



2012 - 2013

"I am a Canadian, free without fear, free to worship in my own way, free to stand for what I think is right, free to oppose to what I believe is wrong, or free to choose those who shall govern my country. This heritage of freedom I pledge to uphold for myself and all mankind".

John G. Diefenbaker



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## **PRINCIPAL'S MESSAGE**

This booklet has been prepared to assist you in selecting courses for your high school program. At John G. Diefenbaker High School, we celebrate learning, and excellence is encouraged in all aspects of the school program.

To effectively meet the needs of our students, the core program (English, Social Studies, International Languages, Mathematics, and Sciences) is offered through the regular Alberta curriculum and in an enriched Grade 10 Honours Program which leads to the International Baccalaureate in Grades 11 and 12.

We encourage you to study the course offerings and the other information in the booklet and to discuss your course selections with your parents and school counsellors. Wise planning will enable you to take best advantage of the educational opportunities available at John G. Diefenbaker High School. Not only do you have the opportunity to take courses that will further your career plans, but you will also want to take courses that will broaden your perspective and offer you new experiences.

Your success in high school will ultimately depend on the effort you put forth in each course. We will do our best to assist you in having a rewarding and successful experience at John G. Diefenbaker High School.

Robert Tink  
Principal

## PLANNING YOUR HIGH SCHOOL PROGRAM

Course planning is an important step in reaching your educational goals.

Careful consideration should be given to the following:

- a) High school graduation requirements
- b) Interest and past performance
- c) Plans for the future (employment or further education)
- d) Relationship between individual courses and your goals.
- e) Prerequisite requirements.

Most courses have prerequisites that must be met. Some courses may require completion of another course as a prerequisite i.e. the prerequisite for Social Studies 20-1 is successful completion of the Social Studies 10-1 program. A minimum of 50% is required to proceed to the next level in any sequential course: for example, a student must have at least 50% in Social Studies 10-2 to proceed to Social Studies 20-2. Credits are awarded when a student earns 50% or higher in the given subject. In core subjects, additional recommendations are made to help students choose course sequences which are most likely to lead to success.

The course numbering system at John G. Diefenbaker High School follows the pattern set by Alberta Education. The first digit indicates the grade level: all course numbers beginning with one (1) indicate Grade 10 level, all course numbers beginning with two (2) indicate Grade 11 level, and all course numbers beginning with three (3) indicate Grade 12 level.

The selection of courses should be based on as much information as possible. Subject teachers can provide more information regarding course content and prerequisite requirements. Counsellors and Teacher Advisors have access to further information which may prove helpful prior to a student's actual registration in courses. Planning a total high school program early will prove advantageous to students. Students or parents may wish to contact counsellors at the school (403-274-2240) if they have any questions regarding our program offerings.

## STUDENT EVALUATION AND FINAL GRADES

In all courses at John G. Diefenbaker High School, students are assessed in a variety of ways. Students are provided with a course outline for each course which includes general objectives, course content, approximate timelines, the basis for assessment and the weighting of various components, including the final examination.

In Grade 12 core courses, students' final marks are determined by a blend of the teacher-awarded mark (50%) and the score achieved on a Diploma Examination (50%). Diploma examinations are written in ELA 30-1 and 30-2, Social Studies 30-1 and 30-2, Mathematics 30-1 and Mathematics 30-2, Science 30, Chemistry 30, Physics 30 and Biology 30.

## HIGH SCHOOL DIPLOMA REQUIREMENTS

Students will be eligible to receive the Alberta High School Diploma upon completion of the following graduation requirements. However, possession of an Alberta High School Diploma does not necessarily guarantee admission to a post-secondary institution. (See Post-Secondary Entrance Requirements below.)

<b>Alberta High School Diploma</b>	
English Language Arts (including 30-1 or 30-2)	15
Social Studies (including 30-1 or 30-2)	15
Mathematics (including 20-1, 20-3, or 20-3)	10
Science (including Science 20 or 24, Biology 20, Chemistry 20 or Physics 20)	10
Career & Life Management (CALM) 20	3
Physical Education 10	3
CTS, Fine Arts, Second Language, PE 20 or PE 30	10
ADDITIONAL GRADE 12 (30 Level)	10
UNSPECIFIED CREDITS	<u>24</u>
	100

## POST-SECONDARY ENTRANCE REQUIREMENTS

An Alberta High School Diploma does not necessarily grant admission to a post-secondary educational institution. Students should be aware that there are a variety of entrance requirements for post-secondary institutions and should plan their high school program accordingly. The best source of accurate admission information is either the institution the student wishes to attend or the school counsellors. Both are happy to pass along the latest information.

### Knowledge and Employability Courses (K and E)

Students who have been in the Knowledge and Employability Courses (K and E) in junior high will have the opportunity to take K and E courses in English, Social Studies, Science and Mathematics. Placement in K and E course(s) requires the informed consent of a parent/guardian and student. Informed consent means that the parent/guardians and students are fully aware that K and E courses have reduced academic expectations and a greater emphasis on occupational exploration and preparation. The content emphasis is on basic skills essential to becoming responsible members of society with the focus on reading, writing and mathematical literacy as well as essential employability skills. It should be noted that these students will receive a **Certificate of High School Achievement, which is based on 80 Required Credits**, rather than a high school diploma which is based on 100 required credits. K and E Students who wish to challenge the regular school program **MUST SEEK** recommendations from their K and E teacher(s).

A provincial **Certificate of High School Achievement, based on 80 required credits**, will be awarded to a student upon successful completion of the Senior High Knowledge and Employability Courses.

Below is a sample program.

Grade 10	Grade 11	Grade 12
<b>English 10-4</b> <b>Social 10-4</b> <b>Mathematics 10-4</b> <b>Science 10-4</b> <b>Physical Education 10</b> <b>Two 10 Level CTS Courses</b> <b>Reading 15</b>	<b>English 20-4</b> <b>Social 20-4</b> <b>Mathematics 20-4</b> <b>Science 20-4</b> <b>CALM 20</b> <b>Three 20 Level CTS Courses</b> <b>(Two at the 20 level)</b>	<b>English 30-4</b>    <b>30 Level CTS and</b> <b>30 Level Work Experience Course or,</b> <b>30 Level K&amp;E Workplace Practicum</b> <b>Course</b>

## STUDENT SERVICES

Our staff of qualified counsellors are available throughout the year to help you make educational, career or personal decisions. Students can schedule their own appointments in the Student Services appointment book during study periods, before and after school, at noon hour and, when appropriate, during class time. You may wish to see one of us to discuss the following types of things:

### A. Educational Program Counselling

- college or university entrance requirements
- graduation requirements
- program planning
- selection of challenging but attainable courses
- student concerns regarding progress

### B. Career Counselling

The Career Centre is available for students to come and browse career information to assist in making effective choices for their futures. Self-assessment tools are available to help the students clarify their interests and aptitudes. Sessions are held to enhance marketable skills such as resume writing, interviewing skills and job searching techniques. The Career Practitioner is on site Monday to Thursday 8:00 am to 4:00 pm and Friday 8:00 am to 2:30 pm and is available to every student to assist in Career and Post-Secondary Planning.



### C. **Personal Counselling**

Confidential discussions of:

- depression, loneliness
- family problems
- personal growth questions
- personal relationships
- referrals to other agencies
- self-confidence



### D. **Financial Assistance**

- scholarships/awards, grant and loan information for high school
- college and university scholarship information (sessions are available in the fall and spring).

## **ASSISTANCE FOR STUDENTS WITH INDIVIDUALIZED PROGRAM PLANS (IPP)**

Assistance for students with individualized program plans or learning challenges may be offered in a variety of ways. These include in-class support, tutorial sessions, peer tutoring, access to assistive technology, personalized learning plans, etc. Students and parents may discuss learning challenges and specific supports available with the Student Learning Team.

## **SCHOOL RESOURCE OFFICER (SRO)**

A constable from the Calgary Police Service is assigned to work at the school to provide a service to both students and staff. Students are free to drop in to visit the Resource Officer. The school community benefits because of the officer's availability for law-related classroom presentations and the opportunity for consultation with the SRO.

## **TEACHER ADVISOR PROGRAM**

The willingness to offer a variety of programs to meet the needs of individual students is fundamental to our school philosophy. One such program is the Teacher Advisor (TA) Program. It is based on the belief that we are all responsible for the quality of life in the school.

Each student is assigned a Teacher Advisor in Grade 10 and remains in regular contact with the Advisor for the duration of high school. Student progress is monitored by the Advisor who also assumes the responsibility of working with the student in education planning. The role of the Advisor and the personal contact between the adult and the young adult fosters a feeling of self-worth that enhances the learning experience.

Students earn 1 credit per year as part of the Career Directions Course offered through TA.

The goals of the Teacher Advisor Program at John G. Diefenbaker High School are to:

- a) assist each student in discovering his or her own potential.
- b) emphasize the worth of the individual student and promote their active participation in the life of the school.
- c) foster a school environment in which each student can be known as a total human being by at least one professional in the school.
- d) help each student develop a sense of independence.
- e) help each student establish useful career goals.
- f) help parents feel confident in the ability and willingness of the school to meet individual student's educational needs.
- g) help the student schedule an appropriate program of study.
- h) help the student solve school adjustment problems.
- i) recognize that each student possesses personal interests and needs.

## INTERNATIONAL BACCALAUREATE (IB)

### What is IB?

IB is a rigorous pre-university program intended to meet the needs of today's highly motivated secondary students. Designed as a comprehensive two-year curriculum (Gr. 11 & 12), IB allows graduates to fulfil requirements of many different national education systems. The IB diploma is recognized by Alberta Learning and is accepted worldwide for its rigorous academic curricula and standards. It provides admission to post-secondary institutions around the world.

### The Aim of IB: Academics, Citizenship, Responsibility

The aim of IB is to awaken the intelligence of young people and to help them to relate the content of the classroom to the realities of the world outside. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship. The IB student should be a critical and compassionate thinker, an informed participant in local and world affairs and one who values the shared humanity that binds all people together but respects the variety of cultures and attitudes that create richness in life.

### The IB Curriculum at John G. Diefenbaker High School

Biology SL**	Mandarin B SL ***
Cantonese B SL***	Mathematics SL **
Chemistry HL*	Physics SL **
English A1 HL*	Visual Arts HL*
French B SL*	
History HL*	

\* HL - Higher Level

\*\* SL - Standard Level

\*\*\* Offered at the Chinese Academy



### Unique Characteristics of IB

The Program offers three special features in addition to the traditional strengths of a liberal arts curriculum:

*Theory of Knowledge* is a required interdisciplinary course intended to encourage students to critically reflect upon the knowledge and experience gained inside and outside the classroom.

*Creativity, Action, Service (CAS)* provides an important counterbalance to the demanding standards set by the IB curricula by involving the student in a variety of activities including the arts, athletics, and community service.

*Extended Essay*: Diploma candidates are required to undertake original independent research and produce a 4000 word essay on an IB subject of their choice.

### Program Options

The *IB Diploma* is achieved through a full honours program in Grade 10 and a full IB program in Grades 11 and 12.

The *IB Subject Certificates* may be earned by students who wish to blend IB and the Alberta Learning courses. It is strongly recommended that students take a full Grade 10 Honours program to allow choice in Grades 11 and 12. Students must be registered in a minimum of 2 IB courses.

More information about Honours and IB can be obtained by contacting the IB Coordinator at (403) 274-2240 ext. 2158.

### Grade Ten Honours Program

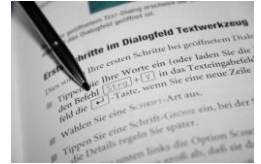
Grade 10 Honours classes prepare and evaluate students anticipating entry into the International Baccalaureate. Therefore, the Grade 10 Honours program is mandatory for potential IB students. Honours courses cover all aspects of the Alberta Education Grade 10 curriculum. In addition, students will experience increased pace, depth of treatment, homework and greater emphasis on written work and research. Potential IB students must have demonstrated academic success and community involvement to be considered for Grade 10 Honours. It is recommended that students take the full Honours program.

## Honours/IB and Flexible Scheduling

A unique feature of our Honours/IB program is flexible scheduling. This delivery system provides students the opportunity to organize and manage a considerable portion of their time and learning. It requires goal-oriented, responsible students to be self-directed and accountable. Teacher Advisors and Honours teachers help students to develop the skills and habits essential to being successful as a life-long learner.

## International Baccalaureate

Diploma students (full IB) register in Mathematics, Chemistry, Social Studies (History), English, French or Chinese and Physics or Biology (not both). Students will write the IB exam in Mathematics and Physics or Biology in May of the Grade 11 year. The remaining four subjects are completed in May of the Grade 12 year. Certificate IB students (partial) take a blended program of IB and regular Alberta Education courses throughout Grades 11 and 12.



