

# CANMORE COLLEGIATE

2020 – 2021



**Fostering a Passion for Learning**

**Grade 10/11/12  
Student  
Registration  
Handbook**

**CANMORE COLLEGIATE HIGH SCHOOL**

## MESSAGE FROM THE PRINCIPAL

The staff and I welcome you to Canmore Collegiate High School. We hope that the curricular program outlined in this booklet will contribute significantly to your success this year, and in the future. Canmore Collegiate offers the following programs:

1. Academic: Alberta High School Diploma  
Alberta High School Certificate of Achievement  
Advanced Placement Courses
2. Career and Technology Studies
3. Special Education
4. Work Place Transition: Work Experience, Registered Apprenticeship Program (RAP),  
Green Certificate, Dual Credit, Sports School and Canadian Rockies Educational  
Outreach Program
5. Fine Arts
6. Physical and Outdoor Education

Choose courses which fit your goals and aspirations. A section at the end 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, counselor, teachers and/or administrators to ensure successful planning for your high school career.

We also hope that you will participate in the extra-curricular activities offered at CCHS. The more you put into your high school years, the more you will get out of them. We urge you to take care of your academic pursuits and enjoy the many opportunities and challenges high school will bring into your lives. Be curious, take smart risks, explore a rich variety of learning experiences and become involved in your school community.

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

Chris Rogers  
Principal

## **INTRODUCTION**

Canmore Collegiate High School offers a full range of courses and programs for students from grades 9 to 12. 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 CCHS 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 CCHS 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 CCHS is committed to helping students meet this challenge and to provide the quality education that is expected in Canmore.

### **CANMORE COLLEGIATE MISSION STATEMENT**

Our mission as a caring school community is to support and challenge our students to reach their individual potentials. We do this by teaching them new skills and sharing knowledge, while respecting them for who they are. We prepare students to meet challenges with confidence.

### **OUR VISION STATEMENT**

Fostering a Passion for Learning.

## **REGISTRATION**

The purpose of this booklet is to help you, the student, plan your high school program. You will spend three or four years at Canmore Collegiate. 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 ALL STUDENTS:**

1. Read all the sections in this booklet.
2. Carefully read the course selection information.
3. Use the course planner worksheets to select your courses.
4. To find out about individual courses read the descriptions and discuss your selections with your parents and counselor. You are now ready for registration.

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## GENERAL INFORMATION

### ATTENDANCE REQUIREMENTS

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

### SUMMER OPERATION

The Administration will be in the school beginning August 24, 2020 to prepare for school opening. **If it is necessary for you to make changes in your course selections it is crucial that you finalize your decision with us on the times set aside for each grade (see June newsletter).**

### THE REGISTRATION/COURSE SELECTION PROCESS

1. We will send out course information to families in late April.
2. Course registration forms will be available at that time.
3. Registration will occur online at Canmore Collegiate.
4. Timetables will be finalized by computer from the course requests made by students.
5. Parents are encouraged to call our counselor at the school at 678-6192 to discuss student programs if they have any questions.

### COURSE ORGANIZATION

Each high school course is assigned a course name and number, such as English 10-1, Science 14, Social Studies 20-1 or French 30. The name indicates the **subject area** while the number generally signifies the **grade level**.

Grade Ten courses have numbers 10-1, 10-2, 10-3, 10-4, 15

Grade Eleven courses have numbers 20-1, 20-2, 25, 20-3, 20-4, 25

Grade Twelve courses have numbers 30-1, 30-2, 30-3, 30-4, 31, 35

In each subject area at a particular grade level, there may be several different courses offered: e.g. Mathematics 20-1, Mathematics 20-2 and Mathematics 20-3.

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. The different course series are numbered accordingly.

Course series numbered 10-1/ 20-1/ 30-1 and 31 are designed primarily for students planning entry into university

or certain programs in colleges and technical schools.

Course series numbered 10-2, 10-3, 20-2, 20-3 and 30-2 are generally designed for students planning entry into certain programs in colleges and technical schools, trade schools, or entry into employment.

Course series numbered 10-3, 10-4 and 20-3, 20-4 are designed primarily for students planning direct career entry into some areas of employment.

Courses numbered 15, 25, 35 are locally developed.

## **COURSE SEQUENCE**

Courses in most subject areas are arranged in sequences: e.g. English 10-1, 20-1, 30-1. To proceed from one level to the next a student must have 50% or better. The course descriptions give the normal prerequisites and recommended marks in the major subject areas.

## **RETROACTIVE CREDITS**

Students achieving a mark between 40% and 49% may continue at the next grade level in the lower program route, with the **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 40–49% in Social 10-1 and with **administrative approval** you may take Social 20-2. This is what would happen:

If you **pass** 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 in Social 10-2 and an additional 5 credits. These retroactive credits are awarded after the Principal reports the pass to Alberta Education.

If you **fail** 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 semester.

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

## **COURSE 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 compulsory to your diploma route. **\*Students must choose grade appropriate courses only, unless they currently have or will have at the end of this school year the required prerequisite.**

Select your personal interest options. **NOTE: All course offerings are dependent on enrollment.**

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.**

## **COURSE WITHDRAWAL, REPEATING COURSES**

Course withdrawals can best be avoided through more **careful course selection**. Sometimes students will select a course and falsely assume that they can withdraw if it does not “work for them”. In other cases students will overload themselves because of unrealistic expectations. Whatever the case, careful course selection is extremely important for a successful program. **Permission to drop a course is only given to Grade 12 students – Grade 10 and 11 students MUST carry a full course load.** A student may not drop a course without first having a meeting with a counselor and subsequently obtaining permission from parents and an administrator. **The student must attend all classes while the request is being considered.** Students may forfeit their prerogative to register in the same course at CCHS if they choose to not attend classes and subsequently fail.

Students may negotiate to change a course if space exists in the requested class. Priority will be given to students requiring grade appropriate courses. **Changes in a student’s timetable will not be approved after the first week of a course.**

**It is expected that students who fail a particular course will complete that course via summer school, correspondence and/or virtual learning to keep their diploma requirements on track at Canmore Collegiate.** In rare circumstances, a student may be allowed to repeat a course already passed in order to improve a mark. A student wishing to do this must make a special case request. In most cases, a course repeat will not be allowed in the same academic year.

## **ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS**

The Alberta High School Diploma is awarded to students meeting the requirements outlined below.

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

Earn a minimum of 100 credits - A credit represents the specific knowledge, skills and attitudes that most students can achieve with approximately 25 hours of instruction.

Complete and meet the standards of the following courses:

English 30-1 or 30-2

Social Studies 30-1 or 30-2

Mathematics 20-1 or 20-2 or 20-3

Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20

Complete and meet the standards of the following:

Physical Education 10 (minimum 3 credits)

Career and Life Management (CALM) 20 (3 credits)

10 credits from career and technology studies (CTS) fine arts/second languages/physical education

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.

**\*\*Alberta Education has now provided students with a powerful new tool (myPass) to track their progress in completing their High School Diploma.**

myPass is an Alberta Education secure self-service website for high school students to:

1. View and print diploma exam results statements
2. Order transcripts
3. View progress towards a credential (diploma or certificate)
4. View and print detailed academic reports (DAR)

Visit [myPass.alberta.ca](https://myPass.alberta.ca) to request access



# HOW TO SELECT YOUR GRADE 10 COURSES



Enter the following courses onto your "**Practice Time Table**".

Students must select 8 courses (40 credits) and have a full timetable.

