit 10: Be Hopeful

#### CHRISTIAN ETHICS 10 / ÉDUCATION CHRÉTIENNE 10

*\*No Prerequisite\**

Theme: A Community Called Church

Unit 1: Christ's Body: A Study of the Christian Church

A Community Called Church

History of the Church

Creed of the Church

Models of the Church

Encountering the Sacred

Personal and Communal Practices of Faith

Evangelization and Mission

Unit 2: Living as Christ's Body: A Study of Christian Morality

Key Concepts in Morality

Moral Development

Moral Theories

Christian Principles

Decision Making

Sin and Forgiveness

Unit 3: Living as Christ's Body: A Study of Contemporary Moral Issues

Reverence for all Created Life

Justice and Peace

Non-Violence

A retreat and ten hours of Christian service are a compulsory part of this course.

#### CHRISTIAN ETHICS 20 / ÉDUCATION CHRÉTIENNE 20

*\*No Prerequisite\**

Theme: The Christian Story

Unit 1: My Story

My Life Story

Unit 2: Our Story

Unit 3: Jesus' Story

Jesus of History

The Christian Testament

Talents and Gifts to Share

The Needs of Others

Composition and Interpretation of Scripture

Message of Jesus

Mission of Jesus

Jesus' Passion, Death, Resurrection and Ascension

Giving Myself in Service

A retreat and ten hours of Christian service are a compulsory part of this course.

#### CHRISTIAN ETHICS 30 / ÉDUCATION CHRÉTIENNE 30

*\*No Prerequisite\**

Theme: Christian Lifestyles

Unit 1: Living as a Christian in a Secular World: Christian Lifestyles

Who Am I?

Philosophy of Life

Belief

Relationships and Love

Sexuality

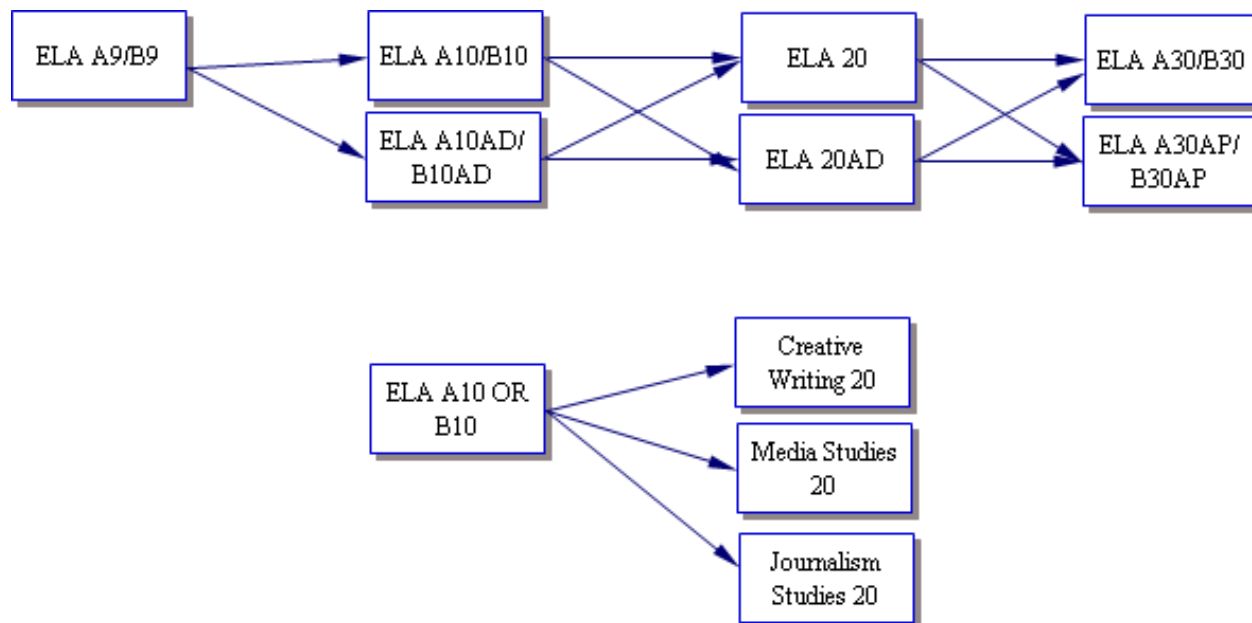
Commitment and Vocation

Marriage and Family Life

Unit 2: Living Out One's Faith in a Secular World: World Religions

As part of the requirements for Christian Ethics 30, all students are required to attend a full day retreat and complete a compulsory community service component. Because of the nature of this course, it is strongly recommended that this class be taken in the final year of high school.

## ENGLISH LANGUAGE ARTS



### **ENGLISH LANGUAGE ARTS A9**

ELA A9 utilizes an integrated literature and language approach focusing on the strands of reading, writing, listening, speaking, viewing and representing. A variety of genre arranged thematically in the forms of fiction and nonfiction – short stories, novels, modern plays, essays and articles - are explored to achieve the outcomes under the three course goals: Comprehending and Responding, Composing and Creating, and Assessing and Reflecting. This course comprises 50% of the ELA 9 grade. Students will study a minimum of two of the following three thematic units:

- Theme 1: Conflicts, Challenges, and Choices: Do the Right Thing
- Theme 2: Indigenous and Norse Narratives
- Theme 3: All That I Am: The Search for Self

### **ENGLISH LANGUAGE ARTS B9**

ELA A9 utilizes an integrated literature and language approach focusing on the strands of reading, writing, listening, speaking, viewing and representing. A variety of genre arranged thematically in the forms of fiction and nonfiction – short stories, novels, modern plays, essays and articles - are explored to achieve the outcomes under the three course goals: Comprehending and Responding, Composing and Creating, and Assessing and Reflecting. A Shakespearean play is also studied. This course comprises 50% of the ELA 9 grade. Students will study a minimum of two of the following three thematic units:

- Theme 1: Exploring Love, Loyalty, and Relationships
- Theme 2: Surviving and Conquering
- Theme 3: Exploring New Worlds, Imagining the Future

### **ENGLISH LANGUAGE ARTS A10**

*\*Prerequisite\* - ELA A9 / ELA B9*

This course is organized around two of the three thematic units which explore the society in which adolescents live. This integrated literature and language course reflects a balance of all strands of communication – speaking, listening, reading, writing, viewing & representing. In addition to using the writing process for a variety of purposes (ie. describing, narrating, explaining and persuading), students read and respond to prose, poetry and drama.

- Theme 1: Challenges – Opportunities and Obstacles
- Theme 2: The Unknown – Hopes and Fears
- Theme 3: Frontiers – Canadian Journeys and Discoveries

**ENGLISH LANGUAGE ARTS A10 ADVANCED** (Restricted Class)***\*Prerequisite\**** - ELA A9 / ELA B9

This is a Ministry of Education approved course which has been locally developed to enrich and challenge the learning of the interested English student. It is organized around the same themes as the ELA A10 course with a greater emphasis on the critical analysis of fiction and non-fiction and advanced composition. A greater emphasis is placed on the language strands of reading and writing. It is recommended that those students interested in the advanced placement program in grade twelve take this class.

Theme 1: Recollections - A Journey Back                      Theme 2: Anticipation – On the Threshold

**ENGLISH LANGUAGE ARTS B10*****\*Prerequisite\**** - ELA A9 / ELA B9

In this issue-based course, the language processes – reading, writing, speaking, listening, viewing and representing – are integrated as students explore personal and societal questions that concern adolescents. Two of three thematic units are examined and a Shakespearean play is studied. Students are encouraged to use language purposefully and effectively as they process information, make decisions, solve problems and think critically.

Theme 1: Equality – Pain and Pride                      Theme 3: Environment and Technology – Reality and Responsibility  
Theme 2: Decisions – Action or Apathy

**ENGLISH LANGUAGE ARTS B10 ADVANCED** (Restricted Class)***\*Prerequisite\**** - ELA A9 / ELA B9

This is a Ministry of Education approved course which has been locally developed to enrich and challenge the learning of the interested English student. It is organized around the same themes as the ELA A10 course with a greater emphasis on the critical analysis of fiction and non-fiction and advanced composition. A greater emphasis is placed on the language strands of reading and writing. It is recommended that those students who may be interested in the advanced placement program in grade twelve take this class.

Theme 1: Equality – Pain and Pride                      Theme 3: Environment and Technology – Reality and Responsibility  
Theme 2: Decisions – Action and Apathy

**CREATIVE WRITING 20*****\*Prerequisite\**** - ELA A10 or B10

This is designed to further develop and refine students' creative writing abilities. Students practice a variety of writing forms which require increasingly complex levels of thought and imagination. They also have an opportunity to create/prepare various genre (poems, plays and stories) for possible publication.

Theme 1: Introduction to Creative Writing                      Theme 4: Portfolio submissions  
Theme 2: Creative Genres    Theme 5: Self-Editing/Peer Editing  
Theme 3: Non-Fiction Genres

**JOURNALISM STUDIES 20*****\*Prerequisite\**** - ELA A10 or B10

This is designed to help students learn how to gather, write, edit, publish, and broadcast news for print and electronic media. Students become knowledgeable about journalism as a career and learn to organize their time, meet deadlines, establish schedules, and write creatively and objectively.

Theme 1: Print Journalism

- Introduction to Print Journalism
- Truth and Accuracy: Gathering and Writing the News
- Ethics and Journalism
- Editorial Writing: Enlightened Opinion
- Feature Stories and Reviews
- Literary Journalism
- Photojournalism
- Magazines

Theme 2: Electronic Journalism  
Theme 3: On Assignment (Project)

**MEDIA STUDIES 20***\*Prerequisite\* - ELA A10 or B10*

We live in a world influenced and shaped by the sights, sounds, opinions and values presented by the mass media. The media influences our values, opinions, and attitudes, and our social conventions and norms. This course is designed to help students better understand mass communication and popular culture. Students explore the impact of mass media on the individual and society, including television, popular novels, magazines, photography, radio, film, and video. Students have the opportunity to read, write, and discuss critically the media which influences their lives.

Theme 1: Media Awareness

Theme 3: Exploration of Other Media and/or Advertising

Theme 2: Exploring the Medium of Television

Theme 4: Media and Cultural Studies Project

**ENGLISH LANGUAGE ARTS 20***\*Prerequisite\* - ELA A10 and B10*

This course is organized around themes that are of interest to adolescents and focus on self and society. The language and literature is integrated utilizing a variety of non-fiction and fiction resources to examine the strands of reading, writing, speaking, listening, viewing and representing. This course also introduces students to the research paper and resume writing.