### IB Course Sequencing

Grade 10		Grade 11		Grade 12	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Science 10H	English 10H	Mathematics 30 IB	Mathematics 31 IB	Social Studies 30 IB	History 35 IB
Mathematics 10H	Math 20H	Chemistry 20 IB	Social Std 20 IB	English 35 IB	English 30 IB
Social Studies 10H	PE10/CALM	English 20 IB	French 20IB	Chemistry 35 IB	Chemistry 30 IB
French 10H	Option	Biology 20 IB	Biology 30 IB	French 31A IB	French 31A
<u>OR</u>					
			Physics 20 IB	Physics 30 IB	
<b>Plus:</b> CAS Activities		Extended Essay Theory of Knowledge CAS Activities		Extended Essay Theory of Knowledge CAS Activities	

*Note: Students with prior knowledge of Chinese, may substitute Chinese for French as an IB language and receive free instruction through The Chinese Academy. Students MUST register with the Chinese Academy separately for Chinese instruction.*

\* **More information regarding IB can be found on the CBE website: <http://schools.cbe.ab.ca/b860/>**

# COURSE DESCRIPTIONS

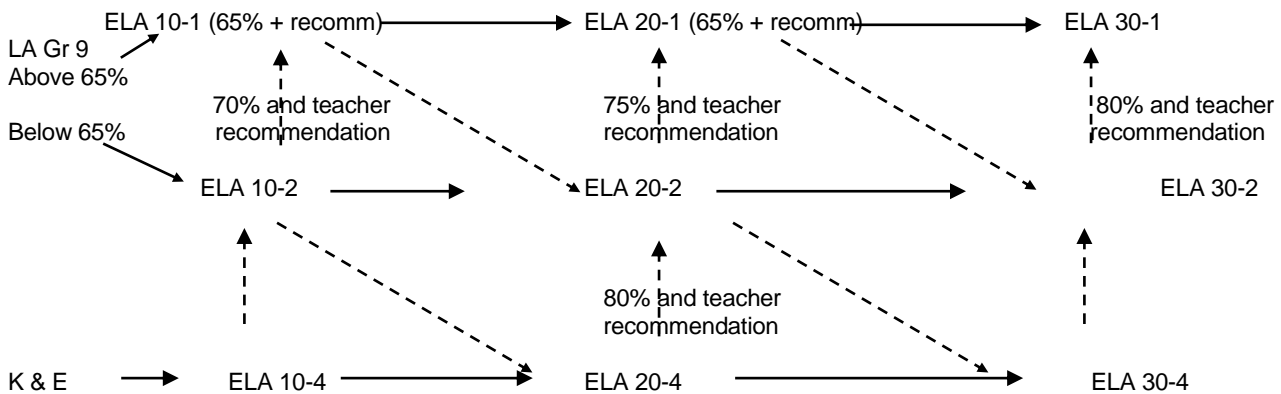
(Courses may be cancelled due to insufficient enrolment)

## HUMANITIES

The Humanities Department offers a number of courses including English, Social Studies, ESL, International Languages and Psychology.

## **ENGLISH LANGUAGE ARTS**

The two grade 10 courses – English Language Arts 10-2 and English Language Arts 10-1 – should be considered and chosen in light of grade nine E.L.A. achievement and realistic, future career plans. English Language Arts 10-2 suits students who have lower achievement in junior high school and a desire to enter the work force or complete post-secondary diploma programs after high school graduation. English Language Arts 10-1 suits students with demonstrated strengths, particularly in the reading and writing strands, and who wish to enrol in degree programs at post-secondary institutions after graduation. The possible sequences of courses is charted below.



(Note: K and E students must earn 15 credits in English culminating in either 30-4 or 20-2. Some may wish to progress from 20-2 to 30-2 if their skills permit).

Note that the preferred transition is from ELA 20-2 to ELA 20-1

English Language Arts 10/20/30 -2 is designed to focus on developing language arts strategies and skills to strengthen student use of language and understanding of print and nonprint texts.

English Language Arts 10/20/30 -1 is intended for students who possess strong use of language and good understanding of print and nonprint texts.

### **Reading 15 (5 credits)**

*Prerequisite: Reading skills histories and teacher recommendation.*

Reading 15 is offered in the first semester, and must be followed by English Language Arts 10-2 in the second semester.



Developmental reading courses are designed to help students acquire and refine the skills necessary to improve their comprehension and appreciation of print and visual text in order to read independently.

This course is designed for Senior High School students who struggle with learning because they have a limited range of strategies to help them construct the meaning of print and visual text.

## **Reading 25 (5 credits)**

*Prerequisite: Reading 15*

Continue to develop skills introduced in Reading 15.

This course is designed for Senior High School students who struggle with learning because they have a limited range of strategies upon which to draw to help them construct the meaning of print and visual text.

## **ELA 10-4 (5 credits)**

English 10-4 has deals with the six strands of reading, writing, speaking, listening, viewing and representing. Effective communication in the work world is the emphasis.

## **ELA 10-2 (5 credits)**

*Prerequisite: Grade 9 LA (below 65%)*

This course focuses on the comprehension, interpretation, and creation of oral, print, visual, multi-media, and literature texts. Individually and collaboratively, students use writing, reading, speaking, listening, viewing, and representing to learn and to demonstrate learning.

## **ELA 10-1 (5 credits)**

*Prerequisite: Grade 9 LA (mark above 65%)*

Reading, writing, speaking, listening, viewing, and representing are integral strands in this course. Outcomes include responding personally, critically, and creatively to literature and oral, print, visual, and multi-media texts. Students create a variety of texts, individually and collectively. Analytical and extrapolative skills are emphasized in this course.

## **ELA 10 Honours (5 credits)**

*Prerequisite: Grade 9 LA (mark above 80%)*

English 10 Honours is a prerequisite course for IB English, and it deals with the advanced development of reading, writing, speaking, listening, viewing, and representing skills. The course includes a broader selection of literature, with an introduction to World Literature, and advanced expectations in writing, analysis, and oral work. Students must also possess the ability to work independently on assigned projects at times.

## **ELA 20-4 (5 credits)**

English 20-4 employs the six strands and is designed to make students more knowledgeable of their roles in the work place and in society. Themes include respect for people of different heritage, cultures, genders, ages and abilities.

## **ELA 20-2 (5 credits)**

*Prerequisite: ELA 10-2 (or recommended if ELA 10-1 mark below 65%)*

This course employs print, oral, visual, literature, and multi-media texts in comprehension, interpretation, and creation activities. Students learn and demonstrate learning through writing, reading, speaking, listening, viewing, and representing.

## **ELA 20-1 (5 credits)**

*Prerequisite: ELA 10-1*

*Recommended: ELA 10-1 mark above 65%*

This course requires analytical and extrapolative skills as students respond critically, personally, and creatively. Texts include oral, print, visual, and multi-media materials.

## **ELA 20IB (5 credits)**

*Prerequisite: English 10H (mark above 70%)*

English 20IB continues the advanced development of the English Language Arts strands. Close textual analyses, comparative studies among works of literature, and written and oral commentaries are emphasized. Readings are education from modern literature (including Canadian literature), World Literature, and the Classics. Assessment of students' work satisfies Alberta Learning and the IB Program.

## **ELA 30-4 (5 credits)**

English 30-4 further develops students' communication skills to equip them to join the workforce or to pursue some forms of post-secondary training.

## **ELA 30-2 (5 credits)**

*Prerequisite: ELA 20-2 (or recommended if ELA 20-1 mark below 65%)*

The six strands from prerequisite courses form the core of the learning activities in the course. Print, oral, visual, literature, and multi-media texts are the resources that help prepare students for the diploma exams and the work world.

## **ELA 30-1 (5 credits)**

*Prerequisite: ELA 20-1*

*Recommended: ELA 20-1 mark above 65%*



Students use a variety of texts and respond personally, critically, and creatively. Analytical and extrapolative skill development enables students to handle the rigours of the diploma exam and subsequent university courses and other post-secondary work.

## **English 35/ELA 30-1 IB (10 credits)**

*Prerequisite: English 20IB (mark above 70%)*

English 35/English 30IB continues the emphasis on oral and written work. The numerous readings are drawn from Canadian Literature, World Literature, and the Classics. Final exams are written for Alberta Education and the IB curriculum. English 35 IB is taught in the first semester and English 30 IB is taught in the second semester; students must register for both courses.

## **ENGLISH AS A SECOND LANGUAGE**

The English as a Second Language (ESL) Program at Diefenbaker is designed to support English Language Learners (ELLs) at all levels.

### **ESL Courses**

For students who have been in English-speaking Canada for 5 years or less:

#### **ESL 1 (Literacy – 0 credits)**

This course is intended for beginning ELLS with little or no English.

#### **ESL 2 (5 credits)**

*Prerequisite: Literacy in L1 or completion of the LEAD program.*

A course for beginning ELLS. In ESL 2, students will learn basic vocabulary and communication skills. Sound and sentence patterns are emphasized.

### **ESL 3 (5 credits)**

*Prerequisite: Basic communication skills in English including Grade 3 reading ability or completion of ESL 2 with teacher recommendation.*

A course for developing and expanding ELLs who have basic communication skills in English. In ESL 3, students develop their vocabulary and increase their competency in reading and writing. Students use simple and compound sentences as well as past, present and future time.

### **ESL 4 (5 credits)**

*Prerequisite: Basic communication skills in English, including Grade 6 reading ability or completion of ESL 3/Expository English 15 with teacher recommendation.*

A course for expanding ELLs who continue to require support to bridge the language requirements of regular programming. Students develop academic vocabulary, as well as the ability to use more complex sentences, including more difficult verb tenses.

### **Introduction to Canadian Studies 15 (5 credits)**

*Co-requisite: ESL 1, 2, 3 or 4*

A course for ELLs to develop their knowledge of Canadian history, geography and culture. This course is a prerequisite for newcomers to Canada who wish to enrol in Social Studies 10-1 or 10-2.

### **Introduction to Canadian Studies 25 (5 credits)**

*Prerequisite: Canadian Studies 15*

A course for ELLs to further develop their knowledge of Canadian history, geography and culture. This course is for students who need to continue to develop their English skills before enrolling in a Social Studies course.

### **ESL Introduction to Science 15 (5 credits)**

*Co-requisite: ESL 2 or 3*

A course for ELLs to expand their vocabulary and knowledge of science concepts.

### **ESL Expository English 15 (5 credits)**

*Prerequisite: ESL 3*

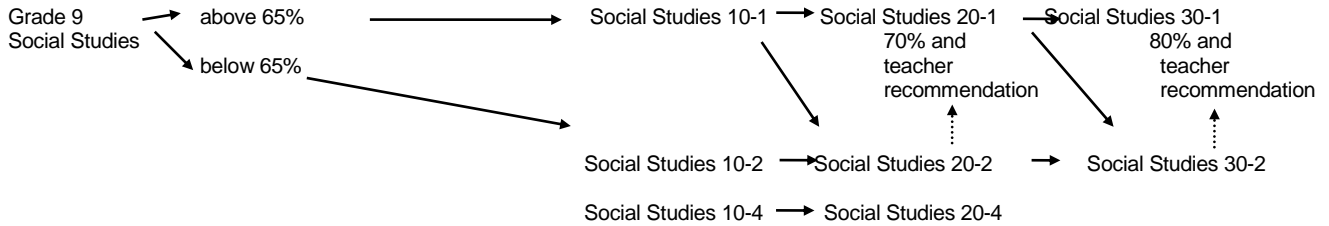
A course for developing and expanding ELLs who have basic communication skills in English. In ESL Reading 15, students continue to develop their vocabulary and understanding of western culture and literature. Students will become proficient in paragraph writing. Students use complex sentences and master past, present and future time.

### **ESL Expository English 25 (5 credits)**

A course for expanding ELLs. In ESL Expository English 25, students continue to develop their vocabulary and understanding of western culture and literature. Students use complex sentences and master more difficult verb tenses. Students will move to essay writing in this course.



## SOCIAL STUDIES



### Social Studies 10-1/10H/20-1/20IB/30-1/30IB/World History 35 IB

These courses are designed for university or college-bound students. Social Studies helps students acquire the basic knowledge, skills and attitudes needed to be responsible, democratic citizens within a global community. These courses require sophisticated language ability and commitment to doing homework on a regular basis.

#### Social Studies 10-1 (5 credits)

*Prerequisite:* Grade 9 Social Studies (mark above 65%)

Social Studies 10-1 is an inquiry based course that explores the overall issue as to whether Canadians should embrace globalization. Students will explore the origins of globalization, the implications of economic globalization and the impact of globalization internationally on lands, cultures, human rights and quality of life. A multiple perspectives approach will allow students to examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities.



#### Social Studies 10 Honours (5 credits)

*Prerequisite:* Grade 9 Social Studies (mark above 80%)

The focus of this course will be the historical and contemporary consequences of European contact, historical globalization and imperialism on Aboriginal societies. This course is a prerequisite for IB History (grade 11 and 12). Students will experience greater breadth and depth in the treatment of topics and the pace will be faster. In addition, students will complete a major research paper. Emphasis is on developing historical skills including document analysis, collecting and analysing data, evaluating historical arguments for bias and reliability and library research.

#### Social Studies 20-1 (5 credits)

*Prerequisite:* Social Studies 10-1

*Recommended:* Social Studies 10-1 mark above 65%

Social Studies 20-1 is an inquiry based course that explores the complexities of nationalism in Canadian and international contexts. Students will study the areas of nationalism and the influence of nationalism as regional, international and global relations. Topics such as the French Revolution, Napoleonic Era, First and Second World Wars, Aboriginal Nationalism and Québécois nationalism will be examined to determine the extent to which we should embrace this concept.

#### Social Studies 20IB (5 credits)

*Prerequisite:* Social Studies 10 Honours

The content of this course is the history of nationalism in Europe and in Canada from the French Revolution day. This course will focus on: the process of historical enquiry, explanation and interpretation; the acquisition of historical knowledge and understanding; how and why there are different accounts of the past and the criteria upon which they are judged. Students will better understand the present by examining the past and will communicate their historical knowledge both orally and in writing. Students will also be expected to research and write an internal assessment.

