

# TRANSITIONS throughout HIGH SCHOOL

## SCHOOL INFORMATION

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Principal:	Mr. Kim Hackman	
Assistant Principals:	Mr. Jayme McDonald	A - G
	Ms. Lynn Rule	H - O
	Mr. Darrin Whitbread	P - Z
Counsellors:	Ms. Kathie Coutts	A - G
	Ms. Deb Ingram	H - M
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## TRANSITION from JUNIOR HIGH to GRADE 10

There are several important differences between Junior and Senior High School. Knowing these differences can enable Grade 10 students to plan for success.

- **The Semester System**  
Students are registered in four classes each semester. In Grade 10, students will usually have two core (academic) courses and two complementary (option) classes each semester. At first this might seem easier than Junior High, where students do all eight classes for the full year. The fact is that classes move very quickly. One missed day is equivalent to two or three missed days in Junior High. It is important that students settle into classes quickly and not fall behind in homework or review. It can be very difficult to catch up.
- **Independence and Responsibility**  
Students are expected to be more independent in High School. Each student has a different timetable and a different set of teachers. Each of these teachers has his or her own expectations regarding behaviour, homework, and achievement. Students are expected to take responsibility for knowing what these expectations are and for following through. High school teachers are helpful and want their students to be successful, but they do expect that students will ask for help and be involved in their own learning.
- **New Relationships**  
High schools are larger and include students from several different Junior High schools. There are many new people to meet. This can be both exciting and frightening. Students may feel lonely or left out, or may react by becoming withdrawn or overly outgoing. It is important to keep things in balance and to make new connections as well as keeping old friendships. This is a good time to try new activities but it is also important to remember that the main reason for being here is to get a good education.
- **Expectations**  
There is an increase in the amount of homework and in the demands on students to be organized to complete and hand in assignments without constant teacher supervision. Teachers in core and complementary courses have high expectations related to the quality of work submitted. Teachers also expect students to be more responsible and mature. The amount of homework students normally do depends on a variety of factors such as the course load, knowledge level, student goals and course levels. One hour as a minimum, 5 to 6 days per week, to a maximum of about 3 hours a day is expected.

### **TRANSITION from GRADE 10 to GRADE 11**

Progressing to Grade 11 involves another transition for students. The last two years of High School are the concentrated time when students are preparing for post-secondary education and for careers, and teachers expect behaviour that reflects this. Students are responsible for choosing courses that match their skills as well as post-secondary goals, i.e. choosing one, two, or all three sciences: chemistry, biology, and physics. Students' roles are evolving with further self-exploration, self-definition and increased autonomy.

### **TRANSITION from GRADE 11 to GRADE 12**

The transition into Grade 12 brings students face-to-face with "what am I going to do after High School?" Achieving their potential in academics is critical. Engagement, participation, attendance, and studying should all be at their maximum. During this year, students should apply for post-secondary admission and scholarships in a timely fashion. Guidance counsellors help with these tasks in a variety of ways: Grade 12 classroom information presentations in October, Canadian Post-secondary Fair in November, scholarship meetings, and individual appointments (which are encouraged throughout the year). This is an exciting year but can also be stressful. Parent support and understanding are especially important.

### **SUCCESS IN HIGH SCHOOL**

The formula for success in High School is relatively easy. Students who receive the best grades follow these guidelines:

- Attendance: They attend school daily (unless ill or on a field trip) and arrive in class on time.
- Homework and Assignments: They do all of their homework. When they do not understand something, they ask for help. They make sure that they hand in all assignments.
- Study Time: They schedule time to review their material regularly - reading over notes, reviewing the textbook, and understanding the concepts.
- Involvement: They get involved in at least one activity at school. This might be a team or club or some activity that is connected with a class, i.e. science Olympics or a dance production.
- Tutorials: Plan on arriving at school by 8:30 am every morning, Monday through Thursday, to take advantage of Tutorials.
- Get rid of confusion: Confusion is a natural part of new situations and of learning. Try to deal with it as quickly as possible by accessing one of the many resources at Western.
- Affirmation: They celebrate their successes.

Student characteristics	Recommended Levels for Core Courses
<ul style="list-style-type: none"> <li>• Good to excellent academic past performance</li> <li>• Strong reading &amp; writing skills</li> <li>• Responds well to high standards</li> <li>• Maintains a regular homework schedule</li> <li>• Capable of working independently</li> <li>• Strong problem solvers</li> <li>• Good organizational skills</li> <li>• Can interpret and analyze more complex material</li> <li>• May pursue post-secondary studies at a university or college and some technical institute programs.</li> </ul>	<ul style="list-style-type: none"> <li>• English 10-1</li> <li>• Social 10-1</li> <li>• Math 10 C</li> <li>• Science 10</li> </ul>
<p>In addition to the above, pre-IB students should display:</p> <ul style="list-style-type: none"> <li>• Creative thinking</li> <li>• Intellectual curiosity</li> <li>• Interest in IB</li> <li>• Participation in class discussions</li> <li>• Self-motivation</li> <li>• <math>\geq 80\%</math> course marks</li> <li>• Interest in reaching potential</li> <li>• Quality assignments handed in on time</li> <li>• Good time management skills</li> <li>• Support from parents</li> </ul>	<ul style="list-style-type: none"> <li>• ELA 10-1 WCP-IB</li> <li>• Social 10 WCP-IB</li> <li>• Math 10 WCP-IB</li> <li>• Science 10 WCP-IB</li> <li>• FLA 10 WCP-IB</li> <li>• French 10 WCP-IB</li> <li>• Spanish 10 WCP-IB</li> </ul>
<ul style="list-style-type: none"> <li>• Good academic performance</li> <li>• Needs to strengthen skill in reading, writing, math and/or organization</li> <li>• Experiential Learner</li> <li>• Maintains a regular homework schedule</li> <li>• Has good organization skills</li> <li>• More comfortable with concrete concepts and examples</li> <li>• Need a structured introduction to new concepts</li> <li>• Prefers to complete work in class</li> <li>• Prefers step-by- step structure and directions</li> <li>• May pursue post-secondary programs at the college or technical institute level</li> </ul>	<ul style="list-style-type: none"> <li>• English 10-2</li> <li>• Social 10-2</li> <li>• Math 10 C</li> </ul>
<ul style="list-style-type: none"> <li>• May have experienced difficulty in subject area in prior grades</li> <li>• Prefers a basic curriculum directed towards real life experiences</li> <li>• Prefers concrete concepts over abstract concepts</li> <li>• Needs to strengthen basic math skills</li> <li>• May need to strengthen reading comprehension, vocabulary and speed</li> <li>• Need good organizational skills</li> <li>• Maintain a regular homework schedule</li> <li>• May need extra structure and direction in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Math 10-3</li> <li>• Science 14</li> </ul>