Theme 1: Recollections – A Journey Back

Theme 2: Anticipation – On the Threshold

**ENGLISH LANGUAGE ARTS 20 ADVANCED** (Restricted Class) *\*Prerequisite\* - ELA A10 and B10*

This course is Ministry of Education approved course which has been locally developed to enrich and extend the learning of students with a keen interest in literature. It is organized around the themes of the ELA 20 course with a greater emphasis on the critical analysis of fiction and advanced composition. This course includes four novel studies, two modern plays, and a major literary research paper. It is strongly recommended that all students interested in ELA AP30 take this course.

Theme 1: Recollections - A Journey Back

Theme 2: Anticipation – On the Threshold

**ENGLISH LANGUAGE ARTS A30***\*Prerequisite\* - ELA20*

This theme based course is organized around "Canadian Voices and Perspectives" and reflects a balance of the strands of communication - speaking, listening, reading, writing, viewing and representing. The themes use a variety of literary forms - poetry, prose, plays and visual representations in order to explore the influence of the Canadian landscape on the people and personality of Canada.

Theme 1: Canada – Diverse Landscapes and Peoples

Theme 2: Canada – Diverse Canadian Voices

**ENGLISH LANGUAGE ARTS B30***\*Prerequisite\* - ELA20*

In this issue based course the language processes of reading, writing, speaking, listening, viewing and representing are integrated. Students explore their thoughts, beliefs, and assumptions as they examine issues related to their world and to the world of others. The themes of this course employ a variety of literary forms from across the world. As students examine literature from many periods and different genres, they come to understand the scope of human experience. This course includes a Shakespearean play and a major research paper utilizing MLA format

Theme 1: World Perspective – The Human Condition and World Perspective

Theme 2: World Perspective – The Social Experience

**AP ENGLISH A30/B30 (ADVANCED PLACEMENT)** (Restricted Class) *\*Prerequisite\**

Students who wish to take this course will complete the Special Registration Form for AP English. These students will complete the regular English A30 and B30 courses and do additional work in order to prepare for the AP examination in May. Students in this program will be expected to do an intensive amount of reading, writing, research and discussion. Much emphasis will be placed on improving student ability to analyze prose and poetry, to recognize and appreciate various styles of writing, and to further develop composition skills. In addition, there will be a reading list to be completed during the summer months prior to the beginning of classes. Students, therefore, should have an interest in literature and have a desire to prepare for the AP examination. **NOTE:** Interested students should read the Advanced Placement Program Booklet.

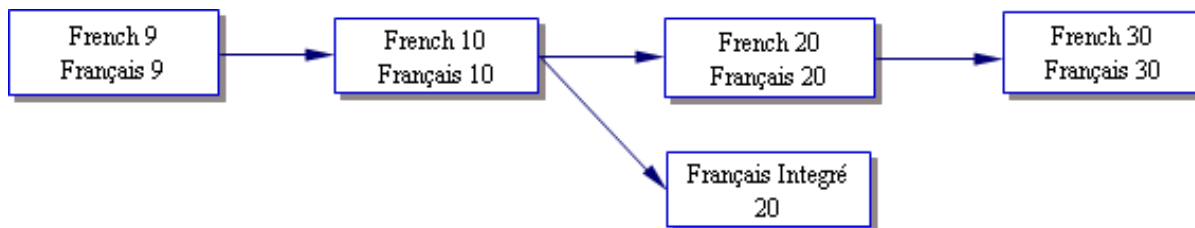
Theme 1: The Human Condition – concentration on short fiction, novels, poetry, the research paper, and Shakespeare

Theme 2: Social Experience

Theme 3: Canadian Voices

Theme 4: Diverse Canadian Voices

## FRANÇAIS



### FRANÇAIS 9

This course is designed for students who have chosen to pursue their education in the French Immersion program setting. The emphasis will be put on reading and writing abilities and on oral communication, which are all essential to the acquisition of a second language.

Unit 1:	The novel	Unit 3:	Communication
Unit 2:	Short stories	Unit 4:	Grammar (this unit is integrated throughout the other three)

### FRANÇAIS 10

*\*Prerequisite\* - Français 9*

This course will include an experiential dimension emphasizing communication and allowing the student to approach various themes and interesting subjects in order to encourage an authentic usage of the French language. There is also an analytical dimension allowing the student to correctly integrate the necessary knowledge of the language in comprehension and in production.

Unit 1:	Journalism	Unit 3:	Songs and poetry
Unit 2:	Short stories	Unit 4:	Grammar (integrated throughout the other three units)

### FRANÇAIS 20

*\*Prerequisite\* - Français 10*

This course will include an experiential dimension emphasizing communication and allowing the student to approach various themes and interesting subjects in order to encourage an authentic usage of the French language. There is also an analytical dimension allowing the student to correctly integrate the necessary knowledge of the language in comprehension and in production.

Unit 1:	Photo-novel and comic strips	Unit 3:	The novel
Unit 2:	Reporting and the electronic press	Unit 4:	Grammar (integrated throughout the other three units)

### FRANÇAIS 30

*\*Prerequisite\* - Français 20*

This course will include an experiential dimension emphasizing communication and allowing the student to approach various themes and interesting subjects in order to encourage an authentic usage of the French language. There is also an analytical dimension allowing the student to correctly integrate the necessary knowledge of the language in comprehension and in production.

Unit 1:	Theatre and a play	Unit 4:	Poetry and songs
Unit 2:	The novel	Unit 5:	Grammar (integrated throughout the other four units)
Unit 3:	Advertising		

## FRENCH

### FRENCH 9

This course is based on creating a communicative/experiential classroom where students use content drawn from real life experiences and add to their general knowledge. As well, they practice elements of the French language both orally and in written form. The approach used in the classroom provides for the study of the French language in all its aspects, taking into account the context in which language is used for communication. Students cover the following four compulsory themes and a suggested two additional themes from a variety of options.

Theme 1:	Knowledge and attitudes toward film	Theme 3:	Rights and responsibilities
Theme 2:	Part-time jobs	Theme 4:	Consumer behaviour

### FRENCH 10

*\*Prerequisite\* - French 9*

This is a continuation of the oral approach to learning French. Emphasis is on acquiring vocabulary used in daily communication and reinforcing, through constant use, the structures learned in French 9. Emphasis is also placed on the cultural implications. Themes include:

Theme 1:	Passé composé	Theme 3:	Consumerism and lifestyle
Theme 2:	Childhood	Theme 4:	Introduction to Pronouns

**FRENCH 20***\*Prerequisite\* - French 10*

This course is a continuation of the communicative approach to French. The focus at this level is taking the structures and vocabulary previously acquired, and reinforcing them with the study of new verb tenses. The cultural and historical aspects of the language are emphasized. Themes include:

Theme 1: Leisure  
Theme 2: Sports

Theme 3: Education  
Theme 4: Travel

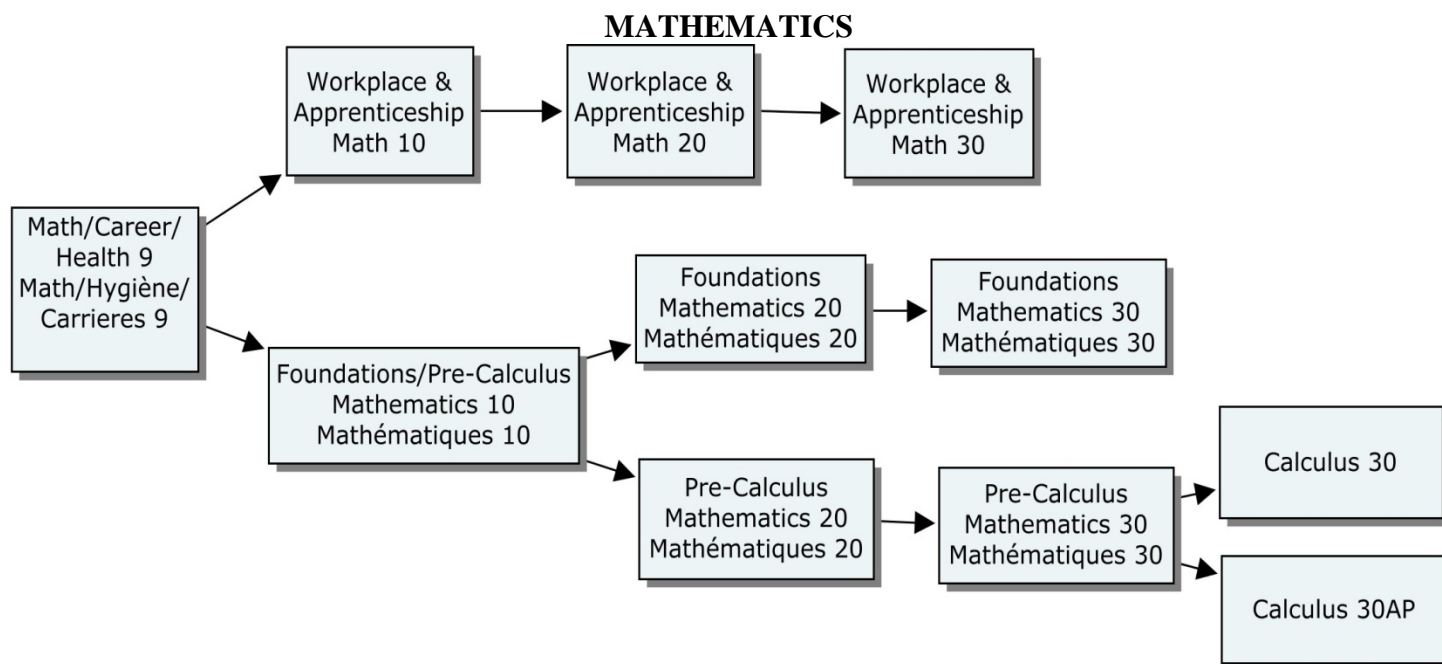
**FRENCH 30***\*Prerequisite\* - French 20*

The final year of study places emphasis on the communicative aspect of French with further attention to grammar and writing based on acquired skills. By the end of the students' study, they will have gained an insight into the Francophone world, not just through the words, but through cultural, historical and other experiences gained in their course of study. Themes include:

Theme 1: The world

Theme 3: My future

Theme 2: The environment and ecology

**MATH/CAREER/HEALTH 9 / MATHÉ/ HYGIÈNE/CARRIÈRES 9**

Grade 9 Mathematics extends material covered in elementary school, introduces new concepts and provides a foundation for future high school math courses. The units of study in math include integers, rational numbers, polynomials, circles and prisms, linear relations/equations/inequality, and statistics and probability. The units of study in Career and Health include résumé writing, career exploration, gambling, decision making and disease prevention.