## **Social Studies 30-1 (5 credits)**

*Prerequisite: Social Studies 20-1*

*Recommended: Social Studies 20 mark above 65%*

Social Studies 30-1 is designed to develop understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues. Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Students will investigate, analyze and evaluate government policies and actions and develop individual and collective responses to contemporary local, national and global issues. Topics such as the Soviet Union, Nazi Germany, The Cold War, Aboriginal experiences, Québécois, and Canadian experiences will be examined so that conclusions will be made to the extent we should embrace an ideology.

## **Social Studies 30IB (5 credits)**

*Prerequisite: Social Studies 20IB*

This is a reflection of the Social Studies 30-1 course and students will be expected to write the Social Studies 30 Diploma Exam in January.

## **World History 35IB (3 credits)**

*Prerequisite: Social Studies 30IB*

The content of this course is 20<sup>th</sup> century World History with a particular emphasis on Europe. Students will continue to develop their skills in interpretation of historical documents, analysis of the interactions of nations and critical writing about the time frame. This course will enable students to acquire a better understanding of current affairs, and the issues the world faces presently. Students will complete their Internal Assessment project as part of their IB History Assessment that they started in Social 20 IB. Full Diploma students may write their extended essay in History if they so choose.



## **Social Studies 10-2/20-2/30-2**

This sequence of courses emphasizes the study of national and international issues and why they exist. Skill development is emphasized but at a less demanding level than the 10-1, 20-1, 30-1 sequence. Students who experience language difficulties should consider taking this course sequence.

## **Social Studies 10-2 (5 credits)**

*Prerequisite: Grade 9 Social Studies (mark below 65%)*

Social Studies 10-2 curriculum is an inquiry based course that explores the relationships among globalization, citizenship and identity to better prepare for citizenship in a globalizing world. Students will explore historical aspects of globalization and the impact that globalization has on their lives and the lives of others. Through a multiple perspectives approach, students will examine the effects of globalization on peoples in Canada and throughout the world, including the impact on Aboriginal and Francophone communities.

## **Social Studies 20-2 (5 credits)**

*Prerequisite: Social Studies 10-2 or Social Studies 10-1*

Social Studies 20-2 will examine historical and contemporary understandings of nationalism in Canada and the world. They will explore the origins of nationalism as well as the impacts of nationalism on individuals and communities in Canada and other locations. Examples of nationalism, ultranationalism, supranationalism and internationalism will be examined from multiple perspectives. Topics such as the French Revolution, World War 1 and 2, Aboriginal Self-Government and Quebec Nationalism will be explored so that conclusions will be made to the extent we should embrace nationalism.

## **Social Studies 30-2 (5 credits)**

*Prerequisite: Social Studies 20-2*

Social Studies 30-2 is designed to develop understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues. Students will examine the origins, values and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the viability of the values of liberalism. Topics such as the Soviet Union, Nazi Germany, Aboriginal experiences, Québécois, and Canadian experiences will be examined so that conclusions will be made to the extent we should embrace an ideology.

## **Social Studies 10-4 (5 credits)**

Social Studies 10-4 has six themes that discuss family and community, cultural traits, working conditions within our own country and abroad, and the global economy. This course emphasizes differences and diversities involved in race, socio-economic conditions, and gender. The interactive pieces allow students to develop life skills to enhance their understanding of the global economy.

## **Social Studies 20-4 (5 credits)**

Social Studies 20-4 has seven themes that focus on Canada's development as a nation and our role in the global community. The first three themes look at Canada's First Nations, the historical development of modern day Canada, and Canada's cultural diversity. The next four themes examine how Canada is part of the global community, and how our cultural beliefs affect this role. It looks at foreign aid policies, threats to our way of life, and Canada's approach to resolving conflicts.

## **PSYCHOLOGY**

The objectives of the 3-credit courses in Psychology and Sociology are to develop, within the student, the skills and understanding that make it possible for living more effectively in our complex environment. The student's attention will focus on the scientific approach to understanding human behaviour so that he or she may appreciate more fully the reasons that underlie one's own acts and those of one's fellows.

### **General Psychology 20 (3 credits)**

*Prerequisite: None*

Film, Guest Speakers, Alternative Practices & Brain Research Project

Theme 1:	Introduction to Psychology
Theme 2:	Biological Influences on Behaviour
Theme 3:	Intelligence
Theme 4:	Behaviour
Theme 5:	Personality

### **Experimental Psychology (3 credits)**

*Prerequisite: None*

Theme 1:	Sensation and Perception
Theme 2:	Motivation and Emotion
Theme 3:	Gender Differences
Theme 4:	Mental Disorders
Theme 5:	Sociocultural Influences and Relationships



## Applied Sociology 30 (3 credits)

*Prerequisite: None*

Theme 1:	The Discipline of Sociology
Theme 2:	Applied Sociology
Theme 3:	Sociology and the Individual
Theme 4:	Changes in Culture

## INTERNATIONAL LANGUAGES

In our multi-cultural society and global economy, knowledge of languages other than English has become increasingly important and necessary. Effective communication will allow students to participate in the global community of the future, whether it be in work or leisure activities. For some students, 30 level second languages courses may be included in application to post-secondary institutions. Students are expected to develop an increasing competence in the language through daily participation and commitment. International languages should be considered as academic options, whereby in-coming students have good skills in English.



Students whose native language is the target language should not enrol in 10 level classes. Students who have a good background in the target language can challenge the course. Challenge exams sit in January and June during one day of the exam weeks. Students who are interested in challenging a language course must apply through the main office.

### FRENCH

French is the first or second language in more than 40 countries representing every continent, and is spoken by millions around the world. About one quarter of Canada's population across the country is francophone. Acquisition of French allows a greater understanding and appreciation of our unique Canadian culture, as well as cultures of francophone countries in Africa, Asia, South America and Europe.

\*Students with an extensive background in French (ie-French Immersion or Francophone) are eligible to challenge French 20 and move directly into French 30.

### French 10 (5 credits)

French 10 is the entry-level High School course. Students will develop the four language skills of listening, speaking, reading and writing. By the end of the course, students will be able to participate in guided conversations and write in complete sentences using a variety of regular and irregular present tense verbs as well as some verbs in the passé composé. French culture will be integrated throughout the course.

**For best overall results in High School French, we recommend that students who have taken Junior High French classes register in French 10.**

### French 10 Honours (5 credits)

This French 10 class is designed for Grade 10 Honours students with no French background or minimal French who wish to take French IB. This course enables students to develop the vocabulary, language structures, cultural knowledge, attitudes and general linguistic confidence necessary to ensure successful entry into French 20 IB.

### French 20 (5 credits)

*Prerequisite: French 10 (65% or higher is recommended) or excellence in Grade 9 French and teacher recommendations (see required skills in French 10 section above).*

This course builds on students' previously-developed abilities to read, write in complete sentences, listen to and speak guided conversational French at a basic level. Using a multi-media approach, the program is structured around themes appropriate to students at this level, and French culture will be integrated throughout the course.

## **French 20 IB (5 credits)**

*Prerequisite: French 10 Honours*

In addition to the regular French 20 program, IB students will engage in oral and written enrichment activities that are more advanced in preparation for French 30 IB and 31 IB. Some areas of enrichment include advanced grammatical structures, greater vocabulary acquisition, and reading and discussion of more challenging texts. Students will explore the themes of customs and traditions, health and leisure in accordance with the new IB curriculum.

## **French 30 (5 credits)**

*Prerequisite: French 20 (65% or higher is recommended)*

French 30 increases the scope and depth of students' oral and written skills through relevant themes and a wide variety of activities. Successful completion of this course brings students to a competent intermediate level, allowing them to express themselves clearly and correctly in a variety of daily situations. This course prepares students for a first year French course at university.

## **French 30 IB (5 credits)**

*Prerequisite: French 20 IB*

French 30IB engages the student in a more advanced level of skill development. Emphasis will be placed on the three core themes of the new IB curriculum; social relationships, communication and media and global issues. Oral presentations and conversations will be longer and more complex, and reading comprehension and written work will be developed using a variety of formats, as well as more advanced language structures. French culture will be integrated throughout the course, and will include a variety of activities such as songs, films and short stories.

## **French 31A (5 credits)**

*Prerequisite: French 30 IB*

During this final IB course, students continue to increase their level of fluency in both their oral and written work. Further emphasis is placed on the three core themes of the new IB curriculum and students will also read a full-length play. Both the Oral Commentary and the IB Examinations take place during this final semester in the IB program.

## **GERMAN**

### **German 10 (5 credits)**

*Prerequisite: None*

*Recommended: LA 9 or Humanities 9 mark above 60%*

This beginning level course is an academic option in which students receive a basic introduction to the German Language, learn to discuss topics like self, family, school, pets, free time and hobbies in German, develop a basic/tourist communicative competence as well as beginning reading and writing skills.



### **German 20 (5 credits)**

*Prerequisite: German 10*

*Recommended: German 10 (60%+ recommended)*

This course helps students to develop their basic German to include more detail, thoughts and feelings. Students will expand their vocabulary and begin speaking in different verb tenses. Topics include music, environment, sports, and technology. Success in the course has the potential to lead to student exchange opportunities.

## **German 30 (5 credits)**

*Prerequisite: German 20*

*Recommended: German 20 (60%+ recommended)*

This course develops students' skills in interacting with other students and sharing information using a variety of mediums. Topics such as media, fashion, work, and travel/tourism will be covered. Students will also be exploring German history and culture while drawing on their own past experiences.

## **SPANISH**

Spanish is one of the most widely spoken languages in the world. Spanish 10/20/30 allows students to learn this language.

### **Spanish 10 (5 credits)**

*Prerequisite: LA 9 or Humanities 9*

*Recommended: LA 9 or Humanities 9 mark above 60%*



This beginning level course is an academic option in which students develop basic conversation skills as well as beginning reading and writing skills.

### **Spanish 20 (5 credits)**

*Prerequisite: Spanish 10*

*Recommended: Spanish 10 mark above 60%*

The Spanish 20 program continues the skill development and cultural understanding begun at the 10 level.

### **Spanish 30 (5 credits)**

*Prerequisite: Spanish 20*

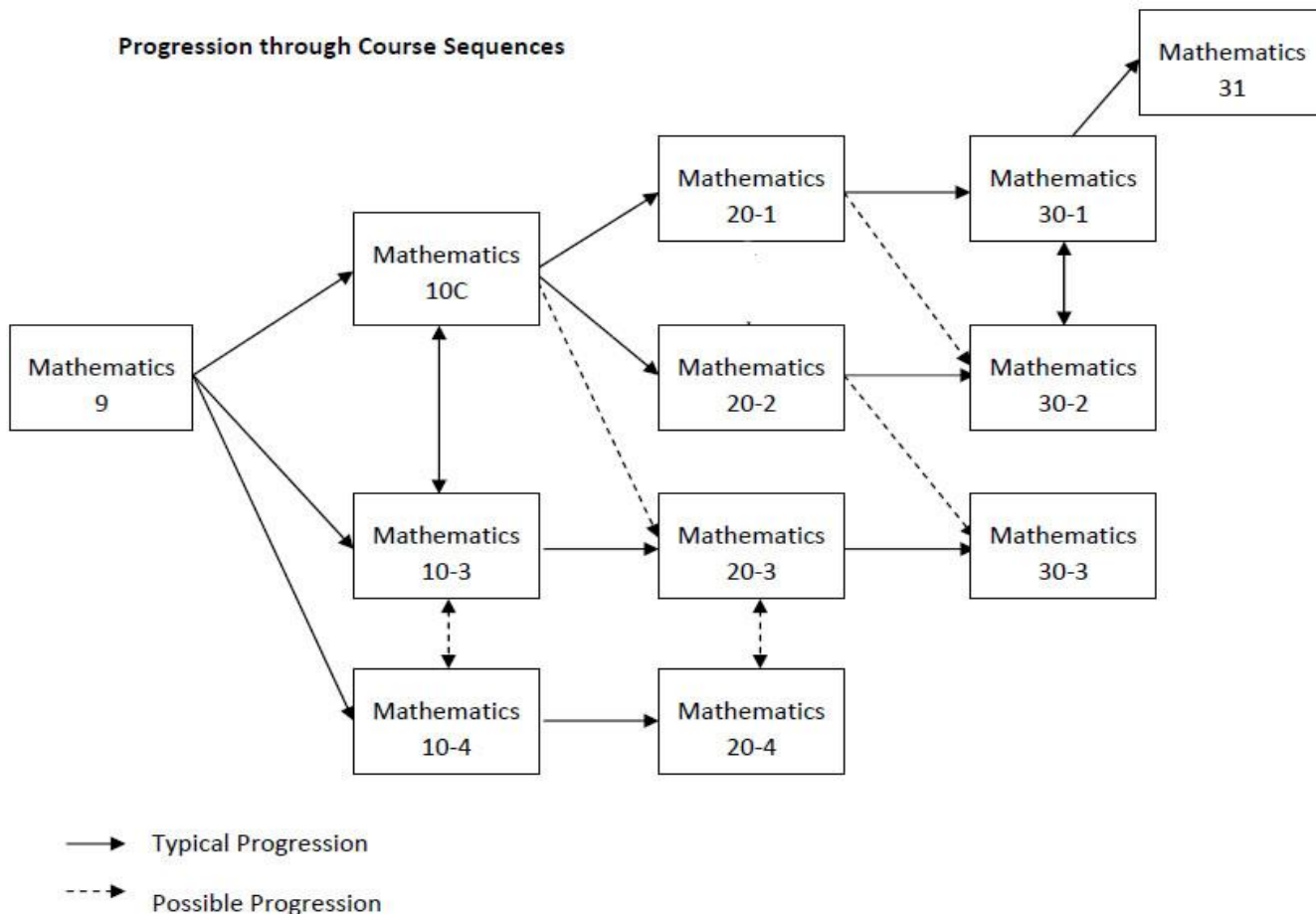
*Recommended: Spanish 20 mark above 60%*

Spanish 30 provides students opportunities for continued listening comprehension, speaking, reading, writing, and increasing cultural understanding at the intermediate level.

