

BANFF COMMUNITY HIGH SCHOOL



REGISTRATION BOOKLET 2014-2015

MESSAGE FROM THE PRINCIPAL

The staff and I welcome you to your senior high years at Banff Community High School. We hope that the curricular program outlined in this booklet will contribute significantly to your success this year, and in the future.

B.C.H.S. offers the following senior high programs:

Academic: Alberta High School Diploma, Alberta Certificate of Achievement

Career and Technology Studies

Work Place Transition: Career and Life Management (CALM), Work Experience, and access to a divisional Outreach Program.

Fine Arts: Art, Instrumental Music

Physical Education

French as a Second Language

Choose courses that fit your goals and aspirations. A section at the back of this handbook has information pertaining to post-secondary institutions. This information may give you a general idea of the course routes, which you should consider for your program.

We encourage you to discuss your plans with your parents, teacher advisor, counselor, teachers and/or administrator to ensure successful planning for your high school career.

We also hope that you will participate in the extra-curricular activities offered at B.C.H.S. The more you put into your high school years, the more you will get out of the time spent at BCHS.

Please be sure to look for additional Broad Based Programming opportunities found within this package.

Every effort will be made to ensure that you have a rewarding and enjoyable year.

Regards,



S. Greene

Principal

INTRODUCTION

Banff Community High School offers a full range of courses and programs leading to an Alberta High School Diploma. All students have the opportunity to register in a program of studies, which will enhance learning and develop the necessary skills for the future.

Each individual who registers at BCHS is encouraged to pursue his or her personal interests by actively participating in a wide range of extracurricular activities and by choosing optional interest courses as part of their program of study. The variety of educational opportunities offered at BCHS can provide for the academic and personal growth, which is so vital to a well-rounded education.

Many Colleges and Universities are becoming increasingly more interested in attracting students who not only meet minimum entrance requirements, but also have a broad educational base. The staff at BCHS is committed to helping students meet this challenge and to provide the quality education.

REGISTRATION

The purpose of this booklet is to help you, the student, plan your high school program. It is very important that you discuss your plan with your parents. To obtain the most from the opportunities that the school offers, you should plan a program to cover all three years. Read the information carefully and follow the steps below. Make the best of those three years, and you will increase your chances of success in your personal endeavors and your chosen career.

HOW TO USE THIS BOOKLET: FOR ALL STUDENTS

Read all the sections in this booklet.

Carefully read the course selection information.

Use the program planning work sheet to select your courses.

To find out about individual courses read the descriptions and discuss your selections with your parents and counselor.

You are now ready for registration.

GENERAL INFORMATION

ATTENDANCE REQUIREMENTS

Regular attendance at school makes a student eligible to receive credits for a full year's or semester's work. The principal, who may withhold recommendation for credits if a student's attendance falls below an acceptable standard and has subsequently, affected achievement. BCHS sets minimum attendance requirements.

SUMMER OPERATION

The Administration and Counseling staff will be in the school the week prior to school opening. If it is necessary for you to make changes in your course selections please finalize your decision with us by September 5, 2014.

THE REGISTRATION/COURSE SELECTION PROCESS

1. Administrator/Counsellor will meet with all students in spring.
2. Course registration forms will be completed by students and parents.
3. Registrations are not final unless confirmed by parents. The registration forms must be signed by a parent and returned to B.C.H.S. Parents are encouraged contact Mrs. Vanderlee at lois.vanderlee@crps.ca or Mr. Greene at steve.greene@crps.ca to discuss student programs if they have any questions.
4. Timetables will be finalized by computer from the course requests made by students.
5. Students should carefully consider their course selections. Staffing and teaching assignments are determined by course registrations. Changes are possible if they are caused by conflicts, failure of prerequisites, or by an imbalance in the student's timetable. Students lacking prerequisites should make any necessary changes before school begins.

COURSE ORGANIZATION

Each high school course is assigned a course name and number, such as English 10-1, Science 14, Social Studies 20-2 or French 30. The name indicates the subject area while the number generally signifies the grade level. All courses have a credit value. Credits are earned on the successful completion of courses (50%+)

In each subject area at a particular grade level, there may be several different courses offered: e.g. Mathematics 10-C, Mathematics 10-3 and Mathematics 10-4.

COURSE SEQUENCE

Courses in most subject areas are arranged in sequences: e.g. Mathematics 10-C, 20-1, 30-1. To proceed from one level to the next a student normally must have 50% or better. The charts preceding some academic subject areas show all the course sequences and the normal prerequisites. They also may indicate the academic choices that students need to make.

RETROACTIVE CREDITS

Students achieving a mark below 50% may continue at the next grade level in the lower program route, 13, 10-2, 14, 20-2, 23, 24, 30-2, 33, with the prior approval of the school Principal. In these cases, students successfully completing this next grade level course would earn credits for the course and for its normal prerequisite.

Example: If you achieved A MARK BELOW 50% in Social 10-1, with administrative approval, you may take Social 20-2. This is what would happen:

If you pass (50%+) Social 20-2, you earn 5 credits for Social 20-2. However, you have now earned 10 credits in Social after two years of instruction, because by passing Social 20-2 you earn a pass (P) in Social 10-2 and an additional 5 credits. Alberta Learning awards these retroactive credits after the pass is reported.

If you are unsuccessful (less than 50%) in Social 20-2 and earn 0 credits, you now have earned 0 credits in Social after two years of instruction. You should then consider enrolling in Social 10-2 the following year.

Retroactive credits can be earned in English, Math, Social Studies and Science. See the school counselor or school administration for details.

HIGH SCHOOL COMPLETION

All high school students have the opportunity to receive accreditation from Alberta Education. Alberta Education will issue a Certificate of Achievement or an Alberta High School Diploma once requirements are met.

In order to receive a diploma the student must satisfy the diploma conditions as outlined on the following pages. Official transcripts are available through the Alberta Education website with transcripts sent once all marks are determined. Students may request that transcripts be sent to post-secondary institutions. (<http://www.education.gov.ab.ca/>)

DIPLOMA EXAMINATIONS

Alberta Education requires that all students write standardized provincial diploma exams in their core grade 12 courses.

Subjects in which diploma exams are written are: English 30-1 or 30-2; Social Studies 30-1 or 30-2; Math 30-1 or Math 30-2; Biology 30; Chemistry 30 and Physics 30. The student's final mark will be a blended grade; with the school mark constituting 50% and the diploma examination mark the other 50%.

SELECTION

Certain courses are compulsory for the Alberta High School Diploma. Most Grade 10 courses are the normal prerequisites for sequential advancement. Students and parents should become familiar with the guidelines in Grade 10 in order to prevent difficulties in later high school years.

