2026-2027 JMHS

Student Handbook

John Maland High School

105 Athabasca Avenue

Devon, AB

T9G 1A4

PH: (780) 987-3709

PRINCIPAL	Mr. Jon Ganton	jon.ganton@gshare.blackgold.ca
ASSISTANT PRINCIPAL	Ms. Brilene Wohlgemuth	brilene.wohlgemuth@gshare.blackgold.ca

http://jmhs.blackgold.ca/

Email: jmhs@gshare.blackgold.ca

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MESSAGE FROM THE PRINCIPAL

As your principal, it is my honor to welcome you all back to John Maland High School for what promises to be an incredible journey of growth, discovery, and achievement.

Each new school year brings with it a sense of anticipation and opportunity, and I want you to know that I am genuinely thrilled to be embarking on this journey alongside each and every one of you. Whether you're returning after a refreshing break or starting your journey with us for the first time, know that you are an integral part of our school community, and we are so glad to have you here.

As we kick off this new academic year, I encourage you to approach each day with an open mind, a positive attitude, and a willingness to embrace new challenges. Whether you're diving into advanced coursework, exploring new interests, or connecting with friends old and new, remember that every experience is an opportunity for growth and learning.

Make the most of your high school experience. Get involved in extracurricular activities, meet new people, develop friendships that will last a lifetime. Work towards being the best version of yourself. The staff at JMHS are here to help guide you through these times. If you ever need help, ask immediately.

Have a great year!

Jon Ganton

General School Information

JMHS School Calendar

Please visit the Division calendar: https://www.blackgold.ca/division-annual-calendar-2

For Diploma exam information, please go to the following link: Diploma General Information Bulletin

myPass

Starting in grade 10, students can access information about their education 24/7 through their **MyPass Account**. This account allows students the ability to:

- order high school transcripts in English or French
- view diploma exam marks
- register to write or rewrite diploma exams with online payment
- view and print Detailed Academic Reports (DAR), which lists all the courses taken in high school, and credits earned
- view progress towards a credential (diploma or certificate)
- order additional copies of an awarded credential in English or French, such as CPR training.

The front office will help your child set up their MyPass account in September.

FIRST DAY OF SCHOOL

There are no homeroom classes in high school. Students will go to their first block class. There will be a “Welcome Back” assembly in the gym at an appropriate time within the first week of school**.**

Lockers

In accordance with Black Gold policy, students are expected to complete a locker registration form. **Only school locks are to be used on the lockers.** Any other locks will be removed without notice. Students will be responsible for maintaining both the exterior and interior of their lockers. Students will be charged for damage or any unusual cleaning their locker may need at the end of the year. Lockers remain the property of the school, and as such are subject to search by school personnel.

Students from the community and NAX U18 programs who require a locker will receive their lock and locker assignment from their first block class. NAX U17 and Golf program students will receive their lock and locker assignment from their third block class. Each first and third block class is given a section of lockers for students to choose from. Students who require a locker and have first block spares must come to the office for their locker assignment.

Textbooks

Teachers will give the student a textbook request form and directions as to which textbooks they will require for semester 1. Students will be called down to the Learning Commons to check out their textbooks. Students who have outstanding fees or books that have not been returned to the Learning Commons will not be able to pick up their textbooks.

Verification Forms

Each year we require verification of any address changes, phone numbers, emergency contact updates, consent forms for student admirable use of Black Gold technology, consent for school emails, consent to leave school grounds, parent council and fundraising committee. This is all completed on one document that is located in your PowerSchool parent account under "Student Enrolment Verification". https://powerschool.blackgold.ca/public/

School Day Hours of Operation (Bell Times)

Warning Bell	8:12
BLOCK 1	8:15-9:40
BLOCK 2	9:45-11:10
LUNCH	11:10-11:50
Warning Bell	11:47
BLOCK 3	11:50-1:15
BLOCK 4	1:20-2:45
BLOCK 5	2:50-4:15

STARTING THE SCHOOL DAY

The school day begins at 8:15 with the playing of 'O Canada' followed by announcements. Students are expected to be in class before the start of the national anthem. Announcements are made over the intercom in the morning and again after lunch.

LATE POLICY

Students are expected to be on time for every class and to be present in the classroom prior to the playing of the national anthem each morning. Students arriving late will be required to sign in on the late google form, QR codes can be found around the school and in the office.

A student who has more than 6 unexcused lates in each calendar month will have a meeting with school administration and may be required to spend lunch hour(s) or spare(s) in the office catching up on missed work due to chronic lates. Parents will be notified if a student's presence at lunch or during spares is being enacted.

SIGNING OUT

Students **must** sign out at the office if they leave the school due to illness or for medical appointments. Students will be encouraged to phone home prior to leaving and are asked to have a parent call and confirm they are leaving the school due to illness or for a scheduled appointment.

LIBRARY LEARNING COMMONS

The JMHS Learning Commons exists to provide students and staff with an inviting, inclusive, comfortable space that facilitates student-centered collaboration and inquiry, both physically and virtually.

The Learning Commons is open Mon- Fri 8:00 AM – 3:00 PM

Students are expected to follow the JMHS Learning Commons Policy.

Students are encouraged and welcome to enjoy fiction and non-fiction books from the collection, with loan periods being 14 days for physical books and 21 days for eBooks.

All computers in the Learning Commons are to be used in a responsible, efficient, ethical and legal manner.

WEEKLY EMAIL UPDATES

A weekly email will be sent prior to Monday morning with upcoming important information, dates, resource links etc.

Fees for Optional Courses

Please visit: https://jmhs.blackgold.ca/student-fees for detailed information about optional course fees at JMHS

School Supplies

For a full list of school supplies, please visit our website: ***https://jmhs.blackgold.ca/supply-list***

Math Calculators – TI84+ is required for Math 10C, 20-1, 20-1 & 20-2, 30-1 & 30-2

Students will be required to purchase and maintain their own calculators. The TI84+ is the only calculator on which students will be given in-class instruction. **Do not purchase the TI-Inspire**. Students in Math 10-3, 10-4, 20-3, 20-4, 30-3 do not require graphing calculators.

Illness

We understand students come down with illnesses during the school year. Students are required to contact their teachers via email to request missed work and assignments. It is the responsibility of the parent/guardian to inform the school office of any absences of the student. Only students that have registered as an independent student can call in his or her own absence. Students that turn 18 years old during the school year still need their parent/guardian to call or email in his or her absence.

Medication Policy

JMHS staff are prohibited from dispensing any type of prescription and non-prescription medications to students (including Tylenol and Advil). When a student requires medical procedures or medication, parents must complete a **"Severe Medical Form"**. Please contact the school office for more information (780) 987-3709.

Visitors to the School

Anyone who is not registered in our school or who is not a Black Gold School employee is considered a visitor to our school. To ensure the safety of all our students, **all visitors** entering the school must meet with whomever they wish to see in the general office. Visitors require the consent of the administrator to be on school property and outside the general office. Under special circumstances, a student may be granted permission to bring a guest into the school, but the student would need to clear that request with administration well in advance of the visit. Children of mature students are subject to the same rules.

Fire Drills/Emergency Procedures

For the safety of our students, we are required to do a number of practice emergency drills during the year. Students are expected to cooperate fully with all fire drill and emergency procedures.

Parking/Street Safety

Students are expected to abide by all traffic and parking laws, and park only in assigned areas (in the parking lot across the street or along Athabasca Avenue). Vehicles that are in violation of these restrictions will be towed away at the owner's expense.

Students are reminded that they are expected to attend to their own safety and that of others, and abide by all laws when crossing the street to the park. The Royal Canadian Mounted Police (RCMP) may issue tickets for anyone in violation of the law.

Accidents and Student Injury

All accidents must be reported to the office immediately. The school will contact parents and get the medical attention that is deemed necessary. Accident report forms will be filled out, sent to the Black Gold School Division Office and a record kept at the school.

Course Stream Changes After School Start

Students have two weeks at the beginning of each semester to become familiar with the rigor and expectations of a course. If a student anticipates they will be unable to successfully complete the course, they may request a course change provided there is space available.

Withdrawing from School

Students who withdraw from school are expected to see Student Services or an Administrator to complete a withdrawal form and return all textbooks. Records will not be forwarded until the student has cleared all outstanding school accounts.

Fee Refunds

Fees will be refunded as Credit on a prorated basis. No fees will be refunded or credit granted after the end of December for Semester 1 courses, or after the May long weekend for Semester 2 courses.

Abandoned Locker Contents

All lockers must be cleared at the end of the year. Contents will NOT be kept past the last day of school. All abandoned contents will be sorted and anything of value will be given to charity. Contents that are left in a locker after a student withdraws from school during the year will be kept for 2 weeks and then given to charity.

Lost and Found

There is a lost and found box outside the school office. The box is cleared once per semester and abandoned items are given to charity.

STAY CONNECTED

Parents are able to stay connected with their child's academic and personal progress. The school database for student information is **POWERSCHOOL**. Parents can access information about their child through the parent portal: https://powerschool.blackgold.ca/public/. Families new to JMHS will receive an email with log in information. Please email jmhs@gshare.blackgold.ca or call (780) 987-3709 if you have any questions.

The PowerSchool App is not supported by the developer of PowerSchool. There may be missing or incorrect information. **For accurate information, please go to the parent/student sign in link on our webpage**.

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

- A student's current grade
- Missing assignments and tests
- Comments relating to classroom activities and feedback on tasks not included in the final grade.
- Attendance/Lates
- Permission forms
- Pay school fees

SCHOOL COUNCIL

JMHS School Council is run using a representative model of governance. The School Trustee and other interested parents are invited to attend all meetings but do not have voting privileges. Elections for new positions will occur each September. Elected members are expected to attend monthly meetings.

EXTRA-CURRICULAR PROGRAMS

Our school colours are blue and gold and our school teams carry the name WILDCATS. Join one of our many extra-curricular activities – ***WILDCAT PRIDE*** starts with you!

Board Games Club - Daily at Lunch in LLC	Dungeons and Dragons - Wednesday lunch - Band Room
Robotics Club - Monday After School - Rm. 118	JMHS Athletics
Travel Club - depends on planned trips	Jazz Band

LEADERSHIP ACTIVITIES

JMHS offers students an opportunity to participate in several clubs and activities. Listen for announcements!

Grad Committee	Students' Union
Gender and Sexuality Alliance	

WILDCAT ATHLETICS

JMHS offers a wide range of sports to encourage as many students as possible to participate on a school team.

Students interested in participating on these teams should listen for announcements or see the Athletic Department.

Parents or community members who wish to contribute time coaching or managing a team should contact JMHS.

Representing JMHS on a school team is a privilege and comes with the responsibility of meeting all school expectations regarding achievement, behavior, and attendance. Students who do not meet these expectations may be denied the privilege of participation in part or all of a season. Here are our potential options.

Badminton	Golf
Basketball (Boys & Girls)	Rugby
Cross Country Running	Track and Field
Fitness Centre	Volleyball (Boys & Girls)

STUDENTS' UNION

The Students' Union is active in sponsoring activities for students. They also represent the students of JMHS within the community. Council is elected in the spring and grade 10 reps are elected in the fall. If you are interested in joining the Students' Union please contact Mrs. Gervais, Mrs. Gowda or Mr. Edmundson.

MINIMUM CREDIT LOADS

Black Gold Regional Schools' policy requires students to carry specified minimums in terms of course loads.

- Grade 10: 40 Credits – no spares during the school year
- Grade 11: 35 Credits – 1 spare is allowed during the school year
- Grade 12: 30 Credits – 1 spare each semester
- Returning Grade 12: 15 credits per semester

Due to unforeseen health circumstances a student may be allowed to maintain their registration carrying less than the minimum credits.

A student whose credit load drops below the minimum requirement for their grade because of attendance, achievement, or they stop attending the course, is in danger of having his or her registration at JMHS terminated for the semester.

Students can earn credits well beyond the minimum because:

- They want to send a message to institutions and employers that they are someone who goes beyond the minimum.
- They want to take advantage of taking high school courses that would normally cost money outside of school.

At JMHS, you are expected to take at least 110 credits over 3 years, but we encourage our students to earn even more.

NORTHERN ALBERTA XTREME HOCKEY ACADEMY

Northern Alberta Xtreme is in partnership with Black Gold School Division and operates out of John Maland High School and Riverview Middle School. NAX currently has 6 hockey teams in the CSSHL hockey league. This program is designed to foster academic success for student athletes. For more information, please use the following links:

- www.naxhockey.com
- www.csshl.com

As per Hockey Canada's policy, CSSHL programs are required to have all of their student athletes attend a school that is aligned with the CSSHL program. All students in the Northern Alberta Extreme (NAX) program must attend John Maland High School (JMHS). The NAX program and JMHS have a dedicated school liaison that works with students and coaches to ensure grades are being kept up and provides increased academic monitoring. If a student athlete is not meeting their academic potential then they will be put onto an education plan and provided support until their grades reach their academic potential.

If a NAX athlete transfers schools from JMHS during the school year, they will be ineligible to participate, practice or play games as per CSSHL rules. Accordingly, if a NAX athlete transfers from JMHS during the school year, they will be ineligible to return to the NAX program or JMHS the following year. Athletes that transfer during the school year will be withdrawn from their scheduled courses and will not receive credits for any withdrawn courses.

NAX athletes are required to follow the JMHS recommendation for credits for their particular grade:

Grade 10 - 40 Credits (8/8 Blocks)
Grade 11 - 35 Credits (7/8 Blocks)
Grade 12 - 30 Credits (6/8 Blocks)

These classes need to be taken in-person at JMHS.