# MATHEMATICS

## Program of Studies for Grade 10 students (NEW)

For further information on the new Program of Studies, please visit <http://education.alberta.ca/teachers/program/math/info.aspx>



Once students have successfully completed Mathematics 10C they can choose two routes in Grade 11. If the student possesses strong skills, motivation and interest in Mathematics and is considering a career in a Math or Science related field at a post-secondary institution that includes the study of calculus, the -1 route will best meet their needs. Topics in the -1 route are covered in great depth and with mathematical rigor.

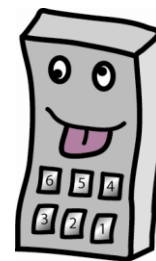
If the student is considering non-Mathematics or Science related field at a post-secondary institution the -2 route may be best. Topics in the -2 route are covered in a more general sense with an introductory analysis of concepts.

### Mathematics 10 Honours (5 credits)

*Prerequisite: Grade 9 Mathematics with a mark above 80%*

Mathematics 10 Honours is offered in the first semester and is intended to prepare students for Mathematics 20 IB in the second semester. The course will cover all topics in Mathematics 10 Combined but will involve both depth and breadth of content.

Additional topics to be covered include set theory, absolute values, quadratic equations, factoring sum and difference of cubes, law of sine and cosine and rational expressions and equations.



## **Mathematics 20H (5 credits)**

*Prerequisite: Mathematics 10 Honours with a mark above 75% and teacher recommendation*

Mathematics 20 IB is offered in the second semester following Mathematics 10 Honours. It is a required course for students entering the IB Program. It is intended beyond the Mathematics 20-1 curriculum as outlined above in both depth and breadth.

Additional topics will include area of triangles using  $A = \frac{1}{2}ab\sin C$ , system of inequalities, arc length, sector area, trigonometry of angles in standard position and matrices.

## **Pure Mathematics 30IB (5 credits)**

*Prerequisite: Pure Mathematics 20IB*

This course will offer the topics presently covered in Mathematics 30 that have not been dealt with in Mathematics 20IB. These include an in-depth look at Sequences/Series and Probability, Additional Trigonometric Identities and Vectors. Pre-Calculus topics will also be taken in Mathematics 30IB.

## **Mathematics 31IB (5 credits)**

*Prerequisite: Mathematics 30IB*

This course will deal with the same topics as the Alberta Learning Mathematics 31 course. In addition, Mathematics 31IB will focus more on integral calculus including a more extensive exploration of Areas and Volumes by integration.

## **Grade 10 Students**

### **Mathematics 10C (5 credits)**

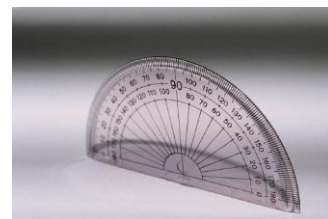
This course is designed for all students with a grade of 60% or more in grade 9 Mathematics. Topics include Measurement, Trigonometry, Polynomial Operations and Factoring, Systems of Equations and Linear Relations and Functions.

### **Mathematics 10-3 (5 credits)**

This is a review of concepts covered in junior high. It is an opportunity for students to fill in gaps, build skill and confidence in their mathematical abilities. Mathematics 10-3 is for students who have failed with a marginal passing grade in grade 9 Mathematics. .

### **Mathematics 10-4 (5 credits)**

Mathematics 10-4 has nine themes that focus upon basic mathematical operations, mathematical notations (decimals and percentage), and geometry emphasizing the workplace. The interaction pieces embedded into the activities are designed to enable the students to have a practical approach to career development skills.



## **Grade 11 Students**

A suggested Minimum grade in Mathematic 10C to enrol in 20-1 for grade 11 is 60%. Of course we cannot guarantee that this grade will be sufficient to be successful in Mathematics 20-1. Although the final grade in Mathematics 10C is important realistic career goals are also a consideration when choosing either Math 20-1 or Math 20-2.

Many universities and colleges are accepting Math 20-2 and Math 30-2 entrance courses to various fields of study. Please preview <http://alis.alberta.ca/ec/ep/aas/ta/mathreg.html> to receive current information to help you determine whether Math 20-1 or Math 20-2 is more appropriate.

### **Mathematics 20-1**

This course is a pre-calculus study of mathematics designed for students who are continuing their education in a business, science, engineering or mathematics field at a university or college. Topics include: radicals, rational expressions, trigonometry, absolute value functions, quadratic functions and equations/inequalities and sequence and series.

### **Mathematics 20-2**

This course is intended for students who wish to continue at a post-secondary institution but not in a mathematic related field.

Topics include rates, scale diagrams, properties of angles and triangles, reasoning, radicals, rational expressions, statistics, quadratic functions and equations and a mathematics research project.

### **Mathematics 20-3**

Mathematics 20-3 is designed to revitalize interest in mathematics by giving students an opportunity to have successful experiences at their present level of understanding. Students develop a background in the mathematics required for everyday life and are able to complete the mathematics requirements for a high school diploma.

## **Grade 12 Students**

### **Mathematics 30-1**

This course is a pre-calculus study of mathematics designed for students who are continuing their education in a business, science, engineering or mathematics field at university or college.

Topics include Permutation, Combinations, Polynomials, Radical and Rational Functions, Trigonometry and Exponential and Logarithmic Functions.

### **Mathematics 30-2**

This course is intended for students who wish to continue at a post-secondary institution but not in a mathematic related field.

Topics include Reasoning, Set Theory, Permutation, Combinations, Rational Expressions, Exponential & Logarithmic Functions, Polynomials and Trigonometry and a Mathematics Research Project.

### **Mathematics 30-3**

Mathematics 30-3 is designed to revitalize interest in mathematics by giving students an opportunity to have successful experiences at their present level of understanding.

Topics include Measurement, Geometry, Numbers and Algebra Statistics and Probability.

### **Mathematics 31 (5 credits)**

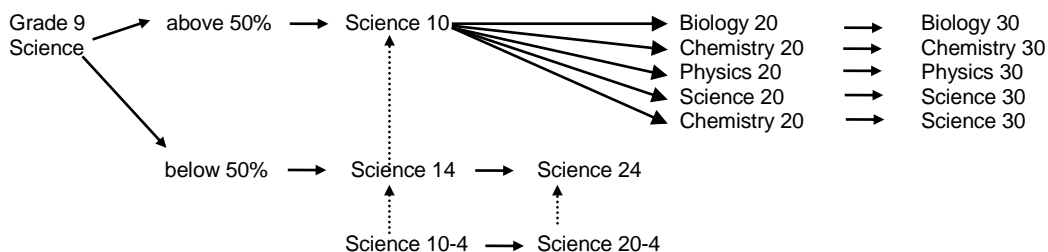
This course is very academic in nature. It is a prerequisite for Engineering and is also highly desirable for students who may enter the Science and Business Faculties at any University.

Topics include Differential and Integral Calculus.



## SCIENCES

There are two routes a student can follow in the Sciences beginning in Grade 10.



## INTEGRATED SCIENCE

### Science 10-4 (5 credits)

Science 10-4 has six themes that discuss human health, aspects affecting and being affected by human health, and the environment. The interactive pieces allow students to analyze and interpret results of everyday home, workplace and community situations

### Science 20-4 (5 credits)

Science 20-4 has four themes that focus on chemical change; energy conversion systems; disease defence and human health; and motion, change and transportation safety.

### Science 14 (5 credits)

*Prerequisite: Grade 9 Science (mark below 50%)*

This is a general science course that is less rigorous than Science 10. The course includes a variety of topics including Body Systems, Household Science, Investigating the Environment, and Understanding Technology. Successful completion of this course allows the student to go on to Science 24.

### Science 24 (5 credits)

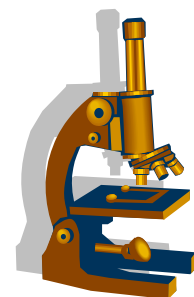
*Prerequisite: Science 14*

This course provides a less rigorous science program. The emphasis of the course is on the nature of science and technology. Topics of this course are chosen to be of interest to the student and to illustrate scientific principles in students' daily lives. The Science 14/24 sequence allows students to complete the science requirements for a high school diploma.

### Science 10 (5 credits)

*Prerequisite: Grade 9 Science (mark above 50%)*

This course emphasizes three of the key concepts of science: energy, matter, and change. The four major units are Energy from the Sun, Matter and Energy in Living Systems, Matter and Energy in Chemical Change, and Energy and Change. Successful completion of the course allows the student to go on to the Science 20/30 program or a combination of Biology 20/30, Chemistry 20/30, or Physics 20/30.



## Science 10 Honours (5 credits)

*Prerequisite: Grade 9 Science (mark above 80%)*

This course is intended as an introduction to the IB science programs in biology, chemistry and physics. The course topics include all the topics in the regular Science 10 course, but in much greater depth. Biology topics include cell theory and biological themes of structure and function, universality versus diversity, equilibrium, and evolution. Chemistry topics include atomic structure, chemical nomenclature, stoichiometry, and chemical solutions. Physics topics include measurement and motion, wave characteristics and behaviour, and optics. Successful completion of this course will allow the student to continue to the Chemistry 20IB, Physics 20IB and/or Biology 20IB.

## Science 20 (5 credits)

*Prerequisite: Science 10*

This is the second course in the integrated science program. The main emphasis of this course is change. Topics include: Changes in Living Systems, The Changing Earth, Chemical Changes and Changes in Motion. Successful completion allows the student to continue to Science 30.

## Science 30 (5 credits)

*Prerequisite: Science 20 or Chemistry 20/Physics 20*

The themes of systems and energy run through all four units of Science 30. The course consists of four units of study: Living Systems Respond to Their Environment, Chemistry in the Environment, Electromagnetic Energy, and Energy and the Environment.

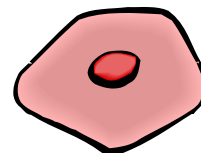
## BIOLOGY

### Biology 20 (5 credits)

*Prerequisite: Science 10*

*Recommended: mark above 65% in Science 10 and above 65% in the Biology unit of Science 10*

The Biology 20 course emphasizes the key concepts of science as they relate to the biological sciences. It consists of four units of study: The Biosphere, Cellular Matter and Energy Flows, Matter and Energy Exchange in Ecosystems, and Matter and Energy Exchange by Human Organisms.



Skin Cell

### Biology 20/30IB (10 credits - full year)

*Prerequisite: Science 10H*

This course covers all the components of the Biology 20 and 30 Alberta Curriculum and includes in-depth studies of three IB option units. An investigative, interdisciplinary science project is also required. Biology 20IB will be taught in the first semester and Biology 30IB will be taught in the second semester.

### Biology 30 (5 credits)

*Prerequisite: Biology 20 – recommended mark of 60% and above*

*Recommended: successful completion of Chemistry 20*

The major science concepts developed in this course are change, diversity, equilibrium and systems. These concepts allow connections to be drawn among the four units of this course and all eight units in the two biology courses in the 20/30 program.

## CHEMISTRY

### Chemistry 20 (5 credits)

*Prerequisite: Science 10*

*Recommended: mark above 65% in Science 10 and 65% in the Chemistry Unit of Science 10*

The Chemistry 20 course emphasizes the key concepts of science as they relate to chemistry. It consists of four units of study: Solutions and Gases, Quantitative Relationships in Chemical Reactions, Chemical Bonding, and an introduction to Organic Chemistry.

### Chemistry 20IB (5 credits)

*Prerequisite: Science 10H*

This course is the prerequisite for Chemistry 30IB and 35IB. It covers solution chemistry, gas laws, acids and bases, oxidation reduction reactions, atomic theory, bonding and an option unit. An investigative interdisciplinary science project is also required.

### Chemistry 30 (5 credits)

*Prerequisite: Chemistry 20 – recommended mark of 60% and above*

*Recommended: successful completion of Pure Mathematics 20 or Applied Mathematics 20*

The themes of systems, energy, and change are central in the Chemistry 30. Chemistry 30 expands upon the concepts and skills introduced in Science 10 and Chemistry 20. The course consists of three major units: Thermochemical Changes, Electrochemical Changes, and Acids and Bases in Chemical Changes.

### Chemistry 35IB (5 credits)

*Prerequisite: Chemistry 20IB*

Chemistry 35IB will run in Semester 1 and will cover co-ordination compounds, chemical kinetics, periodicity, organic chemistry and an option unit.