Select the courses required for a diploma. (See diploma requirements)

Select your personal interest options (See course list sheets)

We attempt to provide first choice timetabling to our students through computer scheduling. This requires clear decisions and accurate information from you.

1. Ensure that your program meets credit and diploma requirements and satisfies your personal interests and objectives.
2. Be careful and realistic in your course selection.

NOTE: All course offerings are dependent on enrollment.

GRADUATION REQUIREMENTS THE ALBERTA HIGH SCHOOL DIPLOMA

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

- Earn a minimum of 100 credits
- Complete and meet the standards of the following courses:
 - English 30-1 or 30-2 and Social Studies 30-1 or 30-2
 - Mathematics 20-1 or Mathematics 20-2 or Mathematics 20-3
 - Biology 20 or Chemistry 20 or Physics 20 or Science 24
- Complete and meet the standards of the following:
 - Physical Education 10 (3 credits)

Career and Life Management (CALM) 20 (3 credits)
10 credits from career and technology studies (CTS) or fine arts or second languages
10 credits in any 30–level courses (including locally developed) in addition to
English 30-1 or 30-2 and Social Studies 30-1 or 30-2

B.C.H.S. CELEBRATION (CRITERIA FOR PARTICIPATION)

All grade 12 students may be involved in the end of year “Celebration” which marks the completion of 12 years of schooling.

Only those students who, by May 1st, are registered in and passing courses to complete the required credits and courses to receive an Alberta High School Diploma, or have an approved plan in place for completion, may wear the Cap and Gown, which is symbolic of high school graduation. The plan must involve the parent(s), course teacher and school counselor. Parents and students are encouraged to check credit totals and requirements.

PURPOSES OF THE DIFFERENT COURSE SERIES

In four subject areas—English, Social Studies, Mathematics and Science - there are different course series that are developed for a variety of purposes and have varying degrees of difficulty. Which courses are chosen will impact future choices and options for post-secondary studies and work opportunities. Each institution, trade and workplace has different requirements. Students and parents need to research these requirements based on the student’s needs, abilities and interests. Information is available through the school’s Student Services area and online.

It is critical that students choose courses that are suited to their skill, abilities and past performance. Staff will review course selection sheets and contact will be made by BCHS to discuss possible changes if deemed necessary.

HOW TO SELECT YOUR GRADE 10 DIPLOMA COURSES

Grade 10 students must choose enough courses to meet the credit requirement of **41 credits**.

Step 1. Decide which course levels you wish to follow in high school by reading the course descriptions, reflecting on grade 9 achievements. If below 65% staff may recommend -2 levels.

Step 2. You must take ONE ENGLISH course.

Check one:

English Language Arts 10-1

(5 credits)

- English Language Arts 10-2 (5credits)

Step 3. You must take ONE SOCIAL STUDIES course.

Check one:

- Social Studies 10-1 (5 credits)
- Social Studies 10-2 (5 credits)

Step 4. You must take ONE MATHEMATICS course.

Check one:

- Mathematics 10-C (5 credits)
- Mathematics 10-3 (5 credits)
- Mathematics 10-4

Step 5. You must take ONE SCIENCE course.

Check one:

- Science 10 (5 credits)
- Science 14 (5 credits)

Step 6. You must choose both PHYSICAL EDUCATION and CALM
Check both:

- Physical Education 10 (5 credits)
- Career and Life Management (3 credits)

Step 7. You must choose enough courses to fill your timetable from the following list.

Choose 3 courses for 5 credits and 1 course for 3 credits. Please mark one course with an "A" for alternate". We will attempt to give all students their first 3 choices. Please Note: Course offerings are often dependent upon enrollments and are subject to change.

- CTS- Construction Technology (3 or 5 credits)
- Communication Technology and Design Studies (3 or 5 credits)
- CTS-Foods (3 or 5 credits)
- Art 10 (3 or 5 credits)
- Instrumental Music 10 (5 credits)
- French 10 (5 credits)

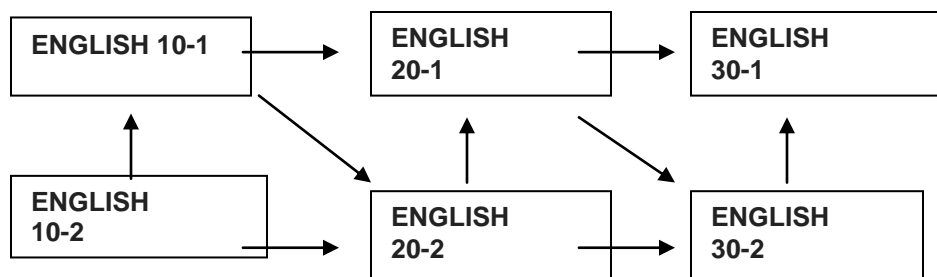
Please note we have other Broad Based Programming opportunities available but grade 10 students must carry a full timetable.

Step 8. Transfer your course selections onto the colour coded course selection form, have your parents sign it and return it to the office by the specified date.

COURSE DESCRIPTIONS

ENGLISH

English, in both written and spoken form, is necessary for each of us to succeed in our personal and public lives. It is hoped that students become life long examiners of human nature as well as better communicators. The study and appreciation of literature is important as literature illuminates and deals with what makes us human. It tells us about who we are and it opens up worlds of possibilities and insights. In other words, we use literature not only as a means to learn more about ourselves but also as a vehicle to develop better communication skills. These important skills will remain with us long after we have forgotten the author of a particular novel or the definition of simile.



Both series of courses are challenging and valuable. The more academic English 10-1/20-1/30-1 programs are intended for students who wish to pursue a post-secondary education at University, SAIT, or college. These courses are more student-centered and require more out of school, self-directed work and good reading and writing skills. Students who are encountering difficulty in their ELA studies should consider enrolling in the English 10-2/20-2/30-2 program. Here, the focus is more teacher-directed, and it is intended that the support and encouragement that students receive will enable them to develop confidence and skill in exploring literature and communicating their thoughts and feelings. It is strongly recommended that if students wish to switch to the English 10-1/20-1/30-1 stream that they do so at the grade ten or eleven level.

All students must achieve a minimum of 15 credits in English to obtain a High School diploma.

English 10-1 (5 credits) Prerequisite: Grade 9 Language Arts.
Recommendation for success - 65% in Language Arts 9

English 10-1 is an academically demanding course designed to help you develop more effective skills in reading, writing, listening, and oral communication. Assignments will encompass formal essays, critical analysis, personal responses, and creative writing for a variety of audiences and purposes. This course serves as a preparation for English 20-1 and English 30-1. Course requirements include the study of short stories, novels, poetry, Shakespeare, modern drama, media and non-fiction.

