



**2021
2022** **JMHS**
HANDBOOK



**FOR STUDENT
SUCCESS**



John Maland High School

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MESSAGE FROM THE PRINCIPAL

Welcome to a new school year at John Maland High! I look forward to getting to know each of you and to help you on your journey through high school. It is my hope that you will make the most of your time here in order to maximize your learning, forge strong friendships and develop to your maximum potential. I believe this can best be accomplished by totally immersing yourself in the educational process. Ensure that you are actively engaged in the classroom and put forth extra effort outside of school hours to ensure your success.

Additionally, I hope that you will invest in yourself and the school community through involvement in extra-curricular activities. Join sports teams, contribute to the yearbook, join the students' union, take part in band or drama performances, volunteer, and take advantage of a host of other opportunities. Along the way you will build skills, relationships and memories that will last a lifetime.

During the course of the year you will experience many forms of learning and staff members will do their utmost to help make that learning fun and relevant. Please help us to deliver effective programs by informing us of what it is that you need. Tell us what is working and what is not.

I encourage each of you to set personal and academic goals for the coming year and to develop and follow through on a plan to attain them. Pursue your goals with vigour—your future depends on it!

Have a great year!

Darren Caldwell

**JMHS SCHOOL CALENDAR 2021/2022**

DATE	ACTIVITY
August 26 & 27	Teacher Work Days
August 30	Gr.11 & Gr.12 First Day and Photos
August 31	Gr.10 First Day and Photos
September 1	All Students Attend
September 6	Labour Day (School Closed)
September 16	Semester 1 Course Change Deadline
September 17	PD Day (No Classes)
October 11	Thanksgiving Day (School Closed)
October 12	PD Day (No Classes)
November 8-12	Midterm Break (School Closed)
December 3	PD Day (No Classes)
December 20 – January 2	Christmas Break (School Closed)
January 3	Classes Resume
January 31	PD Day (No Classes)
February 1	Semester 2 Begins
February 10 & 11	Teachers Convention (No Classes)
February 21	Family Day (School Closed)
March 11	PD Day (No Classes)
March 28 – April 3	Spring Break (School Closed)
April 4	Classes Resume
April 15	Good Friday (School Closed)
April 18	Easter Monday (School Closed)
April 29	PD Day (No Classes)
May 19 & 20	PD Day (No Classes)
May 23	Victoria Day (School Closed)
June 28	Last School Day
June 29 & 30	Teacher Workdays (No Classes)

Subject to change due to unforeseen circumstances

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

<https://www.alberta.ca/assets/documents/edc-diploma-exam-schedule.pdf>

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



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.

Student Services 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 first thing in the morning.

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 will receive their lock and locker assignment from their first block class. Each first block class is given a section of lockers for students to choose from. Students who 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

BLOCK 1	8:35-10:00
BLOCK 2	10:05-11:30
LUNCH	11:30-12:15
BLOCK 3	12:20-1:45
BLOCK 4	1:50-3:15
BLOCK 5	3:20-4:45

Early Dismissal Hours (First Wednesday of every month)

BLOCK 1	8:35-9:50
BLOCK 2	9:54-11:09
LUNCH	11:09-11:57
BLOCK 3	11:57-1:12
BLOCK 4	1:16-2:30
BLOCK 5*	No Class

*changes to times in blocks 5 only

*bell times subject to change

STARTING THE SCHOOL DAY

The school day begins at 8:35 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 only.

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 obtain a late slip from the office prior to admission to class. **Students MUST have their student ID card to receive a late slip.**

A student who is more than 15 minutes late for class or has more than 3 unexcused lates in each calendar month may not be given a late slip, at the teachers discretion, and thus will be marked absent in class. The student will spend the duration of the block in the Learning Commons. This could contribute to a situation in which the student is removed from a course due to chronic absenteeism.

After the third late slip is issued, any further unexcused lates for the applicable month will require the student to sign in at the office. They may have to report to the learning commons for the duration of the class. If a parent/guardian calls in to advise of an appointment the student will be given a handwritten late slip to get into class.

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.



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 8:15– 11:45 Mondays thru Friday.

Students are expected to be responsible and courteous in all areas of the school, including the Learning Commons. Students can eat lunch in the Learning Commons, with the understanding that they will lose that privilege if they are irresponsible.

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

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

WEEKLY EMAIL UPDATES

An email will be sent every Friday with upcoming important information, dates, resource links etc.