**MATHEMATICS 10 / MATHÉMATIQUES 10 (FOUNDATIONS/PRE-CALCULUS)***\*Prerequisite\* - Mathematics 9/ Mathématiques 9*

This course is a pre-requisite for both the Foundations Math and the Pre-Calculus Math in Grade 11. It introduces and/or focuses on the following concepts: factoring, rational and irrational numbers, laws of exponents, operations with polynomials, trigonometry, relations and functions, slope, linear relations, graphing, linear systems, the metric system and imperial measurements.

**MATHEMATICS 10 (WORKPLACE AND APPRENTICESHIP)***\*Prerequisite\* - Mathematics 9/ Mathématiques 9*

This course is a pre-requisite for **Workplace and Apprenticeship 20**. Because it focuses on both the metric and imperial systems of measurement, and because its challenging concepts include area of 2-D shapes and 3-D objects, games involving spatial reasoning, the Pythagorean Theorem, polygons, an introduction to trig ratios (sine, cosine and tangent), angles, pricing and currency exchange, and income, the level of mathematics in this course is quite high. The seven units taught in this course are Unit Pricing and Currency Exchange; Earning an Income; Length, Area and Volume; Mass, Temperature and Volume; Angles and Parallel Lines; Similarity of Figures; and Trigonometry of Right Triangles.

**MATHEMATICS 20 / MATHÉMATIQUES 20 (FOUNDATIONS)***\*Prerequisite\** - Mathematics 10(F/P) / Mathématiques 10(F/P)

This course is a pre-requisite for **Foundations of Math 30** in Grade 12. It introduces and/or focuses on the following concepts: inductive/deductive reasoning, proportional reasoning, angles and triangles, sine and cosine laws, data analysis, linear inequalities and basic quadratic functions. As well, students research and present an historical mathematical event or area of interest. The majority of programs at SIAST and faculties in both Saskatchewan universities accept this course.

**MATHEMATICS 20 / MATHÉMATIQUES 20 (PRE-CALCULUS)***\*Prerequisite\** - Mathematics 10(F/P) / Mathématiques 10(F/P)

This course is a pre-requisite for **Pre-calculus Math 30** in Grade 12. It introduces and/or focuses on the following concepts: absolute value, radical numbers, rational expressions and equations, the primary trig ratios, sine and cosine laws, factoring of polynomial expressions, quadratic functions, quadratic equations, inequalities, arithmetic and geometric sequences and series, and reciprocal functions. Students in this course should be planning to take Calculus in Grade 12.

**MATHEMATICS 20 (WORKPLACE AND APPRENTICESHIP)** *\*Prerequisite\** - Mathematics 10(W/A)

This course is a pre-requisite for **Workplace & Apprenticeship 30** in Grade 12. It asks students to deepen their understanding of topics introduced in Grade 10, including surface area, volume, capacity, formulas, right triangles, 3D objects, and mathematical games involving numerical reasoning. As well, it introduces the following topics: data analysis using a variety of graphs; personal budgeting; compound interest and financial institution services; slope, including using technology; and unit analysis and scale.

**MATHEMATICS A30 / MATHÉMATIQUES A30** *\*Prerequisite\** - Mathematics 20 / Mathématiques 20

In this course, the emphasis moves to more algebra with a continued development of trigonometric functions and their applications.

The units of study are:

Unit 1:	Systems of Linear Equations	Unit 5:	Exponents and Radicals
Unit 2:	Data Analysis	Unit 6:	Counting
Unit 3:	Functions	Unit 7:	Angles and Polygons
Unit 4:	Factoring Polynomials and Rational Expressions		

**MATHEMATICS B30 / MATHÉMATIQUES B30** *\*Prerequisite\** - Mathematics A30 / Mathématiques A30

In this course, the emphasis is on furthering the development of algebraic skills. The course deals with analyzing and interpreting many different functions and their graphs. The units of study are:

Unit 1:	Probability	Unit 5:	Exponential and Logarithmic Functions
Unit 2:	Complex Numbers and Quadratic Functions	Unit 6:	Sequences and series
Unit 3:	Matrices	Unit 7:	Statistics
Unit 4:	Polynomial and rational Functions		

**MATHEMATICS C30** *\*Prerequisite\** - Mathematics B30 or Mathématiques B30

The emphasis in this course is mainly on trigonometry, along with the development of a variety of methods for mathematical proofs.

The units of study are:

Unit 1:	Circular Functions	Unit 4:	Trigonometric Identities
Unit 2:	Graphs of Circular Functions and Solving Trigonometric Equations	Unit 5:	Conics
Unit 3:	Applications of Trigonometry	Unit 6:	Mathematical Proofs

NOTE: Mathematics B30 may be taken concurrently with Mathematics C30. However, in order to receive a credit in Mathematics C30 one must pass Mathematics B30.

**CALCULUS 30** *\*Prerequisite\** - Mathematics C30

This course is a mathematics elective for those students who plan to continue their studies in mathematics (pursuing math, science, engineering or business careers). This course is designed to prepare students for University calculus, focusing on functions and their importance into Calculus). The units of study are:

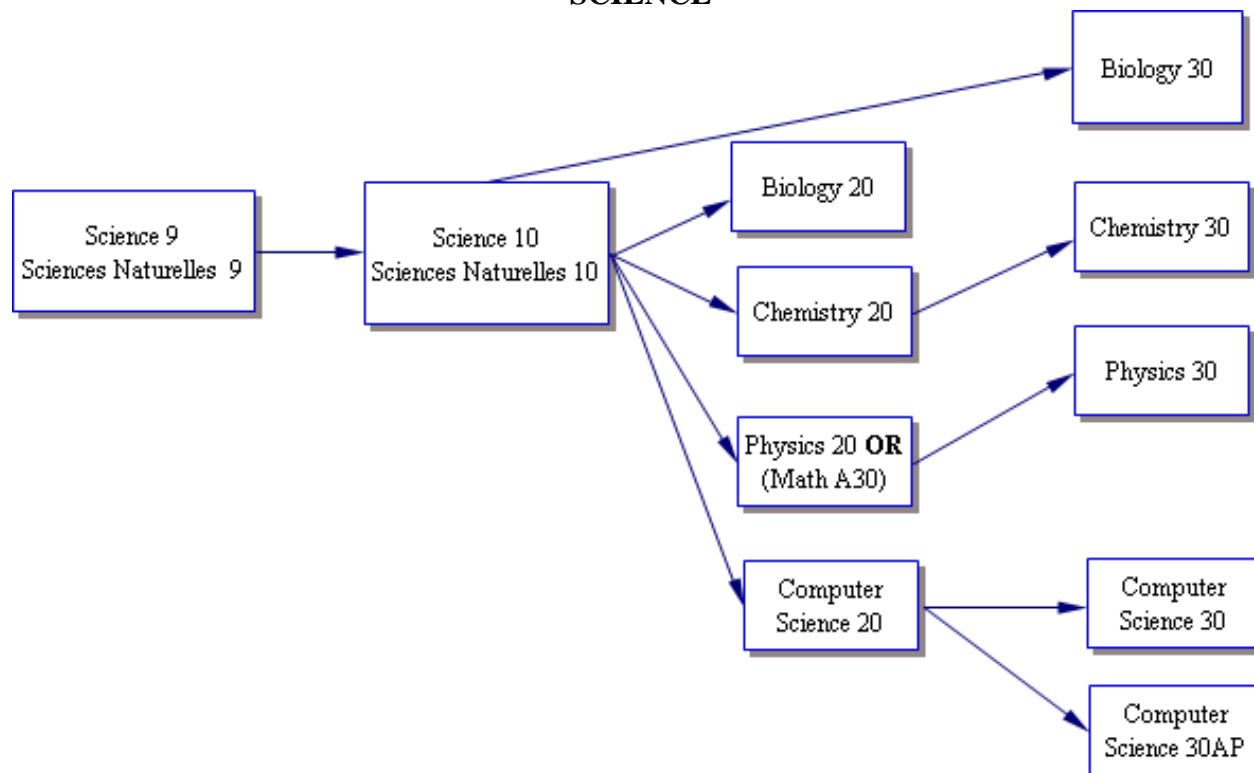
Unit 1:	Math Skills	Unit 6:	Derivative Application
Unit 2:	Functions	Unit 7:	Transcendental Functions
Unit 3:	Limits and Continuity	Unit 8:	Integration
Unit 4:	Differentiation	Unit 9:	Fundamental Theorem of Calculus
Unit 5:	Derivatives to Curve Sketching		

(Mathematics C30 may be taken concurrently with Calculus 30.)

**AP CALCULUS 30 (ADVANCED PLACEMENT CALCULUS AB)***\*Prerequisite\* - Mathematics C30*

In this course students will complete the regular Calculus 30 course as well as the additional material needed to prepare for the Advanced Placement Calculus AB exam in May. Students registering for this should have a strong math background as well as an interest in math. Note: Interested students should consult the AP Program Booklet. The use of a graphing calculator is essential for this course. Graphing calculators will be provided by the school. The units of study are:

Unit 1:	Limits and Continuity	Unit 4:	The Definite Integral
Unit 2:	Differentiation	Unit 5:	Indefinite Integrals and Differential Equations
Unit 3:	Applications of Differentiation	Unit 6:	Applications of Definite Integrals

**SCIENCE****SCIENCE 9 / SCIENCES NATURELLES 9**

Science is a required area of study in Saskatchewan's Core Curriculum. This class consists of four units. In the area of Physical Science, there is a unit on Electricity and another on Atoms and Elements. In the area of Life Science, there is a unit on Cellular and Human Reproduction. Finally, in the area of Earth and Space Science, there is a unit entitled Exploring our Universe.