English 10-2 (5 credits) Prerequisite: Grade 9 Language Arts

English 10-2 is a general course designed to help you develop fundamental skills in reading, writing, listening, and oral communication. The course involves an integrated approach in the development of

these skills by using short stories, novels, poetry, modern drama, media and non-fiction as the basis for discussion and writing. Assignments and activities stress personal, analytical and functional writing for a variety of audiences and purposes.

If you are encountering difficulty with English and wish to graduate with English 30-1 credits, you are encouraged to take English 10-1 upon successful completion of English 10-2.

English 20-1 (5 credits) Prerequisite: English 10-1
Recommendation for Success: 65% in English 10-1 OR 70% in English 20-2 and Teacher Recommendation.

English 20-1 correlates the study of literature with language skills. This course aims to increase proficiency in both oral and written communication. Short stories, essay, novels, poetry, media and drama are studied as bases for discussion and writing.

English 20-2 (5 credits) Prerequisite: English 10-2 OR less than 50% in English 10-1

This course places an emphasis on integrating life skills with a study of language and literature. Focus is placed on widening interests and increasing skills in reading and listening, in understanding and appreciating literature and in expressing ideas clearly, accurately and effectively in speech and in writing.

English 30-1 (5 credits) Prerequisite: English 20-1
Recommendation for Success: 65% in English 20-1

English 30-1 surveys a variety of literature with emphasis on understanding themes and literary techniques. This course focuses on developing oral and written communication skills with a special emphasis on analytical writing. Short stories, poetry, essays, novels, and plays are studied as bases for discussion and writing. Students are required to write a scheduled Alberta Learning Diploma exam.

English 30-2 (5 credits) Prerequisite: English 20-2 OR less than 50% in English 20-1

This course places a focus on integrating life skills with a study of language and literature. Emphasis is on the understanding and appreciation of literature and on the clarity of written and oral communication. Essays, short stories, novels, plays, and poetry are studied as a basis for discussion and writing. Students are required to write a scheduled Alberta Learning Diploma exam.

SOCIAL STUDIES

In order to receive an Alberta High School Diploma, students must complete either Social Studies 30-1 or 30-2.

Social Studies 10-1 (5 credits) Recommended: 65% in Social Studies 9

Social Studies 10-1: Perspectives on Globalization.

Students will explore multiple perspectives on the origins of globalization and local, national and international impacts of globalization on lands, cultures, economies, human rights and quality of life. Students will examine the relationships among globalization, citizenship and identity to enhance skills for citizenship in a globalizing world. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and throughout the world, including the impact on Aboriginal and Francophone communities.

Social Studies 10-2 (5 credits) Prerequisites: 50% in Social Studies 9

Social Studies 10-2: Living in a Globalizing World.

Students will explore historical aspects of globalization as well as the effects of globalization on lands, cultures, human rights and quality of life. Students will explore the relationships among globalization, citizenship and identity. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities. Students will develop skills to respond to issues emerging in an increasingly globalized world.

Social Studies 20-1 (5 credits) Recommended: 65% in Social Studies 10-1

This course deals with interaction between nations and the problems the world faces in the Twentieth Century. Two topics shall be covered. Topic A explores the concepts of nationalism, industrialization, imperialism and international rivalries and their effects on the world. The French Revolution, The Industrial Revolution, European expansion and World War I are examples of the content that the course will cover. Topic B deals with major global issues such as global disparity, economic development, quality of life and possible futures for mankind. Students will study such areas as the environment, Third World development, international relationships and global cooperation.

Social Studies 20-2 (5 credits) Prerequisite: 50% in Social Studies 10-2 or less than 65% in Social Studies 10-1 (recommended)

Students shall study two topics in this course. Topic A deals with the development of the modern world and includes studies in The French Revolution, the Age of Napoleon, World War I and the Industrial Revolution. Topic B concerns itself with the world's environment and how we as responsible citizens can more effectively deal with the world's problems. Issues that will be studied are the differences of life between the First World and the Third World, the growing concern with the environment and Third World development.

Social Studies 30-1 (5 credits) Recommended: 65% in Social Studies 20-1

Students shall study two topics in this course. Topic A deals with political and economic systems of the world. Students will analyze and evaluate the theories and realities of Fascism, Communism, Socialism

and Democracy, Capitalism and the Command Economy. Topic B examines Global Interaction in the Twentieth Century. Areas of study include World War II, The League of Nations, The United Nations as well as the Cold War and Disarmament. Students will write an Alberta Education Diploma Exam.

Social Studies 30-2 (5 credits) Prerequisite: 50% in Social 20-2 or less than 65% in Social Studies 20-1 (recommended)

Students shall study two topics in this course. Topic A deals with the economic and political systems of Socialism, Communism, Capitalism and Democracy. Topic B examines global interaction among nations, the Rise of the Superpowers and affairs since 1918. Students will write an Alberta Education Diploma Exam.

MATHEMATICS

Requirements for High School Diploma

Students require a minimum of 10 credits in Math for an Alberta Diploma.