GENERAL INFORMATION

Fees for Optional Courses (for more detailed fee information: <http://jmhs.blackgold.ca/parents/fees-payment>)

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

Math Calculators – TI84+ is required for Math 10C, 20-1, 20-1 & 20-2, 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 14 and 24 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 absent. Students that turn 18 years old during the school year still need their parent/guardian to call or email in his or her absence. Please visit Alberta Health for updated covid protocols: <https://open.alberta.ca/publications/covid-19-information-alberta-health-daily-checklist>.

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.



Cell Phone Use

It is up to the discretion of the teacher if cell phones are allowed in class. Students may be required to turn their phones in to the teacher before class begins. Students are also welcome to keep their cell phone in their lockers. At no time is a student permitted to make/receive phone calls and text messages during class time. Cell phones are not to be used during any school drills, emergency procedures, or examination time.

Appropriate Dress Policy

- Bring extra clothes for gym and indoor, non marking runners.
- The wearing of hats, hoods, toques or sunglasses within the building is prohibited. This is to allow for identification of all people in the school.
- Students will be required to dress in clothing that would be acceptable within a public school setting. Clothing that makes reference to illegal drugs, profanity or discrimination is not allowed. Exposed underwear is not permitted.

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 RCMP issue tickets for anyone in violation of the law.

Accidents

All accidents must be reported to the office immediately. The school will contact parents and get the medical attention that is deemed necessary.

Course Changes

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 on a pro-rated basis. No fees will be refunded 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.

**STUDENT SERVICES**

Ms. Lucia Kruyer Personal Support Teacher (PST)	Mrs. Keri Helgren Learning Support Teacher (LST)	Family School Liaison Worker (FSLW)
<p>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:</p> <ul style="list-style-type: none"> ▪ Anxiety/depression ▪ Stress ▪ Classroom concerns <p>The PST will LISTEN and then LINK you to the appropriate supports both in and outside of the school.</p> <p>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.</p>	<p>The LST can offer you learning supports such as:</p> <ul style="list-style-type: none"> ▪ 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 	<p>The FSLW can help build the relationship between school, home and community by:</p> <ul style="list-style-type: none"> ▪ Providing supportive non-clinical (informal) solution focused counselling ▪ 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 an appointment with the PST staff member by stopping in the Student Services Office, or by email.

Request an appointment with the LST staff member through the JMHS website, under the Student Services Request Form under "Quick Links"

Contact the FSLW staff member through the PST and a referral will be made to the District Student Services



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 extracurricular activities – **WILDCAT PRIDE** starts with you!

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.

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



NORTHERN ALBERTA XTREME HOCKEY ACADEMY

Northern Alberta Xtreme, in partnership with John Maland High school (and Riverview Middle School), currently operate 4 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

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 S.U. please contact Mrs. Hiller or Mrs. Loe.

LEADERSHIP ACTIVITIES

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

Grad Committee	Students' Union
Student Ambassadors	

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. The maximum number of credits that can be earned in a school year is 45.

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 because they stop attending the course is in danger of having his or her registration at JMHS terminated for the semester.

**MINIMUM REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA AND CERTIFICATE OF ACHIEVEMENT**

<u>MINIMUM REQUIREMENTS FOR: HIGH SCHOOL DIPLOMA</u>	<u>MINIMUM REQUIREMENTS FOR: HIGH SCHOOL CERTIFICATE OF ACHIEVEMENT</u>
<p>The requirements indicated below are minimum requirements for a student to attain an Alberta High School Diploma:</p> <p style="text-align: center;"><u>100 CREDITS</u></p> <p style="text-align: center;">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)</p> <p style="text-align: center;">10 Credits in any combination:</p> <ul style="list-style-type: none"> ▪ Career & Technology Studies (CTS) ▪ Fine Arts ▪ Physical Education 20 and / or 30 ▪ Locally Developed Course ▪ Knowledge and Employability Courses ▪ Registered Apprenticeship Program (RAP) <p>PLUS 10 Additional 30 level credits</p>	<p>The requirements below are the minimum requirements for a student to attain a Certificate of High School Achievement: JMHS is fortunate enough to be able to provide full Knowledge and Employability at the High School level. These courses in whole or in combination with non-K and E courses are able to grant a student with the Certificate of High School Achievement.</p> <p style="text-align: center;"><u>80 CREDITS</u></p> <p style="text-align: center;">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)</p> <p style="text-align: center;">5 Credits in:</p> <ul style="list-style-type: none"> ▪ 30- level K & E Occupational Course OR ▪ Advanced level (3000 series) in CTS Course OR ▪ 30- level locally developed course with occupational focus <p style="text-align: center;">And 5 Credits in:</p> <ul style="list-style-type: none"> ▪ 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