Under extenuating circumstances, JMHS administration may establish different criteria for individual students based on course availability, diploma requirements, academic performance, past summer school enrollments, etc.

If a student is referred to Black Gold Outreach by JMHS administration for second languages or core course(s) that do not fit into the athlete's schedule that will be considered a class with JMHS.

NAX athletes are also expected to abide by the JMHS Academic Acceleration policy in the student handbook.

Student Code of Conduct

The JMHS Student Code of Conduct establishes the parameters for behaviour and academic effort and is based on the Government of Alberta's provincial Education Act and is also based on policies established by Black Gold School Division.

Section 31 of the Province of Alberta's Education Act states that:

A student, as a partner in education, has the responsibility to

a) attend school regularly and punctually,
b) be ready to learn and actively engage in and diligently pursue the student's education,
c) ensure that the student's conduct safeguards and contributes to a safe and caring environment that fosters and maintains respectful and responsible behaviours.
d) respects the rights of others in the school,
e) refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs with the school building, during the school day or by electronic means,
    i) refrain from engaging in violence of any kind at school and during school-related activities and, without putting the student's own safety or well-being at risk, assist in the prevention of such violence by reporting concerns respecting it to, and co-operating with the intervention efforts of, school staff
f) comply with the rules of the school and the policies of the board,
g) cooperate with everyone authorized by the board to provide education programs and other services,
h) be accountable to the student's teachers and other school staff for the student's conduct, and
i) positively contribute to the student's school and community

Section 36 of the Province of Alberta's Education Act states that:

1) A teacher or principal may suspend a student in accordance with subsection (2) or (3) if in the opinion of the teacher or principal
    a) the student has failed to comply with Section 31,
    b) the student has failed to comply with the code of conduct established under section 33(2)
    c) the student's conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school, or
    d) the student has distributed an intimate image of another person in the circumstances described in section 1(1.1).
2) A teacher may suspend a student from one class period
3) A principal may suspend a student
    a) from school,
    b) from one or more class periods or courses,
    c) from transportation provided under section 59, or
    d) from any school-related activity.
4) When a student is suspended under subsection (3), the principal shall
    a) immediately inform the student's parent of the suspension,
    b) reporting in writing to the student's parent all of the circumstances respecting the suspension, and
    c) provide an opportunity to meet with the student's parent, and the student if the student is 16 years of age or older, to discuss the suspension.
5) A suspension may not exceed 5 school days, except in accordance with a recommendation for expulsion made by the principal under section 37

In addition to the Education Act, Black Gold School Division's Administrative Procedure 350 states that The Division considers the following specific misbehaviours to be grounds for possible probation, suspension or expulsion:

a) conduct injurious to the physical or mental well-being of others in the school;
b) Willful damage to public property
c) Possession of prohibited items (weapons) and/or prohibited substances (alcoholic beverages, tobacco products, and/or other narcotics or drugs) on school property or at school-sponsored functions;
d) Being under the influence of alcohol, narcotics, or drugs while on school property or at school-sponsored functions;
e) Use of profane or improper language;
f) Bullying

Cell Phone Use

Following the Government of Alberta's recent announcement to establish new standards by September 1, 2024, to ensure personal mobile devices and social media do not disrupt learning, the Black Gold School Division will begin managing access to its Bring Your Own Device (BYOD) network by requiring students to register their devices Media Access Control (MAC) address.

Instructions will be provided in schools to locate the MAC address on their educational devices.

Students with Chromebooks and laptops will be able to register for WIFI access on our network to facilitate learning; however, their personal cell phones will not be registered onto the WIFI network – except for where the cell phones are used as medical monitoring devices, or needed to support specialized learning needs.

Starting on August 28, 2024, your children's cell phone will no longer be able to access the Black Gold WIFI network and therefore may incur data charges by your cellular provider. We recommend that parents review this change with their children to reduce or eliminate data charges on their cell phone plans.

The upcoming changes are part of a measured approach to protect students by restricting the use of personal mobile devices during instructional time to reduce distractions and bullying, maximize learning time and support student mental health.

John Maland Student Personal Electronic Device Policy

Personal electronic devices include smartphones, earbuds, tablets, smart watches, and hand-held video game consoles.

Vision:

By implementing this policy, JMHS aspires to significantly enhance student learning. JMHS is committed to being a safe and caring school. It is our goal to provide students with a distraction-free and focused learning environment, one in which students can focus on the task at hand. JMHS remains committed to better prepare students for the expectations of their future working environments.

Rationale:

Student cell phone use has become an increasing concern in the classroom. The 21st century learner can be overwhelmed with new electronic distractions while in the busy school environment. JMHS is deeply concerned with the impact of students bringing smartphones and other personal devices into the classroom. Some of these concerns include:

- Students being unable to concentrate on their learning while in possession of a smartphone.
- The constant distractions of alerts, text messages, phone calls, social media notifications, and games.
- Students leaving class to receive personal phone calls or respond to messages.
- Photos and videos being secretly taken that breach the Freedom of Information and Privacy Act, BGSD acceptable technology use policies, and compromise classroom security (ex. examinations, class

discussions).
- The increased frequency of cyber-bullying through social media applications.
- The increased stress and anxiety that students may endure due to relational aggression that occurs on electronic devices.
- An increase of student addiction to smartphone technology.
- JMHS is committed to providing students with school Chromebooks whenever required for learning purposes, thus, cell phones are not required during class time.

JMHS Classroom Policies:
- Students are to place all of their devices in their lockers during learning time. This includes smartwatches, cell phones and earbuds.
- Students will be permitted the use of personal electronic devices before school, during breaks, during the lunch hour, on school buses, and after school or during a students' spare.
- Students must bring their own personal calculators to class.
- Gym classes at any location will be considered a classroom space.
- The Library Learning Commons will be considered a classroom space if the student is to be working on blended learning materials or is using the space as a quiet space from a classroom.
- Onsite locations for field trips will be considered a classroom space. Usage of personal electronic devices during travel to an onsite location will be up to teacher discretion.
- Personal electronic devices will be confiscated by staff members if they are found present in the classrooms and hallways except for the permitted times.
- First offence - the student device will be confiscated for the day.
- Subsequent offences - the student device will be confiscated for the day and the teacher will contact the parent/guardian.
- Further repeat offences may be treated as willful disobedience by school administration.
- If parents/guardians need to reach their child/children they can contact the office at 780-987 3709.
- If your child is required to have their cell phone for specific medical reasons, please contact the office to complete a "Student Device Medical Exception Form".

Substance Abuse

Under current provincial legislation and district policies (BGSD Administrative Procedures 162,163, 352) students are not to use or be in possession of tobacco, narcotics, synthetic substances or alcohol while at school, while on school property or at school-sponsored functions. Consequences for use or possession may include confiscation of the materials, referral to a substance abuse program, meeting with parents and/or suspension from school. Suspensions for substance abuse can range from two to five days. In accordance with BGSD Administrative Procedure 354, searches may be conducted.

a) Students caught using or in possession of tobacco products while on school property will be dealt with under the present school policy on substance use
b) All non-medicinal inhalers, including e-cigarettes, vapourizers, and/or flavoured cigarettes, are strictly prohibited on school property. Devices will be confiscated immediately. Students caught in possession of one of these devices will be dealt with under the present school policy on substance use.
c) Students caught using or in possession of narcotics or alcohol will be dealt with under the present school policy on substance use and products will be confiscated immediately.

If a student is found in violation of this policy the following will result:

1. The student is referred to the office and will be issued a minimum two day out of school suspension, increasing in length with repeated offenses. This may also result in referral to the RCMP, School Resource Officer or Addictions Counsellor.

Washrooms

Washrooms are to be used for their intended purpose, students will be asked to leave the washroom area if they are not there for the intended use of the washroom. Only one student will be allowed to be in a washroom stall at any given time. As per the section on cell phones, cell phones are prohibited in washrooms.

Searches

In accordance with BGRS Administrative Procedure 354, searches of students and/or their possessions may be conducted based on reasonable grounds.

a) "Reasonable grounds for a search" means any one of the following.
   i) information received from a credible student or person,
   ii) Information from more than one person,
   iii) A teacher's or Principal's own observations, or
   iv) Any combination of the above information that the Principal or designate considers credible;
b) "School property used by a student" means a desk, locker, school storage area or any other school article or object used by a student including Division owned electronic information resources;
c) "Student articles and objects" means articles or objects owned or used by a student either on school board premises or during off-site activities including but not limited to electronic devices, backpacks, clothing, purses, suitcases and tote bags.

A principal or designate may conduct a search in the following circumstances:

a) When there are reasonable grounds to believe that there has been a breach of school rules or discipline and that the search will reveal evidence of the violation; or
b) In an investigation of a violation of school discipline; or
c) As a matter of school welfare or safety.

All searches must

a) be carried out in a reasonable manner
b) respect the privacy of the student
c) be minimally intrusive and
d) be conducted in a sensitive manner to take into consideration the age and gender of the student, their religious practices and all related circumstances.

In the event a search occurs a notice to parents is provided. It is not necessary to notify a parent before a search of the student's person is conducted, but the principal or designate must inform the student's parents about the search of the student's person as soon as practicable.

Searches of a student's person may only be conducted by the school Principal or designate in the presence of another Division employee or volunteer.

A principal or designate conducting a search of a student's person may ask the student to do any one or more of the following:

a) Empty out their pockets, and any other articles and objects belonging to or used by the student
b) Shake out their clothing
c) Roll up their sleeves, waist bands or pant cuffs
d) Remove belts, head coverings, hats, overcoats, jackets, scarves, mitts, gloves, socks or shoes, and any other accessories

When away from school on a school sponsored activity the excursion leader identified on the field trip application is classified as the designate.

Appropriate Dress Policy

- Students are expected to be dressed and prepared for full and safe participation in all daily learning activities.
- Attire that portrays explicit or implicit messages of profanity, sexuality, discrimination or illegal activities is considered unacceptable at school or at school-sponsored events.
- Hats/Headgear can be worn, however, for safety and security any head coverings (unless of a religious nature) that mask or obscure one's identity shall not be worn in the school unless it is in compliance with health recommendations or orders.
- For safety reasons, classes such as Industrial Arts, Construction, Food, Science Lab, etc. may have additional dress requirements.
- Students who wear inappropriate attire will be referred to the office to consult with administration.

Locked Door Policy

Students will be required to be compliant and cooperate with the guidelines of the locked door policy, specifically:

a) Students are prohibited from allowing other students or visitors in the building without permission.
b) Students are prohibited from propping open exterior doors.

Harassing Behaviour

Whether physical, verbal, non-verbal or electronic is considered bullying and will not be tolerated. Students engaging in this type of activity will be dealt with by administration and possibly RCMP, and risk being suspended.

Vandalism

To Black Gold School Division property or the property of another student wil not be tolerated and those responsible will be held accountable financially, as per section 257(1) of the Province of Alberta's Education Act.

Theft

Will be dealt with by the school administration and the RCMP will be involved when appropriate.

Attendance

Academic achievement, attendance and punctuality are very closely linked. Students that have irregular attendance and punctuality patterns dramatically increase their risk of failure. Students are expected to be present and on time for all of their classes. Section 31 of the Province of Alberta's Education Act states that the "student shall attend school regularly and punctually." To that end, John Maland High School has developed the following guidelines to deal with attendance issues.

- Automated Messaging System
    - Students who are absent without verification by their parent(s) or guardian(s) will receive an automated phone call / email message. The automated messaging system (School Messenger) will call/email parents at the phone number and/or email address that was provided to the school via the registration form filled out at the beginning of the school year. Please note that the most common reason for a mistaken call/email is that a student arrived late for class and their absence was not changed from unverified to late.
- Parental responsibility
    - Parents/Guardians have the primary responsibility to monitor attendance and impose consequences. Parents are encouraged to resist allowing absences for anything other than those reasons outlined in the Province of Alberta's Education Act. (Student health, religious holidays, extra-curricular activities). The

school recognizes that students may be absent for other legitimate reasons; however, all absences contribute to missed instructional time which can impact student achievement. Parents are asked to call the school to verify all absences. Unverified absences are considered truancies.
    - Parents are asked to please refrain from scheduling family vacations during school time, especially during the scheduled exam periods at the end of each semester. The school's exam information section in this handbook outlines the ways in which student absences during exam periods will be addressed.
- Catching up on missed work
    - Teachers will endeavor to assist students with work they missed, however teachers may not be able to provide additional assistance to students with unverified absences or who demonstrate chronic absenteeism. At the teacher's discretion, students may be assigned a mark of 0% for work or exams missed due on the day of an unverified absence or for work not submitted within a reasonable time following a verified absence.
- Chronic absenteeism
    - Students may be removed from any course in which they have missed in excess of 25 classes due to verified and/or unverified absences. Under normal circumstances, the following steps will occur prior to removing a student from a course:
        - After each unverified absence, parents will be contacted via email or SMS (if enabled by parent/guardian).
        - After 5 absences, parents will be notified of concerns regarding a growing attendance problem.
        - After 10 absences, parents and administration will be notified of continued concerns.
        - After 15 absences, an administrator will meet with the student to establish strategies to curtail continued attendance issues. Students will have an attendance intervention letter sent home.
        - After 25 absences, if previous interventions have not met with positive results, a student will be at risk of being removed from the classes and referred to an alternate program delivery format at the discretion of the principal.
- Exemptions
    - To be considered for an exemption from a particular course or activity (for example Physical Education) a student must bring a signed note from his/her parent or guardian. A medical certificate will be required if the exemption is for three or more days.