The Revised Alberta Grades 10–12 Mathematics Program of Studies

Guiding principles

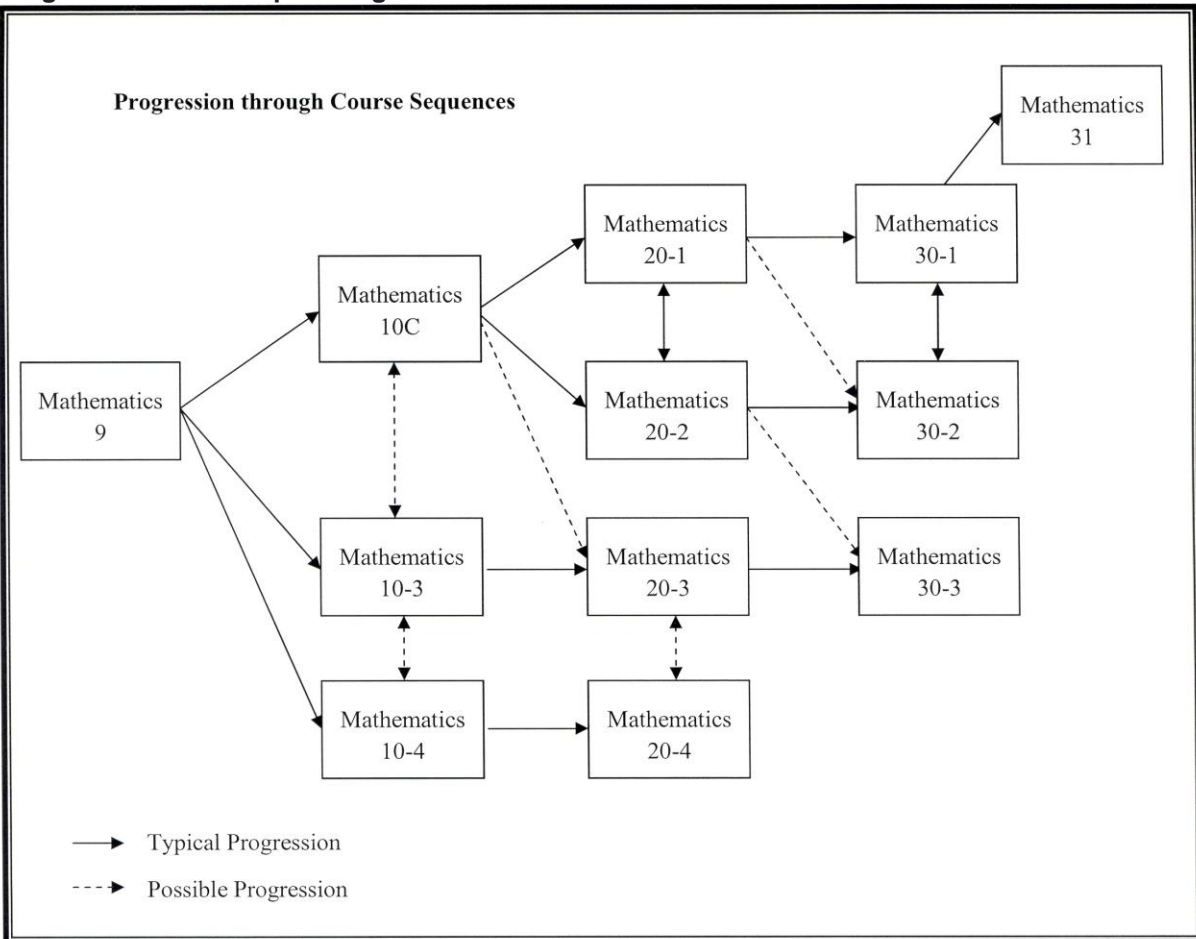
Revisions to the high school mathematics curriculum are based on four guiding principles, which were developed from stakeholder feedback and validated by teachers. The four guiding principles are:

1. to improve the transition from Grade 9 to Grade 10 mathematics.
2. to enhance students' depth of understanding by reducing the number of mathematics topics included in each course.
3. to increase students' opportunities to transfer between course sequences
4. to develop programs that facilitate a better transition from high school to:
 - post-secondary programs that may require calculus
 - post-secondary programs that do not require calculus
 - college and technical school programs
 - apprenticeship programs
 - the workforce.

Course content highlights

The new mathematics course sequences follow a -1, -2 and -3 pattern.² The newly revised program also includes a combined Grade 10 mathematics course—Mathematics 10C—for students preparing to choose between either Mathematics 20-1 or 20-2 in Grade 11. Students may transfer between the -1 and -2 course sequence in both Grade 11 and Grade 12. Mathematics 10-3 is

designed for students pursuing -3.



FRENCH AS A SECOND LANGUAGE

The focus of the FSL program is on meaningful communication. It is our goal that the student become comfortable and confident in expressing his/her ideas in French, and that he/she acquire a desire to continue in the learning of the French language.

Classroom activities are student centered and communicative. The ability to speak a second language opens the doors of post-secondary institutions, the job market, and travel worldwide. The learning of language can in itself be enjoyable and rewarding.

A variety of visual/audio aids and authentic materials are employed in the delivery of courses. Alberta Education developed the curriculum to accommodate different levels of student ability in each class; the activities are designed and adjusted to accommodate individual needs students coming in from immersion programs or out of province FSL programs may be assessed in order to determine their appropriate course level – such arrangements must be made with the French teacher.

French 10 (5 credits) Recommended: successful completion of French 9

Students will learn to express themselves in the present, future, and past tenses, discussing areas such as daily activities, school, sports, friends, and themselves. Mastery of written elements is expected, as is a functional level of spoken language.

French 20 (5 credits) Prerequisite: 50% in French 10

As a continuation of French 10, the French 20 course will develop language skills in the past tenses, and then move on to the future and conditional. Students will be able to write and speak about hypothetical situations, and will develop their ability to speak with ease in day-to-day activities.

French 30 (5 credits) Prerequisite: 50% in French 20

French 30 will take the student into the advanced curriculum levels; the exact level of spoken fluency will be determined by the ability of each individual student. Work becomes less structured; the student will be able to communicate both in writing and orally, in all tenses. At the completion of French 30, the student will be ready for entrance into a first year university French course, or a summer immersion program.

SCIENCES

Science Grade 10-12

The Science program includes both general and specialized academic science courses. All courses include laboratory work, technology and societal issues related to the science content. The wide variety of courses offers something for everyone. The courses that you will take depend on your interests, ability, and career plans. Most students do not know in Grade 10 what they want to do. However, by Grade 11 it is very useful to know the answers to the following questions:

Do I want to go to a university, technical school, or community college?
(If yes, 30 level courses are normally required)

Do I want to pursue a science related career?
(If yes, two or all three of Biology 30, Chemistry 30 and Physics 30 are often required)

If you answered “yes” or “maybe” to the second question, you should plan ahead and take at least two sciences in Grade 11 and 12. Some students take all three of Biology, Chemistry and Physics to keep their options open. Be scientific – ask questions, collect information from books and people, analyze this information and evaluate. You might have to repeat this cycle several times as you find new information and develop new interests.

Students Entering Grade 10

The Alberta Senior High School Program requires all students entering Grade 10 take either Science 10 or Science 14.

Science 10 (5 credits) Prerequisite: 50% in Science 9

Recommended: 65% in Grade 9 Science

Science 10 is an integrated academic course that focuses on the key themes in science – energy, matter, change, systems diversity and equilibrium. Science content from Biology, Chemistry, Earth Sciences and Physics is integrated with scientific and technological problem solving and social issues. Science 10 consists of four units of study: Energy from the Sun, Matter and Energy in Living Systems, Matter and Energy in Chemical Change, and Energy and Change. All units of study involve extensive laboratory

work, as well as group discussions and independent research. Science 10 is a prerequisite for all 20 level science courses other than Science 24.

Science 14 (5 credits) Required for a student with less than 50% in Grade 9 Science

Science 14 is a general science course, which attempts to illustrate the science technology society connections in the following core topics: body systems, household science, environment and technology. Elective topics may include reproduction, drugs, astronomy, photography or other topics determined by the interests and needs of the class. The mathematical skills required for this course are minimal. Students should not take Science 14 if they are currently enrolled in or have credits in another high school science course.

BIOLOGY

Biology is the study of life and living systems from the molecular level to the biosphere. Through the study of biology, learners are given an opportunity to explore and understand the natural world and to become aware of the profound influence of biology in their lives. Biology is an experimental discipline requiring creativity and imagination. Through experimentation, and problem-solving activities that include the integration of technology and independent study, students develop an understanding of the processes by which scientific knowledge evolves.

