



2023-2024



JMHS Student Handbook



John Maland High School

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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



JMHS SCHOOL CALENDAR 2023/2024

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

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>

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 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 who require a locker 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 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

| | |
|--------------|-------------|
| Warning Bell | 8:35 |
| BLOCK 1 | 8:38-10:03 |
| BLOCK 2 | 10:07-11:31 |
| LUNCH | 11:31-12:24 |
| Warning Bell | 12:21 |
| BLOCK 3 | 12:24-1:48 |
| BLOCK 4 | 1:52-3:16 |
| BLOCK 5 | 3:18-4:43 |

*bell times subject to change

STARTING THE SCHOOL DAY

The school day begins at 8:38 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 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 has more than 6 unexcused lates in each calendar month will have a meeting with school administration and will 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, Wed, Fri 8:15 AM – 11:45 AM & Tue, Thu 12:00 PM – 3:30 PM

Students are expected to be responsible and courteous in all areas of the school, including the Learning Commons.

Students are encouraged and welcome 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

A weekly email will be sent prior to Monday morning 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, 30-1 & 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 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.

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 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 prorated 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 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 contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- 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,
- 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

It is up to the discretion of the teacher if cell phones are allowed in class. Students may be required to turn their phones into the teacher before class begins. Cell phone hangers will be provided in classrooms during class. Students are also encouraged to keep their cell phone locked up in their locker.

At no time is a student permitted to make/receive phone calls, text messages or social media messages during class time. Students must not be recording or taking photos of other students without their consent. Cell phones are not permitted to be out in the bathrooms or change rooms. Cell phones are not to be used during any school drills, emergency procedures or during examinations. If a family emergency arises we request that the family contact the office and we will get your student from class.

If a student is found in violation of this policy in a classroom setting the following step procedure will be followed for consequences:

1. First offense - the student's phone is confiscated for the remainder of class period and the student must put their phone in their locker or cell phone hanger prior to class for the duration of one week.
2. Second offense - the student's phone is confiscated and brought to the office. The phone can be picked up by the student at the next half day break (lunch or after school). The student will be required to put their phone in their locker or cell phone hanger prior to class for the duration of one week.
3. Third offense - the student's phone is confiscated and brought to the office. The phone can be picked up by the student at the end of the day. The student will be required to put their phone in their locker or cell phone hanger prior to class for the duration of the week.
4. Fourth offense - the student's phone is confiscated and brought to the office, and will only be released to a parent or guardian who picks up the phone from the office.
5. Fifth offense - the student's phone is confiscated and the student may be suspended for defiance of school rules.

If a student is found in violation of of this policy in the washrooms or change room setting the following step procedure will be followed for consequences:

1. First offense - the student is referred to the office and will be issued a ½ day in school suspension.
2. Second offense - the student is referred to the office and will be issued a full day in school suspension.
3. Third offense - the student is referred to the office and will be issued a full day out of school suspension.

Consequences may be reset if there is a significant duration between offenses.

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 Royal Canadian Mounted Police, 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 will 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 truanancies.
 - 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 20 classes owing 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 8 absences, an administrator will discuss the problem with the student and will notify parents



- After 14 absences, an administrator will meet with the student and their parents to establish strategies to curtail continued attendance issues.
- After 20 absences, and 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.

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) |
|--|---|---|
| <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 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?

| | | |
|---|--|---|
| <p>Request and appointment with the PST staff member by stopping in the Student Services Office, or by email:</p> <p>Lucia.Kruyer@gshare.blackgold.ca</p> | <p>Request an appointment with the LST staff member through the JMHS website, under Students select Student Services Appointments, then click on the form link</p> | <p>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.</p> |
|---|--|---|



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!

LEADERSHIP ACTIVITIES

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

| | |
|-------------------|-----------------|
| Grad Committee | Students’ Union |
| Student Claw Crew | |



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

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



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. Hiller or Mrs. Loe.

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

**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:</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>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. 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 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.