Enter the following courses onto your "**Practice Time Table**". Total credits for grade 11 are 40.

Step 1: you must take **ONE ENGLISH** course

**Check one:**

\_\_\_\_\_ English Language Arts 10-1 (5 credits)

\_\_\_\_\_ English Language Arts 10-2 (5 credits)

Step 2: you must take **ONE SOCIAL STUDIES** course

**Check one:**

\_\_\_\_\_ Social Studies 10-1 (5 credits)

\_\_\_\_\_ Social Studies 10-2 (5 credits)

Step 3: you must take **ONE MATHEMATICS** course

**Check one:**

\_\_\_\_\_ Mathematics Common (5 credits)

\_\_\_\_\_ Mathematics 10-3 (5 credits)

Step 4: you must take **ONE SCIENCE** course

**Check one:**

\_\_\_\_\_ Science 10 (5 credits)

\_\_\_\_\_ Science 14 (5 credits)

Step 5: You must choose **PHYSICAL EDUCATION 10** (this course is not offered at Inreach/Outreach for CCHS students) and **CALM 20**.

**Check:**

\_\_\_\_\_ Physical Education 10 (5 credits)

\_\_\_\_\_ CALM 20 (5 credits )

Step 6: You must choose enough courses to fill your timetable from the following list:

**Choose 4 courses from below by numbering 1-4 for preference. Your first 2 choices only are to be selected on the online course registration.**

**Please Note: Course offerings are dependent upon enrollments and are subject to change.**

\_\_\_\_\_ Maker Space 10 (5 credits)

\_\_\_\_\_ Agriculture (5 credits)

\_\_\_\_\_ Construction Technology (5 credits)

\_\_\_\_\_ WILD (Previously called Outdoor Leadership) (5 CTS credits)

\_\_\_\_\_ Foods (5 credits)

\_\_\_\_\_ Mechanics (5 credits)

\_\_\_\_\_ Art 10 (5 credits)

\_\_\_\_\_ Drama 10 (5 credits)

\_\_\_\_\_ Instrumental Music 10 (5 credits)

\_\_\_\_\_ French 10 (5 credits)

\_\_\_\_\_ French 20 (5 credits) French Immersion Students only

\_\_\_\_\_ French 30 (5 credits) French Immersion Students only

\_\_\_\_\_ French 30 (AP Prep) (5 credits)

\_\_\_\_\_ Nakoda Language & Culture (5 credits)

## HOW TO SELECT YOUR GRADE 11 COURSES



Enter the following courses onto your "**Practice Time Table**".  
Total credits for grade 10 are 40.

Step 1: you must take **ONE ENGLISH** course

**Check one:**

\_\_\_\_\_ English Language Arts 20-1 (5 credits)

\_\_\_\_\_ English Language Arts 20-2 (5 credits)

Step 2: you must take **ONE SOCIAL STUDIES** course

**Check one:**

\_\_\_\_\_ Social Studies 20-1 (5 credits)

\_\_\_\_\_ Social Studies 20-2 (5 credits)

Step 3: you must take **ONE MATHEMATICS** course

**Check one:**

\_\_\_\_\_ Mathematics 20-1 (5 credits)

\_\_\_\_\_ Mathematics 20-2 (5 credits)

\_\_\_\_\_ Mathematics 20-3 (5 credits)

Step 4: you must take at least **ONE SCIENCE** course. If you have Science 10 you may choose up to three science courses.

\_\_\_\_\_ Biology 20 or Biology 20 AP (5 credits)

\_\_\_\_\_ Physics 20 (5 credits)

\_\_\_\_\_ Chemistry 20 (5 credits)

If you have taken Science 14 the next course in the progression is Science 24.

\_\_\_\_\_ Science 24 (5 credits)

Step 5 You must choose enough courses to fill your timetable (all eight blocks) from the following list:

Please Note: Course offerings are dependent upon enrollments and are subject to change.

- \_\_\_\_\_ Maker Space (5 credits)
- \_\_\_\_\_ Agriculture (5 credits)
- \_\_\_\_\_ Construction Technology (5 credits)
- \_\_\_\_\_ WILD (formerly called Outdoor Leadership - 5 CTS credits)
- \_\_\_\_\_ Foods (5 credits)
- \_\_\_\_\_ Mechanics (5 credits)
- \_\_\_\_\_ Art 10/20 (5 credits)
- \_\_\_\_\_ Drama 10/20 (5 credits)
- \_\_\_\_\_ French 10/20/30 (see administration for prerequisites)
- \_\_\_\_\_ French Language & Culture AP (see administration for prerequisites)
- \_\_\_\_\_ Personal Fitness 15
- \_\_\_\_\_ Personal Fitness 25
- \_\_\_\_\_ Physical Education 20
- \_\_\_\_\_ Forensics
- \_\_\_\_\_ Psychology
- \_\_\_\_\_ Nakoda Language & Culture (5 Credits)

Step 6 : Check that with Core and Complementary courses you have at least 8 courses. You could have more if you have chosen 3 credit courses.



# COURSE DESCRIPTIONS

## Advanced Placement Courses (AP)

### **What exactly is AP?**

AP is a program that was created by the College Board in the United States to stimulate and enrich students beyond the regular high school curriculum. Successful completion of AP examinations can help students obtain credits and advanced placement in most major universities and colleges throughout the world. The Advanced Placement Program provides students with a flexible and challenging program of studies that is recognized worldwide. Over 14,000 schools in 80 countries offer the AP Program. In Canada, Alberta and British Columbia lead the country in performance. We know that pursuing and achieving excellence in academics is important to many Canmore Collegiate High School students and we feel that offering AP courses can help address our students' desire to challenge themselves in their academic pursuits.

Achieving excellent AP results improves our students' chances of being accepted by a university of their choice and can result in gaining credit and exemption from first-year courses at university. Accessing scholarships is often enhanced by participating in a program of challenge like AP, provided the student is also involved in community and school-based extracurricular activities. The best reason for a student to enter into a program of challenge is the opportunity to learn more about a subject area that the student is interested in, and to be in a classroom with like-minded students. This powerful learning environment is further complemented by a teaching staff who is highly experienced and dedicated to the provision of educational enrichment.

### **Is there a cost for Advanced Placement courses?**

- The Advanced Placement College Board sets examination fees. Currently the exam fee set for 2021 is \$124 U.S..
- Fees that you and your parents or guardians are responsible for :
  - include AP exam fees, exchange rate, and administration fees

### **What are the benefits of taking AP classes?**

- You'll study a subject in greater depth.
- If you are interested in a particular subject and want to learn more about it with classmates who are just as enthusiastic, your best bet is to take an AP class.
- AP courses provide additional challenge. Many students find the material more stimulating.
- Many students say that AP has helped to steer them towards college or university studies.
- AP prepares you for university-level work. The skills gained in this program ease the transition into post-secondary institutions.
- You'll improve your chances of getting into a competitive university. Admission officers are well aware of the difficulty of AP courses and exams.
- Taking AP classes can open doors for you. The vast majority of universities grant either academic credit, advanced placement, or both to incoming students with qualifying AP grades.
- By taking an AP exam you will be investing in yourself and your future. The \$124.00 U.S. exam fee can translate into major savings. One single course in university is \$600-\$1000.
- The confidence you gain from completing AP classes may lead to other significant accomplishments in university and in life.
- You may have a better chance of achieving the Scholar Awards and attaining scholarships.