Biology 20 (5 credits) Prerequisite: 50% in Science 10

Recommended: 65% in Science 10

Biology 20 is a direct continuation of the concepts and skills developed in Unit II of Science 10. The key science themes in Biology 20 are the concepts of systems, equilibrium, energy and matter. These concepts are continuously related and interconnected in the study of the biosphere, cellular systems, and ecosystems. The study of human physiology is also begun. The digestive, circulatory, respiratory and excretory systems are covered.

Biology 30 (5 credits) Prerequisite: Biology 20

Recommended: 65% in Biology 20

This final high school course in Biology covers human systems physiology. I.e. nervous, endocrine and reproductive systems. In addition it covers genetics, human genetics, population genetics and speciation. Students will be required to write the Alberta Education Diploma Exam.

CHEMISTRY

The Chemistry program emphasizes the development of the laws and theories, which modern chemists use to describe, predict and explain energy, matter, change, diversity and equilibrium in chemical systems. In order to make students aware of the relevance of the study of science, the interactions among science, technology and society (STS) are emphasized. A high priority is placed on the development of communication and scientific problem-solving skills.

Chemistry 20 (5 credits) Prerequisite: 50% in Science 10

Recommended: 65% in Science 10

Matter and chemical change are the themes common to all units of Chemistry 20. In addition, different units also integrate knowledge and skills about the nature of science, technology and STS issues. Scientific problem-solving skills are progressively developed along with the empirical and theoretical knowledge necessary to describe and understand chemical substances and their reactions. After a review of the chemistry from Science 10, the following topics are studied: Solutions, Gases, Reaction Calculations, Chemical Bonding and Acid/Base equilibrium. Lab exercises are an important part of the course.

Chemistry 30 (5 credits) Recommended: 65% in Chemistry 20

The scientific and technological knowledge and skills developed in previous chemistry courses are continued in the study of the Chemistry 30 core curriculum. Major topics include electrochemistry (technology emphasis), equilibrium, acid base chemistry (nature of science emphasis) and thermo chemistry (science and society emphasis) and chemical changes of organic compounds. Many laboratory exercises are used to develop laboratory, communication and problem-solving skills.

PHYSICS

Physics is the study of matter and energy and their interactions. The Physics 20–30 program focuses on the description and understanding of both natural and technological products and processes. Like the other science courses, Physics includes knowledge, skill and attitude components of the study of technology and society (STS) issues. Both mathematical and scientific communication and problem-solving skills are emphasized throughout the Physics program.

Physics 20 (5 credits) Prerequisite: 50% in Science 10

Recommended: 65% in Science 10 and 65% in Pure Math 10

This course in physics continues the study of motion and energy using the concepts and mathematical skills introduced in Science 10. The description of motion (kinematics) is extended to vector quantities and circular motion. The study of the causes of motion (dynamics) includes Newton's Laws and a formal introduction to mechanical energy, work and power. The themes of energy and change continue in the introduction to mechanical waves and light. Some units of study include technological applications and all units include an emphasis on problem-solving skills.

Physics 30 (5 credits) Prerequisite: 50% in Physics 20

Recommended: 65% in Physics 20 and Pure Math 30

The theories and laws presented in previous Physics courses are used extensively in the study of electrostatics, electric magnetic and gravitational fields, electric currents, dual nature of matter and energy, nuclear fission and fusion, and models of the atom including the Rutherford-Bohr model and electromagnetic radiation, nature of light, atomic theories, and relativity. The nature of science is well illustrated in the discussion of classical and modern physical theories. A study of a wide variety of technological applications is integrated with the core topics throughout the course. Communication and problem-solving skills are emphasized in order to prepare students for post-secondary programs and the Alberta Education Diploma Examination.

FINE ARTS

Art 10 (3 or 5 credits) Prerequisite: none

Art 10 uses three components: drawings, compositions and encounters. Each unit encompasses these three stages as students explore the elements and principles of design. Students do a number of drawing and design projects in both two and three dimensions using commercial art and fine art techniques. Students explore themes based on personal, sociological and historical events. Evaluation is through portfolio projects, sketchbook assignments.

Art 20 (3 and 5 credits) Prerequisite: 50% in Art 10

Art 20 uses knowledge of the elements and principles of design in six units of study. Students choose from a selection of themes and media in both two and three dimensions including: drawing, painting, printmaking, and various sculptural projects. Evaluation is based on completed portfolio projects, sketchbook assignments, and in-class critiques.

Art 30 (5 credits) Prerequisite: 50% in Art 20

Art 30 students continue to develop personal style, themes and skills through a selection of projects in major art areas, such as: drawing, painting, print making, clay, soapstone wood, and multi-media sculpture and drawings. Course work includes projects, sketchbook assignments, written work, in class critiques, and submission of a final portfolio representing the best of the student's artwork for the term.

MUSIC

Students who have received previous musical training at the Grade 7, 8, 9 levels are invited to participate in the school music program. (Accommodations may be made for students who have not participated in previous music programs or for students who wish to learn a new instrument.) The Music Department offers band as its form of instruction available to students. In addition to Band, extra-curricular groups like Concert Band, Jazz Band and other ensembles are available to eligible students. Inquire early in the year about activities that may be of interest to you. The course will consist of daily instruction, written work, composition, participation in various musical activities and several public performances throughout the school year.

Instrumental Music 10, 20, 30 (5 credits)

Prerequisites: Instrumental Music 20 – 50% in Instrumental Music 10, Instrumental Music 30 – 50% in Instrumental Music 20

Instrumental Music emphasizes the enjoyment and understanding of music through the development of individual playing skills, group performance skills aural skills, technical skills and interpretive skills. This Music 10 course is for those students who have studied a musical instrument for three years at the Grade 7, 8, 9 levels, or have written permission from the Music Instructor. Instrumental Music 20 and 30 are a continuation of Instrumental Music 10. Students may also participate in the extra curricular bands on a volunteer basis.

Extra Curricular Music

Banff Community High School offers an exceptional music program consisting of a Concert Band and Jazz Band. The bands offer a wide variety of activities and festivals that students will be attending.

Joining this program requires prior instrumental experience and a commitment to attend rehearsals and performances. Rehearsals occur 1 - 2 times per week through the whole school year. Students must also attend as many fund raising activities as possible.

PHYSICAL EDUCATION

The Physical Education program provides students with the opportunity to develop in the areas of fitness, motor skills, social skills, and knowledge associated with physical activity and sport. The emphasis is on cooperation, participation, and the importance of individual fitness. Many of the activities will be offered in co-education classes.