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 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. Teacher's 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 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. 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. 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 24 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 |
|--|---|---|
| <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 |
| <p>Requirements:</p> <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 | <p>Requirements:</p> <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 | <p>Requirements:</p> <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 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 |

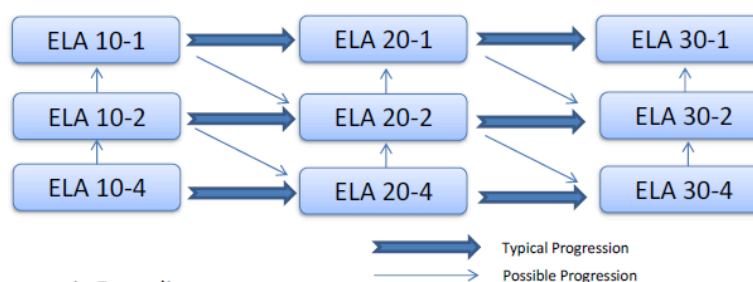
ENGLISH LANGUAGE ARTS

| ELA 10-1 (recommended LA 9 = 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) |
|---|--|---|--|
| <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 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 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.

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.



SOCIAL STUDIES

| SOCIAL 10-1 (recommended Social 9 = 60%) | Social 10-2 (Social 9 = below 60%) |
|--|--|
| <p>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.</p> | <p>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.</p> |
| <p>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.</p> | <p>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.</p> |
| <p>Students who are generally successful in the 10-1 program are students who take a keen interest in local, national, and international affairs.</p> | |

| 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 |
|--|---|
| <p>Content Application, Evaluation, Analysis, and Synthesis of content is required and assessed.</p> | <p>Content Comprehension and Application is required and assessed.</p> |
| <p>Skills</p> <ul style="list-style-type: none"> • Critical Thinking and Analytical Writing • Interpretation of Written and Visual Sources | <p>Skills</p> <ul style="list-style-type: none"> • Critical Thinking and Personal Writing • Understanding Written and Visual Sources |
| <p>Writing</p> <ul style="list-style-type: none"> • Source Interpretation and Identification of Relationships • Position Paper <p>**Foundational of academic writing in Post-Secondary**</p> | <p>Writing</p> <ul style="list-style-type: none"> • 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.

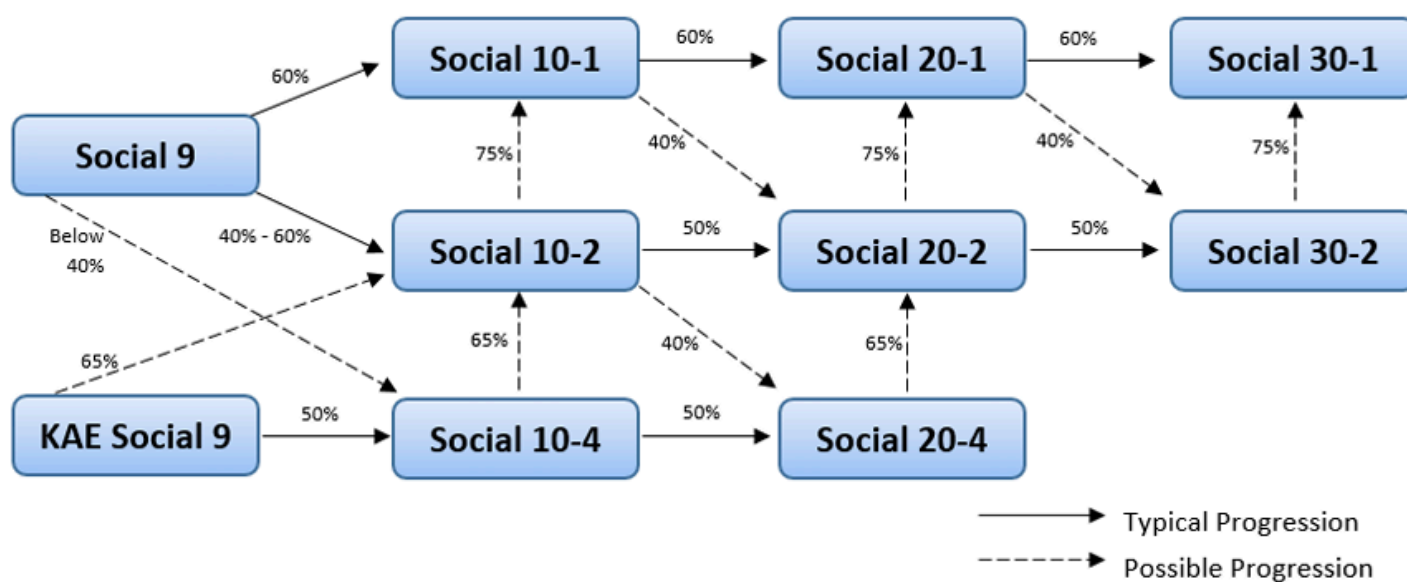
As such, the skills required for success at the grade 12 level are introduced and developed in a grade-level appropriate manner in Social 10, and then reinforced and expanded on in Social 20, and applied to more sophisticated content in Social 30.