### **What AP courses are currently available at CCHS?**

Subject to student interest - CCHS will be offering AP Biology and AP French in the 2020-2021. Students interested in taking these courses are required to be enrolled in Biology 20 AP Prep and French 30 AP Prep in the 2019-2020 school year.

### **LEARNING SUPPORT ROOM**

The Learning Support Room provides academic, social and life skills training for students with development and learning delays. Work experience is an important component of the program. The time spent on the job increases each year so that by Grade 12 students may work 2 to 3 days a week. Transition planning is provided to help students join the work world or continue their education when they are finished high school.

In the classroom programs are developed to meet individual needs. Students are integrated with their peers when suitable and are encouraged to become involved in extracurricular activities.

### **Learning Strategies 15, 25 and 35**

Credit will be offered to students with identified learning and cognitive disabilities who need additional support with core curriculum and need to develop learning strategies, time management, organization and study skills. Learning Strategies will be offered for Grade 11 and 12 students in the Learning Support Centre. Students will receive 3 or 5 credits.

### **HUMANITIES**

#### **ENGLISH**

English, in both written and spoken form, is necessary for each of us to succeed in our personal and public lives. Its importance cannot be over emphasized.

There are two sequences available in English:

1. The English 10-1, 20-1, 30-1 route

2. The English 10-2, 20-2, 30-2 route

All students must achieve a minimum of 15 credits in English to obtain a High School Diploma. The 10-1, 20-1, 30-1 program is designed for students who plan on going to university.

The English 10-1, 20-1, 30-1 **Academic** route focuses on more student centred, out of school work. That is, students are expected to be able to work independently. The literature studies deals with an **interpretive**, in-depth reading approach. The English 10-2, 20-2, 30-2 **General** route focuses on a more teacher directed, in-class work approach. Literature studied at this level deals more with "plot" rather than with in depth interpretive readings.

It is recommended that students with less than 70% in grade 9 Language Arts enter the General Route (English 10-2). In addition, a student completing English 10-1 or 20-1, with a grade of 70% or better, is encouraged to continue the Academic route. However, should he/she have less than a 70% standing, he/she will be advised to consider the English 30-2 route.

**Note: Students may be eligible for retroactive credits in English.**

#### **English 10-1**

5 credits

Recommended: 70% in Language Arts 9, capable reading comprehension and writing skills

Students will study six or more short stories, poetry, one or more Shakespearean or modern play and one or more novels. As well, students will be

expected to complete a number of writing assignments, and essays.

### **English 10-2**

5 credits

Recommended: 50% in Language Arts 9

Students will study one or more of each of the following: novels, plays, and short story. In addition, students will complete written and oral assignments.

### **English 20-1**

5 Credits

Recommended: 70% in English 10-1, strong reading comprehension and writing skills

Students will study six or more short stories, a Shakespearean play, one or more novels and poetry. Students are also expected to complete five or more writing assignments. Emphasis will be placed on essay writing.

### **English 20-2**

5 credits

Prerequisite: 50% in English 10-2 or less than 70% in English 10-01

Students will be required to study at least one modern play, one or more novels, short stories and poetry. Completion of written and oral assignments is a mandatory part of the course.

### **English 30-1**

5 Credits

Recommended: minimum of 70% in English 20-1, well-developed reading comprehension and analytical writing skills

By taking English 30-1 students will cultivate an appreciation for a diversity of literary genres, texts and writers in the English language and in translation from other countries. An assortment of short stories, essays, poems, popular non-fiction, visual and multimedia texts, along with one major novel or non-fiction book, one or more feature film and modern drama, and one Shakespearean play are studied.

Through reading, writing, listening, speaking, viewing, and representing, critical/analytical responses to literary texts and personal responses to literary and other texts are emphasized.

Students are required to create narratives, informative and persuasive texts (essays, commentaries, articles, reviews), and oral/visual/multimedia presentations. At the completion of the course, students will write an Alberta Education Diploma Exam.

### **English 30-2**

5 Credits

Prerequisite: 50% in English 20-2 or less than 70% in English 20-1

Students will study short stories, poetry, one or more novels as well as one Shakespearean or modern play. Emphasis is on oral and written skills. Students will write an Alberta Education Diploma Exam.

## **SOCIAL STUDIES**

The Social Studies 10-1, 20-1, 30-1 program is a sequence designed for students who plan to go to university. The Social Studies 10-2, 20-2, 30-2 program is a sequence for students who may not plan to go to university or wish to plan an alternate route to Social Studies 30-1.

**Note: Students may be eligible for retroactive credits in Social Studies**

### **Social Studies 10-1**

5 credits

Recommended: minimum of 70% in Social Studies 9, strong reading/writing skills

Social Studies 10-1 explores the historic origins of globalization and the 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

Globalization, the process by which the world's citizens are becoming increasingly connected and interdependent, demands that students explore responsibilities associated with local and global citizenship and formulate individual and collective responses to emergent issues related to globalization. In the process, students will develop process, communication, participation, and critical thinking skills.

### **Social Studies 10-2**

5 credits

Recommended: 50% in Social Studies 9

#### **Living in a Globalizing World**

Students will explore historical aspects of globalization as well as the effects 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.

By examining opportunities and challenges associated with globalization, the process by which the world is becoming increasingly connected and interdependent, students will develop awareness of the impacts of globalization. Recognizing and appreciating the influence of globalization will lead students to examine their roles as responsible and active citizens in a globalizing world.

### **Social Studies 20-1**

5 credits

Recommended: minimum 70% in Social Studies 10-1, strong geography and writing skills

Social Studies 20-1 explores the complexities of nationalism in Canadian and international contexts. Students will study the origins of nationalism and the

influence of nationalism on regional, international and global relations from the era of the French Revolution through World War Two. The study of a variety of perspectives will allow students to develop understandings of nationalism and how nationalism contributes to the citizenship and identities of peoples worldwide. Exploring the complexities of nationalism will contribute to an understanding and appreciation of the interrelationships among nation, nationalism, internationalism, globalization, and citizenship and identity.

In completing this course, students will expand skills related to critical, creative, geographic and historical thinking. As well, they will develop decision-making and problem-solving skills, and demonstrate skills of cooperation, conflict resolution, and consensus building vital to their future roles as active citizens. Students are required to demonstrate written, oral, visual, media and research literacy by creating persuasive essays, in-depth projects, current events commentaries and presentations.

### **Social Studies 20-2**

5 credits

Prerequisite: 50% in Social Studies 10-2

Students will study historical and contemporary understandings of nationalism in Canada and the world. They will examine the origins of nationalism as well as the impact it has on individuals and communities. Multiple perspectives will be used to examine examples of nationalism. Ultimately, students will gain an appreciation and awareness of the interrelationships among nationalism, internationalism, citizenship and identity, as well as develop personal and civic responses to emergent issues related to nationalism.

### **Social Studies 30-1**

5 credits

Recommended: minimum of 70% in Social Studies 20, strong reading comprehension and analytical writing skills

Social Studies 30-1 explores the origins and complexities of ideologies. Students will 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.

In completing this course, students will continue to use and polish their skills related to critical, creative, geographic and historical thinking. This will allow them to develop a comprehensive understanding of the evolution of modern liberal thought and the tenets of competing ideologies important in the development of active, informed and responsible citizens who effectively investigate, analyze and evaluate government policies and are able to respond to global issues.