Academic Integrity

Students not practicing integrity in their school work is unacceptable. This includes plagiarism (copying someone else's work and passing it off as your own), using Artificial Intelligence (AI) to complete course work without explicit teacher permission, copying, taking work from a source without citing the source (including electronic and AI-generated sources as per Administrative Procedure 142), stealing tests or assignments, and/or getting answers for a test or assignment in advance. Cheating also includes giving answers or work to others to claim as their own. If your child is suspected of plagiarism or cheating, the classroom teacher will discuss a plan of action with the student and the parent/guardian and refer the matter to school administration. Any form of academic dishonesty will result in a reluctant zero, pending JMHS policy. If your child is suspected of plagiarism or academic misconduct, school staff and administration will practice progressive discipline and education according to the following step procedures:

- 1st offence - Teacher logs issue, informs school administration and a redo/alternative assignment may be given at the teachers' discretion
- 2nd offence - Teacher logs issue, informs school administration with no possible redo/alternative assignment given
- Additional offence(s) - Teacher logs issue and refers student to office for escalated discipline that may include suspension from class/school with no possible redo/alternative assignment given

Offences will be considered school wide, not classroom based.

Field Trips / Extracurricular Activities

Field trips and extracurricular activities are considered an extension of the school day. Student behaviour expectations are the same regardless of the location of the activity. The excursion leader will act as the designate to the principal for the duration of the activity.

STUDENT SERVICES

Ms. Lucia Kruyer Personal Support Teacher (PST)	Mrs. Steffany Miner Learning Support Teacher (LST)	Family School Liaison Worker (FSLW)
The **PST** can offer assistance for a variety of personal concerns that may affect your ability to be successful in your learning environment such as: • Anxiety/depression • Stress • Classroom concerns The PST will LISTEN and then LINK you to the appropriate supports both in and outside of the school. The goal is to work with you to find solutions that will efficiently move you towards a resolution, and help you maximize your potential in your school environment.	The **LST** can offer you learning supports such as: • Study skills • Finding a tutor • Course or program selections/changes • Organization/time management skills • Career information • Scholarship information • Post-secondary information • Exam and course work accommodations • Student academic advocacy • High school graduation tracking	The **FSLW** can help build the relationship between school, home and community by: • Providing supportive non-clinical (informal) solution focused counseling • Evaluation the needs of the student/family and referring to community agencies when necessary • Lead sessions on a wide range of topics, plan, and implement small or large groups • Work to ensure that the students and family is happy, healthy, and has a successful year
How Do You Access Your Student Services Team?		
Request and appointment with the PST staff member by stopping in the Student Services Office, or by email: Lucia.Kruyer@gshare.blackgold.ca	Request an appointment with the LST staff member through the JMHS website, under Students select Student Services Appointments, then click on the form link	Contact the FSLW staff member through the PST and a referral will be made to Black Gold Student Services based out of the Division Office.

REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA AND CERTIFICATE OF ACHIEVEMENT

MINIMUM REQUIREMENTS FOR: HIGH SCHOOL DIPLOMA	MINIMUM REQUIREMENTS FOR: HIGH SCHOOL CERTIFICATE OF ACHIEVEMENT
The requirements indicated below are minimum requirements for a student to attain an Alberta High School Diploma: **100 CREDITS** English 30-1 **OR** 30-2 Social 30-1 **OR** 30-2 Math 20 level Science 20 level Physical Education 10 (3 credits) CALM (3 credits) **10 Credits in any combination:** • Career & Technology Studies (CTS) • Fine Arts • Physical Education 20 and / or 30 • Locally Developed Course • Knowledge and Employability Courses • Registered Apprenticeship Program (RAP) **PLUS** 10 Additional 30 level credits	**The requirements below are the minimum requirements for a student to attain a Certificate of High School Achievement:** **80 CREDITS** English Language Arts 20-2 **OR** 30-4 Math 10-3 **OR** 20-4 Science 14 **OR** 20-4 Social Studies 10-2 **OR** 20-4 Physical Education 10 (3 credits) CALM (3 credits) **5 Credits in:** • 30- level K & E Occupational Course **OR** • Advanced level (3000 series) in CTS Course **OR** • 30- level locally developed course with occupational focus **And 5 Credits in:** • 30 – level K & E Workplace Practicum Course **OR** • 30- level Work Experience Course **OR** • 30- level Green Certificate **OR** • Special Projects 30 **OR** • 30 – level Registered Apprenticeship Program (RAP course)

GRADUATION CEREMONY PARTICIPATION REQUIREMENTS

In order to participate in the JMHS graduation ceremony, students must:

- Be a grade 12 students who has not previously participated in a graduation ceremony
- Be enrolled as a student at JMHS and attend JMHS for their final grade 12 semester
- Be projected to obtain a minimum of 80 credits by the end of their grade 12 year
- Maintain a grade above 50% in all their registered courses
- Have all school and graduation fees paid by May 1st
- Adhere to the JMHS Student Code of Conduct, including attendance and behaviour requirements

For students who are not projected to complete the requirements for a High School Diploma or a Certificate of Achievement prior to the end of the school year, in order to participate in the JMHS graduation ceremony, students must:

- Demonstrate a motivation and readiness to fulfil all outstanding requirements
- Maintain a grade above 50% in all their registered courses
- Have an academic plan to meet the outstanding requirements approved by a member of the administration team

Under extenuating circumstances the administration team may establish different criteria for individual student participation.

GRAD COMMITTEE

A grad committee [made up of students and staff] plans the graduation ceremony. Members of the graduating class need to listen for announcements for information and events.

VALEDICTORIAN

The valedictorian is selected on the basis of the highest average in courses eligible for a Rutherford Scholarship at the Grade 12 Academic level. This is based on Semester 1 final marks and April mid-term marks. Students must have attended JMHS for a minimum of 2 years to be eligible and any course considered for valedictorian must be taken at John Maland High School with a JMHS staff member.

GENERAL COURSE INFORMATION

Course Outlines

All students are provided with a course outline at the beginning of a course. This outline states the objectives of the course, classroom expectations, and the manner in which grades are calculated.

Honour Roll

At JMHS, we like to celebrate the academic achievements of our students. At the end of both semesters, student averages are calculated and students may receive honours in one of two categories:

- Honours (80%-89%)
- Honours with Distinction (90%-100%)
  **marks will not be rounded*

Students must be enrolled in the minimum number of credits for their respective grade. Rutherford Criteria will be used for honour roll calculations.

Report Periods

There are 4 reporting periods during the school year – 2 each semester. PowerSchool contains mid-semester marks and a final grade in each semester. A digital report card will be emailed at the end of January and June. All assessment information is provided on PowerSchool.

Interim progress reports are sent home early in the semester to parents of students with a mark of 55% or less.

Dropping Courses

Students must see an administrator BEFORE they drop a course. Students will be considered truant from class if they do not go through proper channels to drop a course. To encourage perseverance and to comply with Alberta Education requirements, students who drop a course after mid-term marks are submitted will have a failing grade recorded on their transcripts.

Timetable Changes

Students are to request a Timetable Change Request Form if they would like to make changes to their schedules. Course changes will only be considered for the following reasons: steam change; retaking a course; filling a spare; dropping a course; and post-secondary requirements. Class changes for teacher or spare preference are not one of the accepted reasons. Course change requests will be granted if classes are not already at capacity.

Academic Acceleration

JMHS defines academic acceleration as students taking a course ahead of their grade level after finishing the prerequisite course. For example taking Science 30 in the second semester of grade 11 after finishing Science 20. Course sequences not only progress in an intellectual sense but also socially and emotionally. Many times students fast-tracking through core classes in high school fail to achieve the mark they would have achieved if they had waited until the natural progression year. JMHS strongly encourages students to take a variety of courses to grow as individuals by exploring multiple disciplines and discovering what drives them.

Academic Acceleration will only be considered if:

- The student has a mark of >75% in the prerequisite course
- The student is on track in all other requirements to achieve their High School Diploma or Certificate of Achievement
- There is room in the course after all course requests have been met for students in the grade level
- A student can only accelerate one course per school year
- The student is in good standing with the school with regards to attendance, academic standing and behaviour.

Appeal Policy for School Awarded Marks

Students have 10 days from the time they receive their semester final grades to appeal their marks. Mark appeals must be made in writing to the principal. The mark will be reviewed by the principal and teacher involved. The mark awarded as a result of the review may be higher or lower than the original grade and will be the mark sent to Alberta Learning.

Students have a further right to appeal marks to the Superintendent of Schools. In the case of diploma exams, students may appeal an exam mark by completing a mark appeal form available from Student Services. During the school year, students may appeal marks to their teacher first and then to the administration at any time.

EXAM INFORMATION

Attendance for In-Class Exams/Quizzes

Students are expected to write exams on the scheduled dates. The only exceptions are for illness or compassionate reasons related to a student's immediate family. Teachers may elect to have these students write at an alternative sitting or may adjust the grade weighting.

- Students who have a verified absence on the date of an in-class quiz or test are expected to write at noon or in a spare PRIOR to the next class meeting unless their teacher makes other arrangements.
- Students who do not write or make arrangements to write prior to the next class meeting may be assigned a mark of 0%.
- Students who have an unverified absence on the day of a test or quiz may be assigned a mark of 0%.

Attendance for Final Exams

- All students are expected to write their final exams according to the schedule whether it is an in-class or exam week final. If a student's schedule calls for two exams to be written at the same time, he or she is to contact the principal immediately and staff will make alternate arrangements.
- Students who cannot write for:
    - Illness must provide medical documentation.
    - compassionate reasons involving an immediate family member must advise the school in writing.
        a) Students who miss final exams for the reasons listed above will have their final grade based on semester work only.
        b) If a final exam is to be written in two parts (Typically: A - written, B - multiple choice) and a student misses one part the student's examination mark on the exam part that is written will be counted as the full examination mark. Teachers may choose to provide an equitable but different Part A or B exam to be written, but this option will be provided at the teacher's discretion.
- Students who miss final exams for reasons other than those listed above (as defined in the Education Act) will likely be assigned a final exam mark of 0%. For this reason, families are expected to schedule vacations outside of exam periods.
- In special circumstances, a student who must be away from school during scheduled exams MAY be granted permission by the principal to write an exam (other than Diploma Exams) at an alternate site, but only if the following criteria can be met:
    a) Parents are prepared to guarantee that the student will write the exam on the date it was originally scheduled (in order to maintain the security of the exam)
    b) Parents will email the completed exam to the school to be marked, along with the other exams, prior to the teacher's deadline for the submission of grades
    c) Along with the exam, parents must email a statement attesting to the fact that the exam was written under appropriate conditions and adult (non-parent) supervision
    d) Parents are to follow up with a phone call to ensure that the email was received
    e) Exams must be returned to the school immediately upon the student's return
- Failure to meet the criteria listed above will result in the student receiving a grade of 0% on the exam.
- Students who arrive late for Diploma Exams are subject to the guidelines established by Alberta Education. That is, students who arrive up to one hour late will be allowed to take the test. The security of the exam cannot be guaranteed after one hour has elapsed and some of the students have been dismissed, a late-arriving student will not be allowed to begin the exam after the initial hour has passed.

- Students arriving more than an hour late will have an opportunity to write the exam at the next sitting. Typically, the next sitting is mid-semester, at the end of the following semester or in the summer. Students must register to rewrite a diploma examination through their MyPass account and a rewrite fee is required.

Basic Exam Writing Rules

- Calculators are allowed only if stated on the test or exam.
- Cell phones, Smart watches, and AirPods are prohibited during a test or exam. Use of a cell phone during an exam could result in getting a zero on the exam.
- Students are expected to refrain from talking, whispering or gesturing during the testing period, even if they are finished writing.
- Students who benefit from the work of others, who assist others with exam information, or who bring in information for the purpose of assistance on an exam will receive a mark of 0%.
- **Students may be removed from the exam room if they do not comply with the basic rules of exam writing and they may be assigned a mark of 0% or marked on what has been completed, at the teacher's discretion.**

Procedure for suspected cheating in exam situations:

1. Supervisor who notices suspicious behaviour alerts other supervisor(s) of suspicions. Supervisor(s) monitor to confirm or dismiss.
2. If cheating is observed, or even thought to be occurring, the final exam is removed from the student(s) involved.
3. The student is immediately removed to the office. Wording such as "This is not allowed, you need to come with me" should be used.
4. If it is just one student, that student should go into the Principal's office. If it is more than one student, they should be put into separate areas (principal and vice principal office for example) and not allowed to speak to one another.
5. Administration will have both the student(s) and the supervisor(s) fill out an incident statement, stating why the student was removed from the exam. They will sign and date the statement.
6. The Principal/admin will take the statements and talk to the supervisor(s) about the incident. The Principal/admin will then talk to the student(s).
7. The student(s) will then finish writing the exam in isolation, in the office.
8. If cheating is confirmed, the student will be given a zero on the final exam.
9. The Principal/admin will then immediately phone the student's parents.
10. An email will be sent home by the Principal/admin informing the student and parents about the decision and consequences. JMHS student handbook will be cited in the email. Example below.

Upon close review of the circumstances, the students caught cheating on the final exam will receive a mark of zero, as per page 25 of the JMHS student handbook: "students who benefit from the work of others, who assist others with exam information, or who bring in information for the purpose of assistance on an exam, will receive a mark of zero."

AWARDS

Rutherford Scholarships

These scholarships are designed to recognize and reward exceptional academic achievement and to encourage students to continue their studies.