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 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 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. 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**

| 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. | |

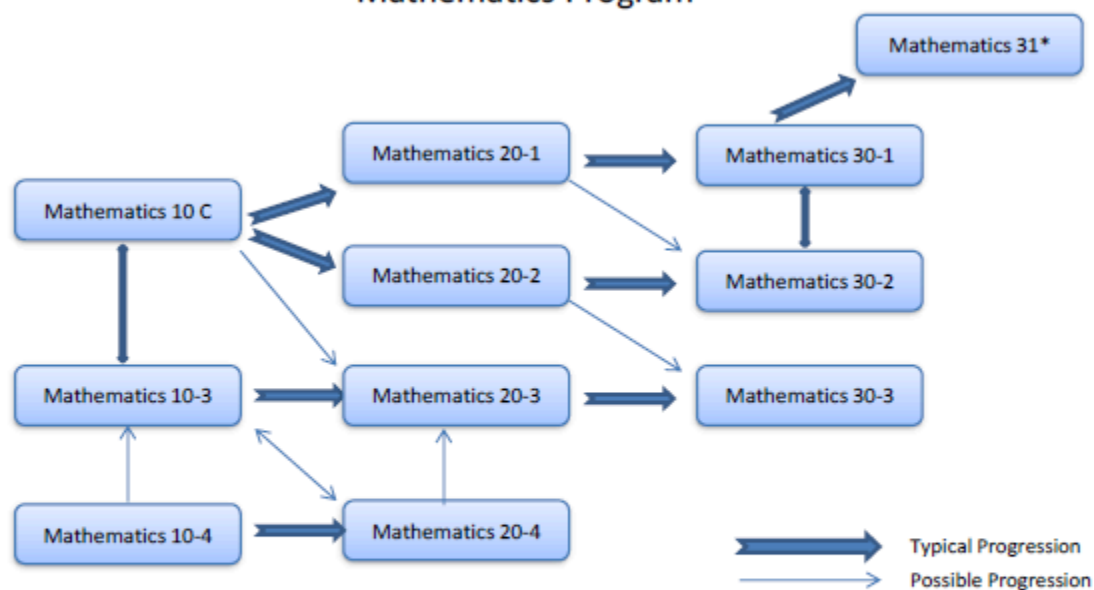
Most College and Most University

| 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

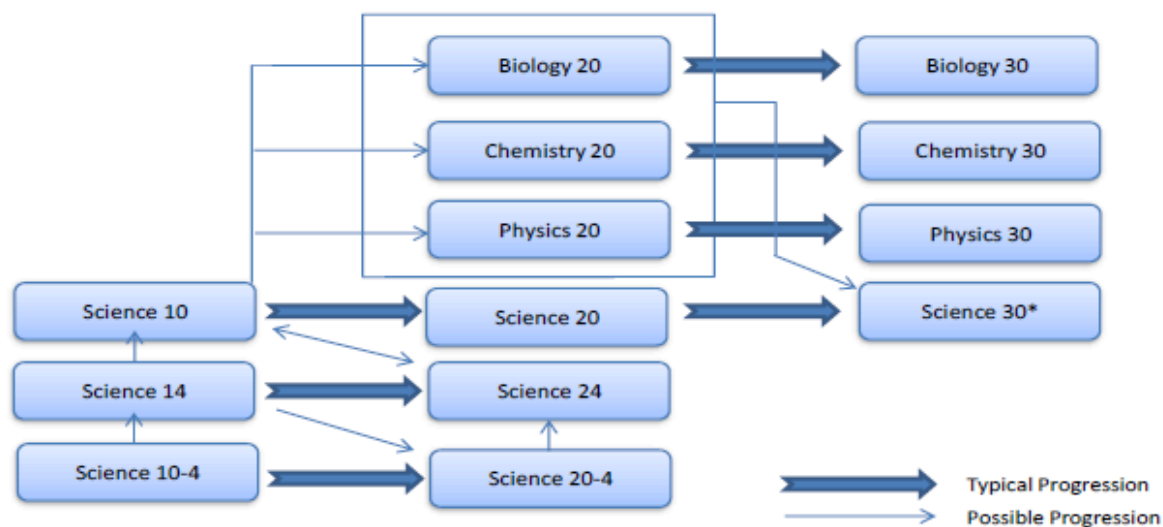
Mathematics 10C < 50% enroll in Mathematics 20-3