Complete a minimum of 15 credits per semester at JMHS, even if fewer credits are needed to meet High School Diploma requirements
Have attended JMHS during their final semester
Be enrolled in a minimum of 15 credits per semester in their Grade 12 year
Have completed or be registered in all the courses needed to qualify for a High School Diploma or a Certificate of Achievement in the current school year
Have a minimum of 50% on the mid-term report card in any course required for a high school diploma
Have completed all the lessons taken through alternative learning opportunities by the deadline set by the school
Have cleared all outstanding school accounts
Have completed at least 70% of their Work Experience hours, by the end of April, if Work Experience is needed to meet high school diploma requirements.

GRAD COMMITTEE

A grad committee made up of students and staff plans the graduation ceremony and banquet. 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.

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 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.

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 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 reason of illness must provide medical documentation.
- Students who are absent for 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.
- Students who miss final exams for reasons other than those listed above (as defined in the School 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 Learning. That is, students who arrive up to one hour late will be allowed to take the test. Because 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, DSmart 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. 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 17-18 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 0%."



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
<ul style="list-style-type: none"> Average of 80% or higher in 5 subjects: \$400 Average of 75%-79.9% in 5 subjects: \$300 	<ul style="list-style-type: none"> Average of 80% or higher in 5 subjects: \$800 Average of 75%-79.9% in 5 subjects: \$500 	<ul style="list-style-type: none"> Average of 80% or higher in 5 subjects: \$1300 Average of 75%-79.9% in 5 subjects: \$700
Requirements: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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)
<ul style="list-style-type: none"> ▪ Honours ▪ Highest achievement in each course ▪ Highest grade average <p>Grade 12 Academic Awards:</p> <ul style="list-style-type: none"> ▪ 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 <p>Grade 12 Awards to apply for:</p> <ul style="list-style-type: none"> ▪ Lions Club Award ▪ Legion Award ▪ Neighbourhood Dental Scholarship 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ In individual sports for most valuable contribution ▪ In individual sports for participation, leadership and sportsmanship 	<ul style="list-style-type: none"> ▪ Adam Booth Technology Studies Award ▪ Avery Inkster Memorial Award ▪ Dawn Zowtuk Memorial Award ▪ F.C. Smith Award ▪ G.H Thompson Award ▪ Kristy Elhard Memorial Scholarship (must apply for this 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:

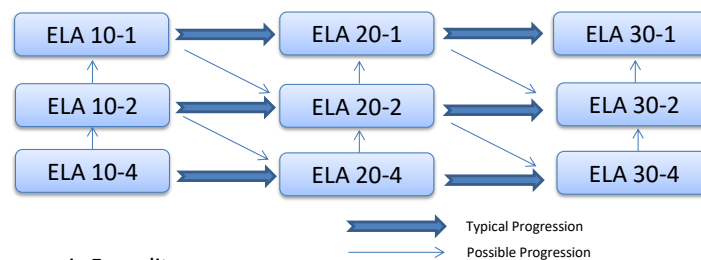
SEMESTER 1		SEMESTER 2	
Block 1	Physical Education 10	Block 1	English Language Arts 10-1
Block 2	Social 10-1	Block 2	Construction 10
Block 3	Foods 10	Block 3	Math 10-C
Block 4	Science 10	Block 4	Communication Tech 10



ENGLISH LANGUAGE ARTS

ELA 10-1 (recommended LA 9 = 65%)	ELA 10-2 (LA 9 = below 65%)
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 theme 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 connections between ideas and contain situations and characters that build on their prior knowledge and experiences.
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 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 dash 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 dash 2 program. Students, at the beginning of the course, take time to adjust to course expectations, the use of classroom time to complete work and 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.

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 clearly states the criteria to be met by a student who wishes to change program routes.