GRADE 10	GRADE 11	GRADE 12
• Average of 80% or higher in 5 subjects: *$400* • Average of 75%-79.9% in 5 subjects: *$300*	• Average of **80%** or higher in 5 subjects: ***$800*** • Average of **75%-79.9%** in 5 subjects: ***$500***	• Average of **80%** or higher in 5 subjects: ***$1300*** • Average of **75%-79.9%** in 5 subjects: ***$700***
Requirements: • English 10-1 or 10-2 • At least 2 of the following: Math 10C, Science 10, Social 10-1 or 10-2, a language other than the one used above at the Grade 10 level • Any 2 courses with a minimum three credit value at the Grade 10 level (1000 or 4000 series) including those listed above combined introductory CTS courses *See Note	**Requirements:** • English 20-1 or 20-2 • At least 2 of the following: Math 20-1 or 20-2, Physics 20, Chem 20, Bio 20, Science 20, Social 20-1 or 20-2, a language other than the one used above at the Grade 11 level • Any 2 courses with a minimum three credit value at the Grade 11 level (2000 or 5000 series) including those listed above and combined intermediate CTS courses. *See Note	**Requirements:** • English 30-1 or 30-2 • At least 2 of the following: Math 30-1, 30-2 or 31, Physics 30, Chem 30, Bio 30, Science 30, Social 30-1 or 30-2, a language other than the one used above at the Grade 12 level • Any 2 courses with a minimum three credit value at the Grade 12 level (3000, 6000, 9000 series) including those listed above and combined intermediate CTS courses. *See Note

Note:

- Only marks obtained before the start of post-secondary study can be used.
- A course cannot be repeated after a higher level course has been taken in the same series.
- Averages are not rounded up for scholarship purposes.
- The value of the scholarship is calculated on the overall average in five designated courses as listed under each grade level.
- All courses showing on a valid Alberta Education high school transcript are acceptable.
- Courses with a “pass” on a high school transcript are equivalent to a 50% mark.

CTS COURSES: Students are expected to complete five one credit modules in any CTS classes they register in.

To be combined:

- All courses must be from the same level (Introductory, Intermediate or Advanced)
- Courses can be from different streams or subject area (computer courses with welding courses)
- Marks will be averaged at the appropriate level

JOHN MALAND HIGH SCHOOL AWARDS

ACADEMIC	SERVICE	ATHLETIC	GRADUATION
Criteria for Academic Awards	**Criteria for Service Awards**	**Criteria for Athletic Awards**	**Criteria for Grad Awards** (presented at grad)
• Honours • Highest achievement in each course • Highest grade average **Grade 12 Academic Awards:** • Highest mark over 3 years in Fine Arts, CTS, Phys. ED, Sciences and Humanities • Outstanding Achievement in Fine Arts • Outstanding CTS Student • Outstanding Phys. Ed Student **Grade 12 Awards to apply for:** • Lions Club Award • Legion Award • Neighbourhood Dental Scholarship	• Service Awards for students who have shown outstanding participation and leadership in extra-curricular activities • Leadership in Students Union, Yearbook & Team Managers • Community & School Service	• In individual sports for most valuable contribution • In individual sports for participation, leadership and sportsmanship	• Adam Booth Technology Studies Award • Avery Inkster Memorial Award • Dawn Zowtuk Memorial Award • F.C. Smith Award • G.H Thompson Award • RCMP Citizenship Award • Scott Campbell Technology Studies Award • Connie Servold Memorial Award

To be eligible for awards, we encourage all students to participate in many school related activities, be good citizens, as well as excel in their school work.

SAMPLE TIMETABLE

To assist you in understanding how your course selections fill up your high school timetable for a year, refer to the following grade 10 sample timetable:

SEMESTER 1		SEMESTER 2	
Block 1	Physical Education 10	**Block 1**	English Language Arts 10-1
Block 2	Social 10-1	**Block 2**	Construction 10
Block 3	Foods 10	**Block 3**	Math 10-C
Block 4	Science 10	**Block 4**	Communication Tech 10

Core Courses

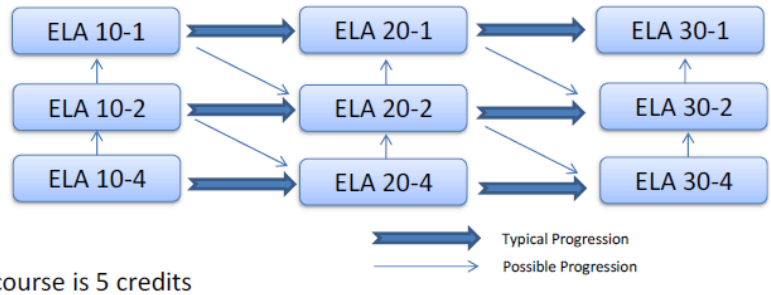
ENGLISH LANGUAGE ARTS

ELA 10-1 (recommended LA 9 = 60%)	ELA 10-2 (LA 9 = below 60%)
The 10-1 program introduces students to a new way of analyzing literature as they examine the intentional choices text creators make and how those choices contribute to the author's intent and purpose. Students focus on interpreting text themes and making thematic connections between texts.	The 10-2 program draws on students' prior knowledge in language arts as they focus on developing ideas and/or impressions in relation to the texts they study. Students focus on character motivation and text themes and how these relate to themselves and to others.
The texts studied in the classroom are complex print and non-print texts; many contain unfamiliar language, vocabulary, contexts and organizational structures.	The texts studied in the classroom contain clear themes and build off of structures, contexts, and vocabulary students are familiar with.
Throughout the course sequence, students develop strong critical thinking skills as they analyze a variety of literary texts and respond using their knowledge of a variety of personal, analytical, and creative writing forms	Throughout the course sequence, students develop strong critical thinking skills as they learn to use their experiences as a springboard into understanding and responding to the motivations and actions of others.
Note: The amount of work that students are expected to be able to do, both inside and outside of the classroom increases considerably in the 10-1 program**.** Until students adjust to the workload, academic standards and homework/assignment expectations, they may receive a mark lower than what they achieved in ELA 9. Throughout the course sequence, students are expected to demonstrate increased independence in and responsibility for their learning.	**Note:** The amount of work that students are expected to be able to do, mostly within allotted classroom time, increases in the 10-2 program. At the beginning of the course students may take time to adjust to course expectations, the use of classroom time to complete work, the routines of seeking guidance, and feedback from teachers as they learn; this may result in a lower mark than what they achieved in ELA 9. Throughout the course sequence, students are expected to demonstrate the ability to move from working exclusively on assignments within the classroom to taking responsibility for work to be completed outside of class time and to accept responsibility for their own learning.

ELA 20-1 (min 60% in 10-1)	ELA 30-1 (min 60% in 20-1)	ELA 20-2 (min 50% in 10-2 or 40%+ in 10-1)	ELA 30-2 (min 50% in 20-2 or 40%+ in 20-1)
Students continue to develop their interpretive skills through the study of a variety of text forms, including visuals. The focus is on developing their own unique writing style and developing their abilities to analyze the writing styles of authors and text creators. Students are introduced to rhetoric and other stylistic devices, with the expectation that they integrate these elements into their own writing assignments and projects in a variety of forms.	This course places emphasis on style analysis and critical assessment of all literary forms, as well as the analysis of thematic connections between texts. The writing emphasis builds on their knowledge of rhetoric and stylistic devices as their ability to write both creatively and critically in relation to a variety of texts and text contexts is developed. Critical analytical thinking skills and the application of literary theory to textual analysis is also a focus of the course.	Thematic units are at the centre of the program, providing opportunities for students to develop their ability to form impressions and connect themselves and others to the ideas presented to them in texts studied. Emphasis is placed on persuasive writing forms, as well as writing that connects themselves and their experiences to those of the characters and situations they read about.	Students study literature thematically to explore key themes such as survival, experience, identity, and the nature of fear; all focusing on the notion that humans are connect by universally meaningful experiences. Students are expected to be able to see clear connections between themselves and the characters they read about, exploring their motivations and assessing character's choices and motivation. Emphasis is placed on persuasive and personal writing, in a variety of forms, and clarity of communication.

- A mark of 50% in English 10-2 or 20-2 is required for a student to take the next level of the course in that stream.
- It is strongly recommended that students who wish to advance from ELA 30-2 to 30-1 have ELA 20-1 as the prerequisite before attempting the course. Students without this prerequisite may struggle to meet the writing demands in the course.

English Language Arts (ELA)



Each course is 5 credits

If you fail English 10-1 with a mark between 40% - 49%, you can enroll in English 20-2, If you pass English 20-2, you will get retroactive credits for English 10-2

Students generally take the prerequisite in a course sequence (ie., ELA 10-1, 20-1, 30-1). This route is designated by solid arrows. However, AB Ed. recognizes that students may transfer between course sequences and these recommended routes are designated by broken arrows. The school authority shall have a policy that cleary states the criteria to be met by a student who wishes to change program routes.

SOCIAL STUDIES

SOCIAL 10-1 (recommended Social 9 = 60%)	Social 10-2 (Social 9 = below 60%)
Students will explore globalization and local, national, and the international impacts of globalization on lands, cultures, economies, human rights, and quality of life. Students in both programs examine the relationships among globalization, citizenship, and identity as well as the effects of globalization on Canadians and people throughout the world.	Students will explore globalization and local, national and international impacts of globalization on lands, cultures, economies, human rights, and quality of life. Students in both programs examine the relationships among globalization, citizenship, and identity as well as the effects of globalization on Canadians and people throughout the world.
Students in the Social 10-1 program need to be able to recognize and appreciate the influence globalization, and develop individual and collective responses to historical and emerging issues. Students are regularly challenged to use critical thinking skills to work somewhat independently through issues surrounding globalization. Students in the 10-1 program need to be able to communicate their ideas through critical and analytical writing.	Students in the Social 10-2 program need to be able to recognize and appreciate the influence of globalization and examine their role as responsible active citizens in a globalizing world. Students are regularly challenged to use critical thinking skills to work through issues surrounding globalization and communicate their ideas through reflective writing.
Students who are generally successful in the 10-1 program are students who take a keen interest in local, national, and international affairs.	

SOCIAL 20-1 (min 65% in Social > 10-1) ➡ 30-1	SOCIAL 20-2 (min 50% in 10-2 or 40% in 10-1) ➡ 30-2
Content Application, Evaluation, Analysis, and Synthesis of content is required and assessed.	**Content** Comprehension and Application is required and assessed.
Skills • Critical Thinking and Analytical Writing • Interpretation of Written and Visual Sources	**Skills** • Critical Thinking and Personal Writing • Understanding Written and Visual Sources
Writing • Source Interpretation and Identification of Relationships • Position Paper ****Foundational of academic writing in Post-Secondary****	**Writing** • Content and Vocabulary Based Writing • Source Interpretation with Personal Response • Identify and Evaluate Perspective

Social Studies is a three-year program (10: Globalization, 20: Nationalism, 30: Ideology) which focuses on content acquisition, analysis, and evaluation of information, critical thinking, and writing to both interpret and persuade.

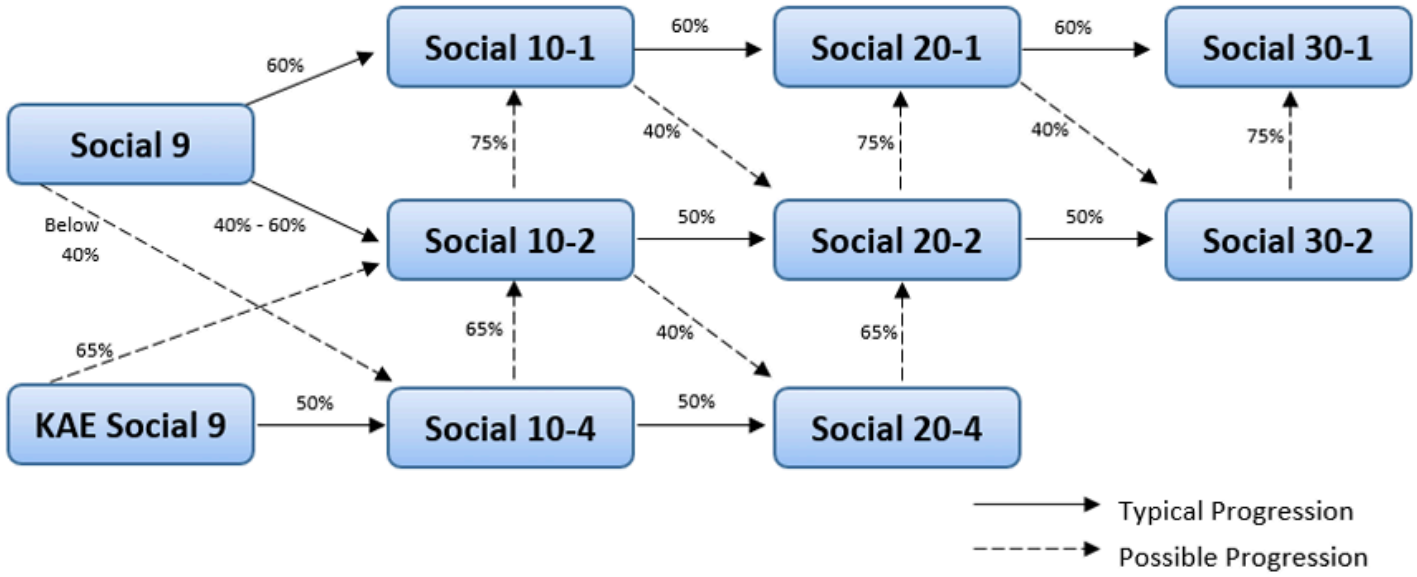
As such, the skills required for success at the grade 12 level are introduced and developed in a grade-level appropriate manner in Social 10, and then reinforced and expanded on in Social 20, and applied to more sophisticated content in Social 30.

Students have two options for their Social Studies programming, with each stream developing similar content, while using different skills and writing processes, as outlined above.

Students who have less than 60% in Social 9 are recommended to enroll in Social 10-2.