**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 (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 counselor.



| 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 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 | <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 PE 20 & 30 have grade specific outcomes. The outcomes for PE 20 are a prerequisite for those in PE 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 PE 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 |
|--|
| 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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.gov.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: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Audio/Video Production • Digital Design • Media & You, Photography I • Printing I | Intermediate Modules <ul style="list-style-type: none"> • Audio/Video 1-2 • Digital Design II • Photography II • Photographic Comm. • Photographic Techniques I • Printing Applications I • Printing Techniques I • Special Effects Photography | Advanced Modules <ul style="list-style-type: none"> • 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

- 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

Intermediate Modules

- 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)

Advanced Modules

- 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

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

Intermediate Modules

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

Advanced Modules

- 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

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.

Media and Cinema 25

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.

Media and Cinema 35

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 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 2023-2024

Dual Credit General Information

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

Click here for a short video explaining more about Dual Credit! <https://bit.ly/3Cw5oBp>

Dual Credit Benefits

Dual credit helps students to:

- 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.
- 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).
- Gain confidence to succeed academically in a post-secondary environment.
- Use the latest educational technologies which prepare them for the technological workforce.
- Learn what college and university instructors expect, while still in familiar high school surroundings.

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.

Dual Credit Application Steps



Determine if Dual Credit is for You: Conversations between student, parent and High School Dual Credit contacts are an important first step in the success of a student in the dual credit program. Have a conversation with your school dual credit supervisor (may be the principal, counselor etc) about the course you are interested in.

Prior to registering, please make sure you:

- € Have the **prerequisites** 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 Post-Secondary Institute.
- € Understand it is **your responsibility to purchase any textbook & materials** required for the course - these can be purchased through the online college Bookstores, Amazon.ca or other online stores. Costs are listed in the course descriptions and purchase information will be provided to successful applicants. Black Gold School Division pays all tuition costs.

For students who meet these requirements principals will provide a recommendation to the BGSD dual credit lead teacher.



Application to the Dual Credit Program: For students who have been recommended, the BGSD dual credit lead teacher will email the **BGSD Dual Credit Application Form** to them; this must be completed online. Applications must be submitted prior to the deadlines below. **Available spots will be filled on a first-come first-served basis**. Late applications *may* only be accepted if space is available. *Incomplete forms will not be accepted*.

Application are open NOW - Deadlines:

Semester 1: June 24, 2023

Semester 2: November 10, 2023










Confirmation: Once your application is approved, you and your parent/guardian will **receive an email** with instructions to confirm your registration. This includes completing the **specific application required by the Post-Secondary School** delivering the course.

* **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 lead teacher.*

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



Dual Credit Course Schedule 2023-2024

| Post Secondary Course | #HS credits HS & PS course codes | Schedule | | | Post Secondary | Course Prerequisite | Post-Secondary Program/Pathway | Student Cost | More Info |
|--|---|----------|------------|-----------|---|---------------------|---|--------------------------------|-----------|
| | | Sep-Dec | Jan - Apr. | Feb - May | | | | | |
| AGRICULTURE, HORTICULTURE & NATURAL RESOURCES | | | | | | | | | |
| Applied Ecology | 5cr. PSI3227 EVS1210 | | | ✓ |  | None | Land & Water Resources Diploma | No costs | p.12 |
| Solving Technology Problems | 5cr. PSI3226 ATG1008 | ✓ | | |  | None | Precision Agriculture Techgromy Diploma | ~\$150 | p.32 |
| Electronics & Control Systems in Precision Agriculture | 5cr. PSI3225 ATG1007 | | | ✓ |  | None | Precision Agriculture Techgromy Diploma | ~\$70 | p.20 |
| Producing Horticulture Crops | 5cr. PSI3213 HRT1700 | | | ✓ |  | None | Horticulture Technologist Diploma | ~\$50 (soil, plant trays etc.) | p.31 |
| Basic Energy Principles | 5cr. PSI3220 RC200 | ✓ | | ✓ |  | None | Renewable Energy & Conservation (Cert./Diploma) | No costs | p.13 |
| ANIMAL SCIENCE | | | | | | | | | |
| Intro to the Veterinary Profession | 5cr. PSI3047 AHT1050 | ✓ | | |  | None | Animal Health Technology Diploma | No costs | p.27 |
| Veterinary Practice: The Team Connection | 5cr. PSI 3224 AHT1140 | | | ✓ |  | None | Animal Health Technology Diploma | No costs | p.35 |