### Chemistry 30IB (5 credits)

*Prerequisite: Chemistry 35IB*

This course is scheduled in the second semester. Students will write their IB Chemistry exam in May and the provincial Diploma exam in June. The areas of study are chemical equilibria, energetics, acids and bases, and electro chemistry.

## PHYSICS

### Physics 20 (5 credits)

*Prerequisite: Science 10*

*Recommended: Mark above 65% in Science 10, above 65% in the Physics Unit of Science 10*

The Physics 20 course emphasizes the key concepts of science as they relate to physics. It consists of five units of study: Kinematics and Dynamics, Circular Motion and Gravitation, Mechanical Waves and Light.

### Physics 20/30IB (10 credits - full year)

*Prerequisite: Science 10H*

This course covers all the components of the IB curriculum and Physics 20 and 30 Alberta Curriculum, but in much greater depth. An investigative interdisciplinary science project (physics, chemistry and biology) will be required. Physics 20IB will be taught in the first semester and Physics 30IB will be taught in the second semester.

## Physics 30 (5 credits)

*Prerequisite: Physics 20*

*Recommended: mark above 60% in Physics 20 and successful completion of /or concurrent enrolment in Pure Mathematics 20*

The diversity of matter and energy are the predominant themes of the Physics 30 course. It consists of five units of study: Conservation Laws, Electric Forces and Fields, Magnetic Forces and Fields, Nature of the Atom, Waves and Particles and Nuclear Physics.

## ADDITIONAL IB COURSES

### Extended Essay (IB) (3 credits)

*Prerequisite: must be an IB Diploma Candidate*

A 4000 word essay on a topic of student's choosing to be completed by February of the grade 12 year. This is an independent project requiring extensive research and original thought. Students are responsible to report to a teacher supervisor on their progress.

### Theory of Knowledge 35 (IB) (3 credits)

IB diploma candidates must take a single course in the Theory of Knowledge. The course is offered over two years, and the completion of the grade 12 portion earns the student 3 credits. The course is philosophical in nature and promotes critical thinking and writing. It sets out to question the foundations of human knowledge, and examines the ways in which different disciplines gain knowledge of the world.

## CAREER AND LIFE MANAGEMENT 20 (3 credits)

Career and Life Management (CALM) is a core curriculum subject required by Alberta Learning, with the objective of introducing all grade 11 students to basic skills essential to a smooth transition into the adult work or post-secondary school community. Curriculum content includes goal setting, well-being, independent living, relationships, human sexuality, careers and the world of work. (Any student who does not achieve 40 credits in Grade 10 should plan to take CALM in Grade 12 rather than in Grade 11.)



## ATHLETICS INSTRUCTION

The Physical Education program is structured to provide a wide variety of experiences to encourage students to develop and maintain physical fitness and positive attitudes toward lifelong participation in physical activity, regardless of ability level. The purchase of school insurance is strongly recommended for all students enrolled in Physical Education.

### Physical Education 10 (5 credits)

Physical Education 10 is a compulsory course for all Grade 10 students and is offered as a modular co-education program.

Students participate in some of the following activities:

Badminton	Lacrosse	Softball
Basketball	Low organized games	Table Tennis
Field Hockey	Rugby	Tennis
Fitness	Soccer	Volleyball
Football	Social Dance	Weight Training

## Physical Education 10/CALM 20 (Honours) (6 credits)

Grade 10 Honours Program students must register in this course and will thus achieve the mandatory graduation requirements for PE 10 and CALM in their Grade 10 year.



## Physical Education 20 (5 credits)

*Prerequisite: Physical Education 10*

Due to the expectation for off-campus participation and limited capacity in Physical Education 20, students with a high standing and responsible behaviour in Physical Education 10 will be given first consideration. Activities from Physical Education 10 are explored in greater depth with the possibility of the following additional activities offered:

5 Pin Bowling	Fitness	Racquetball	Badminton
Golf	Games Invention	Rock Climbing	Billards
Service & Leadership	Canoeing	Indoor Soccer	

A fee of approximately \$135.00 (subject to change) will be charged to partially offset the cost for the use of outside facilities. Successful completion of Physical Education 20 requires the fulfilment of 10 service hours.

## Physical Education 30 (5 credits)

*Prerequisite: Physical Education 20*

Students with a high standing in Physical Education 20 will be given first consideration where PE 30 courses are oversubscribed.

Physical Education 30 is a continuation and expansion of the Physical Education 20 program with emphasis on strategy, rules and leadership development. The following are among the activities offered:

10 Pin Bowling	Fitness	Kayaking	Scuba
Billiards	Golf	Rock Climbing	Service & Leadership
Facility Orientation	Indoor Soccer		

A fee of approximately \$135.00 (subject to change) will be charged to partially off-set the cost for the use of outside facilities. Requirements in this course include successful completion of 10 service hours and participation in a teaching assignment.

## Sports Medicine 15, 25, 35 (5 credits each)

*Prerequisite: Sports Medicine 25 – 4 credits in Sports Medicine 15 & 1 credit HCS Project A  
Sports Medicine 35 – 4 credits in Sports Medicine 25 and 1 credit HCS Project B&C*

These courses include anatomy and physiology of the body as well as recognition and care of athletic injuries and CPR and first aid certification. The student will learn techniques in taping, prevention and rehabilitation of injuries, and is also expected to work as student trainer for at least one school team at the 25/35 level. **There is a mandatory after school component to all three levels of this course.**

*Sports Medicine 15 – Course Sequencing*

Course	Credits	Level	Pre-Requisite
Health Services Foundations ( <b>HSS1010</b> )	1	Introductory	None
Injury Management ( <b>REC1020</b> )	1	Introductory	None
Musculoskeletal System ( <b>HCS1050</b> )	1	Introductory	HSS1010-Health Services Foundations
Technical Foundations for Injury Management ( <b>REC1030</b> )	1	Introductory	HCS1050-Musculoskeletal System
HCS Project A – extension/enhancement of outcomes related to Injury Mgmt (REC1020) and Musculoskeletal System (HCS150) ( <b>HCS1910</b> )	1	Introductory	None

*Sports Medicine 25 – Course Sequencing*

Course	Credits	Level	Pre-Requisite
First Aid / CPR with AED ( <b>HCS2020</b> )	1	Intermediate	None
Injury Management 2 ( <b>REC2020</b> )	1	Intermediate	REC1010-Injry Management 1 REC1030-Tech Foundations
Integrative Health ( <b>CCS2040</b> )	1	Intermediate	HSS1010-Health Services Foundations
HCS Project B – extension/enhancement of outcomes related to Injury Mgmt 2 (REC2020) and First/CPR with AED (HCS2020) ( <b>HCS2910</b> )	1	Intermediate	None
HCS Project C – extension/enhancement of outcomes related to Injury Mgmt 2 (REC2020) and First Aid with AED (HCS2020) ( <b>HCS2920</b> )	1	Intermediate	None

*Sports Medicine 35 – Course Sequencing*

Course	Credits	Level	Pre-Requisite
First Responder 1 ( <b>HCS3020</b> )	1	Advanced	HSS1010-Health Services Foundations
Human Movement ( <b>REC3010</b> )	1	Advanced	HCS1050-Musculoskeletal System
Injury Management 3 ( <b>REC3020</b> )	1	Advanced	REC2020-Injury Management1
HCS Project D – extension/enhancement of outcomes related to First Responder 1 (HCS3020) and Injury Mgmt 3 (REC3020) ( <b>HCS3910</b> )	1	Advanced	None
HCS Project E extension/enhancement of outcomes related to First Responder (HCS3020) and Injury Mgmt 3 (REC3020) ( <b>HCS3920</b> )	1	Advanced	None

Fee: 15 Level \$ 50.00  
25 level \$ 60.00  
35 level \$ 60.00

**Sports Performance 15/ 25/35 (5 credits each)**

Prerequisite: 75% in Physical Education 10 and invitation by Physical Education Department

The purpose of this class is to provide students competing in sport at a competitive level with the knowledge, skills, and attitudes necessary to understand the variety of factors related to sports performance. The following topics provide an organizational structure for the course: training principles, performance enhancement, performance evaluation, and personal development. A personal fitness program will be individually developed to emphasize the attributes of strength, speed, power, agility, flexibility, endurance and core stability. Students enrolled in this course will be provided with a Fitness Centre pass. Students need to be aware that there is a very heavy physical component in this class. A fee of \$40.00 will be charged.



Sports Performance 15	Sports Performance 25	Sports Performance 35
HSS1010 Health Services Foundations	CCS1020 Back Care Basics	REC3070 Fitness Instruction Leadership Principles
HSS1010 Nutrition & Wellness	REC2010 Nutrition for Recreation Activities & Sport	REC3010 Human Movement
REC 1040 Foundations for Training 1	REC2040 Foundations for Training 2	REC3040 Training & Conditioning
HCS1080 Cardiovascular System	REC2910 REC Project B	REC3080 Resistance Training Leadership
HCS1050 Musculoskeletal System	REC2920 REC Project C	REC3910 Rec Project D
2 OVERLAPS POSSIBLE WITH SPORTS MEDICINE: HCS1050 Sub in and have student work on HCS1910 Project A  HSS1010 Sub in and have students work on: REC1050 Sports Psychology 1		

## LEARNING STRATEGIES

### Learning Strategies 15 (5 credits)

This course is designed to have students become actively involved in their learning and take greater responsibility to plan and evaluate their learning. It includes developing smart study skills, self-advocacy, motivation to succeed, as well as organizational skills. This course is open to all students who have an Individual Program Plan or with teacher recommendation.

### Learning Strategies 25 (5 credits)

Building upon the skills developed at the 15 level, Learning Strategies 25 works on further developing self-advocacy skills and preparing for the future.

The intention of this course is to ensure success for students with an Individual Program Plan or teacher recommendation.

### Learning Strategies 35 (5 credits)

Building upon the skills developed at the 25 level, Learning Strategies 35 works on further self-advocacy skills plus preparing for the future.

The intention of this course is to ensure success for students with an Individual Program Plan or teacher recommendation.

## **FINE ARTS**

Fine Arts offer all students important learning opportunities. Regardless of the particular area of study chosen, young people will have the opportunity to:

- apply and reinforce learning developed in other subject areas
- develop skills that they can apply in their daily lives now and in the future
- develop technology related skills
- enhance employability skills
- express their feelings through a variety of media.
- gain a greater appreciation of the aesthetic world around them
- refine career planning skills

Students who focus on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs.



## **ART**

### **Art 10 (5 credits)**

*Prerequisite: None*

Students who have a serious interest in the visual arts or who wish to develop artistic skills should enrol in Art 10. Art 10 introduces students to the fundamentals of drawing, painting, sculpting and visual design. By means of hands-on projects, students explore a variety of media, tools and techniques.

### **Art 20 (5 credits)**

*Prerequisite: Art 10*

Art 20 is an intermediate level studio course that builds on the knowledge and skills acquired in Art 10. The course has the continuous focus of enhancing student's competency using different mediums (drawing, painting and sculpture). The course gives students ideas on the multiple ways that art can be viewed.

### **Art 30 (5 credits)**

*Prerequisite: Art 20*

Art 30 is an advanced level studio course. It is intended to further develop students' technical skills and their awareness of art making as a vehicle for exploring ideas. Art 30 prepares interested students for admission to post-secondary art programs and allows for in-depth exploration of personal style and imagery.

### **Art 20 IB (5 credits)**

*Prerequisite: Art 10 and IB Coordinator permission.*

The Visual Arts IB course provides students with opportunities to make personal, socio-cultural and aesthetic experiences meaningful through the production and understanding of art. Candidates will concentrate on studio practice in Visual Arts while producing investigation workbooks to support, inform, develop and refine studio work through sustained contextual, visual, and critical investigation

## **Art 30/31 IB (5 credits)**

*Prerequisite: Art 20 IB*

A continuation of the Art 20 IB program and covering the Art 30 & 31 Alberta Curriculum, candidates are expected to continue on their work and create an art exhibit that is assessed by an external examiner from the IBO in an interview format. Candidates will also be expected to complete an investigation workbook that is assessed by the teacher and an external moderator from the IBO.

## **Art Special Projects 30 (5 credits)**

*Prerequisite: Art 30 and permission from the instructor (must have 80% or above to register for Special Projects).*

An advanced level studies course focusing on portfolio building. It is intended to develop student's artistic skills and prepare them for post-secondary programs in the Fine Arts. Student's acceptance into the course is based on teacher recommendation and a statement of intent written by the student.

## **DRAMA**

The goal of the drama program is to provide an introduction to the study of theatre as an art form. The curriculum stresses the development and the integration of specific theatre skills within a co-operative learning environment. Self-expression, flexibility, self-criticism and self-discipline are emphasized. This is an activity-based program which builds to the presentation of a theatrical event by each senior student.

### **Drama 10 (5 credits)**

*Prerequisite: None*

Through a major focus on spontaneous and planned improvisation, the theatre disciplines of acting, movement and speech are explored. Students will also learn about different periods in the history of theatre.

### **Drama 20 (5 credits)**

*Prerequisite: Drama 10*

Drama 20 builds on the skills learned in Drama 10 with a major focus on analyzing and performing scripted works. Design and playwriting are also explored.

### **Drama 30 (5 credits)**

*Prerequisite: Drama 20*

Synthesizing skills from Drama 10, 20 and 30 students will direct each other in scenes and one-act plays. Contemporary theatre styles are also explored.