Physical Education 10 (5 credits) Prerequisite: none

This course will give students the required credits for a High School Diploma. Course content will stress active participation, social skills, and a positive attitude toward lifelong fitness.

Physical Education 20 (5 credits) Prerequisite: Physical Education 10 – 65% is recommended

The emphasis in Physical Education 20 is directed toward individual and dual activities.

Physical Education 30 (5 credits) Prerequisite: Physical Education 20 (65% is recommended)

Within this course students will be encouraged to develop leadership skills while pursuing the enjoyment of lifetime physical activities. Many activities introduced in Physical Education 20 are explored in more depth and new areas are introduced.

CAREER AND LIFE MANAGEMENT (CALM 20)

3 credits Prerequisite: none

The aim of the CALM program is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviors and attitudes that contribute to the well-being and respect of self and others, now and in the future.

- Personal Choices- Students will apply an understanding of the emotional/psychological, intellectual, social, spiritual and physical dimensions of health- and the dynamic interplay of these factors- in managing personal well-being.
- Resource Choices- Students will make responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrate commitment to self and others.
- Career and Life Choices- Students will develop and apply processes for managing personal, lifelong career development.

CAREER AND TECHNOLOGY STUDIES (CTS)

CTS courses offer all students important learning opportunities. Regardless of the particular area of study chosen, students in CTS will:

- Develop skills that they can apply in their daily lives now and in the future
- Refine career-planning skills
- Develop technology-related skills
- Enhance employability skills
- Apply and reinforce learning developed in other subject areas.

Within the scope of CTS, BCHS presently offers Construction Technology, Communication Technology, Design Studies, and Foods. Each of these areas or Master Classes has been further broken down into sub-classes each of which is roughly equivalent to 25 hours of work and is worth one (1) credit towards graduation.

Sub-classes are rated as being introductory, intermediate, or advanced, and many have prerequisites. The ratings translate roughly into 10, 20 and 30 level of difficulty, but a student need only worry about the prerequisite modules for the particular Master Class.

Following is a brief description of each of the strands presently offered at BCHS.

CONSTRUCTION TECHNOLOGY

Construction Technology provides students with the skills required for the safe operation of hand and machine tools. Different methods of joinery are used to produce useful and creative projects. Skills developed in this course are life skills as well as an introduction to careers in carpentry, cabinetmaking and framing.

CTS Lakeside Cottage project - Building Construction

Grade 11 or 12 students that have already taken the basic senior high construction modules have the opportunity to build a scale model building and learn the basics of floor, wall, and roof framing systems. Students can earn 3 credits (CON 2035 Floor Framing, CON 2045 Wall Framing, and CON 2050 Roof Framing), and may earn a 4th credit in Exterior Finishing (CON 2060) if time permits.

Skateboard / Longboard Building Club - (@ lunch hour / after school)

Students use a vacuum forming system to press thin layers of wood veneer onto a wood form to shape a skateboard or longboard deck. Students then shape the completed deck and drill all holes for truck components. Students are required to pay for their own deck materials (approx. \$30-40) and supply their own hardware. High school students that have completed the basic senior high construction modules can also earn credit for CON 2180 Wood Forming, and CON 2150 Finishing and Refinishing.

COMMUNICATION TECHNOLOGY

Communication Technology provides students with a broad awareness of the impact that presentation and communication, print, photography, and media design and application make in every aspect of their lives.

The knowledge and skills acquired from studying communication technology are transferable throughout the core and complementary curriculum, giving students an edge in presenting their views and ideas, in understanding others and completing projects while still in school. In the future, of course, they will be able to use the knowledge, skills and attitudes they will develop in Communication Technology in making career choices and in their personal lives. Communication skills are necessary for the pursuit of a successful career.

Through The Lens Photography Project

Through the Lens is an annual Student Photography Program and Exhibition for Bow Valley students run by Craig Richards of the Whyte Museum of the Canadian Rockies and Mr. Luders at BCHS. Students must apply to be selected for the annual program entering its 18th year in 2014-2015 by demonstrating their interest and passion for photography. The application process takes place every year in September.

Through a series of lessons and a number of photography field trips, students learn the fundamentals of photography through shooting traditional black and white film, as well as digital. Student's photographs are exhibited annually every February at the Whyte Museum as part of the annual Calgary-Banff-Canmore Exposure Photography Festival.

By participating in the program, students can also earn a number of credits in the CTS Communications Technology Strand including: COM1005 Visual Composition, COM1205 Photography Introduction, COM1215 Photography - Exposure, COM2205 Photography - Composition, COM2215 Photography - Communication, and COM2225 Photography - Darkroom Techniques.

DESIGN STUDIES

Design is an integral part of our society. Design Studies will help students become aware of design in their environment, engage them in "designing", and show them how design processes may be used in many contexts.

FOODS

The Foods course helps students develop an appreciation for: the nature of food, nutrition and health, management, safety, sanitation and equipment, preparation of food, presentation and service, consumerism/food selection, multicultural aspects of food, and food ecology.

Study Hall

Learning Strategies 15, 25, 35

This learning strategies course of study has been designed to assist high school students in developing an in depth understanding of strategies they can use to be more successful learners. Through explicit instruction, guided practice and ongoing feedback, students will have the opportunity to apply a broader scope of strategies to maximize their learning and achievement. In a rapidly changing technological,

information based society, students will need to acquire the knowledge, skills and attitudes to meet the increased demand of high school, to make the transition from school to post-secondary education or the world of work, and to meet the challenges of changing career choices and requirements.

This course consists of five modules and is designed to have students become actively involved in their learning and to take greater responsibility to plan, monitor and evaluate their learning. This includes developing an understanding of themselves as learners, increasing their ability to become organized, managing human and material resources, planning long and short term goals, and managing time to gain competency in learning independently, preparing for evaluation, overcoming barriers to learning and advocating for personal learning needs.

Broad Based Programming

Water Experience 15

Students participating and passing the Water Experience 15 course will earn three high school credits and a Paddle Canada Introduction to Lake Tandem Canoeing Certificate. These three credits will count toward your student's high school graduation and toward the CRPS credit incentive program. The course involves several lunch hour sessions prior to four days of outdoor experiential learning in the Bow Valley. The experiential component will focus on lake canoeing and paddling safety, wilderness navigation, white-water rafting, hiking, and risk management in outdoor environments.

On completion of this course, students will:

- Become familiar with basic navigation and personal water safety equipment.
- Become familiar with paddling and rescue techniques that can help them avoid and respond to risky situations during lake and river paddling experiences.
- Become familiar with fundamental water conservation and water access issues.
- Develop informed decision making skills in a water environment.
- Build their leadership skills.

They will develop the above skills while:

- Learning and modelling appropriate risk management skills.
- Appreciating different terrains and environments.
- Appreciating the local, regional, and global nature of environmental issues.