Students who have a mark between 40%-60% in the Social Studies in 10-1 may opt to take the next level in Social Studies in 20-2.

A mark of 50% in Social Studies 10-2 or 20-2 is required for a student to take the next level of the course in that stream.



MATHEMATICS

The Alberta mathematics program has changed dramatically over the years, and has provided 3 strong streams to prepare students for their future. Which stream do you take? This should be determined by two things: 1. What is my natural aptitude for mathematics? And 2. What possible career path am I looking at?

Math 30-3 Culmination Course Sequence

This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trade schools, technical institutions and/or for direct entry into the workforce. Topics include algebra, geometry, measurement, number, statistics, and probability.

Math 30 – 2 Culmination Course Sequence

This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of calculus. Topics include geometry, measurement, number and logic, logical reasoning, relations and functions, statistics, and probability.

Math 30 – 1 Culmination Course Sequence

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

Math 31

Emphasizes the theoretical and practical development of topics in the algebra of functions, trigonometry, differential calculus, and integral calculus up to a standard acceptable for entry into all first-year programs in mathematics, science, engineering, and business.

What math course do I take coming out of junior high?

MATH 10-3 (Math 9 < 60%)	MATH 10C (Math 9 > 60%)
Any student who earns a mark less than 50% in math 9 and are not in alternative programing should enroll in MATH 10-3	To be successful at the MATH 10C level, strong algebra skills, mental calculation, and understanding of problem solving are required.
This course is designed to provide students with practical applications of mathematics. With a focus on financial mathematics, measurement, conversions, trigonometry, and problems solving. Successful students will be prepared for many post-secondary opportunities and the world at large.	This course is designed to prepare students for post-secondary. This course will focus on factoring, introduce the students to functions, and relations as well as build on their algebra and problems solving skills. Tl 84+ calculator is required.

What math course sequence do I pursue? It all depends on where you want to go!!!!!

Ready to Work/Many Trades

MATH 20-3	MATH 30-3
Develop spatial sense through direct and indirect measurement. Develop spatial sense. Develop number sense and critical thinking skills. Develop algebraic reasoning. Develop statistical reasoning.	Develop spatial sense through direct and indirect measurement. Develop spatial sense. Develop number sense and critical thinking skills. Develop algebraic reasoning. Develop statistical reasoning. Develop critical thinking skills related to uncertainty.
MATH 20-2	
Develop spatial sense and proportional reasoning. Develop spatial sense. Develop number sense and logical reasoning. Develop statistical reasoning. Develop algebraic and graphical reasoning through the study of relations.	

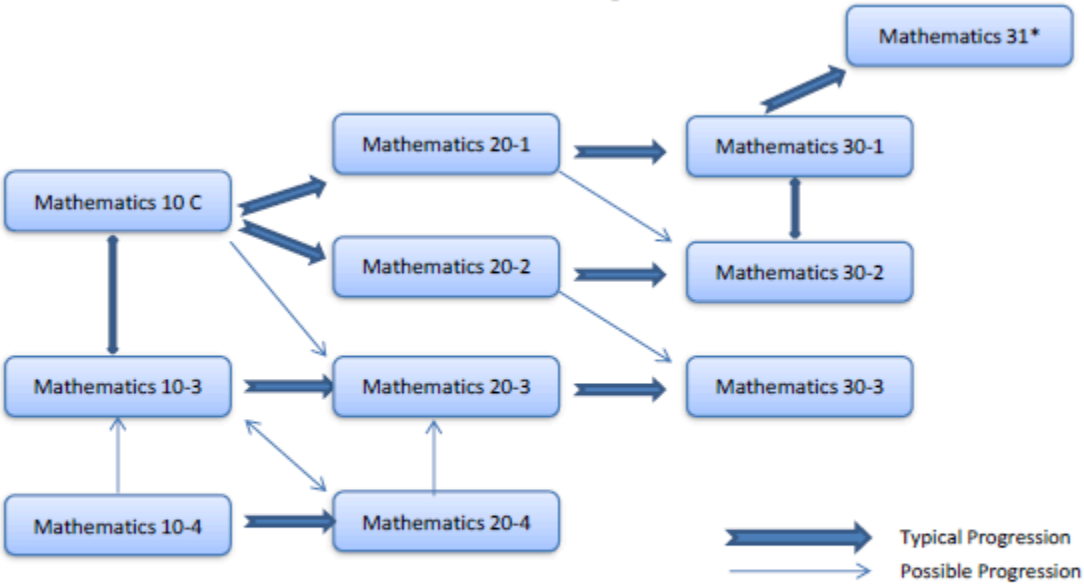
Most College and Most University

MATH 20-1	MATH 30-2
Develop algebraic reasoning and number sense. Develop trigonometric reasoning. Develop algebraic and graphical reasoning through the study of relations. Develop algebraic and graphical reasoning through the study of relations.	Develop logical reasoning. Develop critical thinking skills related to uncertainty. Develop algebraic and graphical reasoning through the study of relations.

Medicine, Engineering and Some Science Based Programs

MATH 20-1	MATH 30-1
Develop algebraic reasoning and number sense. Develop trigonometric reasoning. Develop algebraic and graphical reasoning through the study of relations. Develop algebraic and graphical reasoning through the study of relations.	Develop trigonometric reasoning. Develop algebraic and graphical reasoning through the study of relations. Develop algebraic and graphical reasoning through the study of relations. Develop algebraic and numeric reasoning that involves combinatorics.

Mathematics Program



Each course is 5 credits

* Mathematics 30-1 is a prerequisite or corequisite for Mathematics 31

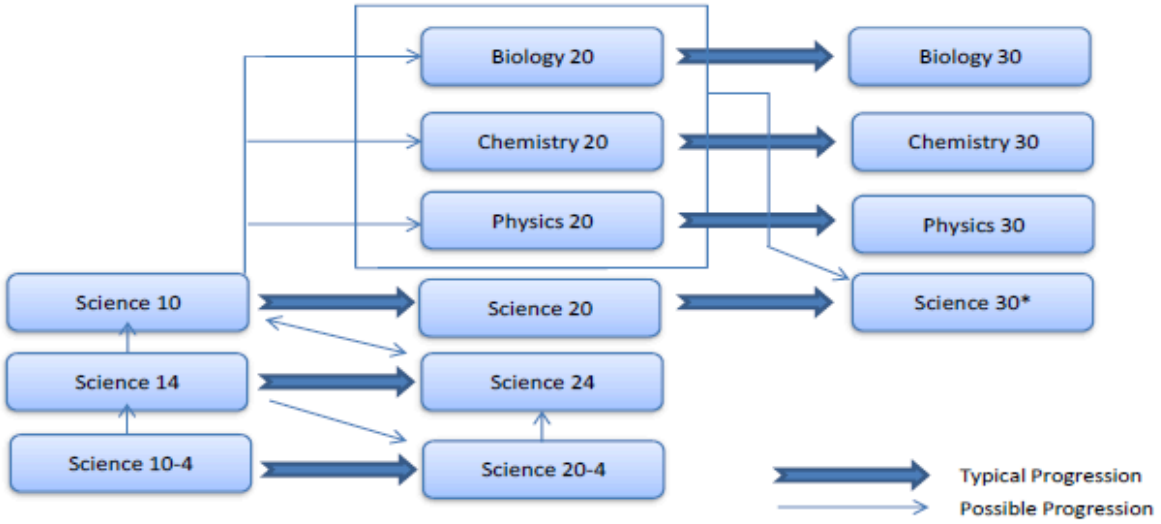
Mathematics 10C > 65% enroll in Mathematics 20-1
Mathematics 10C – 50% - 64% enroll in Mathematics 20-2
Mathematics 10C < 50% enroll in Mathematics 20-3

SCIENCE

SCIENCE 14 (Science 9 = below 60%)	SCIENCE 24
Students who do not have the recommended 60% in Science 9, should consider taking Science 14 in Semester 1. If a student received between 50-60% in Science 9 a teacher/counsellor recommendation is advised before enrollment in Science 10.	Science 24 students will investigate units such as: • Matter & Chemical Change • Energy Transformation • Disease Defense • Safety & Transportation
In Science 14 students will investigate properties of matter, understand energy transfer technologies, investigate matter and energy in living systems, investigate matter and energy in the environment.	

SCIENCE 10 (recommended Science 9 = 60%)	SCIENCE 20	SCIENCE 30
Students need to choose Sciences carefully. The highest rate of inappropriate selection is in Science.	Students investigate concepts in: • Biology • Chemistry • Physics • Earth Science	Science 30 students investigate: • Living Systems respond to their Environment • Chemistry in the Environment • Electromagnetic Energy • Energy and the Environment
In Science 10 students will investigate Chemistry, Physics, Biology and Ecology with an emphasis on energy flow and processes in systems of nature.		
A student must look at their math strength before deciding which science to register for. Math is an essential part of Science 10.		
Students who are registered in Math 10-3 should not register in Science 10.		

Science Program



Each course is 5 credits

* In Science 10, if you get a mark between 40% - 49% , you can enroll in Science 24. If you pass Science 24, you will get retro credits for Science 14.
Students who have achieved a final mark of 50% or greater in Bio 20, Chem 20, Physics 20 or Science 20 may enroll in Science 30

- The Science 20-30 program is an extension of Science 10.
- Science 30 is the preferred course for many programs in technical institutions, especially if a student is only able to complete one science.
- Science 30 has a diploma exam.
- Science 30 is recognized by universities in Alberta as one of the 5 courses that a student can present for entry into several faculties that relate to careers in the humanities or fine arts.
- Students who achieve a mark between 50-65% in one of Biology, Chemistry, or Physics 20 may get special permission from the administration to register in Science 30 without having to complete Science 20.
- Students can register in Science 30, at the same time as any single discipline 30 level science, however some restrictions do apply. Students should see an administrator or counselor.

Biology/Physics/Chemistry

BIOLOGY 20	BIOLOGY 30
Biology 20 students can expect to study to following concepts: • Energy flow in ecological systems (Ecology) • How ecosystems are affected by human enterprise (Ecology, Biomes) • Thermodynamics, Photosynthesis, Cellular Respiration • Human digestion, respiration, excretion, circulation and muscular systems (Anatomy and Physiology) • Variation, diversity, and evolution • Societal issues in science and technology related to these biology concepts.	The focus in Biology 30 is on human physiology and anatomy. • Chemical and electrical regulatory systems in organisms (Nervous and Endocrine Systems) • Role of reproduction as a mechanism of diversity and change in populations (Reproductive systems, Birth Development and Cell Division) • Genetics (Heredity, Human Genetics, DNA, Protein Synthesis) • Population Genetics (Demography, Gene Pool) • Societal issues in science and technology related to these biology concepts

PHYSICS 20	PHYSICS 30
Energy is the theme common to all units. • Kinematics (how things move) • Dynamics (the forces that cause movement) • Circular Motion and Gravitation • Work and Energy • Oscillatory Motion and Mechanical Waves	The focus of this course is on the diversity of energy and matter. • Momentum and Impulse (how objects interact) • Electric Forces and Fields (electric charges and their interactions) • Magnetic Forces and Fields (magnetic forces and interactions with electric fields) • Electromagnetic radiation (focusing on the behavior of light) • Atomic Physics (structure of matter, radioactivity)

CHEMISTRY 20	CHEMISTRY 30
Chemistry 20 students will focus on investigating: • Gravimetric Stoichiometry – problem solving • Gas Behaviour – gas laws, characteristics of gasses, gas stoichiometry • Solutions – characteristics, concentration, conductivity, solution stoichiometry • Acids and Bases – pH scale, stoichiometry, titrations • Bonding – atomic and compound structure, shape of compounds, polarity	Chemistry 30 will focus on: • Organic Chemistry – study of nomenclature, reactions, polymers, hydrocarbons, derivatives, distillation • Thermochemical Systems – qualitative and quantitative study of chemical energy changes • Equilibrium, Acids and Bases in Chemical Changes – study of dynamic equilibrium systems, pH titrations, buffers and acid – base reaction • Electro-chemical Systems – a study of chemical principles related to oxidation-reduction analysis and electro-chemical and electrolytic cells • Society issues in science and technology related to these chemistry concepts

For Students Entering Grade 11 & 12

- A minimum mark of 50% is a basic requirement for a student to advance to the next level.
- Students who have a mark of 75% or higher in Science 10 are encouraged to take all three sciences -Biology, Chemistry, and Physics at the 20 level if desired.
- Students who have a mark of 75% or higher in all three sciences at the 20 level are encouraged to continue all three courses at the 30 level if desired.
- Students who have a final grade of between 65-75% in Science 10 are encouraged to select any combination of 2 Science courses at the 20 level. Similarly, if they achieve a grade of 65-75% at the 20 level, they should continue both courses at the 30 level if desired.
- Students who had a Science 10 mark between 50-65% should consider Science 20 or Science 20 and one other Science at the 20 level.
- Historical records show that the drop out or failure rate for students who do not have at least a 65% coming into their 30 level single discipline Science is high, so students are cautioned to select Science courses carefully.
- Students intending to go into Physics 30 or Chemistry 30 should have a 65% average in both Physics 20 or Chemistry 20 **and** Math 20-1. Students who have Math 30-2 will need to work hard to succeed in Physics 30 or Chemistry 30.
- Students who are considering changing their program are encouraged to discuss the change with their teachers/counsellor.
- Students who achieved a final grade between 40% & 50% in Science 10 must repeat Science 10 or register for Science 24. If a passing grade is achieved in Science 24, credits will also be given for Science 14. Students who achieved a grade under 40% in Science 10 must register in Science 14.