### **Advanced Acting/Touring Theatre 15, 25, 35 (5 credits each)**

*Prerequisite: 15 → Drama 10 or Permission of the Instructor  
25 → Advanced Acting/Touring Theatre 15  
35 → Advanced Acting/Touring Theatre 25*



This course expands the specific skills related to career fields so that students may advance to theatre schools or to careers in the theatre industry. This course is designed as an extension to Drama 10-20-30. Enrolment is limited to candidates who are selected through the audition process. Rehearsals are held outside of the regular timetable. Students will perform in a theatrical production in either the fall or spring semester.

## Technical Theatre 15, 25, 35 (3 or 5 credits each)

*Prerequisite:* 15 → Drama 10 or Permission of the Instructor  
25 → Technical Theatre 15  
35 → Technical Theatre 25

This course focuses on the technical aspects of theatre production. All project work is done as “crew” work on sets, properties, costumes, make-up, lights, sound, stage management etc. outside of the regular timetable. Students will assume roles and responsibilities for the creation, construction, and running of a theatrical production in either the fall or spring semester. Experience is not necessary but enrolment is limited to those selected through an interview process.

## MUSIC

*Music Program Fee \$100.00*

### Instrumental Music 10/20/30 (5 credits each)

Instrumental Music 10/20/30 are non-semestered courses. These music-training courses focus on developing musicianship, instrument technique, music THEORY, music history and ear training. Opportunities to compose and perform are also featured.

There is no instrument registration fee for those students who supply their own instrument. All students who wish to use instruments belonging to the Calgary Board of Education or J.G.D. Music Parents Association are required to pay an instrument registration fee of \$85.00 per year.

Instrumental Music 10 Prerequisite: Completion of the Junior High Band program (mark above 65% is recommended) or private instruction on a woodwind, brass or percussion instrument. **Students registered in Instrumental Music 10 will be expected to demonstrate high school level proficiency on their instrument by the end of the first semester.**  
Corequisite: Band 15

Instrumental Music 20 Prerequisite: Instrumental Music 10 (mark above 60% is recommended)  
Corequisite: Band 25

Instrumental Music 30 Prerequisite: Instrumental Music 20 (mark above 60% is recommended)  
Corequisite: Band 35

### Band 15/25/35 – Concert Band (5 credits each)

Band 15/25/35 are co-curricular courses to Instrumental Music 10/20/30. Concert Band provides an opportunity for the musician to explore a variety of wind band literature in a large ensemble setting. The Concert Band participates in a variety of **PERFORMANCE** activities including concerts, festivals, workshops and tours.

Band 15 – Concert Band Corequisite: Instrumental Music 10

Band 25 – Concert Band Prerequisite: Band 15  
Corequisite: Instrumental Music 20

Band 35 – Concert Band Prerequisite: Band 25  
Corequisite: Instrumental Music 30



### Instrumental Jazz 15/25/35 (5 credits each)

Instrumental Jazz 15/25/35 is a co-curricular program that introduces instrumentalists to all facets of performing in a Jazz Ensemble. Blues, Swing, Latin and Jazz-Rock will be idioms studied. **Registration is by invitation of the Music Directors.**

Instrumental Jazz 15	Corequisites: Instrumental Music 10 and Band 15
Instrumental Jazz 25	Corequisites: Instrumental Music 20 and Band 25
Instrumental Jazz 35	Corequisites: Instrumental Music 30 and Band 35

### **Choral Music 10/20/30 (5 credits each)**

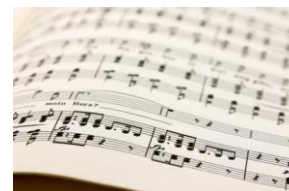
If you enjoy singing these courses are for you. Choral Music 10/20/30 is highly recommended for students who wish to become involved in choir activities at the high school level. These courses are held concurrently and focus on developing musicianship, vocal technique, music history and ear training. Opportunities to perform are also featured.

Choral Music 10	Prerequisite: None	Corequisite: Choir 15
Choral Music 20	Prerequisite: Choral Music 10	Corequisite: Choir 25
Choral Music 30	Prerequisite: Choral Music 20	Corequisite: Choir 35

### **Concert Choir 15/25/35 (5 credits each)**

Concert Choir is designed for students who are interested in exploring a variety of choral literature through vocal performance in a large ensemble setting. Students develop the voice through vocal and breathing exercises and three-part singing. The Concert Choir participates in a variety of performance activities that include concerts, workshops, and festivals. Concert Choir 15/25/35 rehearsals are held at the same time, once a week after school. Sectionals take place once a week before school.

Choir 15	Prerequisite: None
Choir 25	Prerequisite: Choir 15
Choir 35	Prerequisite: Choir 25



### **Chamber Choir 15/25/35 (5 credits each)**

Registration is by invitation of the Choral Director. Chamber Choir is for the vocal student interested in the study of more complex vocal repertoire. Most of the music has complex rhythms and harmonies and includes songs with lyrics in other languages. Extra-curricular involvement is required. The Chamber Choir participates in a variety of performance activities that include concerts, workshops, and festivals. Chamber Choir rehearsals take place once a week after school. Sectional take place during lunch.

Chamber Choir 15	Prerequisite: Invitation of Choral Director
Chamber Choir 25	Prerequisite: Invitation of Choral Director
Chamber Choir 35	Prerequisite: Invitation of Choral Director

### **Vocal Jazz 15/25/35 (5 credits each)**

Registration is by invitation of the Choral Director. These courses are designed to introduce students to all facets of performing in a Vocal Jazz ensemble. Extra-curricular involvement is required. Vocal Jazz rehearsals take place once a week after school. Sectional rehearsal times will be announced at a later date.

Vocal Jazz 15	Corequisite: Concert Choir 15 or Chamber Choir 15	
Vocal Jazz 25	Prerequisite: Vocal Jazz 15	Corequisite: Concert Choir 25 or Chamber Choir 25
Vocal Jazz 35	Prerequisite: Vocal Jazz 25	Corequisite: Concert Choir 35 or Chamber Choir 35

## CAREER & TECHNOLOGY STUDIES

### *Pathways to Opportunities!*

**“You Learn By Experience. All Else is Information.” (Albert Einstein)**

The Career and Technology Program of Studies (CTS) is a complementary high school program that allows students the opportunities for conceptual, experimental learning while exploring their own interests and the world of work in a variety of ways. The CTS program provides enhancement through increased opportunities and challenges. As a program of choice, CTS offers all students important learning opportunities to:

- develop skills that can be applied in their daily lives, now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learning's developed in other subject areas
- prepare for transition into adult roles in the family, community, workplace and/or further education

Alberta Education has refocused the CTS Program of Studies into five clusters that align with the National Occupational Clusters:

<b>BIT:</b>	Business, Administration, Finance and Information Technology
<b>HRH:</b>	Health, Recreation and Human Services
<b>MDC:</b>	Media, Design and Communication Arts
<b>NAT:</b>	Natural Resources
<b>TMT:</b>	Trades, Manufacturing and Transportation

Each program of study consists of Occupational Areas that contain within them individual one credit courses. Teachers have grouped these individual one credit courses into five or more credit offerings that students may work diligently through. Often there are prerequisites and or core materials in each class (a minimum of 4 credits successfully completed are required to go on to the next level), once these are completed students can approach their teachers about completing extra work assignments to learn more skills.

Students should consider potential career opportunities of interest and select CTS courses that would assist them in pursuing further career plans. Students who successfully complete 5 one-credit 30 level CTS courses within a specific program may use it as a Group D elective for university admission. Students, who achieve a 70% average in their 30 Level CTS courses and enroll in a post-secondary institution, qualify and may apply for a number of Calgary Board of Education \$350 CTS scholarships.

### **KNOWLEDGE AND EMPLOYABILITY COURSES**

The Knowledge and Employability courses are designed for students who meet the criteria and learn best through experiences that integrate essential and employability skills in occupational contexts. The courses provide students opportunities to enter into employment or continue their education.

At John G. Diefenbaker High School we offer the following Knowledge and Employability courses in the CTS area:

<b>Fashion Studies</b> (Media, Design and Communication Arts) <ul style="list-style-type: none"><li>• Fabrics 10-4; Textiles 20-4; Textiles 30-4</li></ul>
<b>Communication Technology</b> (Media, Design and Communication Arts) <ul style="list-style-type: none"><li>• Media Communication 10-4; Media Communications 20-4; Media Communications 30-4</li></ul>
<b>Construction Technology</b> (Trades, Manufacturing and Transportation) <ul style="list-style-type: none"><li>• Construction: Building 10-4; Woodworking and Cabinetry 20-4; Woodworking and Cabinetry 30-4</li></ul>

**Food Studies** (Health, Recreation and Human Services)

- Foods 10-4; Food Prep and Service 20-4; Food Prep and Service 30-4

**Art** (Media, Design and Communication Arts)

- Art/Design 10-4; Art/Design 20-4; Art/Design 30-4



## COMMUNICATION TECHNOLOGY

Communication Technology is an MDC (Media, Design and Communication Arts) Program of Studies in which students discover and develop creative and technical skills to enhance media awareness and the practical applications used by the various segments of the communication industry. Students are provided with hands-on opportunities to present and communicate ideas through photography, printing, audio/video and animation production.

**Career Options:** Photographer, Photojournalist, Screen Printer, Cinematographer  
Scriptwriter, Storyboard Artist, Graphic Designer, Animator

### Communication Technology 10 (5 or more credits)

Project based learning through introductory activities in Visual Composition, Photography, Audio/Video Production, Animation Production and Printing.

### Communication Technology 20 (5 or more credits)

*Pre-requisites:* Four or more 10 level credits including Visual Composition Com 1005, Photography Intro Com 1205, Audio/Video 1105, Printing 1 Com 1165, and Animation 1 Com 1145

This course continues developing knowledge and skills learned in the Communication Technology 10 program. At this level, students are encouraged to partially specialize in areas of their interest within the Communication Technology purview including:

- Photography, featuring emphasis on composition techniques and communicating / enhancing messages through imagery
- Audio/Video and/or Animation, featuring emphasis on Preproduction, Production and Postproduction processes
- Print, featuring Memo Pad and/or Business Card and Screen Printing processes

### Communication Technology 30 (5 or more credits)

*Pre-requisites:* Four or more 20 level credits from Photography (COM 2215, COM 2225 and COM 2235), Audio/Video (COM 2105, COM 2115 and COM 2125) and Animation (COM 2145)

This course provides enhanced challenges to allow students to produce professional results using equipment, materials and processes in Communications. Learning will focus on:

- Digital photography projects, with emphasis on journalism and photographic techniques (including studio, outdoor and colour shooting applications)
- Audio/Video and Animation projects, with actual and possible screenings in in-school and local settings
- Workplace management skills, with emphasis on self-directed projects
- Preparation of Post-secondary or workplace portfolio

## COMPUTER APPLICATIONS

This is part of the BIT cluster and focuses on the use of electronic technologies to access, use and manipulate information within personal, family, workplace, community and global contexts. This cluster challenges students to expand their confidence, experience and skills as innovators and leaders.

**Career Options:** University Student, Business Entrepreneur, Business Professional,  
Teacher, Marketing Consultant, Accountant, (just to name a few)



### **Computer Applications 10 (5 or more credits)**

This introductory course prepares the student for basic computer operations plus touch keyboarding, word processing, spreadsheet, database operations and software integration. Students learn the essentials of producing print publications and documents, including graphics. As well, students are introduced to Web Design using Dreamweaver and Flash.

### **Computer Applications 20 (5 or more credits)**

*Prerequisite: Four or more credits from the 10-Level credits of Computer Applications 10.*

Students gain skills at the intermediate level in touch keyboarding, become proficient in word processing and produce professional business documents in Correspondence, Tables and Reports. Students learn the essentials of 2D design and print publication design using desktop publishing. They further their skills in web production, project design and management skills.

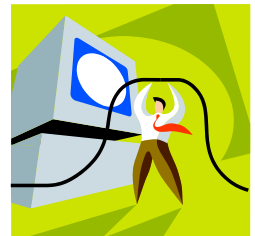
### **Computer Applications 30 (5 or more credits)**

*Prerequisite: Four or more credits from the 20-Level credits of Computer Applications 20*

Students gain skills at the advanced level in touch keyboarding and become proficient to workplace standards in word processing and specialized business simulations. As well, students investigate the APA Document style for Post-Secondary Education papers and submissions. Students analyze hardware and software based on user requirements, enhance their skills completing finishing products integrating data from a variety of sources.

## **COMPUTER SCIENCE / PROGRAMMING**

This is part of the BIT cluster and focuses on the use of electronic technologies in the area of Computer Science. Students explore hardware, software and processes. They expand their skills in the area of using algorithms' as problem-solving tools, to learning about programming languages in general and the role of programming languages in today's world of business. This cluster challenges students to expand their confidence, experience and skills as innovators and leaders.



**Career Options:** IT Professional, Programmer, Game Designer, Business Professional, Systems Analyst, Network Technician, Help Desk, (just to name a few)

### **Computer Science / Programming 10 (5 or more credits)**

This is an exciting, challenging and rewarding course meant for students who wish to write their own applications. It offers a hands-on approach; students will be able to understand the principles of programming languages and will be able to design algorithms and basic code instructions. Students will be introduced to Alice, HTML and JAVA languages. This course is designed to enhance a student's ability to solve problems and apply this knowledge in mathematics, the sciences, and humanities.