Students are required to demonstrate written, oral, visual, media and research literacy by analyzing primary documents and visuals, creating persuasive essays and position papers, completing in-depth projects, and developing current events commentaries and presentations. At the completion of the course, students will write an Alberta Education Diploma Exam.

### **Social Studies 30-2**

5 credits

Recommended: 50% in Social Studies 20-2 or less than 70% in Social Studies 20-1

Social Studies 30-2 examines the origins, values and components of competing ideologies. Students will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism, allowing them to understand the roles and responsibilities associated with citizenship.

As democratic and capitalist societies are founded upon the key values of individualism and liberalism, active and responsible citizenship requires citizens to have knowledge and skills to examine, analyze and evaluate a variety of political and economic systems. Students will demonstrate these skills through written, oral, visual, multi-media, and research assignments. At the completion of the course, students will write an Alberta Education Diploma Exam.

## **SECOND LANGUAGES**

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

Classroom activities are student centred 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.

Students coming in from immersion programs or out of province second language programs may wish to challenge exams in order to determine their appropriate course level – such arrangements must be made with the office at the start of the second semester, as per Alberta Learning's challenge policy. Students who plan on entering the French 10, 20, 30 programs must demonstrate competency at the level of "Beginner 2" (as established by Alberta Learning). In order to display this competency, students may either complete the course "French 9", or achieve a 65% or higher on the French 9 exam. Challenging of this exam may take place in June, arrangements to be made through the school office.

### **French 10**

5 credits

Prerequisite: successful completion of French 9  
French 10 takes the students from curriculum level "beginner 3" to "intermediate 4". 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: successful completion of French 10

As a continuation of French 10, the French 20 course will develop fluency 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. A curriculum level of "intermediate 5/6" will be attained.

### **French 30**

5 credits

Prerequisite: successful completion of 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. Precise expression and the use of the subjunctive will be emphasized. At the completion of French 30, the student will be ready for entrance into first year university French, or into a summer immersion program.



### **French 30 AP Prep**

5 Credits

Prerequisite: French Immersion 9 or French 20

French 30 AP Prep will take the student into the advanced curriculum levels in preparation for AP French Language and Culture; 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. Precise expression and the use of the subjunctive will be emphasized. At the completion of French 30 AP Prep, the student will be ready for entrance into first year university French, or into the next level French AP course

### **AP French Language and Culture**

**5 Credits**

Prerequisite: French 30 AP prep.

If you were unable to take the prep course and have completed French 30, you may contact administration to take a challenge exam.

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness.

### **MATHEMATICS**

In order to ensure that all Alberta students have the opportunity to graduate with the mathematical skills and knowledge necessary to succeed in the future, Alberta Education has revised the high school mathematics program of studies. The revised program has a number of benefits for students:

- Greater opportunity for conceptual understanding because there is less content – students can study topics in greater depth
- Course sequences are designed to prepare students for their future goals
- Students can transfer between the -1 and -2 course sequences at the Grade 11 and Grade 12 level if their career goals change

### **Students have a choice of three mathematics courses when entering Grade 10: 10C, 10-3 and 10-4.**

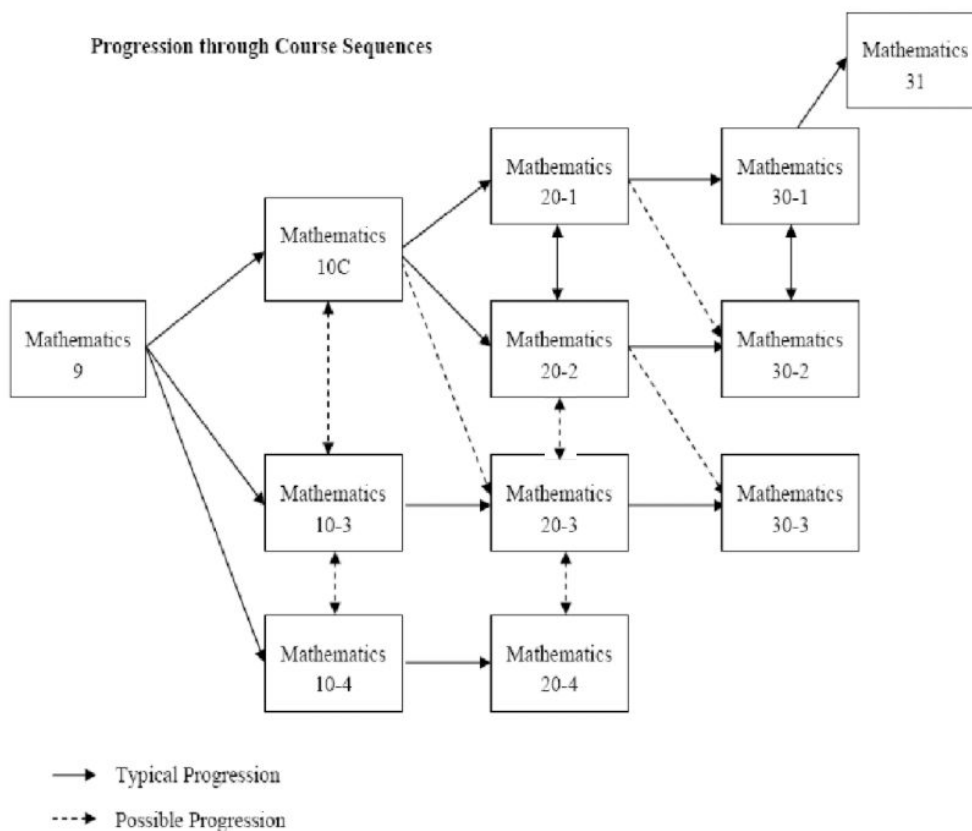
- Students choosing 10C have two sequence options out of Grade 10: 20-1 and 20-2. These sequences are ideal for students considering post-secondary studies in most colleges and universities.
- Students choosing 10-3 follow the 20-3

and 30-3 course sequence through Grade 11 and 12. This course sequence is ideal for students entering trades or the workforce immediately after high school.

**Students who enroll in 10C don't need to choose their course sequence until Grade 11.**

This gives students an extra year to decide which sequence best suits their interests and their future needs.

**Students can transfer between the -1 and -2 course sequences in Grades 11 and 12,** which allows them to change their mathematics program if their future goals change.



**Math Pathways**

**Mathematics 10 Common**

5 credits

Prerequisite: Pass in Grade 9 Mathematics (65% recommended)

Math 10C Course consists of the following topics:

- Measurement (SI and Imperial)
- Trigonometry
- Polynomial factoring and operations
- Systems of equations
- Linear relations and functions

A graphing calculator is required.

**Mathematics 10-3**

5 credits

Prerequisite: none

The Mathematics 10-3 course includes the following strands:

- Measurement (SI and Imperial), tolerance of instruments
- Trigonometry
- Geometry, transformation on 2-D shapes and 3-D objects
- Finance, credit options, buying and leasing small business options
- Logical and proportional reasoning

A combined course (Mathematics 10C) is the starting point for the -1 course sequence and the -2 course sequence. The goals of all three course sequences are to provide prerequisite attitudes, knowledge, skills and understandings for specific post-secondary programs or direct entry into the workforce. All three course sequences provide students with mathematical understandings and critical-thinking skills. When choosing a course sequence, students should consider their interests, both current and future. Students, parents and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

**Mathematics 20-1**

5 credits

Recommended: Math 10C (70%)

This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into postsecondary programs that require the study of calculus. Topics include algebra and number; measurement; relations and functions; trigonometry; and permutations, combinations and binomial theorem.