Dual Credit Course Schedule 2023-2024 continued...

| Post Secondary Course | #HS credits HS & PS course codes | Schedule | | | Post Secondary | Course Prerequisite | Post-Secondary Program/Pathway | Student Cost | More Info |
|--|---|----------|------------|-----------|---|--|---|------------------------------|-----------|
| | | Sep-Dec | Jan - Apr. | Feb - May | | | | | |
| BUSINESS, SPORTS MANAGEMENT & TOURISM | | | | | | | | | |
| Accounting Principles | 5cr, PSI3017 ACT1011 | ✓ | | |  | None | Business Management Diploma | ~\$100 | p.8 |
| Accounting Principles 2 | 5cr. PSI TBD HAT2038 | | | ✓ |  | ACT1011 | Business Management Diploma | ~\$100 | p.9 |
| Intro to Sports Management | 5cr. PSI3249 SPM1260 | ✓ | | |  | None | Business Management Diploma (Sports Management Major) | No costs | p.26 |
| Training for Performance | 5 cr. PSI3250 SPM1020 | | | ✓ |  | None | Business Management Diploma (Sports Management Major) | No costs | p.34 |
| Marketing Principles | 5 cr. PSI TBD MKT 1021 | ✓ | | |  | None | Business Management Diploma | ~\$50 | p.28 |
| Introduction to Business | 5cr. PSI3014 MNGT200 | ✓ | | ✓ |  | Grade 11 students with Social 10-1/10-2 and CALM | Bachelor of Business Administration | ~\$120 | p.14 |
| COMPUTER SCIENCE & ROBOTICS | | | | | | | | | |
| Electronics & Control Systems in Precision Agriculture | 5cr PSI3225 ATG1007 | | | ✓ |  | None | Precision Agriculture Techgronomy Diploma | ~\$70 | p.20 |
| Computer Science Coding and Robotics | 5cr. PSI3268 CSCR101 | ✓ | | ✓ |  | ELA 20 & Math 20 (-1 or -2) corequisite/prerequisite | None | ~\$200 kit May be covered | p.15 |



ESTHETICS AND HAIRSTYLING

| | | | | | | | | | |
|--------------------|---|---|--|---|--|------|-------------------------------------|----------|------|
| Hairstyling | *3 cr. HSA3900, 3406, 3411 HS160 | ✓ | | ✓ | | none | Esthetician Clinical Esthetician | No costs | p.21 |
| Intro to Esthetics | *3 cr. PSI3072 HS160 | ✓ | | ✓ | | none | Esthetician Clinical Esthetician | No costs | p.23 |

| Post Secondary Course | #HS credits HS & PS course codes | Schedule | | | Post Secondary | Course Prerequisite | Post-Secondary Program/Pathway | Student Cost | More Info |
|-----------------------|---|-----------|------------|-----------|----------------|---------------------|--------------------------------|--------------|-----------|
| | | Sep - Dec | Jan - Apr. | Feb - May | | | | | |

HEALTHCARE

| | | | | | | | | | |
|----------------------------------|--------------------------------|---|---|---|--|---|---|---------------------------|------|
| Personal Health and Wellness | 5cr. PSI3095 HEED105 | ✓ | ✓ | | | 60% in ELA30-1 or enrolled in ELA30-1 with 70% in ELA 20-1 | Advance Care Paramedic Practical Nurse Diploma Emergency Medical Responder Primary Care Paramedic | Textbook \$100-150 new | p.30 |
| Anatomy & Physiology | 5cr. PSI3005 ANPH209 | ✓ | | ✓ | | Registered in Grade 11 or 12 (>70% bio20 or >60% bio30) | Diagnostic Medical Sonography Primary Care Paramedic Medical Lab Tech Rehabilitation Therapy Assistant | ~\$85 | p.11 |
| Infection Prevention and Control | 5cr. PSI3188 INFC215 | | | ✓ | | Registered in Grade 11 or 12 (>60% Sci10 and enrolled in bio20 or chem20) | Dental Assisting Diagnostic Med. Sonography Med. lab. Assistant Medical Radiologic Tech Nuclear Medicine tech | No cost | p.22 |
| Medical Terminology | 5cr. PSI3096 MEDT211 | ✓ | | ✓ | | Registered in Grade 11 or 12 (>60% Sci10 and enrolled in bio20 or chem20) | Medical Office Assistant & Unit Clerk Diagnostic Medical Sonography Medical Radiologic Technology | ~\$65 | p.29 |