ELA 20-1 (min 65% in 10-1)	ELA 30-1 (min 65% 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)
<p>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 springboard for writing assignments and projects in a variety of forms.</p>	<p>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.</p>	<p>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 and prior knowledge to those of the characters and situations they read about.</p>	<p>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.</p>

- 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.

**SOCIAL STUDIES**

SOCIAL 10-1 (recommended Social 9 = 65%)	Social 10-2 (Social 9 = below 65%)
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 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 10-1 → 20-1 → 30-1	SOCIAL 10-2 → 20-2 → 30-2
Content Application, Evaluation, Analysis, and Synthesis of content is required and assessed.	Content Comprehension and Application is required and assessed.
Skills <ul style="list-style-type: none"> ▪ Critical Thinking and Analytical Writing ▪ Interpretation of Written and Visual Sources 	Skills <ul style="list-style-type: none"> ▪ Critical Thinking and Personal Writing ▪ Understanding Written and Visual Sources
Writing <ul style="list-style-type: none"> ▪ Source Interpretation and Identification of Relationships ▪ Position Paper **Foundational of academic writing in Post-Secondary**	Writing <ul style="list-style-type: none"> ▪ Content and Vocabulary Based Writing ▪ Source Interpretation with Personal Response ▪ Identify and Evaluate Perspective

Social Studies Program

Each course is 5 credits

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



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 65% in Social 9 are recommended to enroll in Social 10-2.

Students who have a mark between 45%-65% in the Social Studies in -1 may opt to take the next level in Social Studies in -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 work force. 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 theorem.

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

MATH 10-3 (Math 9 < 50%)	MATH 10C (Math 9 > 65%)
Any student who earns a mark less than 50% in math 9 and are not in alternative programming 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 are will 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. TI 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

OR

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.

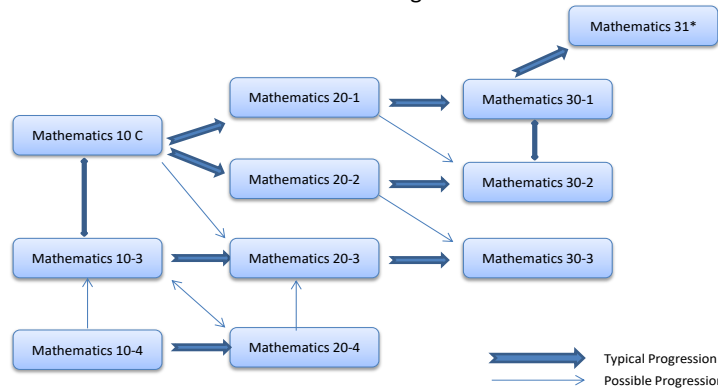
Most College and Most University

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

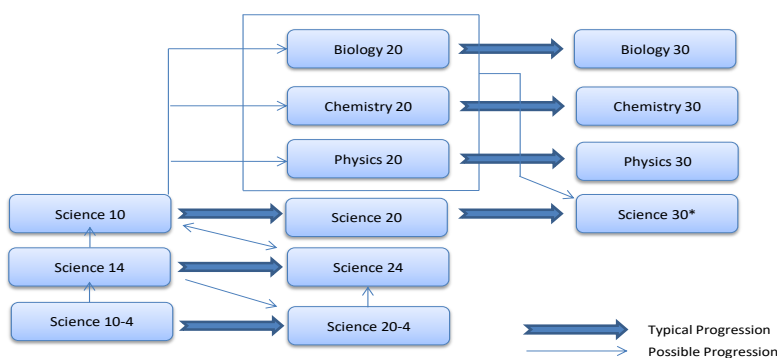


SCIENCE

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: <ul style="list-style-type: none"> ▪ 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 10-1 (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: <ul style="list-style-type: none"> ▪ Biology ▪ Chemistry ▪ Physics ▪ Earth Science. 	Science 30 students investigate: <ul style="list-style-type: none"> ▪ 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 counsellor.