Complementary and Optional Courses

PHYSICAL EDUCATION

PHYSICAL EDUCATION 10	PHYSICAL EDUCATION 20/30
The PE curriculum focus is on each individual experiencing success in the school setting and in the future. The emphasis has been placed on 4 general outcomes that are organized into broad categories in order to facilitate specific outcomes. ● Activity – basic skills, application of basic skills ● Benefits Health – functional fitness, body image, well being ● Cooperation – communication, fair play, leadership, teamwork ● Do it Daily for Life – effort, safety, goal setting/personal challenge, active living in the community	At the PE 20/30 level, each of the general outcomes include specific outcomes that emphasize the ability to analyze and apply the knowledge, skills and attitudes developed at earlier grades. Both PE 20 & 30 have grade specific outcomes. The outcomes for PE 20 are a prerequisite for those in PE 30. Who should take PE 20 & 30? ● Students who enjoy overall physical activity, who have a natural athletic ability, who are interested in remaining physically fit, who want to learn life- long skills that will enhance their personal lives, and students interested in careers in recreation, athletic trainers, PE teachers, sports journalists, coaches
Assessment of student learning will be ongoing and continuous. Students will receive a written copy as well as visual and verbal cues in class on the expectation for evaluation, which will include criteria and exact outcomes focused on.	By the end of PE 20 & 30, students will: **General Outcome A:** ● Acquire skills through a variety of developmentally appropriate movement activities: dance, games, individual activities, and activities in alternative environments (IE aquatics and outdoor pursuits). ● The specific outcomes focus on: Basic skills and Application of basic skills.
A written exam will conclude each unit and will be based on handouts and class activities.	**General Outcome B:** ● Understand, experience, and appreciate the health benefits that result from physical activity. ● The specific outcomes focus on: Functional Fitness, Body Image, and Well-being
Students will also be required to keep a logbook of weekly activities throughout the semester.	**General Outcome C:** ● Interact positively with others. ● The specific outcomes focus on: Communication, Fair Play, Leadership, and Teamwork.
Emphasis is placed on daily participation and effort.	**General Outcome D:** ● Assume responsibility to lead an active way of life. ● The specific outcomes focus on: Effort, Safety, Goal Setting/Personal Challenge, Active Living in the Community.
Physical Education 10 is a 5 credit course with classes being a mix of males and females.	**Physical Education 30:** Service and leadership are an integral part of this course. Students will be required to contribute 12 hours to organizing and officiating sporting events, and complete some written assignments.
Physical Education 10 is a required course to receive a high school diploma.	

CAREER AND LIFE MANAGEMENT (CALM)

CALM
CALM 20 is a compulsory course, required for an Alberta Diploma and is usually taken in Grade 11.
CALM is offered as a 3–credit course at JMHS.
The CALM course consists of the following units: • World of Work & Career Choices • Well Being & Personal Choices • Independent Living & Resource Choices
Two extra credits are offered to students during CALM 20. These may be any 2 of the following: • CTR1010: Job Preparation • CTR2310: Career Directions – Expansion • CTR3310: Career Directions – Transitions • FIN1010: Personal Financial Information • HSS1020: Nutrition and Wellness • HSS2030: Perspective on Interpersonal Relationships

OPTIONAL COURSES AVAILABLE AT JMHS

The choice depends on personal interest, skill of the students, and post-secondary career interests

Art	Foods
Band	French - Online
Communications Technology & Audio Visual	Media & Cinema
Construction	Outdoor Education
Cosmetology	Physical Education
Drama	Sports Medicine & Wellness

CTS COURSES: Students are expected to complete five one credit modules in any CTS classes they register in.

To be combined:

- All courses must be from the same level (Introductory, Intermediate or Advanced)
- Courses can be from different streams or subject area (computer courses with welding courses)

Marks will be averaged at the appropriate level

FRENCH

FRENCH 10- 3Y - Online
French 10 is a beginner course where no previous language experience is needed. Students will work on listening, oral & written comprehension. They will learn French by studying specific situations.
No prerequisite is required for French 10-3Y

FINE ARTS

ART 10	ART 20	ART 30
Art 10 is a visual fundamentals course suitable for even absolute beginners.	Your work will develop creatively, conceptually, and compositionally.	In-depth, larger scale projects are done at this level.
Emphasis is on learning to see and think as artists. Exercises apply art theory to develop sensitivity to design principles. Students will learn how to better compose images and practice many drawing and painting techniques and materials.	Art 20 builds upon skills already developed. There is a more creative and conceptual focus to your planning process. There is a focus on planning/process, personal style, and mixing media.	Stylistic exploration, self -expression and media use are key. With greater artistic independence expected.
With effort and discipline students will be pleased with the success they will experience.	Hone your artistic literacy and improve your creative fluency. Try new ways of composing and mixing media.	If desired, projects may be used towards post-secondary entry portfolios for Art Colleges/Universities.

Advance Art – Prerequisite Art 30

ART 11	ART 21	ART 31
Achieving a Cultural Understanding & Appreciation of Art.	**History of Art Through Culture.**	**The Impact of Art on Society as a Whole.**
This guides a student's thinking about the creative process an artist's uses with their materials, what they are trying to convey through their artwork, methods of critical analysis and appreciation of artworks.	This course looks at the creation and function of art, the role and influence artists have on a culture and how art changes throughout history.	Students learn about artists & styles throughout history. The course looks at influences of technology in art as well as art's impact on society
Art pieces created in this course will be based on various artist studies.	Pieces of artwork produced by students will be focused on the periods they will study during this semester.	This course is intended for the serious independent art student who wishes to build a portfolio for post-secondary admission.

If you are looking to develop visual literacy and be exposed to our rich cultural heritage – then take Art! Not only a fun lifelong hobby, art-making develops critical life skills like creativity, risk-taking, and mental flexibility. Plus, it can be used towards University entry.

DRAMA

DRAMA 10-20-30 and MUSICAL THEATRE 15-25-35

Drama 10-20-30 and Musical Theatre 15-25-35 at JMHS is a dynamic, exciting, and challenging 'performing arts' course that incorporates curriculum objectives into a semester of fun! The JMHS Drama Troupe presents a play to the public to showcase the talent and diversity of the students in the class. Whether you are interested in acting, or want to learn more about the technical aspects of theatre, this is the class for you!

This unique course has cross grade level enrollment to encourage growth in the dramatic arts and friendships that enhance the high school social experience. Students gain confidence, learn to interact with others, and conquer fears as they move through the levels and learn skills they will appreciate for a lifetime.

Students should take Drama/Musical Theatre because they:

- Have an interest or curiosity in performing arts
- Want to improve their confidence level
- Want to enhance their abilities to speak in public
- Want to learn more about the technical aspects (lighting, sound, costuming, make-up, props, set design) of drama
- Are planning a career in the arts
- Wonder what performing in public would be like
- Enjoy participation activities
- Are interested in teaching, counseling, psychology, advertising, politics, sales, television or journalism
- Drama 30 and Musical Theatre 35 can be presented as course choices for post-secondary opportunities

MUSIC

MUSIC 10-20-30 are all 5- credit courses which are taken over the full year

Jazz Combo 15/25/35 is designed to offer students the opportunity to perform instrumental jazz music in a small group setting of up to twelve players. Membership is open to all music students enrolled at JMHS. The literature for the ensemble ranges from Dixieland to modern jazz. The Jazz Combo rehearses twice a week and concertizes on a regular basis for both community functions and out of town performances. Participation in festivals, jazz camps, trips and working with guest artists is also part of the Jazz Combo experience. Students who are interested can earn credits for their participation in jazz band. These students need to see their music instructor to register for these credits.

Students should take music because they:

- Have taken music in junior high
- Have a natural ability in music
- Want to learn and grow as a performer, listener, evaluator, composer and consumer of music
- Want to enhance their own appreciation of music
- Are interested in careers in the music industry including performers, songwriter, producer, retailer, sound or sound-track production for movies, television and theatre, advertising.
- Want to enhance their ability in Mathematics. (There are many studies to show that students who study music considerably enhance their ability to learn higher level mathematics)

CAREER AND TECHNOLOGY STUDIES (CTS)

All the courses in CTS are designed to help students:

- Develop skills they can apply in daily living now and in the future
- Make links between curriculum learned in other subjects
- Make effective career choices
- Prepare for entry into the workplace or further learning experiences
- Build employability skills like managing learning, managing resources, solving problems, being innovative, communicating effectively, working with others, and demonstrating personal responsibility for results

CTS courses are taught in modules. Each module is worth 1 credit. Students are expected to be able to complete 5-6 modules in each CTS block they take. Because students work individually, many students will complete more than 5 modules in this time.

Students must have a minimum of 10 credits in CTS, Fine Arts or a Second Language to graduate.

https://www.education.gove.ab.ca/career-and-technology-studies

COMMUNICATION TECHNOLOGIES		
Students will explore techniques in making powerpoint presentations, photography, print communication, and working with audio and visual productions.		
Photography: Learn how to take compelling photos, be the director of your own film and produce your own soundtrack. Students learn in their photography, video and audio projects to explore proper composition and design methods.		
T-Shirt Logo Design: Students can create their own logos for stickers and for a variety of clothing such as t-shirts, hoodies, shorts, sweats, etc. Using Adobe Illustrator students will learn tracing techniques to complete their designs.		
Students should take Communication Technologies/Audio Visual if they are: • Interested in a career in animation, graphic design, journalism, photography, or radio and television arts • Likely to do oral presentation in his/her work – managers, sales people, educators or trainers • Working to improve his/her grades on presentations and projects in any subject		
Introductory Modules	**Intermediate Modules**	**Advanced Modules**
• Audio/Video Production • Digital Design • Media & You, Photography I • Printing I	• Audio/Video 1-2 • Digital Design II • Photography II • Photographic Comm. • Photographic Techniques I • Printing Applications I • Printing Techniques I • Special Effects Photography	• Audio III • Photography III • Photojournalism • Photographic Techniques II • Printing Techniques II • Video III

CONSTRUCTION TECHNOLOGY

Construction Technology at JMHS comprises of 2 different strands: Constructions Technology and Fabrication Studies (some Mechanics modules are offered)

Students should take Construction Technology because they:

- Want to learn basic building construction skills so they can create products out of wood
- Want to learn introductory skills in working with metals
- Will learn to design and manage a construction project
- Are interested in a career in trades related to building construction, welding, and metal fabrication
- Would like to develop skills that they can use in their personal life to do minor repairs and renovations
- Enjoy working with their hands

Introductory Modules	Intermediate Modules	Advanced Modules
• Basic Tools & Materials • Building Construction • Draw & Model • Fabrication Principles • Manufactured Materials • Project Planning & Mgmt. • Sheet Stock Fabrication (Hand Process) • Sketch • Turning Operations • Welding - Basic Electric • Welding - Oxy-Acetylene	• Cabinet Making 1 - Finishing & Refinishing Cabinet (Web & Face Frame) • Cabinet Making 2 (Door & Drawer • Intermediate Furniture Making 1 (box const.) • Intermediate Furniture Making 2 (Frame & Panel) • Metal Repair and Finishing • Welding 1 - Gas Metal Arc (MIG) • Welding - Oxy-fuel (Gas) • Welding 1 - Shielded Metal Arc (Arc)	• Framing Systems 2 (Floor wall & ceiling) • Furniture Making 3 (Leg & Rail) • Furniture Making 4 (Surface Enhancement) • Furniture Repair • Production Planning • Tool Maintenance • Welding 3 – Arc • Welding 4 - Arc

COSMETOLOGY

JMHS offers an exciting option for students who are interested in hairstyling and esthetics. Whether you are thinking about cosmetology for personal reasons, or as a future career, this is a class you will want to check out!

Cosmetology provides the opportunity for students to develop basic career skills and develop an appreciation for personal grooming.

There are over 40 modules available for students to take.

Students gain confidence and knowledge as they move through the levels and learn skills they will appreciate for a lifetime or translate into a career in the industry.

Students should take Cosmetology if they:

- Have an interest in hair styling, make-up, or grooming
- Want to improve their abilities in style and presentation
- Want to enhance their abilities to assist others with makeovers
- Want to learn more about the technical aspects of cosmetology
- Are planning a career in the beauty industry
- Enjoy active participation classes
- Are interested in careers in hair styling, esthetics, massage therapy, make-up artistry, or a salon business.

FOODS

One of every three jobs in Alberta is related to the agriculture and foods industry. Students will develop knowledge of the nature of food and nutrition as well as skills in preparation and presentation of food.

Students should take foods because they:

- Plan to have a job in the foods industry at some time in their lives.
- Are interested in a career as a banquet/catering supervisor, baker, biological technician, butcher, chef or cook, food service industry, manufacturing managers, restaurant and food service managers, food and beverage processing, or food inspection.
- Want to develop preparation and presentation skills for their own uses and pleasures.

Introductory Modules	Intermediate Modules	Advanced Modules
• Contemporary Baking • Fast & Convenience Foods • Food Basics • Food and Nutrition Basic • Project A • Snacks & Appetizers	• Bread Products • Cake & Pastry • Food Decisions & Health • International Cuisine • Project B • Project C	• Creative Baking • Entertaining with Food • Nutrition & Digestion • Project D • Regional Cuisine • Yeast Products

MEDIA AND CINEMA

Media and Cinema gives opportunity for students to engage and understand the impact and scope of cinema and other various media in their lives.

Media and Cinema 15	Media and Cinema 25	Media and Cinema 35
Examines the history of the medium, including the development of production and exhibition technologies that broaden the impact of the subject matter. The course will also explore the way in which history is portrayed and presented in the media and cinema, as well as the significant changes throughout cinematic history.	Explores the ways in which other cultures/national identities are represented by themselves as well as others. This course also investigates how cultural/national identities are developed or shaped by media and cinema.	Seeks to highlight the impact of and creation, by Media and the Cinema, of individual identity. Through exploration of the identities of creators and their worldview, students will be able to see their identities and the identities of others reflected/presented on screen.