**SCIENCE 10 / SCIENCES NATURELLES 10***\*Prerequisite\* - Science 9 / Sciences Naturelles 9*

This course includes the study of ecology, water, matter and energy. This course serves as an introduction to senior science courses. Experimental procedures, basic laboratory skills and integration of technology are stressed. Therefore student participation in the experiments/labs is essential.

Unit 1:	Sustainability of Ecosystems	Unit 3:	Chemical Reactions
Unit 2:	Motion in our World	Unit 4:	Weather Dynamics

**CHEMISTRY 20***\*Prerequisite\* - Science 10 / Sciences Naturelles 10*

This course deals with the conceptual study of matter. Chemical calculations are stressed and require a good mathematical background. This class should not be taken until the student's grade 11 year.

Unit 1:	Atoms and Elements	Unit 4:	Mole Concept and Stoichiometry
Unit 2:	Molecules and Compounds	Unit 5:	Gas Laws
Unit 3:	Chemical Reactions		

**CHEMISTRY 30***\*Prerequisite\* - Chemistry 20*

This course applies and builds on many of the concepts studied in Chemistry 20. New topics covered include solubility and solutions, energy changes in reactions, reaction kinetics, equilibrium, acids and bases, oxidation-reduction and electrochemistry. Chemical calculations are stressed and good applied math skills are essential.

Unit 1:	Chemistry 20 Review	Unit 4:	Equilibrium
Unit 2:	Energy Changes in Reactions	Unit 5:	Acids and Bases
Unit 3:	Reactions Kinetics	Unit 6:	Oxidation Reduction and Electrochemistry

**COMPUTER SCIENCE 20***\*Prerequisite\* - Science 10 / Sciences Naturelles 10*

This is an introduction to using the computer as a problem solving tool. Emphasis is placed on writing computer programs to solve problems. The Visual BASIC programming language will be used as the major programming language in this class. Only those students who are interested in AP Computer Science should consider taking this course in their grade 10 year. The units of study are:

Unit 1:	History of Computers and Introduction to Visual Basic	Unit 3:	Looping/Timers and Graphics
Unit 2:	Variables and Constants and Decision Structures		

**COMPUTER SCIENCE 30***\*Prerequisite\* - Computer Science 20*

Computer Science 30 is an advanced course in programming. The course includes the study of an object oriented programming language, JAVA. A major emphasis on the course will be to develop problem solving through an object oriented approach. The areas of study are:

- Advanced Software and Hardware
- Number Systems
- Advanced Problem Solving
- Advanced Programming and Design
- Programming for Applications
- Grid World Case Study

**AP COMPUTER SCIENCE 30 (ADVANCED PLACEMENT CS30)***\*Prerequisite\* - Computer Science 20*

Those students wishing to challenge the AP Computer Science exam will be enrolled in a regularly scheduled Computer Science 30 class in semester one, followed by a mentorship program in semester two to prepare them for the Advanced Placement Exam in the spring. See the CS 30 outline for details on the material covered.

Time management tip: those students who wish to attain an AP award (for challenging three AP exams) may enroll in CS 20 in their grade 10 year and challenge the AP Computer Science exam in grade 11. This would mean that they only need to prepare for two AP exams in their grade 12 year.

**PHYSICS 20***\*Prerequisite\* - Science 10 / Sciences Naturelles 10*

The study of light is the major focus of Physics 20. This study is enhanced by a lab-oriented approach, which explored such topics as reflections, refraction and lenses. Physics 20 also deals with waves and some basic science math which involves handling measured numbers, straightening graphs and problem solving.

**PHYSICS 30***\*Prerequisite\* - Physics 20 OR Mathematics A30 / Mathématiques A30*

Motion is the major focus of Physics 30. Using a problem solving approach. Physics 30 examines straight line motion, forces that cause motion, momentum, universal gravitation, work and energy. These topics are handled using the laws and theories of Sir Isaac Newton. Physics 30 also includes electricity and seeks to develop an understanding of basic circuit analysis.

**BIOLOGY 20***\*Prerequisite\* - Science 10 / Sciences Naturelles 10*

Biology 20 is taught with two major themes in mind. The first theme is Ecology and Population Dynamics. In this part of the course, food chains, food webs, and energy pyramids are reviewed. Other topics include matter cycles, closed and open populations and ecological communities. The second theme involves a survey of the five kingdoms of life. Each of the kingdoms of Animalia, Plantae, Protista, Fungi, and Monera are examined. Agricultural Botany is integrated into the course. Throughout the Biology 20 course, the use of microscopes and the application of the scientific method through experimentation are stressed. The units of study are:

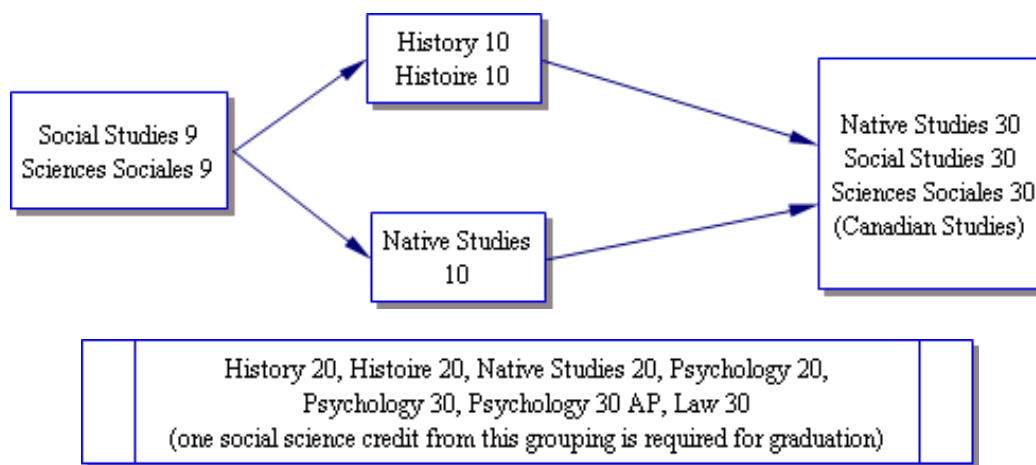
Unit 1:	Introduction to Biology	Unit 3:	Diversity of Life
Unit 2:	Ecological Organization	Unit 4:	Agricultural Botany

**BIOLOGY 30***\*Prerequisite\* - Science 10 – Biology 20 is strongly recommended. Chemistry 20 is recommended.*

This course offers five major themes: Chemical Basis of Life, Cell Structure and Function, Evolution, Genetics, and Animal Systems. The continuity of life through evolution is a common thread throughout this course. The themes are covered from the perspective of their relation to the human body systems and physiology. The units of study are:

Unit 1:	The Chemical Basis of Life	Unit 4:	Animal Systems
Unit 2:	Cell Structure and Function	Unit 5:	Evolution
Unit 3:	Genetics		

## SOCIAL SCIENCES



### **SOCIAL STUDIES 9/SCIENCES SOCIALES 9**

The grade 9 Social Studies course is an introduction to social science concepts and focuses on understanding the relationships between measuring time, human evolution, early civilizations and First Nations. In particular the course focuses on the origin and roots of Canadian Society and Culture. The purpose is to use these themes to help students know and appreciate the past, understand the present, influence the future and make connections between events and issues of the past, present and the future.

### **HISTORY 10/HISTOIRE 10**

*\*No Prerequisite\**

This course is designed to provide students with a basic understanding of industrialized, democratic societies. The historical content is used to show students how many of the social organizations, which developed during the late 18th and 19th centuries, have shaped modern decision-making processes. Major topics studied include the French Revolution, the Industrial Revolution, the Rise of Nationalism, Imperialism and World War I. In addition to content, a key focus is the development of those skills necessary for students to become critical and creative thinkers and independent learners.

Unit 1:	Political Decision Making	Unit 4:	Imperialism
Unit 2:	Economic Decision Making	Unit 5:	International Relations
Unit 3:	The Development of Nation States		

### **NATIVE STUDIES 10**

*\*No Prerequisite\**

This course examines the culture of the Indian Nations of Canada prior to the arrival of the Europeans with emphasis on the Prairie Native societies. The impact of European settlements on these societies is then examined as well as present day implications for First Nations People.

Unit 1:	Identity and Worldviews	Unit 3:	Governance
Unit 2:	Community and Kinship	Unit 4:	Economics

### **HISTORY 20/HISTOIRE 20**

*\*No Prerequisite\**

Students will study major world issues that have shaped the 20<sup>th</sup> century and continue to influence the 21<sup>st</sup>. There are four major themes in the course: international confrontation and cooperation; global interaction during the interwar years and WWII; the rise and interaction of the super powers; and contemporary global interactions. The development of research and dialectical thinking skills are also taught.

Unit 1:	Historical Background	Unit 4:	National Sovereignty and Collective Security
Unit 2:	Death of the Old Order	Unit 5:	Self-Determination and the End of the Cold War
Unit 3:	The Emergence of Totalitarianism		

### **NATIVE STUDIES 20**

*\* Prerequisite\* - History 10*

This course focuses on self-government and self-determination, the effects of development, social justice and social justice issues and how they all relate to Canadian Aboriginal people. This course helps students realize that issues facing Canadian Aboriginal peoples are similar to issues that face all Canadians. The three units of study covered include:

Unit 1:	Self Determination and Self Government	Unit 3:	Social Justice
Unit 2:	Development		

**NATIVE STUDIES 30: CANADIAN STUDIES** \*Prerequisite\* – *Native Studies 10 or Social Studies 10 or History 10*

Native Studies 30 examines contemporary issues relevant to Canadian Aboriginal people. This course provides students with political, legal, and Aboriginal perspectives on issues such as Aboriginal Rights, Land Claims, Treaty and Treaty Rights. The five units covered include:

Unit One:	Aboriginal Rights	Unit Four:	Governance
Unit Two:	Treaty and Treaty Rights	Unit Five:	Social and Economic Development
Unit Three:	Land Claims		

**PSYCHOLOGY 20***\*No Prerequisite\**

Psychology 20 is the study of human behaviour and mental processes in a social context. It is a course designed to guide the students to a better understanding of themselves as individuals in their own right and as members of the larger social context of their families, friends and citizens in a global community.

Unit 1:	What is social psychology?	Unit 3:	How do we make sense of our world?
Unit 2:	Who am I?	Unit 4:	How do we act and interact in a social world?