| HUMANITIES | | | | | | | | | |
|--|-----------------------------|---|---|---|--|--|---|------------------------|------|
| Intro to Psychology | 5 cr. PSI3001 PSYC104 | ✓ | ✓ | | | 60% in ELA30-1 or enrolled in ELA30-1 with 70% in ELA 20-1 | Practical Nurse Diploma Community Social Work Diploma University Transfer Program | Textbook ~\$100 new | p.24 |
| Intro to Sociology | 5cr PSI3038 SOCI101 | ✓ | ✓ | | | 60% in ELA30-1 or enrolled in ELA30-1 with 70% in ELA 20-1 | Community Social Work Diploma University Transfer Program | Textbook ~\$160 new | p.25 |
| Technology Tools for Teaching & Learning | 5cr PSI3222 COMA200 | ✓ | ✓ | | | 60% in ELA30-1 | University Transfer Program Education Program | No costs | p.33 |
| American Sign Language Part A | 5cr PSI3214 | ✓ | | ✓ | | none | American Sign Language and Deaf Culture Studies Certif. | No costs | p.10 |

| Post Secondary Course | HS credits & course | Schedule | | | Post Secondary | Course Prerequisite | Cost | More Info |
|---|---------------------|-----------|-----------|----------|----------------|-----------------------------|------------------------|-----------|
| | | Sep.-Dec. | Jan.-Apr. | Feb.-May | | | | |
| EARLY LEARNING & CHILD CARE PROGRAM | | | | | | | | |
| CHILD AND ADOLESCENT DEVELOPMENT (CDEV0101) | 5 cr. PSI3052 | ✓ | | | | ELA 10-1 (60%) or 10-2(70%) | Textbook ~\$140 new | p.15 |
| INTRO TO EARLY LEARNING AND CHILD CARE (ELCC0100) | 5 cr. PSI3125 | ✓ | | | | ELA 10-1 (60%) or 10-2(70%) | Textbook ~\$120 new | |
| LEARNING THROUGH PLAY (ELCC0103) | 5 cr. PSI3128 | | ✓ | | | ELA 10-1 (60%) or 10-2(70%) | eTextbook ~\$90 new | |
| INFANT AND TODDLER CARE (ELCC0104) | 5 cr. PSI3122 | | ✓ | | | ELA 10-1 (60%) or 10-2(70%) | eTextbook ~\$78 new | |
| <p>* These courses form part of the <i>Early Learning and Childcare Program</i> at Northern Lakes College. Students can complete individual courses. To complete the full program they will need to take additional courses from the college which can be done over multiple years. For more information, read about the program - LINK</p> | | | | | | | | |



EDUCATIONAL ASSISTANT PROGRAM

| | | | | | | | | |
|--|------------------|---|---|--|--|--|------------------------|------|
| CHILD AND ADOLESCENT DEVELOPMENT (CDEV0101) | 5 cr. PSI3052 | ✓ | | |  | ELA 10-1(60%) or 10-2(70%) Math 10C or 10-3 | Textbook ~\$140 new | p.17 |
| INTRODUCTION TO EXCEPTIONALITIES (EDAS0108) | 5 cr. PSI3057 | ✓ | | |  | ELA 10-1(60%) or 10-2(70%) Math 10C or 10-3 | Textbook ~\$95 new | |
| EFFECTIVELY MANAGING STUDENT BEHAVIOR IN EDUCATIONAL SETTINGS (EDAS0102) | 5 cr. PSI3053 | | ✓ | |  | ELA 10-1 or 10-2 Math 10C or 10-3 | eTextbook ~\$75 new | |
| PRACTICUM 1 & SEMINAR (EDAS0109) | 3 cr. PSI3062 | | ✓ | |  | HCS3000 & enrolled in another EA course. | None | |

*These courses form part of the *Educational Assistant Program* at Northern Lakes College. Students can complete individual courses. To complete the full program they will need to take additional courses from the college which can be done over multiple years. For more information, read about the program [LINK](#)