### **Computer Science / Programming 20 (5 or more credits)**

*Prerequisite: Four or more credits from the 10-Level credits of Computer Science/Programming 10.*

Students explore hardware, software and processes at an intermediate level. Students extend their understanding of software development by learning how to layer modular programming approaches over structured programming techniques to improve the efficiency and robustness of algorithms and programs. This continues into developing their understanding of the procedural programming paradigm. Students learn how to design code and debug programs that use a set of data structures that can be used to handle lists of related data. Students learn a number of standard iterative data processing algorithms useful for working with data structures such as arrays.

### **Computer Science / Programming 30 (5 or more credits)**

*Prerequisite: Four or more credits from the 20-Level credits of Computer Science/Programming 10.*

This advanced cluster involves creating and using random and sequential external file handling, plus dynamic data structures. Students will be able to understand the principles of programming languages and will be able to design algorithms and basic Java code instructions. Students explore hardware, software and associated processes at an advanced level, exploring the connection between the binary/hexadecimal number systems and some of the simple logic gates that are the basis of the von

Neumann computer. Extending their knowledge of object-oriented programming, students add to their expertise by using some of the techniques associated with the UMI, design approach and by writing programs that explore association between classes. Students also learn how to use a new program control flow mechanism called recursion.

## CONSTRUCTION TECHNOLOGY

Construction Technology belongs to the TMT (Trades, Manufacturing and Transportation) Cluster. Students are provided with hands on learning and are introduced to a design process approach. The TMT cluster focuses on skills and knowledge related to the design, construction and maintenance of a product.

**Career Options:** Framer, Cabinetmaker, Exhibit Designer, Construction Estimator  
Manufacturing Engineer, Teacher (just to name a few)



### Construction Technology 10 (5 credits or more)

This introductory course will develop knowledge and skills in construction. Learning will be product-based and focus on:

- Working in the construction lab, using tools and materials in a safe and responsible manner
- Develop basic shop drawings and calculating skills, and applying them to building a product
- Building products or structures from wood

### Construction Technology 20 (5 credits or more)

*Prerequisites:* 5 one credit Construction Technology 10 courses which must include CON 1010 (Construction Tools and Materials) and CON 1120 (Product Management).

This intermediate course will refine and enrich knowledge and skills learned in Construction Technology 10, with a focus on the following cabinetmaking skills:

- drawer construction
- casework
- finishing

### Construction Technology 30 (5 or more credits)

*Prerequisites:* 4 one-credit Construction Technology 20-level courses

This advanced level course involves intermediate and senior level furniture construction and design, in the building of a wood project. It helps prepare students for entry into the workplace, apprenticeship programs or post-secondary. The main focus is on self-directed projects that enhance the intermediary knowledge and skill level related to the following construction processes:

- Leg and rail construction
- Drawer construction
- Project design
- Tool Maintenance
- Surface Enhancement

## FASHION STUDIES

Fashion Studies involves the study of clothing and textiles through the stages of design, construction and merchandising. Students are exposed to a variety of tools, machinery and techniques to assist them in creating unique projects. Students are expected to provide their own supplies to complete their sewing projects.

**Career Options:** Costume Designer, Interior Designer, Home Economist, Teacher  
Retail Store Manager, Fashion Designer, Marketing Specialist, Display

### FASHION STUDIES 10 (5 or more credits)

Learning in this course focuses on:

- Illustration and portion drawing
- Sewing fundamentals in using the sewing machine and serger



- Knitwear techniques
- Purchasing and understanding a commercial pattern and assembling a basic garment
- Constructing items for personal or home use, recycling fabric and learning a variety of textile arts.

### **FASHION STUDIES 20** (5 or more credits)

This course continues in greater depth from Fashion Studies 10 and has the flexibility of letting students concentrate in areas that are of the most interest to them. Students must have completed at least 3 credits in Fashion 10, and have the necessary prerequisites to enroll in Fashion 20 courses. Learning in this course focuses on:

- Flat pattern design
- Intermediate construction techniques
- Active wear and home décor
- Embellishment, accessories and illustration
- Specialty fabrics

### **FASHION STUDIES 30** (5 or more credits)

This course requires a higher level of expertise and can be used for entry into post-secondary programs or into the workplace. Students work in a challenging individualized program that requires self-motivation and a strong work ethic. Learning in this course focuses on:

- Fashion designers
- History of Costumes
- Tailoring techniques and specialty fabrics
- Outerwear and pattern construction

### **FINANCIAL MANAGEMENT 10/20**

Accounting is the language of business. Owners, managers, stock holders, and accounting employees must understand and use this basic language. An understanding of basic accounting terminology and principles are also necessary for successful personal financial planning. Our Financial Management program offers students the opportunity to simulate a variety of accounting experiences in a variety of businesses and in their personal lives. Students at all levels will make extensive use of Excel spreadsheets, Microsoft Office Word, computerized file management and investment simulations to enhance financial management and accounting concepts and principles.



**Career Options:** Accountant, Bank Manager, Financial Advisor, Investment Advisor, Stock Market Trader, Entrepreneur, C.F.O., (just to name a few)

### **Financial Management 10** (5 credits)

The Financial Management 10 program introduces students to the knowledge, vocabulary and skills of accounting concepts and procedures. A sole proprietor service business will focus on introducing the basic concepts including:

- Analyzing basic business transactions for a service business
- Recording transactions in a journal and posting to a ledger
- Preparing basic balance sheets and income statements
- Adjusting and closing accounts to end an accounting cycle and preparing the accounts for the next accounting period

The accounting procedures for a retail business will provide the student with a more complex application of the accounting cycle including the purchasing and selling of goods.

### **Financial Management 20 (5 credits)**

This course focuses on personal finances. Students will learn about saving money and making budgets as well as personal financial planning. Specific concepts covered include:

- Bank system data
- Small Business and Personal Taxation
- Budget and Use / Abuse of credit
- Types of businesses and their unique accounting procedures
- Introduction to Personal Investment Planning – basic concepts of investing; offering students the opportunity to evaluate a variety of investment portfolio components including a stock market simulation.

### **Financial Management 30 (5 credits)**

This program builds on the accounting concepts and principles of the accounting cycles covered in Financial Management 10. Concepts in these advanced courses include:

- Advanced accounting procedures including: accruals, price/cost calculations, inventory management, and comparative financial statements.
- Financial analysis as a basis for sound decision-making and problem solving
- Partnerships, corporate and managerial accounting concepts, principles and procedures

This course covers the elementary bookkeeping procedures and financial statement for the small business and then expands to the records and financial statements for a small merchandising business.

## **FOODS**

In the Food Science program, students will approach food topics with the focus on personal nutrition, diet, and family health. Food Science is an Occupational Area within the HRH (Health, Recreation and Human Services) Cluster.

**Career Options:** Chef, Professional Cook, Baker, Caterer, Restaurant and Food Manager, Dietician, Food Critic, Food Salesperson, Food Inspector (just to name a few)



### **FOODS 10 (3 credits)**

**Note: Students taking Foods 10 will also be enrolled in Technology Applications 10 (3 credits)**

Students will have the opportunity to plan, and prepare food. Students will gain knowledge and skills with a focus on food basics, safety, baking and convenient foods. This course provides students with information on food sanitation and safety as well as nutrition will be incorporated into each of the 1 credit courses.

### **FOODS 20 (5 credits)**

*Prerequisite:* 3 one credit Foods 10 courses including Food Basics, Contemporary Baking and Snacks and Appetizers. Foods 20 is a continuation of Foods 10. Students will continue to understand concepts through theory-based assignments and practical lab experiences. Students will be required to further broaden their skills, techniques, and nutritional understanding.

### **FOODS 30 (5 credits)**

*Prerequisite:* Food Basics Contemporary Baking Cake and Pastry and International Cuisine. Foods 30 is an advanced course which focuses on the skills required in food selection, preparation and presentation of food. As well, students will develop culinary techniques useful in the preparation of cakes and pastry, food presentation and cultural meals.

**Special Note: Foods 30 can be used as a “D Group” option for the University of Calgary entrance, a “C Group” for Mount Royal University and as a prerequisite for Baking and Pastry Arts, Meat Operations and Management, Professional Cooking and other related faculties at SAIT.**



## LEGAL STUDIES

The law is a fundamental aspect of our society. It influences our behaviour, and allows society to function in a harmonious and orderly manner. The Legal Studies program presents students with basic and practical information about the law and the justice system, information and analysis about how the law affects students in their daily lives, and a level of knowledge which will empower students to make informed choices when it comes to dealing with and understanding the law.

**Career Options:** Lawyer, Police Officer, Legal Secretary, Para-Legal Consultant, Youth Worker, Corrections Officer, Parole Officer, Private Investigator, Social Worker, Entrepreneur, Business Executive (just to name a few)

### Legal Studies 10 (5 Credits)

As a member of society, it is invaluable to have a fundamental understanding of the principles, functions and purposes of the Canadian legal system. In Legal Studies 10, students explore concepts of **Private Law, Public Law, Relationship Law, Employment Law, and Law and the Traveller**. These topics cover legal principles related to the workplace, the buying and selling of goods and services, landlord-tenant relationship, aspects of criminal law, the legal relationship between the government and citizen as it relates to the Charter of Rights and Freedoms, Human Rights, and laws affecting family members. The law will be examined through the use of discussion, presentations, case studies, role plays, realistic scenarios and mock trials. Students will also examine in more detail workplace issues and the laws surrounding travelling to and from other countries

### Legal Studies 20 (5 Credits)

Legal Studies 20 is designed to allow students to exam a broad range of legal issues relating to the following topics: **Family Law, Property Law, Aboriginal Law, Controversy and Change in the Law, and Environmental Law**. Students will also have an opportunity to work on a special projects course that relates to an area of law that is of particular interest to them. The opportunity for students to get involved in classroom discussions, real case analysis, mock trials, the debating of challenging issues and the observation of courtroom activities is an integral element of the course.

### Legal Studies 30 (5 Credits)

*Prerequisite:* Legal 10 or 20 Recommended

Legal Studies 30 is designed to give students opportunities to explore in depth, the following topics: **Criminal Law, Small Business Law, Negligence, Landmark Decisions, Dispute Resolution, and/or a Special Projects course related to an area of interest such as Criminal Law**. This course is designed for the self-directed learner and may be supplemented by videos, guest speakers and other types of audio-visual presentations. Students may have an opportunity to take part in debating, courtroom observation, mock trails as well as project development.

## MANAGEMENT AND MARKETING

The Management and Marketing courses at John G. Diefenbaker High School begin with an introduction to basic Marketing theory and practical applications in the retail world. Students engage in the opportunity to develop marketing and business plans throughout the program, providing a mixture of hands-on projects and discussion. A strong emphasis is placed on group interaction throughout the program to develop interpersonal skills necessary in the world of business.

**Career Options:** Television Producer, Business Owner / Entrepreneur, Newspaper Reporter, Distribution Manager, Economist, Public Relations Specialist, Graphic Designer, Investment Banker (just to name a few)



### Management and Marketing 10/20 (5 credits)

This introductory/intermediate course provides students with the opportunity to study and apply basics of marketing. Module topics include: Management and Marketing Basics, Quality Customer Service, Promotion: Visual Merchandising, Retail Operations, and Promotion: Print Advertising. (MAM1010, MAM1020, MAM2030, MAM2040, MAM2090)

### **Management and Marketing 30 (5 credits)**

*Prerequisite:* Management and Marketing 10/20

Students will study the advanced concepts of marketing and management. Economics is a major theme in this course, in addition to the more advanced responsibilities of an owner/manager in a retail organization. Topics include: The Business Organization, Business in the Canadian Economy, Distributing Goods and Services, Setting Up a Retail Store, and Promotion: Broadcast Advertising. (MAM3010, MAM3020, MAM30).

### **Tourism and Technology**

Technology has become an intrinsic part of our everyday life. Young people grow up surrounded by technology and use it daily. In this program, we focus on providing students with a basic familiarity with current web based tools using tourism as a theme. Student will develop competencies in blogging, online publishing, online interactive posters and other Web 2.0 applications, while developing an understanding of the tourism sector.

### **Technology Applications 10 – Tourism and Technology (3 Credits)**

**Note: Students enrolled in Foods 10 will also be enrolled in Tech Apps 10.**

Technology Applications 10 is a tourism themed technology course focusing on the effective use of current web-based computer applications. Students will develop competencies in various web 2.0 technologies which could be utilized in many other courses during their academic careers, and will learn about the possibilities and opportunities present in the Tourism sector.

## **OFF-CAMPUS EDUCATION PROGRAMS**

### **WORK EXPERIENCE 15/25/35 (from 3 - 30 credits)**

*Prerequisite:* HCS 3000

Work Experience allows students to gain practical knowledge, enhance their skills, confirm career decisions, and form attitudes that will assist them in their transitions from school to the world of work and/or future post-secondary educational pursuits. If a student does not complete the pre-requisite course, Workplace Safety Systems (HCS 3000), students cannot be awarded any Off-Campus Education credits. Students must work for 250 hours for 10 credits. Students may attend their work placement during regular class scheduled time or work outside school time to complete their hours. When choosing a job placement, prospective students should consider their career plans to make this a step in personal development.



### **Knowledge and Employability Workplace Practicum 30-4**

Practical applications are included in all K & E courses and may take place on and off campus. Practical applications enhance the relevance of schoolwork to everyday living at home, in the community and in the workplace.