**PSYCHOLOGY 30***\*No Prerequisite\* - Psychology 20 is recommended.*

This course includes the study of psychological methods, the principles of developmental psychology, heredity and environment, understanding personality, personality disturbance, emotions, and motivation.

Unit 1:	What is Developmental Psychology?	Unit 4:	Adolescent Development
Unit 2:	Prenatal and Infant Development	Unit 5:	Early and Late Adult Development
Unit 3:	Early and Middle Childhood Development		

**AP PSYCHOLOGY 30 (ADVANCED PLACEMENT PSYCHOLOGY 30)** \*Prerequisite\* - *Students wishing to take AP Psychology must enroll in Psychology 20 in the same school year. Further admission criteria available from Student Services.*

The purpose of this course is to introduce students to the systematic and scientific study of the behaviour and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. This will allow students an opportunity to complete studies in high school which they may later use as an equivalent to an introductory university course in Psychology. It will also give students who are gifted in this area an opportunity to embark on new academic challenges.

Unit 1:	Methods, Approaches and History	Unit 4:	Adolescent Development
Unit 2:	Biological Bases of Behaviour	Unit 5:	Early and Late Adult Development
Unit 3:	Consciousness, Sensation, and Perception		

**LAW 30***\*No Prerequisite\**

This course is designed to prepare students to become active, informed and productive citizens who know and understand their legal rights and responsibilities. Through the course, students develop an understanding of the concept of law, and learn that the law reflects, and is shaped by, society's values and attitudes regarding social and human relationships. Throughout the course, students develop their understanding of the abstract nature of law, including sources and purposes, with concepts and content made relevant through study of the concrete application of law to current legal issues in Canada and the global community.

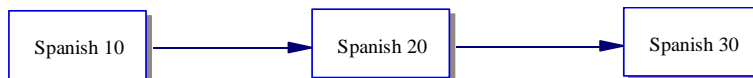
Unit 1:	Foundations of the Canadian Legal System	Unit 5:	Labour and Employment Law
Unit 2:	Criminal Law	Unit 6:	Contract Law
Unit 3:	Civil Law	Unit 7:	Environmental Law
Unit 4:	Family Law	Unit 8:	International Law

**SOCIAL STUDIES 30: CANADIAN STUDIES/SCIENCES SOCIALES 30***\*No Prerequisite\**

This course deals with contemporary issues facing Canadians. The emphasis in this course is to develop students' abilities to think and reason dialectically in their consideration of issues, and their approach to solving problems. In each unit the historical experience of Canadians is viewed from a modern perspective in an attempt to understand who we are, and why we react the way we do as a people, to the current issues and problems which confront us as citizens of the nation and the world.

Unit 1:	Change	Unit 4:	Governance
Unit 2:	Economic Development		
Unit 3:	Acculturation		

## SPANISH



### **SPANISH 10**

*\*No Prerequisite\**

This course is an introduction to the Spanish language and is designed to be a stand alone course. Students will be provided with basic skills in the areas of listening, speaking, reading and writing. Spanish 10 will assist students in developing an understanding and appreciation of the Spanish language and culture.

### **SPANISH 20**

*\*Prerequisite\* - Spanish 10*

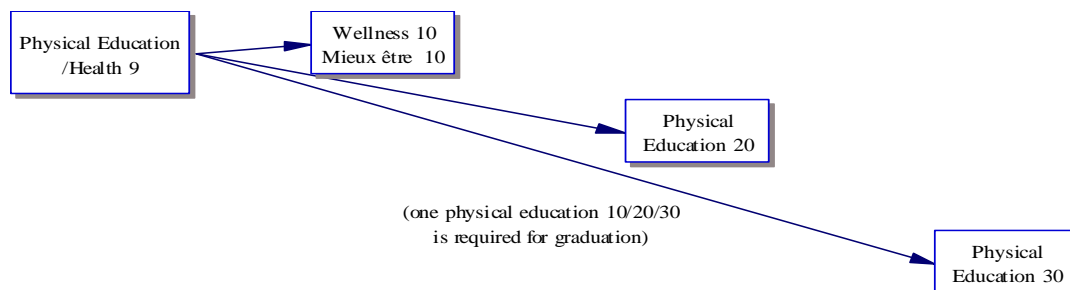
Students registered in this class will work on the development of listening, speaking, reading and writing competency in Spanish. They will also learn the various aspects of Spanish culture. Emphasis will be on the fluency of the language and on communication. Topics to be covered are lifestyles and media.

### **SPANISH 30**

*\*Prerequisite\* - Spanish 20*

This class will be the enhanced level in the Spanish program. Emphasis will be on fluency in oral and written language skills. Special attention will be given to the grammar components of the language. Areas of culture and lifestyle will be included.

## PHYSICAL EDUCATION



### **PHYSICAL EDUCATION /HEALTH 9**

This course has 3 basic goals:

- Active Living** – To enjoy and engage in healthy levels of participation in movement activities to support lifelong active living
- Skillful Movement** - To enhance quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities
- Relationships** – To balance self through safe and respectful personal, social, cultural, and environmental interactions in a wide variety of movement activities

The units of study will support a focus on health related fitness, core strength development as well as games, tactics and strategies.

### **WELLNESS 10 / MIEUX-ÊTRE 10**

*\*No Prerequisite\**

The aim of this course is the lifelong pursuit of Wellness. Through the interaction of mind, body and spirit, students will strive to establish and maintain a balanced lifestyle. Using an integrated physical activity component, students will develop and maintain healthy attitudes and behaviors within the five components of Wellness. These components include: Physical Fitness & Activity, Stress Management, Healthy Eating, Leisure, and Relationships.

Physical Activities: golf, tennis, bowling, wallyball, racquetball, rock climbing, aquatics (swimming, water safety/canoe rescue, & water polo), weight training, circuit training, fitness, football, volleyball, soccer, basketball, lacrosse, team handball, badminton, pickle ball, ultimate frisbee, rugby, field hockey, broomball, rhythmic & dance, educational gymnastics, and outdoor education (orienteering, hashing, quinzhee building, fire building, and outdoor cooking).

Unit 1: Physical Activity/Fitness

Unit 3: Stress Management

Unit 5: Relationships

Unit 2: Healthy Eating

Unit 4: Leisure

**TRANSPORTATION POLICY:** Students who register in Wellness 10 will have transportation provided for all activities held outside the school premises.

**SPORTS MEDICINE 20L***\*No Prerequisite\**

This is a locally developed elective designed to introduce students to sports medicine related careers, the fundamentals of body systems with a focus on the musculoskeletal system, nutrition and training, and the basics of sports medicine. Students will become certified in emergency first aid and have a basic knowledge of the prevention, recognition, treatment, and rehabilitation of common sport related injuries. They will learn supportive wrapping and taping techniques and proper injury treatment protocol.

Unit 1:	What is Sports Medicine?	Unit 4:	First Aid and Emergency Care
Unit 2:	Anatomy and Body Systems	Unit 5:	Environmental Concerns
Unit 3:	The Prevention and Care of Sport Specific Injuries		

**PHYSICAL EDUCATION 20***\*No Prerequisite\**

The aim of this course is lifelong participation in physical activity. This course is designed to introduce students to a wide variety of leisure time and recreational activities. The course provides for further development of personal skills as well as the knowledge of understanding skills, techniques, and rules of the activities. Students enrolling in this class should have a positive attitude towards athletics and be prepared to write detailed examinations. In addition, a study of sport issues that include: etiquette & sportsmanship, violence in sport and sport psychology will be addressed.

Physical Activities: canoeing, curling, golf, billiards, archery, tennis, 5 & 10 pin bowling, wallyball, squash, racquetball, rock climbing, aquatics (swimming, water safety/canoe rescue, & water polo), softball, broomball, weight training, circuit training, fitness, lacrosse, team handball, badminton, pickle ball, ultimate frisbee, basketball, volleyball, rugby, rhythmic & dance (aerobics), educational gymnastics, and outdoor education (orienteering, hashing, canoeing, quinzhee building, fire building, and outdoor cooking).

Thirty-five percent of the class time is spent away from the school in private and community facilities, forty-five percent of the class consists of physical activity (gym, training room, outdoor fields) and twenty percent is in the training room/weight room/classroom. Each student will be charged \$45.00. **TRANSPORTATION POLICY:** Students who register in Physical Education 20 will have transportation provided for all activities held outside school premises. Students who choose not to use the transportation made available by the school, assume full responsibility for their own transportation to and from community facilities.

Unit 1:	Aquatics	Unit 4:	Outdoor Pursuits
Unit 2:	Developmental Games and Sports	Unit 5:	Rhythmic Dance and Fitness
Unit 3:	Educational Gymnastics		

**PHYSICAL EDUCATION 30***\*No Prerequisite\**

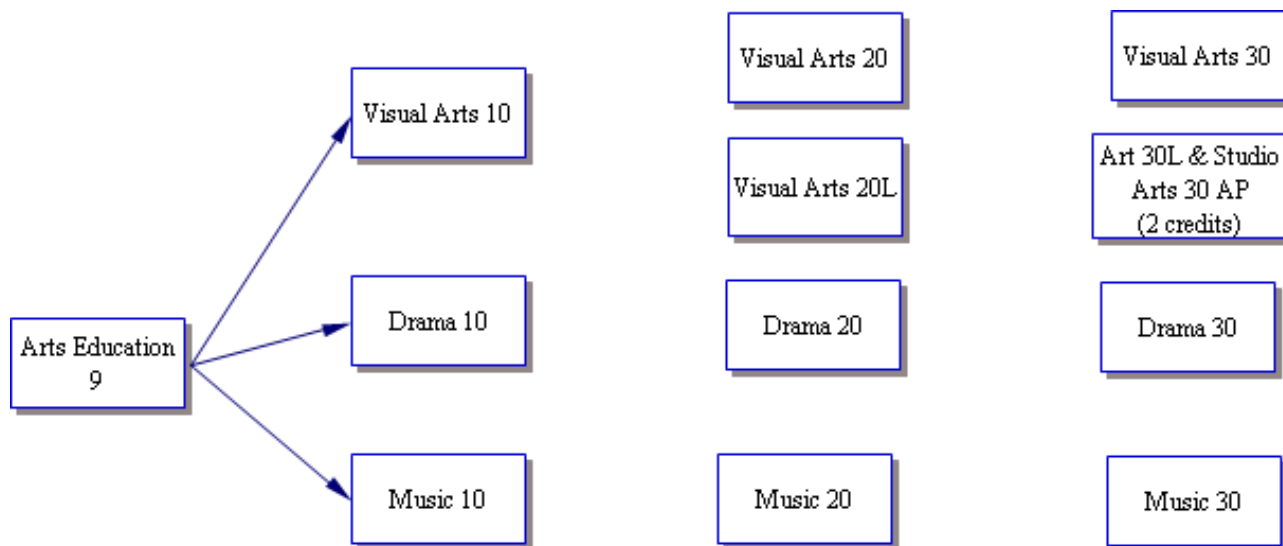
The aim of this course is lifelong participation in physical activity. This course deals primarily with leisure time and recreational activities. The course provides for an enhanced development of personal skills as well as the knowledge of understanding skills, techniques, and rules of the activities. Students enrolling in this class should have a positive attitude towards athletics and be prepared to write detailed examinations. In addition, a study of sport issues that include: etiquette & sportsmanship, violence in sport and sport psychology will be addressed.