BIOLOGY 20	BIOLOGY 30
<p>Biology 20 students can expect to study to following concepts:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>The focus in Biology 30 is on human physiology and anatomy.</p> <ul style="list-style-type: none"> ▪ 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
<p>Energy is the theme common to all units.</p> <ul style="list-style-type: none"> ▪ Kinematics (how things move) ▪ Dynamics (the forces that cause movement) ▪ Circular Motion and Gravitation ▪ Work and Energy ▪ Oscillatory Motion and Mechanical Waves 	<p>The focus of this course is on the diversity of energy and matter.</p> <ul style="list-style-type: none"> ▪ 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
<p>Chemistry 20 students will focus on investigating:</p> <ul style="list-style-type: none">▪ Gravimetric Stoichiometry – problem solving▪ Gas Behaviour – gas laws, characteristics of gases, gas stoichiometry▪ Solutions – characteristics, concentration, conductivity, solution stoichiometry▪ Acids and Bases – pH scale, stoichiometry, titrations▪ Bonding – atomic and compound structure, shape of compounds, polarity	<p>Chemistry 30 will focus on:</p> <ul style="list-style-type: none">▪ 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.

**PHYSICAL EDUCATION**

PHYSICAL EDUCATION 10	PHYSICAL EDUCATION 20/30
<p>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.</p> <ul style="list-style-type: none"> ▪ 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 	<p>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 Physical Education 20 & 30 have grade specific outcomes. The outcomes for Physical Education 20 are a prerequisite for those in Physical Education 30.</p> <p>Who should take PE 20 & 30?</p> <ul style="list-style-type: none"> ▪ 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
<p>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.</p>	<p>By the end of Physical Education 20 & 30, students will:</p> <p>General Outcome A:</p> <ul style="list-style-type: none"> ▪ 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.
<p>A written exam will conclude each unit and will be based on handouts and class activities.</p>	<p>General Outcome B:</p> <ul style="list-style-type: none"> ▪ Understand, experience and appreciate the health benefits that result from physical activity. ▪ The specific outcomes focus on: Functional Fitness, Body Image and Well-being
<p>Students will also be required to keep a logbook of weekly activities throughout the semester.</p>	<p>General Outcome C:</p> <ul style="list-style-type: none"> ▪ Interact positively with others. ▪ The specific outcomes focus on: Communication, Fair Play, Leadership and Teamwork.
<p>Emphasis is placed on daily participation and effort.</p>	<p>General Outcome D:</p> <ul style="list-style-type: none"> ▪ 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.
<p>Physical Education 10 is a 5 credit course with classes being a mix of males and females.</p>	<p>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.</p>
<p>Physical Education 10 is a required course to receive a high school diploma.</p>	





CAREER AND LIFE MANAGEMENT (CALM)

CALM 20

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:

- HSS1020: Nutrition and Wellness
- HSS2030: Perspective on Interpersonal Relationships
- CTR1010: Job Preparation
- FIN1010: Personal Financial Information
- CTR2310: Career Directions - Expansion
- CTR3310: Career Directions - Transitions

OPTIONAL COURSES AVAILABLE AT JMHS

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

Art	Foods
Band	French - Online
Communications Technology & Audio Visual	Job Preparation
Construction	Outdoor Education
Cosmetology	Physical Education
Film Studies	Sports Medicine & Wellness
Drama	

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

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.

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.

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)



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, counselling, psychology, advertising, politics, sales, television or journalism
- Drama 30 and Musical Theatre 35 can be presented as course choices for post-secondary opportunities.

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, 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.gov.ab.ca/career-and-technology-studies>



SPORTS MEDICINE & WELLNESS 15	SPORTS MEDICINE & WELLNESS 25
<p>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.</p>	<p>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.</p>
<p>CTS modules in this class may include:</p> <ul style="list-style-type: none"> ▪ HSS 1010 Health Services Foundations ▪ HCS 1050 Musculoskeletal System ▪ 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 	<p>CTS modules in this class may include:</p> <ul style="list-style-type: none"> ▪ HCS 1080 Cardiovascular System ▪ HCS 2020 First Aid/CPR with AED ▪ 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) ▪ REC 1050 Sports Psychology (based on time)

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.

**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

- Basic Tools & Materials
- Project Planning & Mgmt.
- Turning Operations
- Vehicle Service & Care
- Oxy-Acetylene Welding
- Basic Electric Welding
- Fabrication Principles
- Sketch
- Draw & Model
- Building Construction
- Manufactured Materials
- Sheet Stock Fabrication (Hand Process)

Intermediate Modules

- Intermediate Furniture Making 1 (box const.)
- Intermediate Furniture Making 2 (Frame & Panel)
- Finishing & Refinishing
- Cabinet Making 1 (Web & Face Frame)
- Cabinet Making 2 (Door & Drawer)
- Oxy-fuel Welding (Gas)
- Shielded Metal Arc Welding 1 (Arc)
- Gas Metal Arc Welding 1 (Mig)
- Metal Repair and Finishing
- Vehicle Maintenance