OUTDOOR EDUCATION 15

Outdoor Education is a student-centered program designed to enhance the participant's learning ability, self-confidence, and self-discipline. The O.E. course is an adventure in excellence where individuals can challenge themselves mentally, physically, socially, emotionally, and culturally.

Students will learn:

- To demonstrate the basic knowledge, skills, and attitudes necessary for a safe, comfortable outdoor experience in all seasons.
- To demonstrate an awareness and respect of living things and basic ecological processes.
- To develop leadership and decision making skills.
- To develop communication, listening, and observational skills.
- To maintain a functional level of physical fitness
- To develop positive personal, social behaviours, and interpersonal relationships.
- About proper nutrition and menu planning for outdoor activities.
- About how to interact with wildlife populations in a manner safe for all involved.

CTS Modules in this course may include:

- TOU1010: The Tourism Sector
- TOU1120: Adventure & Ecotourism I
- WLD1010: Introduction to Wildlife
- WLD1080: Angling & Fish Management Theory
- WLD1090: Boating Safety
- WLD1130: Outdoor Survival Skills

SPORTS MEDICINE & WELLNESS 15

The course examines issues and concepts in the fields of health, wellness, recreation, and athletics. This course combines theoretical and practical learning experiences. Students that take this course should be prepared to be active as we do weekly wellness activity labs.

CTS modules in this class may include:

- HCS 1050 Musculoskeletal System
- HSS 1010 Health Services Foundations
- REC 1020 Injury Management I
- REC 1030 Technical Foundations for Injury Management I
- REC 1040 Foundations for Training I
- REC 2010 Nutrition for Recreation and Sport

SPORTS MEDICINE & WELLNESS 25

This course is more hands-on and less classroom based. Building on what students learned in the 15 course, the course combines theoretical and practical learning experiences. This course also provides opportunities for students to apply their knowledge and skills in the community of Devon. Students who take this course should be prepared to be active as we do weekly wellness activity labs.

CTS modules in this class may include:

- HCS 1080 Cardiovascular System
- HCS 2020 First Aid/CPR with AED
- REC 1050 Sports Psychology (based on time)
- REC 2020 Injury Management II
- REC 2040 Foundations for Training II
- REC 2060 Leadership in Recreation & Sports
- REC 2910 REC Project B (based on time)

Work Preparation and Post-Secondary

WORK EXPERIENCE 15-25-35
Students may take Work Ex 15-25-35.
Each of these courses is offered for 3,4,5,6,7,8,9 or 10 credits. Each credit requires 25 hours of time.
All Work Experience students must complete 1 Career Transition module (HSC3000) prior to registering for Work Ex.
Students who want to register in Work Experience need to see the Work Experience Coordinator to complete the necessary pre-placement work.
Regular attendance, honesty, and willingness to do a variety of jobs are crucial for the successful completion of Work Experience.
Students will be required to submit monthly timesheets over the duration of their placement.
All work and all hours in this course must be completed before any final grades will be awarded.
The following students should consider registering in Work Experience: • All students who are registered in a high school program that leads directly to work. • Any student who needs credits at the 30-level (grade 12) in order to meet their high school diploma requirement. • Any student who wants to get an edge on getting part-time or summer employment. • Any student who wants to explore a career before investing money in post-secondary training. • Any student who wants to build a solid work portfolio. • Any student who is in or has completed grade 10

REGISTERED APPRENTICESHIP 15-25-35
Students may find or be placed in an apprenticeship program receiving school credits and hours towards apprenticeship.
Students may take up to eight RAP sections: 15, 25a, 25b, 25c, 35a, 35b, 35c, 35d. Each section is approximately 125 hours of apprenticeship training and is worth 5 credits towards a high school diploma or certificate. Students will be required to track their hours and have supervisors evaluate their progress.
Students must abide by Off-Campus learning requirements and have completed HCS3000 Workplace Safety Systems, JMHS also recommends having HCS3010 Workplace Safety Practices as well.
Students who want to register in RAP need to see the Work Experience Coordinator to complete the necessary pre-placement work and be in good standing with the school to be considered for the program. Which includes following the student code of conduct in the JMHS Student Handbook
Students need to be 16 years of age and it is recommended to have their Alberta drivers license.
Students will also register with the Alberta Apprenticeship and Industry Training Board on The Trade Secrets website
All work and all hours in this course must be completed before any final grades will be awarded.

GREEN CERTIFICATE
Green certificate is an off-campus program that gives students the opportunity to study in agriculture related fields and acquire both high school credits (up to 16 credits) and upon completion of the program earn a level 1 technician certificate.
To complete the program students and trainers work through 3 courses (X,Y,Z) in a chosen specialty and then attend in-person exams at chosen sites in the Edmonton area to demonstrate their learning. Students must achieve over 65% on each exam to earn credits in the section they are testing on or they will need to repeat the testing.
Students may enrol in any of the following agricultural specializations: beef, dairy, equine, sheep, swine, crop production (regular and irrigated), and feed lot.
The pre-requisite for the program is Agricultural Safety Systems (AGR3000)
You cannot complete a Green Certificate program at the same location as Work Experience job.

Dual Credit General Information

As part of our commitment to *Inspire Success* in our students, Black Gold School Division (BGSD) offers a dual credit program to high school students. Students in this program will earn college/university credits from a post-secondary institution and high school credits by completing post-secondary level coursework. This program is in partnership with Black Gold School Division, Lakeland College, Lethbridge Polytechnic, Olds College, Portage College, Northern Lakes College, Norquest College, Southern Alberta Institute of Technology (SAIT) and Alberta Education.

Click here for a short video explaining more about Dual Credit! https://bit.ly/443wIaR

For the full BGSD Dual Credit Handbook see the Link: Dual Credit Handbook

Dual Credit Benefits

Dual credit helps students:

- earn high school and post-secondary credits at the same time, as well as earn credits that may lead to preferred placement and workplace certification.
- get a jump-start on their post-secondary education while still in high school.
- potentially complete post-secondary with less financial debt. Through the Dual Credit Framework, high school students do not pay post-secondary tuition fees (only the cost of textbooks/supplies).
- experience what post-secondary courses are like, while still in familiar high school surroundings.
- explore future education and career interests
- gain the confidence and skills to pursue a post-secondary education

Costs

Black Gold School Division will pay all post-secondary school tuition fees for students enrolled in dual credit courses. Students will be responsible for purchasing all textbooks and required materials. These costs are indicated in the course descriptions. Information about purchasing the required materials will be provided to students once they have been accepted into the course.

Transferability

Some courses may transfer for credit at other post-secondary institutions. Course/credit transfer acceptance is always determined by the receiving institute after the student has been accepted into the program. Information about transfer agreements can be found on Transfer Alberta (https://transferalberta.alberta.ca/) or on the post-secondary website. Information about transfer agreements is included in the course description, however this is no way a guarantee of transferability.

APPLICATION STEPS

STEP 1 DETERMINE IF DUAL CREDIT IS RIGHT FOR YOU

Conversations between student, parent and high school are an important first step in the application process. Have a conversation with your school's dual credit coordinator (may be the principal, assistant principal, counselor, or teacher lead) about the course you are interested in.

Make sure you:

- Have the **prerequisites** and/or **corequisites** for the course.
- Have a **block of time** in your schedule dedicated to the course.
- Are **committed to completing the course**. Limited numbers of students can participate and the course requires a *major commitment* on behalf of the student, the parent, the high school and the Postsecondary Institute.
- Understand it is your responsibility to purchase any **textbook & materials** required for the course – Approximate costs are listed in the course descriptions and purchasing information will be provided to successful applicants.

For students who meet these requirements, the school's dual credit supervisor will provide a recommendation to the BGSD Career Education and eLearning Instructional Coach.

STEP 2 COMPLETE YOUR APPLICATION

For students who have been recommended, the BGSD dual credit lead teacher will contact them by email with instructions on how to complete their application and pay the application fee. Applications must be submitted prior to the deadlines below. **Available spots will be filled on a first-come first-served basis.** Late applications *may* be accepted if space is available. Incomplete forms will not be accepted.

26-27 APPLICATION DEADLINES

Sem	Lethbridge Polytechnic	Northern Lakes College	Norquest College	Portage College	SAIT	Olds College	Lakeland College
S1	Jun 12	Jun 19	Jun 19	Jun 19	Jun 19	Sep 16	Sep 18
S2	Nov 27	Dec 4	Dec 4	Dec 4	Dec 4	Feb 17	Feb 19

Dual Credit Course List 2026-2027

See the BGSD Dual Credit Handbook for more information and course descriptions

Dual Credit Handbook

AGRICULTURAL & ENVIRONMENTAL SCIENCES

Course Name	S1	S2	Postsecondary	Prerequisites	Program or Pathway	Approx. Student Cost
EVS1210 Applied Ecology	✓		OLDS COLLEGE OF AGRICULTURE & TECHNOLOGY	None	Environmental Science and Technology Diploma	None
RC200 Basic Energy Principles	✓	✓	Lakeland COLLEGE	None	Environmental Sciences Diploma Sustainable Energy Technology Diploma	None
SC125 Environment -al Mapping Technology	✓	✓	Lakeland COLLEGE	None	Environmental Sciences Diploma Agricultural Sustainability Diploma	None
ATG1008 Solving Technology Problems	✓		OLDS COLLEGE OF AGRICULTURE & TECHNOLOGY	None	Bachelor of Digital Agriculture Precision Agriculture Techgronomy Diploma	$200 for materials

ANIMAL HEALTH

Course Name	S1	S2	Postsecondary	Prerequisites	Program or Pathway	Approx. Student Cost
ANH1050 Intro to the Veterinary Profession	✓	✓	OLDS COLLEGE OF AGRICULTURE & TECHNOLOGY	None	Veterinary Technical Assistant Certificate Veterinary Medical Receptionist Certificate Veterinary Technology Diploma	None
ANH1510 Veterinary Medical Terminology		✓	OLDS COLLEGE OF AGRICULTURE & TECHNOLOGY	None	Veterinary Medical Receptionist Certificate	$80 for eText
The courses below are part of the **Veterinary Technical Assistant Certificate** (VTA) Program at Olds College. The full program is a one year committment, and students need at least 1 spare per semester to be eligible. Participants are required to attend 4-5 mandatory labs on Saturdays at Olds College, per semester. This program has limited spaces.						
ANH1020 Small Animal Clinic Foundations	✓		OLDS COLLEGE OF AGRICULTURE & TECHNOLOGY	HCS3000 Workplace Safety Systems (CTS Course) and ANH 1050: Intro to the Veterinary Profession are prerequisites Students must be in Grades 11, 12, or R12 and on track to complete by the end of Grade 12: ELA 30-1 or 30-2 Math 20-1 or 20-2 Biology 20, Chemistry 20 or Science 20		$350 for learning materials, PPE, scrubs, and lab materials
ANH1030 Veterinary Instruments and Equipment	✓					
ANH1010 Small Animal Behaviour and Handling		✓				
ANH1040 Essential Client Care and Communication		✓				

BUSINESS, MARKETING & HOSPITALITY

Course Name	S1	S2	Postsecondary	Prerequisites	Program or Pathway	Approx. Student Cost
ACT1011 Accounting Principles 1	✓		OLDS COLLEGE OF AGRICULTURE & TECHNOLOGY	None	Business Management Diploma	$100 for textbook
ACT1012 Accounting Principles 2		✓	OLDS COLLEGE OF AGRICULTURE & TECHNOLOGY	ACT1011	Business Management Diploma	$100 for textbook
BUS1177 Entrepreneur -ship		✓	LETHBRIDGE POLYTECHNIC	None	Business Administration Administrative Office Professional	$130 for textbook
HAT1255 Global, Cultural, and Sustainable Tourism	✓		OLDS COLLEGE OF AGRICULTURE & TECHNOLOGY	None	Hospitality and Tourism Management Diploma	None
MNGT200 Intro to Business	✓	✓	SAIT	Social 10-1 or 10-2 CALM	Bachelor of Business Administration	$30 for software
COMP1010 Intro to Computer Applications	✓		NORTHERN LAKES COLLEGE	Corequisite ELA 30-1 or 30-2	Business Administration	$70 for textbook
BUS1170 Intro to Management	✓		LETHBRIDGE POLYTECHNIC	None	Business Administration Computer Information Technology	$110 for textbook
MKG1021 Marketing Principles	✓		OLDS COLLEGE OF AGRICULTURE & TECHNOLOGY	None	Business Management Diploma	None

BUSINESS, MARKETING & HOSPITALITY CONTINUED

Course Name	S1	S2	Postsecondary	Prerequisites	Program or Pathway	Approx. Student Cost
MGMT1220 Organization-al Behavior		✓	NORTHERN LAKES COLLEGE	Corequisite ELA 30-1 or 30-2	Business Administration	$150 for textbook
MGT1000 Principles of Management		✓	OLDS COLLEGE OF AGRICULTURE & TECHNOLOGY	None	Business Management Diploma	$70 for textbook