Physical Activities: canoeing, curling, golf, billiards, archery, tennis, 5 & 10 pin bowling, wallyball, squash, racquetball, rock climbing, aquatics (swimming, water safety/canoe rescue, & water polo), softball, weight training, circuit training, fitness, lacrosse, team handball, badminton, pickle ball, ultimate frisbee, rugby, rhythmic & dance (aerobics), educational gymnastics, and outdoor education (orienteering, hashing, canoeing, quinzhee building, fire building, and outdoor cooking).

Forty percent of the class time is spent away from the school in private and community facilities, forty percent of the class consists of physical activity (gym, training room, outdoor fields) and twenty percent is in the training room/weight room/classroom. Each student will be charged \$50.00. **TRANSPORTATION POLICY:** Students who register in Physical Education 30 will have transportation provided for all activities held outside school premises. Students who choose not to use the transportation made available by the school, assume full responsibility for their own transportation to and from community facilities.

Unit 1:	Aquatics	Unit 4:	Outdoor Pursuits
Unit 2:	Developmental Games and Sports	Unit 5:	Rhythmic Dance and Fitness
Unit 3:	Educational Gymnastics		

## FINE ARTS

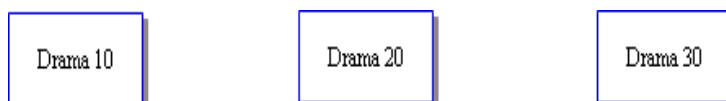


## ARTS EDUCATION 9

Arts Education is divided into three sections, the class includes:

<u>Art</u>	Explores the fundamentals of art and art appreciation. Class projects are directed toward developing the students' shift toward right-mode thinking. Students work on 2-dimensional pieces, primarily in pencil.
<u>Music</u>	Intended to introduce the students to the basics of sound and the elements of music. Students study and experiment with sound by focusing on the environment and the sounds around them. They learn basic elements of music theory and apply that to sound by composing their own pieces. The course culminates with hands-on activities.
<u>Drama</u>	Introduces the basic elements of drama. Students learn skills in the areas of improvisation, speech and rudimentary acting. Imagination and the development of self-esteem and confidence are emphasized.

## DRAMA



### DRAMA 10

*\*No Prerequisite\**

This is a creative drama class that emphasizes drama as a life skill and provides a foundation for skill development. Through drama we will work on group dynamics, sensory awareness, and concentration. The units covered include:

Unit 1: Improvisation	Unit 4: Characterization
Unit 2: Contextual Drama	Unit 5: Scene Work – Application-Collective
Unit 3: Movement	
Ongoing: Drama as experienced as audience member	

### DRAMA 20

*\*No Prerequisite\* - Drama 10 preferred*

This course builds on the basic skill areas initiated in Drama 10 by focusing specifically on script work, acting skills, and characterization. Theatre history and an understanding of stage terminology will be covered in the theoretical component of this class.

Unit 1: Improvisation	Unit 5: Theatre Studies (history)
Unit 2: Movement & Storytelling	Unit 6: Application-Collective
Unit 3: Vocal Work	
Unit 4: Characterization	
Ongoing: Drama as experienced as audience member	

**DRAMA 30***\*No Prerequisite\* - Drama 20 and some outside-the-class experience would be an asset*

Performance skills will be refined in conjunction with a technical examination of theatre. Areas such as set, costume, light, sound, and stage management will be covered.

Unit 1:	Improvisation	Unit 4:	Script Writing & Directing
Unit 2:	Combining Movement & Vocal Work	Unit 5:	Theatre study-play analysis
Unit 3:	Characterization	Unit 6:	Application Final Project
Ongoing:	Drama as experienced as audience member		

**MUSIC****MUSIC 10***\*No Prerequisite\**

Students will focus on expanding their music skills and literacy through three main areas. This class is primarily self-directed and therefore, students must be mature enough to work independently and practice on their own.

Performance:

- Individual study on a chosen instrument in consultation with the teacher
- Students will set goals and complete contracts

Theory:

- A pretest will be given to determine the student's level
- Students are expected to complete Level 1 Theory
- Students can use the theory time to work on their own theory assignments from their private music teachers

Projects:

- Students will complete various projects throughout the course of the semester related to different themes

**MUSIC 20***\*No Prerequisite\**

Students will focus on expanding their music skills and literacy through three main areas. This class is primarily self-directed and therefore, students must be mature enough to work independently and practice on their own.

Performance:

- Individual study on a chosen instrument in consultation with the teacher
- Students will set goals and complete contracts

Theory:

- A pretest will be given to determine the student's level
- Students are expected to complete Level 2 Theory
- Students can use the theory time to work on their own theory assignments from their private music teachers

Projects:

- Students will complete various projects throughout the course of the semester related to different themes

**MUSIC 30***\*No Prerequisite\**

Students will focus on expanding their music skills and literacy through three main areas. This class is primarily self-directed and therefore, students must be mature enough to work independently and practice on their own.

Performance:

- Individual study on a chosen instrument in consultation with the teacher
- Students will set goals and complete contracts

Theory:

- A pretest will be given to determine the student's level
- Students are expected to complete Level 3 Theory
- Students can use the theory time to work on their own theory assignments from their private music teachers

Projects:

- Students will complete various projects throughout the course of the semester related to different themes

## VISUAL ART



In Visual Art 10, 20 and 30 students will explore the language, methods and materials of visual art both as viewers and artists. As viewers, they will reflect and examine critically the role of visual art in cultures and societies, past and present, and explore the role of visual images in their daily lives. As artists, students will be challenged to incorporate their own ideas, experiences, feelings and observations, imaginations and cultural identities. Each of these courses focus on five themes.

### **VISUAL ART 10**

*\*No Prerequisite\**

Students continue the study of the fundamentals of art begun in Arts Education 90. A wide variety of media and techniques are introduced at this level and emphasis is on increasing student understanding of the art making process. The focus is on drawing (varieties of black and white), painting (acrylic) and 3-D sculpture (additive); other materials and methods are subject to change.

### **VISUAL ART 20**

*\*No Prerequisite\**

This class continues the emphasis on media and technique from Art 10. Students are further encouraged, however, to explore new media and develop greater technical skills in all aspects of their work. The goal is to have students explore where art ideas come from and encourage them to communicate ideas creatively in their art. The focus is on drawing (varieties of colour), painting (acrylic and watercolour), and 3-D sculpture (subtractive); other materials and methods are subject to change.

### **VISUAL ART 20L**

*\*No Prerequisite\**

Art 20 L is a one credit course for those students who have a strong interest and aptitude in Visual Art and who are seeking an opportunity to focus on drawing, 2-D or 3-D design. Students will set up and Individual Study Contract that builds on previous experiences and reflects their own personal interests. For all students this is a wonderful opportunity to create a body of work that reflects their individual interests and style. Students registering for this course might use this as an opportunity to begin their AP Portfolios, complete a second AP portfolio at the 20 level or continue taking art for credit for the entire year.

### **VISUAL ART 30**

*\*No Prerequisite\**

This course is designed to give senior students an opportunity to create a portfolio of work that reflects them as individual student artists. Assuming that students have had a variety of experiences with different media and techniques, they are given more opportunities to focus on personal preference. Emphasis will be placed on encouraging students to individualize their art work by integrating what they have experienced with their own personal imagery and style.

### **AP ART 30**

*\*No Prerequisite\* - restricted class which requires teacher recommendation*

The Advanced Placement Art 30 program is available to accommodate highly motivated students who have expressed an interest in completing the Advanced Placement Exam Portfolio. Teacher directed units will be presented in accordance with both Ministry of Education and College Board requirements. Emphasis will be placed on the completion of a volume of quality pieces for the BREADTH section of the portfolio. There will be an expectation that students attend extra work sessions over the lunch hour and possibly on weekends to assist students in achieving the necessary volume of work.

### **ART 30L**

*\*No Prerequisite\* - Visual Art 30 preferred*

Art 30L is a one-credit course for those students who have a strong interest and aptitude in Visual Art and who are seeking a more in-depth study in this area. Art 30L focuses on independent study and is an excellent opportunity to build a portfolio and pursue individual interests in their studio work. This course is mandatory for those students who are registered in Advanced Placement Studio Art. The focus will be on completing the CONCENTRATION component for their portfolios. For all students this is a wonderful opportunity to create a body of work that reflects their individual interests and style. Other modules include: curatorial study; the business of art; apprenticeship/mentorship; documentation and exhibition.

## BAND



**BAND 9 (Non-semestered)**      *\*No Prerequisite\* - 3 years of band instruction preferred*

The preparation and performance of different styles of music will allow each student to learn musical concepts and to develop technical skills on his or her instrument. In addition to full band rehearsals, students will be given the opportunity to develop solo and ensemble skills as well as to study the theory of music. Students will be involved in several performances including school functions and activities, public concerts and festivals. A band trip is usually planned for the members of band. Band 9 occurs after school, twice a week.

**BAND 10 (Non-semestered)**      *\*No Prerequisite\* - Band 9 preferred*

The preparation and performance of different styles of music will allow each student to learn musical concepts and to develop technical skills on his or her instrument. In addition to full band rehearsals, students will be given the opportunity to develop solo and ensemble skills as well as to study the theory of music. Students will be involved in several performances including school functions and activities, public concerts and festivals. Band 10 is a credit class, offered after school, twice a week. There is typically a scheduled trip planned for those enrolled in the band program.