**Mathematics 20-2**

5 credits

Prerequisite: 50% in Math 10C

This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require the study of calculus. Topics include geometry, measurement, number and logic, logical reasoning, relations and functions, statistics, and probability.

**Mathematics 20-3**

5 credits

Prerequisite: 40%+ in Math 10C or 50% in Math 10-3

This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurement, number, statistics and probability.

**Mathematics 20-4**

5 credits

Prerequisite: 40%+ in Math 10-3 or 50% in Math 10-4

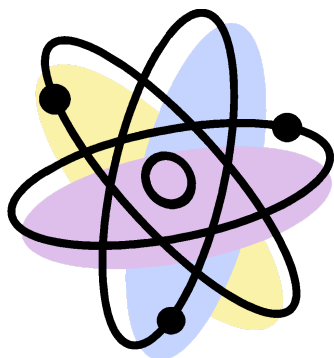
This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the workforce. Topics include algebra, geometry, measurement, number, statistics and probability.

**Mathematics 31**

5 credits

Prerequisite: Math 30 (50%) (70% is recommended)

Math 31 may be studied concurrently with Math 30. This course is designed specifically for those students who have an aptitude for Math and/or wish to pursue a faculty at university that is Mathematics intensive. The Mathematics 31 course consists of two major components, calculus and vectors. The calculus component includes an introduction to derivatives, integration, and their applications. In the vectors component, the concepts of geometric and algebraic vectors, and their applications are discussed.



## **SCIENCE**

### **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.

## **SCIENCE COURSE DESCRIPTIONS**

### **Science 10**

5 credits

Prerequisite: 50% in Science 9

Recommended: 70% 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. Science 10 is an academic program and is the prerequisite to placement in all 20 level science courses.**

### **Science 14**

5 credits

Prerequisite: none

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.

### **Science 24**

5 credits

Prerequisite: 50% in Science 14

Science 24 is a general Science course which covers the following core areas: Applications of Matter and Chemical Change, Understanding Common Energy Conversion Systems, Disease Defense & Human Health and Motion, Change & Transportation Safety.

### **Biology 20**

5 credits

Prerequisite: 50% in Science 10

Recommended: 70% in Science 10

Biology 20 is a direct continuation of the concepts and skills developed in Unit II of Science 10. The key themes in Biology 20 are the concepts of Ecology and Human Physiology. Within the study of Ecology the students will explore the topics of environmental issues, the dynamic equilibrium of the biosphere, mechanisms of population change and cellular respiration / photosynthesis. The study of Human Physiology will examine the digestive, circulatory, respiratory, excretory and muscular systems.

### **Biology 20 AP Preparation**

5 credits

Prerequisite: Science 10 (80% or better is strongly recommended), Chemistry 20 (70% or better is strongly recommended).

Biology 20 Advanced Placement Preparation course includes the same units of study from the Alberta Education Program of Studies for Biology 20 but is enhanced with additional and more in depth material from the Biology Curriculum of the Advanced Placement Program. This course aims to prepare students for Biology 30 AP by challenging them to think critically and analytically. Through an inquiry model, students will ask scientific questions, develop

and refine hypotheses, design experiments, collect evidence and draw conclusions or make predictions. Students will develop and apply scientific practices throughout the course in both the classroom and laboratory settings.

### **Biology 30**

5 credits

Prerequisite: Biology 20

Recommended: 70% 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.

### **Biology 30 Advanced Placement**

5 credits

Prerequisite: Biology 20 AP Prep

Corequisite: Biology 35, Chemistry 30

The Biology Advanced Placement Course provides students exposure to introductory post-secondary concepts. This course continues with an inquiry model that is set to deepen students' understanding of biological concepts and further their scientific practices. The learning outcomes include as well as advance beyond those found in Biology 30. The broad concepts of study from the Biology Curriculum of the Advanced Placement Program are:

The process of evolution drives the diversity and unity of life. Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis. Living systems store, retrieve, transmit and respond to information essential to life processes.

Biological systems interact, and these systems and their interactions possess complex properties.

## **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: 70% 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 Organic Chemistry. Chemistry 20 is a prerequisite for Chemistry 30.

### **Chemistry 30**

5 credits

Recommended: 70% 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. The Alberta Education Diploma Examination tests this. Major topics include electrochemistry (technology emphasis), equilibrium, acid base chemistry (nature of science emphasis) and thermo chemistry (science and society emphasis). Many laboratory exercises are used to develop 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: 70% in Science 10 and 70% in Math 10c.

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 oscillatory motion (Simple harmonic motion).

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: 70% in Mathematics 20-1 and Physics 20

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**

5 credits

Prerequisite: none

Art 10 is a foundation course and the prerequisite for all other art courses. It is the intent of the foundation art program to give students the basic skills in art and a variety of learning experiences that will enable them to develop creative expression. Art 10 introduces the beginning art student to colour theory, composition and the basic elements and principles of art. There will be a focus on observation from nature, still life, figure and portrait work, as well as imaginative work. Students are expected to develop a vocabulary of common art terms.

Every one of us can draw. From this moment on you need to drop any misconceptions that an artist is only a title given to someone famous who paints or someone dead who did. The key concept that I want you to explore in this class is PERCEPTION: how you see, how you interpret, and how you make sense of things.

Learning to draw is more than learning the skill itself; you will learn how to *see*. In other words, you will learn how to process visual information in the special way used by artists. That way is different from the way you usually process visual information and requires that you use your brain in a different way than you ordinarily use it.

Some of the things you may expect to do in this class:

- Drawing (LOTS of it!)
- Abstraction
- Perspective Drawings

- Printmaking
- Acrylic Painting
- Caricatures
- Pinhole Photography
- 3-D Work

### **Art 20**

5 credits

Prerequisite: 50% in Art 10

In Art 20 you will work to discover just how serious you are about art and your work. It is a demanding course that pushes skill development and knowledge, expression and creativity, artistic judgments and behaviours. The goal of Art 20 is to have you become increasingly technically competent, investigative, critical and insightful. At this point in time, you should begin to develop your own style and ideas about art and the art-making process.

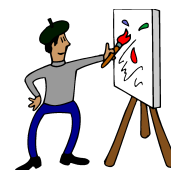
### **Art 30**

5 credits

Prerequisite: 50% in Art 20

Art 30 is designed for students with a high interest in all aspects of art and serves as good preparation for post-secondary art school. Emphasis will be on deep exploration of compulsory projects; however, students will be expected to develop part of their own program. It is expected that students do some reading about art and artists and make regular visits to galleries on their own time.

Emphasis is placed on the use of imagination, technical skill and on developing original compositions and individual style. Critical thinking skills are encouraged. Students are required to keep a sketchbook in which to explore ideas and design concepts. It is necessary that students are highly self-motivated.





## **DRAMA**

The goal of the Drama program is to foster a positive self-concept in students through the dramatic experience.

### **Drama 10**

5 credits

Prerequisite: none

Drama 10 is an introductory course designed for the beginning drama student. Improvisation, speech, movement, and dance are integral parts of the program. Through daily participation in a variety of activities, students will be encouraged to explore their own creative potential in a supportive, yet challenging, learning environment. Students will also be introduced to the principles of stage lighting, sound, set and prop construction, makeup, and costuming. There will be no public performance in this class.

### **Drama 20**

5 credits

Prerequisite: 50% in Drama 10

Drama 20 is an advanced course designed for the second-year drama students. The student will be afforded the opportunity to further develop basic skills through class work in movement, voice, improvisation, and scene study. Students will deepen their understanding of principles of stage lighting, sound, set and prop construction, makeup, and costuming.