COMMUNICATION AND WRITING

Course Name	S1	S2	Postsecondary	Prerequisites	Program or Pathway	Approx. Student Cost
COMM1000 Interpersonal Communicati-on for the Helping Professions	✓	✓	NORTHERN LAKES COLLEGE	Co-requisite ELA 30-1 or 30-2	Early Learning & Childcare Educational Assistant Practical Nurse	$75 for textbook
COM1162 Interpersonal Relationships and Communicati-on	✓	✓	LETHBRIDGE POLYTECHNIC	None	Business Administration Exercise Science General Arts and Sciences Practical Nurse etc.	$120 for textbook
ENGL1000 Intro to English Language Literature	✓	✓	NORTHERN LAKES COLLEGE	Co-requisite ELA 30-1 (60%) or 30-2 (70%)	Early Learning & Childcare Educational Assistant Social Work Practical Nurse etc.	$50 for books
COM1020 Workplace Communicat-ion		✓	OLDS COLLEGE OF AGRICULTURE & TECHNOLOGY	None	Business Management Diploma	None

COMPUTER SCIENCE

Course Name	S1	S2	Postsecondary	Prerequisites	Program or Pathway	Approx. Student Cost
CSCR101 Computer Science, Coding and Robotics	✓		PORTAGE COLLEGE	None	University Transfer	No cost for materials rental
COMP105 Intro to Computing and Information Systems	✓		PORTAGE COLLEGE	60% in Math 30-1 or 30-2	University Transfer	$75 for textbook
ATG1008 Solving Technology Problems	✓		OLDS COLLEGE OF AGRICULTURE & TECHNOLOGY	Math 10-C	Bachelor of Digital Agriculture Precision Agriculture Techgronomy Diploma	$200 for materials

EARLY LEARNING AND CHILDCARE

The courses below are part of the **Early Learning and Child Care Certificate Program** at **Northern Lakes College**. Courses listed below are the *recommended* exploratory courses. Students may choose to complete individual courses, or the entire program. For the full list of courses, please refer to this document: Early Learning and Child Care Certificate Program Courses with a * will qualify students to apply for a Level 1 Early Childhood Educator Certificate upon successful completion

Course Name	S1	S2	Prerequisites	Approx. Student Cost
*CDEV0101 Child and Adolescent Development	✓		ELA 10-1 (60%) or 10-2 (70%)	$100 for textbook
COMM1000 Interpersonal Communication for the Helping Professions	✓	✓	Co-requisite ELA 30-1 or 30-2	$75 for textbook
*ELCC0100 Introduction to Early Learning and Childcare	✓		ELA 10-1 (60%) or 10-2 (70%)	$75 for textbook
*ELCC0103 Learning through Play		✓	ELA 10-1 (60%) or 10-2 (70%)	$60 for textbook
*ELCC0105 Health, Nutrition, and Safety		✓	ELA 10-1 (60%) or 10-2 (70%)	$75 for textbook
ENGL1000 Intro to English Language Literature	✓	✓	Co-requisite ELA 30-1 (60%) or 30-2 (70%)	$50 for books

NORTHERN LAKES COLLEGE

EDUCATIONAL ASSISTANT

The courses below are part of the **Educational Assistant Certificate Program** at **Northern Lakes College**. Courses listed below are the *recommended* exploratory courses. Students may choose to complete individual courses, or the entire program. For the full list of courses, please refer to this document: Educational Assistant Certificate Program
Courses with a * will qualify students to apply for a Level 1 Early Childhood Educator Certificate upon successful completion

Course Name	S1	S2	Prerequisites	Approx. Student Cost
*CDEV0101 Child and Adolescent Development	✓		ELA 10-1 (60%) or 10-2 (70%)	$100 for textbook
COMM1000 Interpersonal Communication for the Helping Professions	✓	✓	Co-requisite ELA 30-1 or 30-2	$75 for textbook
EDAS0105 Language Development and Instructional Strategies	✓		ELA 10-1 (60%) or 10-2 (70%) Math 10-C or Math 10-3	$60 for textbook
EDAS0106 Math Development and Instructional Strategies		✓	ELA 10-1 (60%) or 10-2 (70%) Math 10-C or Math 10-3	$85 for textbook
EDAS0108 Introduction to Exceptionalities	✓		ELA 10-1 (60%) or 10-2 (70%)	$60 for textbook
ENGL1000 Intro to English Language Literature	✓	✓	Co-requisite ELA 30-1 (60%) or 30-2 (70%)	$50 for books
LDER0108 Leadership in Helping Professions	✓		Co-requisite ELA 30-1 or 30-2	$60 for textbook

NORTHERN LAKES COLLEGE

ESTHETICS

Course Name	S1	S2	Postsecondary	Prerequisites	Program or Pathway	Approx. Student Cost
HS160 Introduction to Esthetics *3 credits	✓	✓	Lakeland College	None	Esthetician Clinical Esthetician	None

HEALTHCARE

Course Name	S1	S2	Postsecondary	Prerequisites	Program or Pathway	Approx. Student Cost
ANPH209 Anatomy and Physiology	✓	✓	SAIT	Bio 20 (70%) or Bio 30 (60%)	Diagnostic Med. Sonography Med. Lab Tech Rehab Therapy Assistant Fitness & Wellness Mgmt	None
INFC215 Infection Prevention and Control		✓	SAIT	Sci 10 (60%) and co-requisite Bio 20 or Chem 20	Med. Lab Asst./Tech.(Nuclear) Med. TechMed. Radiologic TechDiagnostic Med. SonographyDental Assisting	None
RHAB1001 Intro to Rehabilitation		✓	NORQUEST COLLEGE	ELA 30-1 (50%) or 30-2 (55%) Bio 30 (50%)	Disability Studies Interdisc. Therapy Therapeutic Recreation	None
TRG1150 Intro to Therapeutic Recreation	✓		LETHBRIDGE POLYTECHNIC	None	Therapeutic Recreation Gerontology	$100 for textbook

HEALTHCARE CONTINUED

Course Name	S1	S2	Postsecondary	Prerequisites	Program or Pathway	Approx. Student Cost
MEDT211 Medical Terminology	✓	✓	SAIT	Sci 10 (60%) and co-requisite Bio 20 or Chem 20	Med. Office Asst & Unit Clerk Fitness & Wellness Mgmt Diagnostic Med. Sonography	None
HEED105 Personal Health and Wellness	✓	✓	PORTAGE COLLEGE	ELA 30-1 or 30-2 (60%) or enrolled in ELA 30 and completed ELA 20-1 or 20-2 (70%)	Advance Care Paramedic Practical Nurse Emergency Medical Responder Primary Care Paramedic	None
PSYC1060 Psychology for the Healthcare Professional	✓	✓	NORTHERN LAKES COLLEGE	Co-requisite ELA 30-1 or 30-2	Addictions Counseling Social Work Advanced Care Paramedic Practical Nurse	$75 for textbook
The courses below are part of the **Health Care Aide Certificate** (HCA) Program at Norquest College. The full program is 10 courses. The first course HLTH1031 Health Care Aide Roles and Responsibilities has a mandatory 1 day lab on the Norquest College campus, scheduled on a Saturday.						
HLTH1031 Health Care Aide Roles and Responsibiliti-es *3 credits	✓	✓	NORQUEST COLLEGE	Co-requisite ELA 20-2 (60%) or 30-2 (55%)	Health Care Aide	$30 lab fee
HLTH1032 The Human Body, Health, and Chronic Illness *3 credits		✓		HLTH1031	Health Care Aide	None

LANGUAGES

Course Name	S1	S2	Postsecondary	Prerequisites	Program or Pathway	Approx. Student Cost
ASL101 American Sign Language Part A	✓	✓	Lakeland College	None	American Sign Language and Deaf Culture Studies Certif.	None
CREE101 Introductory Cree Part 1		✓	Portage College	None	University Transfer	None

LAW & CRIMINAL JUSTICE

Course Name	S1	S2	Postsecondary	Prerequisites	Program or Pathway	Approx. Student Cost
LAW1177 Intro to Procedural Law in Canada	✓		Lethbridge Polytechnic	None	Criminal Justice	$125 for textbook
CJP1160 Intro to the Criminal Justice System		✓	Lethbridge Polytechnic	ELA 20-1 or 20-2	Criminal Justice	$60 for textbook

SOCIAL SCIENCES

Course Name	S1	S2	Postsecondary	Prerequisites	Program or Pathway	Approx. Student Cost
PSC1165 Canadian Government	✓		LETHBRIDGE POLYTECHNIC	None	Business Administration Criminal Justice	$150 for textbook
INS1165 Intro to Indigenous Studies	✓	✓	LETHBRIDGE POLYTECHNIC	None	Bachelor of Nursing Business Administration Criminal Justice	$125 for textbook
PSYC104 Intro to Psychology	✓	✓	PORTAGE COLLEGE	ELA 30-1 or 30-2 (60%) or enrolled in ELA 30 and completed ELA 20-1 or 20-2 (70%)	Practical Nurse Social Work University Transfer	$75 for textbook
SOC1101 Intro to Sociology	✓	✓	PORTAGE COLLEGE	ELA 30-1 or 30-2 (60%) or enrolled in ELA 30 and completed ELA 20-1 or 20-2 (70%)	Social Work University Transfer	$50 for textbook

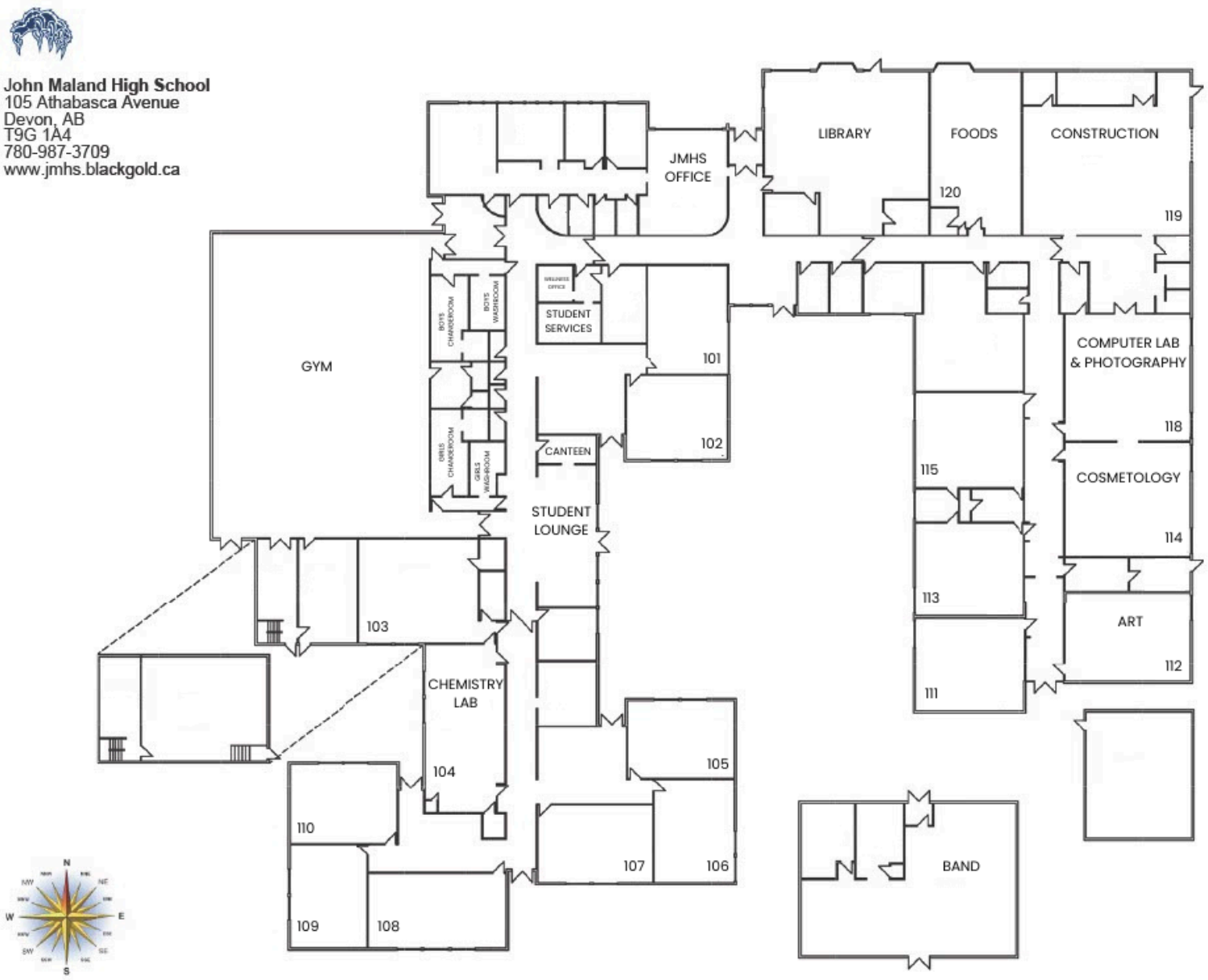
SOCIAL WORK

Course Name	S1	S2	Postsecondary	Prerequisites	Program or Pathway	Approx. Student Cost
ADDP0110 Intro to Addictions Studies	✓		NORTHERN LAKES COLLEGE	Co-requisite ELA 30-1 or 30-2	Addictions Counseling	
ADDP0120 Intro to Counseling Skills	✓		NORTHERN LAKES COLLEGE	Co-requisite ELA 30-1 or 30-2	Addictions Counseling	
SOWK1010 Intro to Social Work	✓		NORTHERN LAKES COLLEGE	Co-requisite ELA 30-1 or 30-2	Social Work Diploma	

SPORTS MANAGEMENT

Course Name	S1	S2	Postsecondary	Prerequisites	Program or Pathway	Approx. Student Cost
SPM1260 Intro to Sports Management	✓		OLDS COLLEGE OF AGRICULTURE & TECHNOLOGY	None	Business Management - Sports Management Major	None
SPM1020 Training for Performance		✓	OLDS COLLEGE OF AGRICULTURE & TECHNOLOGY	None	Business Management - Sports Management Major	None

School Map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