**BAND 20 (Non-semestered)**      *\*No Prerequisite\* - Band 10 preferred*

As in Band 10, the preparation and performance of different styles of music will allow each student to continue to develop musical concepts as well as more advanced technical skills on his or her instrument. In addition to full band rehearsals, students will be given the opportunity to continue to develop solo and ensemble skills and the theory of music. Students will continue to be involved in performances including school functions and activities, public concerts and festivals. Band 20 is a credit class, offered after school, twice a week. There is typically a scheduled trip planned for those enrolled in the Band Program.

**BAND 30 (Non-semestered)**      *\*No Prerequisite\* - Band 20 preferred*

As in Band 20, the preparation and performance of different styles of music will allow each student to further develop musical concepts as well as more advanced technical skills on his or her instrument. In addition to full band rehearsals, students will be given the opportunity to further develop solo and ensemble skills. As well, the students will continue the study of the theory and harmony of music. Students will be involved in performances including school functions and activities, public concerts and festivals. Band 30 is a credit class, held after school, twice a week. A band trip is generally planned and scheduled for all members.

### **BAND SECTIONALS**

The band program includes 30 minutes per week of sectional practice which is necessary to allow for more individualized teaching and for greater understanding of the full band repertoire. This sectional practice time occurs during the regular school day and it does require each band student to miss a 30 minute portion of a class period. The sectional schedule will vary from week to week to ensure that this important practice time is not conflicting with the same class period.

## CHORAL



**CHORAL 9 (Non-semestered)**

This course is designed to familiarize the student with basic vocal/choral techniques using a variety of musical styles. Evaluation is based on choral singing skills, musical knowledge and understanding, attitude and commitment. A choral trip is typically planned within the year. Classes are held at lunchtime in the music room, twice a week.

**CHORAL 10 (Non-semestered)**      *\*No Prerequisite\**

This course is designed to familiarize the student with basic vocal/choral techniques using a variety of musical styles. Evaluation is based on choral singing skills, musical knowledge and understanding, attitude and commitment. This is a credit class. Classes are held at lunchtime in the music room, twice a week. Choral 10 runs the full school year and typically involves a scheduled trip for those participating in the Choral program.

**CHORAL 20 (Non-semestered)**      *\*No Prerequisite\**

This course is designed to familiarize the student with basic vocal/choral techniques using a variety of musical styles. Evaluation is based on choral singing skills, musical knowledge and understanding, attitude and commitment. This is a credit class held twice a week. Classes are held at lunch time in the music room. A scheduled trip for those participating in the choral program is usually incorporated.

**CHORAL 30 (Non-semestered)**      *\*No Prerequisite\**

This course is designed to familiarize the student with basic vocal/choral techniques using a variety of musical styles. Evaluation is based on choral singing skills, musical knowledge and understanding, attitude and commitment. This is a credit class. Classes are held at lunch time in the music room, twice a week. A choral trip is typically planned for the members.

**VOCAL JAZZ****VOCAL JAZZ 9 (Non-semestered)**

Vocal Jazz is an auditioned ensemble that rehearses at 7:30 AM, two mornings a week. It is an extension of the Choral program and therefore students must be in Choral as well. The class focuses on jazz repertoire and students should be able to read music. Students are expected to practice the repertoire on their own between rehearsals.

**VOCAL JAZZ 10L (Non-semestered)**      *\*No Prerequisite\**

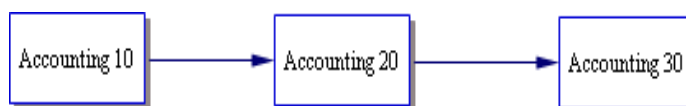
Vocal Jazz is an auditioned ensemble that rehearses at 7:30 AM, two mornings a week. It is an extension of the Choral program and therefore students must be in Choral as well. The class focuses on jazz repertoire and students should be able to read music. Students are expected to practice the repertoire on their own between rehearsals.

**VOCAL JAZZ 20L (Non-semestered)**      *\*No Prerequisite\**

Vocal Jazz is an auditioned ensemble that rehearses at 7:30 AM, two mornings a week. It is an extension of the Choral program and therefore students must be in Choral as well. The class focuses on jazz repertoire and students should be able to read music. Students are expected to practice the repertoire on their own between rehearsals.

**VOCAL JAZZ 30L (Non-semestered)**      *\*No Prerequisite\**

Vocal Jazz is an auditioned ensemble that rehearses at 7:30 AM, two mornings a week. It is an extension of the Choral program and therefore students must be in Choral as well. The class focuses on jazz repertoire and students should be able to read music. Students are expected to practice the repertoire on their own between rehearsals.

**PRACTICAL AND APPLIED ARTS****ACCOUNTING 10**      *\*No Prerequisite\**

Any students interested in pursuing a post secondary course in Business Administration or Commerce should take this course. This course introduces the student to the purposes and practices of accounting. The students will study the accounting cycle and how it relates to a service firm. Other activities include preparing financial statements, general journal, general ledger, 6 column worksheet, closing entries, basic banking and cash control. Students will be exposed to computer applications to aid in the preparation of financial documents. Accounting 10, 20, and 30 provide an excellent background for any post-secondary course in accounting.

Unit 1: Establishing a Business

Unit 4: Journalizing and Posting to Accounts

Unit 2: Analyzing Changes in the Accounting Equation

Unit 5: Preparing Financial Statements

Unit 3: Using Accounts

Unit 6: Closing the Ledger

**ACCOUNTING 20**      *\*Prerequisite\* - Accounting 10*

Any students interested in pursuing a post secondary course in Business Administration or Commerce should take this course. The objective of this course is to expand the basic accounting cycle from a service firm to a merchandising firm. Other topics include special journals, discounts, schedules, subsidiary ledgers, financial statements, taxation, and synoptic journals. Computerized applications will be used to aid in the preparation of financial documents.

Unit 1: Accounting Concepts for Merchandising Business

Unit 4: Expanded Adjusting Entries

Unit 2: Accounting Cycle for a Merchandising Business

Unit 5: Completing the Accounting Cycle

Unit 3: Adjusting for Prepaid expenses and Depreciation

**ACCOUNTING 30**

*\*Prerequisite\* - Accounting 20*

These course examines introductory management accounting and financial statement analysis. Included are: cost behaviour, cost/volume/profit analysis, budget asset analysis including depreciation and inventory. Computers will be used to assist in making these analyses.

- |         |                       |         |                              |
|---------|-----------------------|---------|------------------------------|
| Unit 1: | Corporate Accounting  | Unit 3: | Management Accounting        |
| Unit 2: | Management Accounting | Unit 4: | Departmental Cost Accounting |

Career & Work  
Exploration 10/20  
(2 credits)

Career & Work  
Exploration A30/B30  
(2 credits)

**CAREER AND WORK EXPLORATION 10/20 (2 credits)**

*\*No Prerequisite\**

These courses offer students the opportunity to learn about working in the real world through in-class and work placements. Career and Work Exploration focuses on how to start students off in the process of selecting a career. Students engage in a variety of interactive classroom activities relating to career planning, portfolio development, employability skills, transferable skills, and labour and safety issues as they apply to young workers in a workplace setting. About half of the class time for the semester will be in class, where students will explore the “Ready for Work” booklet. Students will be doing research into what kind of fields they would like to explore, going for an interview. After the in-class component is done, students will be excused from this class in order to work at three 30-hour work placements. These placements require transportation to and from the work site, time commitment, dedication and keeping a journal. Afterward, students will complete job resumes that include their work placements.

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|---|---|
| Unit 1: An Introduction to Career Development         | Unit 9: Occupational Health and Safety                            |
| Unit 2: Portfolio Building                            | Unit 10: Labour Standards   |
| Unit 3: Portfolios                                    | Unit 11: Self-Awareness and Success                               |
| Unit 4: Understanding Transferable Skills             | Unit 12: Workplace Hazardous Materials Information System (WHMIS) |
| Unit 5: Career Information                            | Unit 13: Recognizing Hazards                                      |
| Unit 6: Work Study Preparation & Follow-up Activities | Unit 14: Job Search Skills, Tools and Strategies                  |
| Unit 7: Work Placement                                | Unit 15: Career Decisions   |
| Unit 8: Reflections                                   | Unit 16: Workplace Ethics, Human Rights and Equity                |

**CAREER AND WORK EXPLORATION A30/B30 (2 credits)**

*\*No Prerequisite\**

These courses consist of in-class and workplace learning that allow students to make transitions to work, apprenticeship and post-secondary programs. Career and Work Exploration maximizes opportunities for students to access the workplace and experience career choices. Students may gain entry level skills to employment, refine skills in a designated trade, or establish career pathways in a workplace setting. There is a strong emphasis on the work placement which involves a major time commitment for those enrolled.

- |   |   |
|---|---|
| Unit 1: An Introduction to Career Development         | Unit 11: Self-Awareness and Success                               |
| Unit 2: Portfolio Building                            | Unit 12: Workplace Hazardous Materials Information System (WHMIS) |
| Unit 3: Portfolios                                    | Unit 13: Recognizing Hazards                                      |
| Unit 4: Understanding Transferable Skills             | Unit 14: Labour Market Information                                |
| Unit 5: Career Information                            | Unit 15: Employability Skills & the Changing World                |
| Unit 6: Work Study Preparation & Follow-up Activities | Unit 7: Work of Work  |
| Unit 8: Reflections                                   | Unit 16: Exploring Educational and Career Pathways                |
| Unit 9: Occupational Health and Safety                | Unit 17: Job Search Skills, Tools and Strategies                  |
| Unit 10: Labour Standards                             | Unit 18: Career Decisions   |
|   | Unit 19: Workplace Ethics, Human Rights & Equity                  |





**PAA SURVEY 9 APPLIED TECHNOLOGY (INDUSTRIAL ARTS)** \*No Prerequisite\*

This hands-on course introduces students to three areas of the Practical and Applied Arts:

Unit 1: Woodworking      Unit 2: Engineering Design      Unit 3: Electrical Design

The Woodworking unit consists of instruction in safe use of tools, learning to identify and use basic hand tools, and some stationary power tools. Students will build two wood projects; a routed pine name plaque and a mission style shelf and coat rack. The Engineering Design unit introduces students to the design process, leading to the design of projects in engineering. Projects consist of designing and building a bridge using engineering principles and testing its strength by causing it to fail. The second project is a competition to design and build an elastic powered boat. In the Electrical Design unit students will be introduced to basic electrical principles and concepts, designing simple circuits, and problem solving with low voltage electricity.