Areas of interest may include collective creation and children's theatre. There will be no public performance in this class.

### **Drama 30**

5 credits

Prerequisite: 50% in Drama 20

Drama 30 is an advanced course designed for the third year drama student. The students will continue to build their skills in the areas of movement, voice, and scene study but further work will be in the area of directing and stagecraft. Improvisation, oral communication,

stagecraft, and scripted monologues, will be studied by the students. Students will also be managing and mentoring Drama 10/20 students in stage lighting, sound, set and prop construction, makeup, and costuming. There will be no public performance in this class.

### **Performing Arts 15/25/35 (5+ credits)**

\*Pre-requirement for 25 is Drama 10, Pre-requirement for 35 is Drama 20.

The performing arts courses are specialized classes for the student actor. Students wishing to perform a full-length production will have the opportunity through these courses. Students study auditioning techniques and develop vocal and physical skill to create commanding characters on stage. Students will have the opportunity to be a part of a skilled and enthusiastic group of actors who work cooperatively and respectfully with each other and with teacher/student directors, student managers, and a cast ensemble. Performing arts is a very practical course that challenges the student actor.

**Extracurricular: One to two evening performances will be required**

## **MUSIC**

Open to any student in the school. Discover how playing and learning about music can be fun! Students will discover, develop and evaluate their talents and abilities while playing a musical instrument or by singing. Everyone will be asked to play an instrument of their choice-either learning from scratch or continuing with an instrument they already know how to play. If they do not have their own instrument, some may be provided by the school or alternatively, you can just sing! No previous experience is necessary. This course is designed to develop an appreciation of music while making and composing music at the same time. Some of the topics covered are theory, listening, composition, history, different genres of music and current events.

### **General Music 10, 20, 30**

5 credits

Prerequisite: General Music 20 - 50% in General

## Music 10

General Music 30 - 50% in General Music 20

General 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. No experience on an instrument is necessary but a student must be willing to learn guitar or another instrument of their choice. Music 20 and 30 are a continuation of Music 10.

### **Outside Timetable Music**

Concert Band 3:30-4:30 pm Wednesdays and Thursdays

The concert band is open to any student in the school who is able to play an instrument that is appropriate for High School Concert band. (Flute, Oboe, Clarinet, Bassoon, Saxophone, Trumpet, French Horn, Trombone, Euphonium, Tuba, Percussion, String instruments such as violin, cello and double bass). Performance is a required component including annual school concerts, festivals, trips and workshops. The music we perform is generally grade 3, starting with a couple grade 2 pieces at the beginning of the year.  
Course Name: Instrumental music 10, 20, 30.  
Prerequisite: No prerequisite for Instrumental Music 10.

Instrumental Music 10 is required to be accepted into Music 20 and so forth.

Credits: 5

Instrument: There will be \$100 fee for using a school instrument for the year, \$50 for half year.

Jazz Band 3:30-4:30pm after school on Mondays and Tuesdays

The jazz band is open to any student in the school who is able to play an instrument that is appropriate for jazz in a big band style. (Saxophone, Trumpet, Trombone, Bass, Guitar, Piano, Drums. Other instruments may be considered). Performance is a required component including annual school concerts, festivals, trips and workshops. The music we perform is generally grade 3, starting with a couple grade 2 pieces at the beginning of the year.

Course Name: Jazz 15, 25, 35

Prerequisite: To obtain Jazz 15, a student must also be enrolled in Instrumental Music 10.

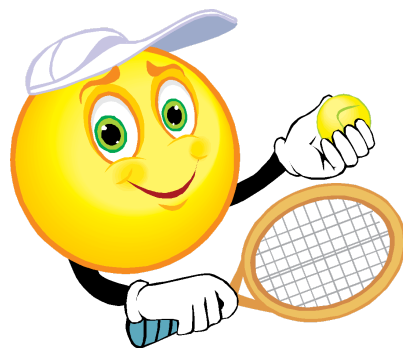
Same for Jazz 25 and 35 with Instrumental 20 and 30.

Credits: 5 \*\*\*\*\*Students who only participate in Jazz will not receive credits.

Instrument: There will be \$100 fee for using a school instrument for the year, \$50 for half year.

## **PHYSICAL EDUCATION**

The Physical Education program at Canmore Collegiate 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. This course often involves co-educational activities. Students in grade 10 will not be allowed to take PE 10 through Outreach or ADLC unless there are special circumstances surrounding the reason. (Medical) Grade 11 and 12 students will be allowed to take PE 10 through Outreach or ADLC in order for graduation purposes)

### **Personal Fitness 15**

5-6 credits

Prerequisite: Physical Education 10 (65% is recommended)

In Personal Fitness 15 students will learn basic and advanced training principles to be able to design and implement their own fitness programs. Students will then have the opportunity to participate in regular individual and group fitness activities that will allow them improve and expand their current fitness level. Nutrition concepts will also be examined as they relate to exercise. If you want to learn more about keeping yourself fit and need the time to do it within the school day, then this course is for you.

### **Personal Fitness 25**

5 credits

Prerequisite: Physical Education 15 (65% is recommended)

In Personal Fitness 25 students will expand on fitness theory and practice learned in Personal Fitness 15. The focus will be on applying learning into leadership opportunities in a fitness setting. Students will be given the freedom to explore new learning in areas of fitness that they are particularly interested in as well as new areas such as Speed, Agility, and Quickness training and year-long periodization of sport-specific and general fitness plans. The core element of the course will be to engage in regular fitness training, much like Personal Fitness 15.

### **Physical Education 20 – Sport Performance**

5 credits

Prerequisite: Physical Education 10 (65% is recommended)

The emphasis in this course is on active living and acquiring life skills in the areas of Sports, Fitness and Leadership. In this course, we get away from the “traditional” gym activities and introduce the students to a greater variety of sports, games, life skills, and activities. The “signature” event at this level is the Triathlon, which occurs in the fall of the first semester and in the late spring of the second semester. Other activities the students may be introduced to include: Yoga, Dance, 80’s Aerobics, Massage, Canoeing,

Bowling, Golf (on the course – 3 holes), Skating/Hockey, Spin classes, Ropes Course, Mountain Biking, Pilates, Swimming for Fitness, Sailing, and Snowshoeing. We will continue to develop and refine skills and strategy in the sports of Volleyball, Basketball, Badminton, Football, Soccer, Curling, Weight Training, and Fitness. If numbers warrant, the classes will be gender based. An activity fee will be assessed for this course.

### **Physical Education 20 – (Co-Ed) Active Living**

5 credits

Prerequisite: Physical Education 10 (65% is recommended)

This course is for the non-competitive student interested in pursuing fitness at a low impact level. Fun and fitness combine to assist the individual in their pursuit of a healthy lifestyle. This course will also include units on team and individual sports, outdoor activities, dance and a variety of games.

### **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. Students will be expected to lead classmates in various physical activities and will also have the opportunity to lead Physical Literacy sessions for elementary students. Many activities introduced in Physical Education 20 are explored in more depth and new areas are introduced. If you are interested in pursuing Kinesiology in post-secondary studies then this course will help prepare you.