Winter Travel 15

In partnership with Lake Louise Ski Resort and Parks Canada, Canadian Rockies Public Schools (CRPS), has developed a three-credit course called Winter Travel 15. Students participating in the course will spend 4 action-packed days engaged in experiential learning and understanding best practices for winter travel in mountain environments. Two days are spent on-site at Lake Louise Ski Resort and two days cross-country skiing & snowshoeing near Lake Louise in Banff National Park and Yoho National Park. Activities & Insights include; Avalanche Awareness, Trip Planning, GPS, Navigation, Emergency Scenarios, Career Exploration, Team Building and Leadership challenges.

Students will stay overnight for three (3) nights at the Great Divide Lodge, west of Lake Louise at Wapta Lake. Students are also required to do a number of lessons before and after the immersion experience that will cover trip planning, course readings, schedules, and help students understand basic issues around winter travel in Canada and within the national park. A course fee of \$250 covers the cost of accommodation, meals, transportation, ski passes, ski lessons, and instruction (\$450 for international students).

Winter Travel Video http://www.youtube.com/watch?v=gJQN6_VgYhU&feature=youtu.be

Dates for Winter Travel 15 for the 2014-2015 school year will be announced in the Fall of 2014.

Outdoor Education 15

Grades 10-12 (3-6 credits)

Outdoor Pursuits is a senior high option course available to grade 10-12 students outside the regular school timetable. Students will meet regularly at lunch hours and after school and go on a number of outdoor excursions involving a wide variety of outdoor activities in and around Banff National Park.

These may include activities such as teamwork and leadership tasks, wildlife interactions, canoeing, climbing, hiking, navigation, survival skills, outdoor cooking, backpacking, snowshoeing, cross-country skiing, and first aid. This course is designed to be suitable for all levels of students, regardless of previous outdoor experience. Students require their own basic outdoor clothing and footwear for participation in the course, and any specialty equipment will be provided.

Students are able to earn credit in a number of CTS modules including WLD1010 - Intro to Wildlife, WLD1060 - Wilderness Navigation, WLD 1100 - Outdoor Cooking Theory, WLD1130 - Outdoor Survival Skills, WLD2130 Outdoor Excursion, and HCS2020: First Aid/CPR with AED. Students enrolled in the course are expected to attend all theory and experiential learning sessions for credit to be awarded.

There is currently No Course Fee for participation in the Outdoor Pursuits course due to a generous donation from the Wim and Nancy Pauw foundation encouraging Banff youth to get outside and discover the amazing natural world around us.

Art Ceramics 11/21/31

Overview: This unit puts the power in the student's hands, with action-based learning using clay; a timeless medium which carries forward an archetypal language often taking form as a vessel. Students will learn many hand-building techniques, including building pinch, coil and slab pots. The decorating process will feature clay slip and underglazes, with a clear functional glaze. Terminology, conventions and techniques, and responsible practices underscore the ceramic process.

S.A.L.T.S.

Each year up to fifty-four students and four teachers take sail on two annual CRPS SALTS trips with the Victoria B.C. based Sail and Life Training Society. For 5 days, students are taken out of their normal school routine to learn how to sail a large sailing vessel. We sail on the 111' square top-sail schooner the "Pacific Swift" or the 138' gaff rigged schooner the "Pacific Grace" through the Gulf Islands. Students participate in every aspect of life on a sailing ship from responsibilities on the "watch," manning the helm, setting sails and climbing the rigging. The S.A.L.T.S.' crew teach lessons ranging from navigation, chart reading, knot tying to handling dories. All students and teachers have the opportunity



Because of the tremendous feedback from students and their families, we return each year for more trips with SALTS.

For more information on the SALTS organization itself, visit the following website:

<http://www.salts.ca>



to qualify for their SALTS "Junior Sailing Certificate" and earn up to five high school credits. By the end of the trip, they really learn what it is to work as a team, build a sense of community on the boat, and feel challenged in a new environment. Feedback from students and parents has been exceptional. Many students say that "it was the best trip of my life!"

If you have any questions, please do not hesitate to contact Hans Holthuis or Shannon Amey at (403) 678-6192 or by email at any time at hans.holthuis@crps.ca or shannon.amey@crps.ca.

Drama 10/20/30

The BCHS Theatre program provides students the opportunity to explore multiple facets of the theatre world. Students in the program participate one of the following disciplines: acting/singing/dancing on the stage, chorus members, dance captains, set-design/stage carpentry, costumes/make-up, orchestra, or stage manager. The end goal of the program is a full show held at the Banff Centre. Students enrolled in the theatre program, will receive 5 credits that count towards graduation. The credit units vary depending on the students' role in the production.

Auditions and applications are required for entrance into the theatre program. Students selected into the program will be required to attend all rehearsals from September - December. Rehearsals are held on Tuesday, Thursday, and Sunday nights from 6:15 - 9 pm.

International Travel – every other year

The basic breakdown of these two courses which are worth 1 credit each is as follows:

Tourism 1010 -The Tourism Sector

Organizational Sector and roles, Travel motivators, trends and sustainability, Promotional strategies, Employment opportunities

Tourism 2080 - The Tourism Sector

Identify the range of travel planning activities, Requirements for travel, Components of an itinerary, prepare itineraries

Work Experience 15, 25 AND 35

The Work Experience program consists of placing the students in workstations within the community. The purpose of this activity is to familiarize students with the world of work, give them opportunity to explore careers and to possibly open up opportunities for either apprenticeship programs or permanent placement. Both the Work Experience Coordinator and the Work Station Supervisor are responsible for supervision and evaluation.

The following conditions apply:

1. A student who registers in a Work Experience course must work for 125 hours to obtain 5 credits. Hours are arranged to meet the needs of both the employer and the student.
2. The choice of the Work Experience activity is the responsibility of the student, with parental approval. The Work Experience Coordinator is responsible for the proper placement of students.
3. This course offers an excellent opportunity to experience what a career would be like without waiting until obtaining required prerequisites.

Dual Credit

Would you like to try college for free? Canadian Rockies Public Schools and Bow Valley College have created a dual credit partnership allowing high school students in grades eleven and twelve to earn high school and college credits for the same courses. The college courses will be taught online by a college instructor and students will earn three college credits and five Career and Technology Studies (CTS) credits per course. The courses can be taken inside or outside of the timetable. Students may choose to earn an additional CTS credit by participating in a practicum with our local business partners. Practicums will be 18 hours and will take place during class time. Students may participate in as many courses as they wish. Students who choose to participate in all four dual credit courses over two years and at least one practicum placement, will earn a Bow Valley College Business Certificate. Please complete an application form available from Ms. Sunderland in the office due May 30th, 2014. For more information, please contact the Dual Credit Facilitator at elissa.sunderland@crps.ca.