**PAA SURVEY 10B INDUSTRIAL ARTS** \*No Prerequisite\* - PAA Survey 9 Industrial Arts is recommended

This course provides an introduction to three areas of the Practical and Applied Arts:

Unit 1: Woodworking      Unit 2: Metalworking      Unit 3: Electrical

Introductory level woodworking provides students with an opportunity to learn about and work with wood, making a beach chair for a final project. Metalworking introduces students to shielded metal arc welding, spot welding, basic metal working tools, and sheet metal. Students will build a small metal chassis from sheet metal and spot weld it together for an electrical project. The electrical component covers electrical safety, theory, and practice. Learn how to solder, repair broken wires, household wiring, and build a continuity tester.

**PAA SURVEY 20B INDUSTRIAL ARTS** \*No Prerequisite\* - PAA Survey 10B Industrial Arts is recommended

This course offers practical experience and studies in:

Unit 1: Small Engines      Unit 2: Welding and Metalwork      Unit 3: Intermediate Woodworking

Small engines explores the theory and operation of single cylinder gas engines. Students will disassemble and assemble a small engine while learning how it operates. Welding introduces students MIG welding, metal working tools, and construction of various metal projects. Intermediate woodworking focuses on the use of stationary power tools, routers, with an emphasis on joinery. Students will make a wooden storage box with customized compartments.

**PAA SURVEY 30B INDUSTRIAL ARTS** \*No Prerequisite\* - PAA Survey 20B Industrial Arts is recommended

This course focuses on advanced woodworking, introduction to electronics, and gas welding and cutting and MIG welding.

Unit 1: Advanced Woodworking      Unit 2: Oxy-Acetylene Cutting and Welding      Unit 3: Electronics

Advanced woodworking provides students with an opportunity to build selected advanced wood projects in addition to advanced woodworking skills. Introduction to electronics explores electronic concepts while building electronic devices and circuits. Welding introduces students to Gas and MIG welding and construction of various metal projects.



**PAA SURVEY 9 DESIGN TECHNOLOGY (HOME ECONOMICS/FOOD STUDIES)*****\*No Prerequisite\****

Do you love to eat? Are you creative? Have you ever used a sewing machine? This full semester class of grade nine home economics involves approximately ten weeks in each of the areas of study (Foods and Clothing). In the "Foods Unit", you will learn to make such foods as muffins, pancakes, crepes, quick chocolate drops, sugar cookies, cinnamon buns, brownies, tea biscuits, and a group breakfast. You will learn about nutrition, Canada's Food Guide, and terms such as carbs, micro- and macro-nutrients. You will learn proper measuring techniques, kitchen hygiene and safety, equipment names, meal planning techniques and childcare. You will also learn about proper table etiquette. In the "Clothing Unit" you will complete twelve basic sewing samples. You will also have the opportunity to sew an apron (that you can wear in the Foods lab), pyjama pants, shorts, boxers or pillows. You might even make a stuffed animal. Many of these learned skills are beneficial on personal level, but also in careers such as food service, dietetics, clothing manufacturing and re-upholstery.

Unit 1: Sewing Basics and Sewing Machine	Unit 6: Nutrition and the Canada Food Guide	
Unit 2: Patterns and Measurements	Unit 7: Quick Breads	Unit 11: Egg Cookery
Unit 3: Fibres and Fabric	Unit 8: Cookies	Unit 12: Child Care
Unit 4: Clothing Construction	Unit 9: Yeast Bread	Unit 13: Breakfast
Unit 5: Equipment and Measuring	Unit 10: Milk Group	

**FOOD STUDIES 10*****\*No Prerequisite\****

This introductory level class is designed to help students build daily living skills and form the basis for further learning about food, nutrition, and meal planning. The modules presented are developed for students who have no previous experience in food studies but previous experience either at home or in other Home Economics classes would be a definite asset. Students will have the opportunity to obtain the "Certificate in Safe Food Handling" from Regina Health District. Having this certificate improves the student's chance of working in the food industry. Through notes and hands-on experiential learning students will explore and discover the world of food. Labs will include recipes on snack foods, Tea Biscuits, muffins, cakes, cookies, pizza, Fruit Crisps and Cobblers, puddings, Cinnamon Buns, pastry, etc. Students will be conducting a Nutrition Campaign in which they will try to convince the rest of the class that the nutrient which they chose to research is the best. Students will prepare a Survival Book for themselves as a summary of the semester's work. This book will have 25 of their favourite survival recipes, as well as how to shop, and tips on nutrition and kitchen skills. This booklet will be one that they can use for themselves in the future.

Module 1: Kitchen Basics (core)	Module 7: Milk and Dairy Products (core)
Module 2: Kitchen and Food Safety (core)	Module 8: Eggs (core)
Module 3: Baking Basics (core)	Module 9: Snacks (core)
Module 4: Food and Health (core)	Module 12: Cakes and Pastries (optional)
Module 5: Grains (core)	Module 13: Baking with Yeast (optional)
Module 6: Vegetables and Fruits (core)	

**FOOD STUDIES 30*****\*No Prerequisite\****

The Food Studies curriculum focuses on essential knowledge and understanding of food and nutrition. It stresses the importance of making healthy food choices in order to promote the well-being of individuals and families. It also aims to develop self-reliance, independence and positive social skills as well as to teach basic life skills and knowledge that all students need. Students will have the opportunity to obtain the "Certificate in Safe Food Handling" from Regina Health District. Having this certificate improves the student's chance of working in the food industry. Students who already have this certificate will do an alternate practical assignment by planning and preparing hot foods for the school canteen. Some of the labs in this course include recipes from the past, Apple Strudel, Fergosa Bread, Jamaican Pitas, pastries, Taco Pie, candy and the planning, shopping, preparation and serving of a complete meal. Each group will also plan and serve a hot food for the school canteen. The money that they make goes toward their meal assignment. Students will be doing two major assignments. One is to prepare a cookbook of fifty or more recipes that they can use when they leave home. The second assignment is to select a country and learn about its culture and food-related customs. Students often like to choose a country that is part of their heritage, or that they have visited. A "Good Cooking" assignment in which students demonstrate their skills at home will also be done.

Module 2: Kitchen and Food Safety (core)	Module 19: International Cuisine (optional)
Module 10: Canada's Food Guide and Beyond (core)	Module 22: Creative Baking (optional)
Module 14: Keep It Cold (core)	Module 26: Food Additives (core)
Module 15: Protein Foods (core)	Module 27: Current Food Issues (core)
Module 17: The Science of Nutrition (core)	Module 28: Exploring Careers (core)
Module 18: The Canadian Food Mosaic (core)	

**CLOTHING TEXTILES AND FASHION 30**      *\*No Prerequisite\**

This course has been designed to create an awareness of the role of clothing, textiles and fashion in our daily lives. Modules have been developed for the student who has the desire to learn to sew and/or design clothing and textile products. Students will start at the basic sewing level using commercial patterns, sewing machine and a serger. Students will experience skills through a combination of theory and practical experiences within the school and/or workplace. With the trend toward self-employment and small business, the knowledge and skills acquired can be transferred into the world of work.

Module 1: Basic – Successful Sewing	Module 8: Clothing: A Powerful Resource
Module 2: Construction Details – Successful Sewing	Module 9: Textiles – The Science of Fabric
Module 3: Advanced – Successful Sewing and Industrial Techniques	Module 10: Textile Applications
Module 4: Design Fundamentals – A Wearable Art	Module 11: Language of Fashion
Module 5: Clothing Decisions	Module 12: Fashion Industry
Module 6: Redesign, Restore or Recycle	Module 13: You As the Fashion Designer
Module 7: Fitting and Pattern Alterations	Module 14: (Optional) Work Study

**INTERIOR DESIGN 30**      *\*No Prerequisite\**

Interior Design allows students to gain an appreciation of the elements and principles of design which form the foundation by which all design is judged. Through a study of design fundamentals students will develop an increased ability to make their surroundings as attractive as possible. This course will be of a "hands on nature". Classes will include notes, questions and answers as well as some reading. A large portion of the class time will be spent exploring design through the use of magazines, resource books and field trips. Ten hours of class time will be allocated to an Applied Design Project or a Work Study component. The course culminates in the students designing a "Dream Home, complete with floor plan, furniture, window treatments, colours, flooring, etc. Students will also have a chance to learn interior design through field trips to interesting homes in Regina and area during class time. Through course exploration students will also become aware of careers related to this field.

Module 1: Design Fundamentals (Core)	Module 6: Accessories (Core)
Module 2: Openings, Windows, Window Treatments and Doors (Optional)	Module 7: Developing and Decorating a Floor Plan (Optional)
Module 3: Treatment of Walls and Ceilings (Optional)	Module 8: Applied Design (Optional)
Module 4: Floors and Flooring (Optional)	Module 9: Visual Design Displays (Optional)
Module 5: Furniture and Appliances (Optional)	Module 10: Exploring Careers (Core)
	Module 11: Work Study Preparation and Follow up Activities (Optional)
	Module 12: Work Study (Optional)

Photo-Graphics  
10

Photography  
20

**PHOTO-GRAPHICS 10**      *\*No Prerequisite\**

This course introduces students to Photography and Graphic Arts as it relates to business and industry today. Students will examine the fundamentals of photography and graphic arts design through the use of technology and manipulation of other resources. Links to personal use and career pathways will be explored. This course may lead to Graphic Arts 20 and 30 course offering.

**PHOTOGRAPHY 20**      *\* No Prerequisite\* Photo-Graphics 10 is recommended*

This course consists of 10 Core units of study continued from Photo-Graphics 10. There are 5 optional units of study.

Module 1: Safety	Module 6: Color Photographic Films
Module 2: Camera Lenses & Related Accessories	Module 7: Intermediate Digital Photography
Module 3: Printing Papers: Black & White and Color	Module 8: Critiquing Photographs
Module 4: Artificial Lighting – Electronic Flash	Module 9: Professional Portfolios
Module 5: Additional Black & White Printing Techniques	Module 10: Color Film Development – Reversal Processing
Extra Units of Study may include:	
Photojournalism	Work Study
Retouching and Hand Coloring	Extended Study
Work Study Preparation and Follow up Activities	