**Note: Students are not expected to be proficient in all of the areas offered. They are expected to arrive for class with a positive attitude and a willingness to experience new areas within Physical Education.**

### **CAREER AND TECHNOLOGY STUDIES (CTS)**

Alberta Education’s revised CTS program engages

students in learning opportunities to discover their interests in practical and purposeful ways. The new program introduces a revised program of studies that centers around five new career clusters. The five CTS clusters are:

- Business, Administration, Finance and Information Technology (BIT)
- Trades, Manufacturing & Transportation (TMT)
- Health, Recreation & Human Services (HRH)
- Natural Resources, and: (NAT)
- Media, Design & Communication Arts (MDC)

Within the scope of CTS, Canmore Collegiate presently covers material in the areas of construction, foods, mechanics, woodworking, communication arts, design, media, financial management, information processing, and wildlife. Each of these areas or **clusters** has been further broken down into what are called **modules**, each of which is roughly equivalent to **25** hours of work and is worth one (1) credit towards graduation.

Modules in all clusters are rated as being introductory, intermediate, or advanced, and some modules 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 their particular strand.

Following is a short description of each of the courses within the clusters presently offered at CCHS. A course fee will be assessed according to the supplies required for each strand or module.

### **Communication Technology (MDC)**

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 in any field, and communicating effectively using a variety of media gives students an advantage as they enter the information age of the 21st century.

### **Design Thinking / Media Communications 10, 20,30 (MDC)**

Design and Innovation Thinking Design is an integral part of our society. It permeates every facet of civilization, sometimes in complex ways, many times quite simply. Everyone designs every day. As challenges are met and problems addressed, we use previously "designed" ways to meet these challenges. Design brings a sense of order to our world. Most students will not become "professional designers", but all will engage in design in some way. 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. Being aware of and appreciating the importance of design will help students become effective members of society

### **Construction Technology (TMT)**

We live, work and play in structures frequently made of wood, synthetics and earth materials, and we use and rely on many objects made of these non-metallic materials. Our reliance on these structures and objects has caused us to value the knowledge, skills and attitudes related to their construction.

Students must also prepare for independent living and working in the future. This course will allow them to investigate and gain knowledge, skills and attitudes associated with Construction Technologies that will meet their particular needs as future adults. Although some students will later work in occupations related to building or maintaining structures, others will take this course for personal use in hobbies or to become

informed consumers.

Focus in the 10 level program is on obtaining the general skills with machines, tools and processes within the Construction Laboratory. The 20/30 Level courses requires students to follow more directed programming in specific skill sets pertaining to joinery, manufacture, processes, finishing and presentation of furniture and cabinetmaking.

Costs for this course include \$5.00 per credit (generally \$25.00 per semester) plus all costs included in the construction of chosen projects.

### **Commercial Foods Program (HRH)**

Commercial Foods is a fast-paced option where students learn food preparation skills in a busy industrial kitchen. Our program prepares the food served in the CCHS cafeteria, as well as the Hot Lunch programs at the elementary schools, and catering jobs for the school division and the community. Theoretical components include nutrition, food borne illness, and “the why” behind culinary techniques. Students gain valuable knowledge and experience that will help them obtain part-time employment, establish a career path or assist them in their day-to-day living.

Grade 10 Food students begin to study various aspects of classic culinary arts programs. Labs will include soup and sauce making, baking such as black forest cakes, and fruit pies, and creative salads, dressings, garnishes and sandwiches. Students also earn credits for preparing food for the Hot Lunch Program served to both elementary schools, and for work completed to keep our cafeteria running smoothly.

Grade 11 and 12 Food students advance their culinary skills and are given more choice in how and what they prepare. They prepare yeast breads, meats such as beef, poultry, fish and shellfish and learn advanced baking skills by working with such items as puff pastry and genoise cakes. A highlight of the semester is choosing an International Cuisine to study in depth. In this unit, students prepare foods for their own enjoyment and to share with their classmates.

Senior students earn additional credits by completing weekly catering work which may be preparing foods such as spanakopita, fresh salmon in puff pastry, chicken cordon bleu or artisan breads.

Field trips, cooking competitions and opportunities for scholarships round out our program. Emphasis is on learning safe food handling techniques in a fun learning environment. Students are often heard saying “Wow – that class sure went by fast!” If you like food – take Foods!

### **Mechanics (TMT)**

In Mechanics, students, through hands-on experiences, have the opportunity to increase their knowledge and skills related to the design and maintenance of transportation vehicles, and the impact they have on the environment and on their economic and social well-being. Whether a student plans to prepare for a work-related role in the industry or simply wants to be an informed owner/operator of a vehicle, Mechanics should be viewed as an educational opportunity for all secondary students. Students will work in a realistic environment that links theory to practice and will provide them with a broad base of experience and knowledge of systems related to the transportation field.

### **Welding (TMT)**

Various types of welding are offered throughout the Grade 10, 11 and 12 Mechanics classes: Fabrication tools and materials and gas welding are offered in Grade 10 at 1 credit each. Basic electric welding Arc Welding is a one credit module offered in Grade 11 (note that this is a grade 10 level credit). Gas Metal Arc Welding (grade 11 credit) and an introduction to semi-automated/automated welding (grade 10 level credit) are offered each as one credit in the Grade 12 class.

### **WILD 15 (formally known as Outdoor Leadership Skills)**

Wilderness Inspired Leadership 15 (WILD)

This unique outdoor learning opportunity in the classroom, on the water, and on the snow is worth 13 credits!

Through regular in-class instruction during a block in your timetable, a Winter Travel 15 (4 day trip), a WILD Water Experience 15 (5 day trip), High Ropes Course Experience (1 day), 20 hour Wilderness First Aid Certification (2 day trip), and a Paddle Canada Tandem flatwater certification, students will gain valuable hands on skills and connections to themselves, their peers, and the Canadian Rockies backcountry.

### **Semester 1**

Water Experience 15 trip (October 2-6, 2018)

Winter Travel 15 trip (December 12-15, 2018)

*\*all dates to be confirmed*

### **Semester 2**

Winter Travel 15 trip (March 6-9, 2019)

Water Experience 15 trip (May 28-June 1, 2019)

*\*all dates to be confirmed*

This unique outdoor learning opportunity is worth 13 credits.

**Fee:** \$250 Alberta Student / \$1000 International Student

**Course fee includes:** all equipment, meals during courses (except WILD Water Experience 15), instruction, accommodations and certification costs for all of the above courses!

### **Agriculture (AGR)**

Students explore and gain an understanding of the diversity and significance of agriculture. Students are introduced to plant structures and propagation techniques for growing healthy plants. Cultural requirements for plant production and technological

and chemical influences on plant production are also explored. This course will also cover curriculum related to basic gardening and the need to consider regional climates, water availability and exposure to sunlight. Students have the opportunity to plan and design a garden that may thrive in Alberta. Students learn about the techniques used to perform basic landscape services, focusing attention on plant identification, equipment and supplies, and basic maintenance tasks.

### **SOCIAL SCIENCES, LOCALLY DEVELOPED, WORKPLACE TRANSITION, OUTREACH**

#### **Career and Life Management (CALM 20)**

Grade 10 - 5 credits (includes 2 CTS module credits, CTR 1010 Job Preparation and CTR 2310 Career Directions)

Prerequisite: none

The following topics covered in the CALM 20 curriculum allow students to appreciate and understand how careers, relationships, health and finance affect their lives:

- Personal Choices
- Resource Choices
- Career and Life Choices

Through increased awareness of self, the student will be able to contribute more positively to the well being of others.