Advanced Modules

- Arc Welding 3
- Arc Welding 4
- Tool Maintenance
- Furniture Making 3 (Leg & Rail)
- Furniture Making 4 (Surface Enhancement)
- Furniture Repair
- Production Planning
- Framing Systems 2 (Floor wall & ceiling)
- Buying and Selling Vehicles

COMMUNICATION TECHNOLOGIES

Students will explore techniques in making power point 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:

- Media & you, Photography I
- Printing I
- Audio/Video Production
- Animation I
- Digital Design

Intermediate Modules:

- Photography II
- Photographic Comm.
- Photographic Techniques I
- Printing Techniques I
- Printing Applications I
- Audio/Video 1-2
- Animation II
- Digital Design II
- Special Effects Photography

Advanced Modules:

- Photography III
- Photojournalism
- Photographic Techniques II
- Printing Techniques II
- Animation III
- Audio III
- Video III



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:

- Food Basics
- Contemporary Baking
- Food and Nutrition Basic
- Fast & Convenience Foods
- Snacks & Appetizers
- Project A

Intermediate Modules:

- Food Decisions & Health
- Bread Products
- Cake & Pastry
- International Cuisine
- Project B
- Project C

Advanced Modules:

- Creative Baking
- Yeast Products
- Entertaining with Food
- Regional Cuisine
- Project D
- Nutrition & Digestion

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 and 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:

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

**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 Experience.

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 have some assignments to complete following the completion of their Work Experience hours.

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 has completed grade 10



BGSD Dual Credit 2020-2021



View this sheet digitally: bit.ly/2YZBRx4

Dual Credit General Information

As part of our commitment to *Inspire Success* in our students, Black Gold Regional Division (BGSD) will be offering a program, which provides a dual credit opportunity to BGSD high school students. Through the program, students will earn college/university credits and high school credits by completing college-level coursework. This program is in partnership with Bow Valley College, Lakeland College, Olds College, Athabasca University, Northern Lakes College and Alberta Education.

Dual Credit Benefits

Dual credit helps students to:

- 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
- earn credits in high school **and post-secondary institutions at the same time**, as well as earn credits that may lead to preferred placement and workplace certification.
- gain confidence to succeed academically in a post-secondary environment.
- use the latest education technologies which prepare them for the technological workforce.
- learn what college and university instructors expect, while still in familiar high school surroundings.

Dual Credit Courses & Programs

Follow the link for the complete list of [Dual Credit Courses & Programs for the 2019-2020](#) school year. The post-secondary institution that offers each course sets all course prerequisites.

(bit.ly/2YOqb0a)

Dual Credit Application Steps

Dual Credit Courses & Programs require a major commitment on behalf of the student, the parent, the high school and the Post-Secondary Institute. You need to be sure you are ready to dedicate yourself to the program before applying. Conversations between student, parent and High School Dual Credit contacts are a key part of the success of dual credit. Once it has been determined, that a dual credit course or program is an appropriate choice and works with the student's schedule, follow the steps below.

1. Complete the BGSD Dual Credit Application Form.
2. Complete application form for the post-secondary institution offering the selected dual credit course.
3. Submit both fully completed forms to your **Principal**. Late applications *may* be accepted but available spots will be filled on a first-come first-served basis. *Incomplete forms will be returned.*



*NOTE: Electrician & Welding Pre-Employment program applications are due by **the end of May 2020 (for Semester 1) and end of October 2020 (for Semester 2)** to help us determine program numbers.*

Dual Credit Application Forms






*Important note: The post-secondary institution creates student accounts and communicates using **student emails**. Students are encouraged to use their BGSD gshare accounts on the application forms and to check these accounts frequently for messages from the post-secondary institution and the BGSD dual credit coordinator.*

ALL application forms must be submitted to your school principal for approval.

All student must complete this application form.

 	BGSD Dual Credit 2019-2020 Application Form (bit.ly/2Gc3NXr)
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Complete the application for the post-secondary institution offering the selected course or program.