### **REGISTERED APPRENTICESHIP PROGRAM (RAP)**

*Prerequisite:* HCS 3000

The Registered Apprenticeship Program (RAP) is an opportunity for high school students to begin an apprenticeship while earning credits towards a high school diploma. Students must apply to be in this program. Typically, students will begin their RAP placement during the summer after grade 10 is completed, but other placement options are possible.

RAP requirements are:

- pass all grade 10 courses, with an overall average of 65%.
- recommendation from teachers
- recommendation from your counsellor and principal
- parent's or guardian's consent
- Workplace Safety Systems (HCS 3000) and Workplace Safety Practices (HCS 3010) course.

## GENERAL INTEREST COURSES

### Special Projects 30 (3 or 5 credits)

Special Projects are available to students for work planned by students, supervised by a teacher and approved by the principal. Special Projects allow students to pursue activities beyond the scope of the regular curriculum.

### Leadership Class 15, 25, 35 (3 or 5 credits)

The student leadership program will be offered to students in grade 10, 11 and 12. This class will meet in the AM block once a week from September to June. Students will need to apply to the leadership co-ordinator to gain acceptance into the program. Once accepted into the leadership program these students will comprise the main components of Students' Council. Students will be committed to service, leadership, school spirit and maintaining a positive image of John G. Diefenbaker High School within this community. The council plans, implements and evaluates numerous events through the school year.

The following are some of the activities organized and sponsored by our Students' Council include:

- Fundraising activities for charities i.e. United Way, Poppy Fund, Toy Drive, Mustard Seed, Terry Fox Run
- Leagues and Tournaments – Develop and implement several intramural activities including: Extreme Dodge ball, 3 on 3 Basketball, the Stanley Can, Arial Football
- Special Events such as Welcome Activities, Colour Day, Pep Rallies, Spirit Days

Class content will also cover topics such as team building, event organizing, event assessment, leadership types and skills, problem solving and conflict resolution skills.

<b>Leadership 15</b>	HSS1050	Intro to Mentorship		
	HSS1080	Leadership Fundamentals 1		
	HSS1090	Speak & Present		
	HSS1910	Project A		
<b>Leadership 25</b>	CCS1080	Community Volunteerism 1		
	HSS2050	Becoming a Mentor	- Prerequisite	- HSS1050
	HSS2080	Leadership Fundamentals 2	- Prerequisite	- HSS1080
	HSS2910	Project B		
	or			
<b>Leadership 35</b>	HSS2920	Project C		
	HSS2030	Perspective on Interpersonal Relationships		
	CCS2080	Community Volunteerism 2	- Prerequisite	- CCS1080
	HSS3050	Becoming a Mentee		
	HSS3080	Leadership Fundamentals 3	- Prerequisite	- HSS2080
	HSS3070	Peer Mentoring	- Prerequisite	- HSS1080 HSS3050 HSS3060
	HSS3910	Project D		
	or			
	HSS3920	Project E		
	HSS3060	Extending the mentoring relationship	- Prerequisite	- HSS2050

## Calgary Board of Education Sponsored Courses

### Green Certificate: Agricultural Training

Students enter agriculture-related, structured learning pathways, as part of their senior high program, that support practical training for careers in agriculture and related industries. Up to 16 high school credits can be achieved and students can earn an industry recognized technician-level Green Certificate Credential. The Green Certificate is under the administration of the *Department of Alberta Agriculture and Rural Development*.



Students learn by actively performing agricultural skills through apprentice-style training sessions delivered off campus. Students are responsible for independently accessing a farm or agricultural placement, during after school hours or as part of their personal learning plan. Learning takes place under the direction of experienced farm personnel, under the supervision CBE supervising teacher and administration of *Alberta Agriculture and Rural Development*. Students are assessed at the conclusion of the courses by booking practical in-person exams at Olds College with exam marks contributing to the final mark in Alberta Education course listings. Students can select a specialization based on their interest and chosen farm site. These specializations include: Equine, Cow-Calf, Dairy, Feedlot, Swine, Sheep, Beekeeping, Field Crop or Irrigated Crop.

More information is available at the Green Certificate website:  
[http://www1.agric.gov.ab.ca/\\$department/deptdocs.nsf/all/grc6643](http://www1.agric.gov.ab.ca/$department/deptdocs.nsf/all/grc6643)

### **IB Chinese 15, 25, 35 (5 credits each)**

IB Chinese is offered in conjunction with the Chinese Academy which operates on campus at Diefenbaker each Saturday. IB students must receive approval from the IB coordinator to enrol in IB Chinese.

For further information please call John G. Diefenbaker's IB Coordinator at (403) 274-2240 ext. 2158 or the Chinese Academy at (403) 777-7663



## 2012-2013 COURSES OFFERED AT JOHN G. DIEFENBAKER

### GRADE 10

ELA 10-1 (5)  
 ELA 10-1 H (5)  
 ELA 10-2 (5)  
 ELA 10-4 (5)

Reading 15 (5)

Learning Strategies 15 (5)

ESL 2 (5)  
 ESL 3 (5)  
 ESL 4 (5)  
 ESL Canadian Studies 15 (5)  
 ESL Science 15 (5)

Mathematics 10-C (5)

Pure Mathematics 10 H (5) / Mathematics 20 IB (5)  
 Mathematics 10-3 (5)  
 Mathematics 10-4 (5)

Science 10 (5)

Science 10 H (5)

Science 14 (5)  
 Science 10-4 (5)

Social 10-1 (5)  
 Social 10-1H (5)  
 Social 10-2 (5)  
 Social 10-4 (5)

French 10 (5)  
 French 10 H (5) / French 20 H (5)

German 10 (5)

Spanish 10 (5)

Physical Education 10 (5)  
 Physical Education 10 IB / CALM 20 IB(6)

Sports Medicine 15 (5)

Art Media Communications 10-4  
 Communication Tech 10 (5)  
 Computer Applications 10 (5)  
 Computer Programming 10 (5)

### GRADE 11

ELA 20-1 (5)  
 ELA 20-1 IB (5)  
 ELA 20-2 (5)  
 ELA 20-4 (5)

Reading 25 (5)

Learning Strategies 25 (5)

Pure Mathematics 20 (5)  
 Applied Mathematics 20 (5)  
 Pure Mathematics 30 IB (5)  
 Mathematics 24 (5)  
 Mathematics 20-4 (5)

Science 20 (5)  
 Biology 20 (5)  
 Chemistry 20 (5)  
 Physics 20 (5)  
 Biology 20IB (5)/ Biology 30IB (5)  
 Physics 20IB (5) / Physics 30IB (5)  
 Chemistry 20 IB (5)  
 Science 24 (5)  
 Science 20-4 (5)

Social 20-1 (5)  
 Social 20 IB (5)  
 Social 20-2 (5)  
 Social 20-4 (5)

General Psychology 20 (3)

French 20 (5)  
 French 20 IB(5)  
 French 30 IB (5)

Spanish 20 (5)

Physical Education 20 (5)

CALM 20 (3)  
 Sports Performance 25 (5)  
 Sports Medicine 25 (5)

Art Media Communications 20-4  
 Communication Tech 20 (5)  
 Computer Applications 20 (5)  
 Computer Programming 20 (5)

### GRADE 12

ELA 30-1 (5)  
 English 35 / ELA 30-1 IB (10)  
 ELA 30-2 (5)  
 ELA 30-4 (5)

Learning Strategies 35 (5)

Pure Mathematics 30 (5)  
 Mathematics 31 (5)  
 Applied Mathematics 30 (5)

Science 30 (5)  
 Biology 30 (5)  
 Chemistry 30 (5)  
 Physics 30 (5)

Chemistry 35IB (5) Chemistry 30IB (5)

Social 30-1 (5)  
 World History 35 IB (3) / Social 30 IB (5)  
 Social 30-2 (5)

Extended Essay IB (3)  
 Theory of Knowledge IB (3)

French 30 (5)  
 French 31a (5) / French 31b (5)

Spanish 30 (5)

Physical Education 30 (5)

Sports Performance 35 (5)  
 Sports Medicine 35 (5)

Art Media Communications 30-4  
 Communication Tech 30 (5)  
 Computer Applications 30 (5)  
 Computer Programming 30 (5)

Construction Tech 10 (5)  
Construction Building 10-4  
Fashion Studies 10 (5)  
Fabrics 10-4 Basic Sewing  
Financial Management 10 (5)  
Foods 10 (3) and  
Technology Applications (3)  
  
Management & Marketing 10/20 (5)

Drama 10 (5)  
Technical Theatre 15 (5)  
Advanced Acting 15 (5)

Art 10 (5)

Band 15 (5)  
Instrumental Jazz 15 (5)  
Instrumental Music 10 (5)

Chamber Choir 15 (5)  
Choral Music 15 (5)  
Concert Choir 15 (5)  
Vocal Jazz 15 (5)

Construction Tech 20 (5)  
Wood Frame Construction 20-4  
Fashion Studies 20 (5)  
Fabrics 20-4 Fashion Textiles  
Financial Management 20 (5)  
Foods 20 (5)

Legal Studies 20 (5)

Drama 20 (5)  
Technical Theatre 25 (5)  
Advanced Acting 25 (5)

Art 20 (5)  
Art 20 IB (5)

Band 25 (5)  
Instrumental Jazz 25 (5)  
Instrumental Music 20 (5)

Chamber Choir 25 (5)  
Choral Music 20 (5)  
Concert Choir 25 (5)  
Vocal Jazz 25 (5)

Leadership 25

Construction Tech 30 (5)  
Wood Construction 30-4  
Fashion Studies 30 (5)  
Fabrics 30-4 Fashion Textiles  
Financial Management 30 (5)  
Foods 30 (5)

Legal Studies 30 (5)  
Management & Marketing 30 (5)

Drama 30 (5)  
Technical Theatre 35 (5)  
Advanced Acting 35 (5)

Art 30(5)  
Art 30/31 IB (10)  
Art Special Projects 30 (5)

Band 35 (5)  
Instrumental Jazz 35 (5)  
Instrumental Music 30 (5)

Chamber Choir 35 (5)  
Choral 30 (5)  
Concert Choir 35 (5)  
Vocal Jazz 35 (5)

Leadership 35

Work Experience 15/25/35  
K&E Workplace Practicum 30-4  
Registered Apprenticeship Programs

## COURSE / PROGRAM PLANNER

GRADE 10	CR	GRADE 11	CR	GRADE 12	CR
1. English 10-1/10-2	5	1. English 20-1/20-2	5	1. English 30-1/30-2 English 30-1 Honors	5
1. Social Studies 10-1/10-2	5	2. Social Studies 20-1/20-2	5	2. Social Studies 30-1/30-2	5
2. Science 10/14  Science 10 Honors Chemistry 20 Honors	5	3. Science 20, Science 24 Biology 20, Chemistry 20, Physics 20  Biology 30 Honors  Chemistry 20	5	3. Grade 12 – 30 Level Course  Science 30 Biology 30, Chemistry 30, Physics 30	5
4. Math 10 Common Honors Math 10 Common Math 10-3	5	4. Math 20-1 Honors Math 20-1 / 20-2 Math 20-3 Math 30-1 Honors	5	4. Grade 12 – 30 Level Course  Math 30-1/ 30-2 Math 30-3 Math 31  Math 31 Honors	5
5. Physical Education 10	5	5. CALM 20	3	5.	
6. Option	5	6.		6.	
7. Option	5	7.		7.	
8. Option	5	8.		8.	
<b>TOTAL CREDITS (Minimum 40 Credits)</b>		<b>TOTAL CREDITS</b>		<b>TOTAL CREDITS</b>	
<b>TOTAL HIGH SCHOOL CREDITS:</b>					
<b>NOTE:</b>		<b>Grade 12 Options (no prerequisites):</b> HCS 3000 (1 credit) Work Experience 35			

**Certificate of High School Achievement Requirements  
(English)**

The requirements indicated in this chart are the **minimum** requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

**80 CREDITS<sup>1</sup>**  
Including the following:

ENGLISH LANGUAGE ARTS 20-2 OR 30-4

MATHEMATICS 10-3 OR 20-4

SCIENCE 14 OR 20-4

SOCIAL STUDIES 10-2 OR 20-4

PHYSICAL EDUCATION 10 (3 CREDITS)

CAREER AND LIFE MANAGEMENT (3 CREDITS)

**5 CREDITS IN**

- 30 level Knowledge and Employability occupational course, or
- 30 level Career and Technology Studies (CTS), or
- 30 level locally developed course with an occupational focus

AND

**5 CREDITS IN**

- 30 level Knowledge and Employability workplace practicum course, or
- 30 level Work Experience course, or
- 30 level Green Certificate course

**OR**

**5 CREDITS**

- 30 level registered apprenticeship program (RAP) course

**1. To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course.**

**Course Planning Notes:**

Use this section to plan your academic future. Once you have completed your planning, fill in the chart on page 42.

Should you require additional information about course  
Selection or registration, please contact John. G. Diefenbaker High School,  
6620 4th Street NW, Calgary, Alberta, T2K 1C2, 403-274-2240  
Email: [JohnGDiefenbaker@cbe.ab.ca](mailto:JohnGDiefenbaker@cbe.ab.ca)

**"He who does not know the past can never understand the present, and he certainly can do nothing for the future."**

**John G. Diefenbaker, November 1, 1971.**