Courses Offered in 2014-2015

-Introduction to Management (Offered first semester, Sept. 2014-Jan. 2015)

This course introduces the principles of management from a theoretical perspective. Topics include: ethics, social responsibility and diversity, planning, organizing, leading and controlling.

-Management Practicum (can only be taken with Introduction to Management)

-Business Law (Offered second semester, Feb. 2015-June 2015)

This course focuses on statutory and contractual laws that affect the operation of a business enterprise. Specific topics include contracts, torts, bailment, insurance, agency, employment, land transfers, tenancy, mortgage, partnership, and corporate law.

-Business Law Practicum (can only be taken with Business Law)

Courses Offered in 2015-2016

-Introduction to Marketing (Offered first semester, Sept. 2015-Jan. 2016)

This course introduces various marketing concepts and practices. Topics include: market research, consumer motivation, buyer behaviour patterns, the industrial market, product planning and development, distribution channels, the price system, personal selling and advertising.

-Marketing Practicum (can only be taken with Introduction to Marketing)

-Introduction to Entrepreneurship (Offered second semester, Feb. 2016-June 2016)

This course explores the field of entrepreneurship and small business in Canada. Students will develop their critical thinking skills, ability to analyze varying business situations and opportunities, and develop business proposals and plans.

-Entrepreneurship Practicum (can only be taken with Introduction to Entrepreneurship)

REGISTERED APPRENTICESHIP PROGRAM (RAP)

What is the Registered Apprenticeship Program (RAP)?

A program in which students spend part of their time in school and part in industry as registered apprentices. Students may spend variable amounts of time as registered apprentices.

A program in which students are required to complete courses that lead to an Alberta High School Diploma or Certificate of Achievement.

A program which must be approved by Alberta Education and Advanced Education and Career Development before being implemented in a school jurisdiction.

A program, which requires local industry to commit to hire individual students and register each student as an apprentice.

A program in which students will be able to continue with their apprenticeship after earning a High School Diploma or Certificate of Achievement, having earned as much as one year in time credit towards an apprenticeship.

An employer driven program. Trades involved will tend to be based on local employment opportunities.

What is the purpose of the Registered Apprenticeship Program?

To improve the school to workplace transition.

To offer students a chance to attend high school and train as a registered apprentice at the same time.

To encourage students to stay in school and obtain a diploma or certificate.

To allow students to complete credits for a diploma or certificate and gain work experience toward a journeyman qualification.

Why start apprenticeship in high school?

The program makes apprenticeship more accessible, adaptable and appealing to school age people while they are still in high school.

Who is eligible?

Students must be at least 16 years old, meet the grad entrance requirement to the selected trade, or pass the trade entrance exam.

This program may be available to individual students following a successful Work Experience placement and recommendation by the school counsellor and Work Experience employer.

Outreach/Inreach/ADLC

We are thrilled to provide this flexible learning opportunity. You will be working through unit modules from Alberta Distance Learning (ADLC), Rockyview Division or Bow Valley College depending on your needs and the course you are working on. English, Social Studies and grade 12 Math course will be done in partnership with Rockyview school division using their virtual format. Returning Grade 12 students and off campus Outreach students will have the opportunity to upgrade courses with our Bow Valley College Partner. All other subjects will be offered in print format using ADLC materials and will be marked on site.

GRADE 12 POST SECONDARY PLANNING

Following is information for various post-secondary institutions in Alberta.

It is essential to research post-secondary institutions before making a decision to apply for admission. Calendars from universities, colleges and technical institutes are available in the counseling office and most institutions have current information on Internet. We have a post-secondary planning session for grades 10 – 12 students each year and students should discuss plans with their parents, the high school counselor and their teachers.

Students are encouraged to aim higher than minimum requirements for any institution. Present minimum admission requirements are not a guarantee of future admission. For example, a student may have a required 70% minimum average but due to limited numbers only those students who get 75% or higher may be admitted. This is because some programs have a quota and consequently only the top-achieving students will be admitted.

Students are also encouraged to apply as early as possible. In some instances the admission policy is first qualified – first admitted.

Most college and technical institute programs will require a High School Diploma.

UNIVERSITIES

Universities in Canada most often require English 30 plus four other Grade 12 subjects for admission. University admission brochures will list the other accepted courses, which will depend on the program for which a student is applying.

Required courses and averages will vary somewhat from program to program and from one university to another. Quota faculties often require much higher averages for admission.

Calendars from most universities in Canada are available for use in the counseling area. Please read them carefully and don't hesitate to ask for assistance. All institutions have comprehensive websites with information on entry requirements, courses, scholarships and application procedures. If you do want to attend university in another province, please look at the web site and meet with the school counsellor as early as possible so that forms, calendars and deadlines don't become a problem. Applying for post-secondary education is an exciting time for students and parents and should be a family process.

Universities will require official transcripts and often mid-term grade 12 school marks.

COLLEGES

Colleges in Alberta and most other provinces offer university transfer programs which allow students to study university level courses for one, two or three years. Students can then transfer to a university to complete their degree. Admission averages are sometimes lower than the university, but courses must be carefully chosen to make sure the student gets credit towards the program he or she wishes to complete.

A number of colleges now offer applied degrees or offer programs jointly with a university. Please consult information from both institutions in this instance.

Usually admission is FIRST QUALIFIED – FIRST ADMITTED. Some programs may fill on the first day.

Some colleges now accept applications year round. Students are encouraged to apply, as applications are available.

TECHNICAL INSTITUTES

NAIT, SAIT and those technical institutions in other provinces will have widely varied requirements. Most programs will require a high school diploma. All will have some specific subject requirements.

Required averages for some programs are very high. Each must be looked at individually.

Early January is when applications will be accepted for September entry.

Note: Arrange to have transcripts sent to any post secondary institution for which you are applying. Request forms are available in the office and the counseling office. Transcripts requests are also available on –line over the internet at <http://www.learning.gov.ab.ca/>. Alberta Education assesses a fee of \$10 for each official transcript sent to post-secondary institutions.

BURSARIES AND SCHOLARSHIPS

Please see the student handbook for a listing of B.C.H.S. awards and scholarships. There are also many other scholarships available, particularly for grade 12 students. Students should visit the counselling area, post-secondary institution websites, investigate scholarships available through their parent's place of employment, and visit www.scholarships.com.

ALEXANDER RUTHERFORD SCHOLARSHIPS

The Alexander Rutherford Scholarships are awarded by the province using the following criteria. <https://alis.alberta.ca>

Awards are based on the average of five subjects in grades ten, eleven and twelve. Students must be registered in a full time program in a post-secondary institution in order to receive this award. Application forms will be available in March and must be submitted before May 1.