Post-Secondary	Application Form Link
	Athabasca University Dual Credit Application Form (bit.ly/2IcV73L)
	Bow Valley College Dual Credit Application Form (bit.ly/2D8LS1Z)
	Lakeland College Application Form (bit.ly/2GbFuJd)
	Northern Lakes Dual Credit Application Form (bit.ly/2GbFuJd) Students complete pages 1&2 at home with parents then pages 3&4 at school with principal or counselor.
	Olds College Dual Credit Application Form (bit.ly/2EJoHMh)

If you have any questions about dual credit courses & programs please don't hesitate to contact your school administration or

Jennifer Southcombe
 Black Gold Dual Credit Lead Teacher
jennifer.southcombe@blackgold.ca
 780-984-9018



BGSD Dual Credit Online Courses 2019-2020 bit.ly/2YOqb0a

Course	HS credit	Schedule				Post Secondary	Course Prerequisite
		Sep.-Dec.	Jan.-Apr.	Feb.-May	Full Year		
MKTG1101: Intro to Marketing	5 cr. PSI3164	✓					None
HUCL1401: Medical Terminology 1	5 cr. PSI3096	✓		✓			None
COMM1101: Interpersonal Relationships & Communication Skills	5 cr. PSI3171	✓					None
ANAT1101: Anatomy & Physiology	10 cr. PSI3005				✓		Biology 20 and/or successful completion of a dual credit course
SO102: Introduction to Soil Science	5 cr. PSI3073	✓					None
SC140: Environmental Sustainability	5 cr. PSI3076			✓			None
MGMT2901: Intro to Entrepreneurship	5 cr. PSI3172			✓			None
JUST1101: Intro to the Criminal Justice System	5 cr. PSI3100			✓			None
PSYC1101: Intro to Psychology	5 cr. PSI3001			✓			In grade 12 or successful completion of a dual credit course
COMP214: Computer Science - Interactive Technologies	5 cr. PSI3069	✓					None Suggest in grade 11/12
ANTH275: Intro to Cultural Anthropology - Faces of Culture	5 cr. PSI3068			✓			None Suggest in grade 11/12
Mat265: Intro to Calculus 1	5 cr.			✓			Math 30-1

Dual Credit Programs - Mobile Trades Lab

























Full Program	HS credit	Schedule				Post Secondary	Program Entry Prerequisite
		Semester 1 Sept.-Nov.	Dec.	Semester 2 Feb.-Apr.	May		
Mobile Trades Lab							
Welding Pre-Employment Program	15 cr. WDA	✓ Thorsby		✓ New Sarepta			In grade 11 or higher ELA 10-2 Math 10-3 HCS3000
Electrician Pre-Employment Program	15 cr. ETS		✓ Thorsby		✓ New Sarepta		In grade 11 or higher ELA 20-2 Math 20-3(or >70%10C) Science 10 HCS3000