Promises about future behaviour are not considered when making recommendations. The best predictor of success in academic courses in high school is current performance. Students who want to move to a higher level of a course need to demonstrate in Grade 9 that they have the work ethic and motivation to achieve the recommended grade.

## **Complementary (Option) Courses**

Students will choose their complementary courses from one or more of the following areas:

- Physical Education
- Career and Technology Studies
- Second Languages
- Fine Arts

These courses should be chosen carefully for a number of reasons:

- The course may be prerequisite for complementary choices in Grades 11 and 12.
- Complementary courses are as long as core courses in that they are 125 hours.
- These courses fulfil one of the Alberta High School Diploma requirements.
- Once requested, it may not be possible to change these course choices.

Students should consider the following points in selecting their complementary courses:

- What have you excelled in during Junior High?
- What are areas of interest you have never explored?
- What skills might help you in the future?
- How can you have variety in your day, i.e. physical activities, creative activities?

## **THE ALBERTA HIGH SCHOOL DIPLOMA**

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

- Earn a minimum of 100 credits
- Complete and meet the standards of the following courses:
  - English Language Arts – 30 level
  - Social Studies – 30 level
  - Mathematics – 20 level
  - Science – 20 level
  - Physical Education 10 (3 credits)
  - Career and Life Management (3 credits)
  - 10 credits in any combination from: Career and Technology Studies (CTS) *or* Fine Arts *or* Second Languages *or* Physical Education 20 *and/or* Physical Education 30 *or* approved Locally Developed Courses
  - 10 credits in any 30-level course (in addition to a 30-level English Language Arts and a 30-level Social Studies course as specified above)

Please note:

- Credits are earned by passing courses (receiving a grade of at least 50%). When students fail to achieve 50%, they must repeat the class at summer school or during the following school year.

Most courses are worth 5 credits. C.T.S. courses are taught as 1 credit modules. Most courses in C.T.S. are a package of 5 modules

## **PLANNING FOR POST-SECONDARY EDUCATION**

There are scores of post-secondary institutions to which students can apply when they complete high school. Each of these institutions has unique admission standards. Some general guidelines are as follows:

Universities:

- All universities in Canada and the United States require the successful completion of English 30-1.
- Math 30-1 is required for admission to programs in university that require calculus. Math 30-2 is acceptable for non calculus based programs. Consultation with the counsellor is suggested.

- In the past, the average needed for admission to most universities in Alberta has been 70 - 80% in the required courses but these averages have been increasing in high demand faculties. When students want to leave the province, they often require an average of 80% or higher
- Universities have direct admission to most faculties. This means that students need to have a clearer direction in mind as they plan for University.

Colleges and Technical Institutes:

Colleges often require five Grade 12 courses but which courses are accepted vary for diploma, university transfer, applied degree or bachelor degree programs. Technical institutes, i.e. SAIT, have different admission requirements for each program. Some programs require English 30-1 and Math 30-1. Others require a high school diploma. Many programs at these institutions accept English 30 -2 and Math 30-2. This means students must find out about these requirements early in high school and choose courses appropriately.

For further information on Post-Secondary Education visit the ALIS Website at [www.alis.gov.ab.ca](http://www.alis.gov.ab.ca).

**WEBSITES OF INTEREST TO PARENTS AND STUDENTS**

The Internet has a wealth of information about high school, career planning and post-secondary education.

The following Websites are useful:

Calgary Board of Education: [www.cbe.ab.ca](http://www.cbe.ab.ca)

Western Canada High School: [www.cbe.ab.ca/b816](http://www.cbe.ab.ca/b816)

Alberta Learning Information Service: [www.alis.gov.ab.ca](http://www.alis.gov.ab.ca)

This is a Government of Alberta website. It includes links to information on:

Careers

Scholarships

OcInfo: Occupational Profiles (detailed profiles of over 500 careers including high school and post-secondary requirements, salary, future prospects)

EdInfo: Educational Information on high school programs (High School Program of Studies) and Post-secondary Information

For links to all Post-Secondary Institutions in Canada, visit: [www.uwaterloo.ca/canu/index.html](http://www.uwaterloo.ca/canu/index.html)

This site was developed and is maintained by the University of Waterloo. Scroll down to the appropriate province and institution.



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