Dual Credit Programs - Online

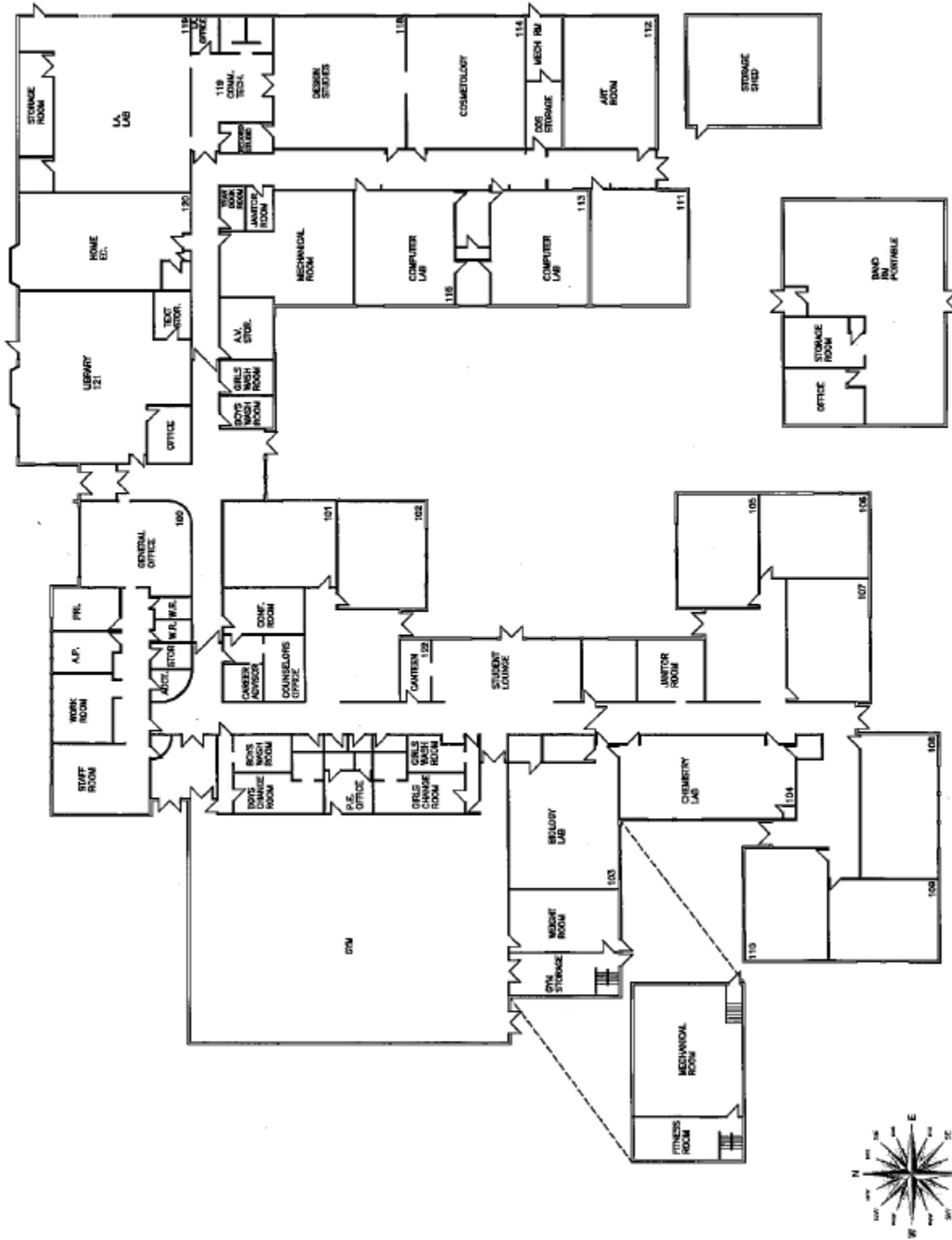
(students may choose to complete an entire program below, over multiple years, or take individual courses)

Course	HS credit	Schedule				Post Secondary	Course Prerequisite
		Sep.- Dec.	Jan. - Apr.	Feb.- May	Full Year		
<u>Hospitality & Tourism Program</u>							
 HAT2355: Leisure, Sporting Events and Recreation Operations	5 cr. PSI3173	✓					None
 HAT2038: Accommodation Management	5 cr. PSI 3174			✓			None
<u>Education Assistant Program</u>							
 EDAS0108: Introduction to Exceptionalities	5 cr. PSI3057	✓					ELA 10-1(60%) or 10-2(70%) Math 10C or 10-3
 CDEV0101: Child and Adolescent Development	5 cr. PSI3052	✓					ELA 10-1(60%) or 10-2(70%) Math 10C or 10-3
 EDAS0102: Effectively Managing Student Behaviour in Educational Settings	5 cr. PSI3053		✓				ELA 10-1 or 10-2 Math 10C or 10-3
<u>Early Learning and Child Care Program</u>							
 CDEV0101: Child and Adolescent Development	5 cr. PSI3052	✓					ELA 10-1 (60%) or 10-2(70%)
 ELCC0100: Intro to Early Learning and Child Care	5 cr. PSI3125	✓					ELA 10-1 (60%) or 10-2(70%)
 ELCC0104: Infant and Toddler Care	5 cr. PSI3122		✓				ELA 10-1 (60%) or 10-2(70%)
 ELCC0102: Learning Through Play	5 cr. PSI3128		✓				ELA 10-1 (60%) or 10-2(70%)
<u>Power Engineer 4th Class</u>							
 Power Engineer 4th Class - Course "A"	13 cr. PEN				✓		Math 10C and ELA 20-2 (corequisite)
<u>Oil Field Operator Training</u>							
 OGPO0201: Oil & Gas Production Operations A	5 cr. PSI3084	✓					ELA 10-2 and Math 20-2 (corequisite)
 OGPO0202: Oil & Gas Production Operations B	5 cr. PSI3087		✓				Oil & Gas Course A





John Maland High School – John Maland Facility Map
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