#### **Psychology 20**

3 credits

Prerequisite: none

Provides a general background in psychology including the history of psychology, the principles of learning, along with various emotional problems and behavioural disorders.

#### **Forensic Science 25**

3 credits

Prerequisite: Science 10 or Science 14 – open to Grade 11 and 12 students only

Forensic Science is the study and use of basic

scientific concepts and technologies related to solving crime in society. Through the study of forensic science techniques, learners are given the opportunity to explore and further understand how basic scientific techniques apply to a specific career within society. Real life scenarios will be discussed and students will be engaged in concrete learning activities such as lab experiments and completion of case study examples.

### **Forensic Science 35: Advanced Forensic Science**

3 credits

Prerequisite: Forensic Science 25

**Philosophy and Rationale:** This course continues the study of the use of scientific concepts and technologies as they relate to solving crime in society. The study of advanced forensic science techniques will give students a further understanding of the practical nature of forensics. Concepts will be applied through discussion of realistic scenarios, concrete activities and assignments, laboratory work and case studies.

Areas of discussion include: Forensic Anthropology, Forensic Entomology, Forensic Toxicology, Forensic Ballistics, Protective Equipment, Criminal Profiling, Explosives and Arson and Canines.

The course will encourage those interested in a career in forensic science to further pursue this area of interest while at the same time offer those students who continue to be curious a further appreciation of this scientific field.

### **Team Leadership 15/25 (CTS credits)/35**

Leadership skills are considered valuable in our society. Good leaders are found in all aspects of life and serve as models for their achievements, accomplishments and triumphs. The CCHS Team Leadership program encourages students to recognize, foster and practice their leadership skills. It extends the students' sense of community, opens their eyes to their potential, and provides opportunities for them to share their successes. Students begin to see how they can shape events rather than be shaped by them. This program is student-driven. Students learn from one

another. Each student is given the opportunity and encouraged to develop his/her leadership skills and to take risks and grow in positive, productive ways. The program encourages the students to identify specific goals and objectives within their school, the community and the world and then to use their own initiative to accomplish these goals. Students may work on a number of projects in and out of the school such as mentoring programs with younger students, visiting the seniors' lodge and organizing pep rallies and other school events. Students who are interested in embarking on a personal leadership journey and making a contribution to their school, community and the world are welcome in this program.

### **Work Experience 15, 25 and 35**

The Work Experience program allows students to develop valuable work skills with a work site in the community becoming the "classroom". **Students who presently have part-time jobs may be able to use them as their work placement.**

Work experience lets students:

- ✓ Explore potential career choices.
- ✓ Gain practical experience in a realistic work setting.
- ✓ Ease the transition from school to work, or post-secondary education.
- ✓ Develop new skills and reinforce those learned in school.
- ✓ Obtain references and contacts necessary for securing future employment.

Work Experience is available at the 15, 25 and 35 levels: 3 to 10 credits may be earned at each level, based on 25 hours of work per credit. Once a work site is approved and a learning plan is developed, the student, employer and work experience co-ordinator work together to facilitate and demonstrate the student's growth.

At CCHS students will have to complete the prerequisite module on safety in the workplace before registering in Work Experience.

Work Experience is arranged to suit the individual

student: please see Student Services for further information.

### **Registered Apprenticeship Program (RAP) What is RAP?**

The Registered Apprenticeship Program, or RAP, allows high school students who have entered into an apprenticeship contract in one of the trades to earn their Alberta High School Diploma and work toward completing their first year apprenticeship hours at the same time. RAP students divide their time between an approved work site and high school. They are full-time students who fulfill the academic requirements for the Alberta High School Diploma. RAP students may earn up to 40 credits (representing a total of 1000 hours) for their on-the-job training as registered apprentices.

Their school schedule may be arranged to accommodate work at their apprenticeship job, or they may work after school and on the weekend. RAP

### **Dual Credit Program in Business**

Would you like to try college Business courses 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. Students are encouraged to allot time for the courses inside their timetables (\*\* This may change for grade 10/11 students in 2019\_2020 school year), but they may work on the courses anytime and anywhere.

Students may choose to earn an additional CTS credit by participating in a practicum with our local business partners to gain real-world experience related to their studies. Students may participate in as many courses as they wish, but 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*. For more information, please contact Elissa Sunderland, Dual Credit Coordinator at [elissa.sunderland@crps.ca](mailto:elissa.sunderland@crps.ca).

Please complete an application available in the Student Services office by  
**Friday, June 1, 2019.**

**First Semester, Sept. 2019-Jan. 2020 \*\*\* Note Courses may be subject to change. Please see course updates posted August 30, 2019**

### **Introduction to Management, 5 credits (Semester 1)**

Introduction to Management will introduce you to the principles of management. You will review the major

students are paid at least minimum wage.

Since RAP students can complete a significant portion of their first year apprenticeship hours while still in high school, they may be able to proceed directly into the first session of post-secondary technical training shortly after graduating from high school.

RAP is arranged on an individual basis. To qualify for RAP the student must work with a certified journeyman, register with Alberta Apprenticeship and Industry Training, and have a "Blue Book".

Students interested in pursuing a trade may consider a Work Experience program to assist them in deciding if this is the right career choice.

*To learn more about apprenticeship and the trades visit: [www.tradesecrets.org](http://www.tradesecrets.org). For information about the RAP program at CCHS contact Student Services.*



managerial processes of planning, organizing, and controlling. You will also examine the role of a manager as the decision maker responsible for the attainment of the strategic goals and objectives of the organization.

### **Medical Terminology I, 5 credits (Semester 1 or Semester 2)**

This course offers instruction in the language of medical terminology and teaches you how to read and interpret commonly used medical terms, symbols and abbreviations. It covers rules, prefixes, suffixes, roots, combining forms, and basic introduction to body systems. Fluency is achieved by the use of practice sessions, quizzes and exercises.

### **Medical Terminology II, 5 credits (Semester 1)**

This course continues and builds on the previously learned subject material in Medical Terminology I. The course integrates the building and interpretation of word components into exploring body system anatomy, pathological conditions, lab and diagnostic procedures, and pronunciation of medical terms. Fluency is achieved by the use of workbook exercises, practice sessions, case studies, self-assessment and scored examinations throughout the course.

*\*Note: Medical Terminology I is a prerequisite for this course.*

**Second Semester, Feb. 2020-June 2020**

### **Business Communication, 5 credits (Semester 2)**

This course covers the theory and practice of effective communication. The course will emphasize class participation to the discussion boards, professional conduct, problem-solving and critical thinking as it relates to the communication process. Topics covered will include the importance of psychological factors of communication, clear and concise communication in the workplace, Multicultural and nonverbal communication, effective listening and feedback, speaking effectively and efficiently, and the role of conflict management.

### **Health Education: Personal Health & Wellness, 5 credits (Semester 2)**

An overview, within the context of community and the Canadian Health Care System, of the physical, social, mental, environmental, and spiritual aspects of personal health and wellness. Learners will develop healthy lifestyle strategies, as well as become advocates for the health of others.

### **Introduction to Criminal Justice, 5 credits (Semester 2)**

A study of Canada's Justice System in this sequence as seen by an offender who traverses it. The structure and jurisdictions of the three levels of government involved or examined, together with the development, Rolling functions of the police and other agencies, the courts, sentencing philosophies, correctional institutions, Community corrections, and diversion. Also consider discretion, limitations of authority, and the decision points throughout the system.

## **CANADIAN ROCKIES EDUCATIONAL INREACH/OUTREACH PROGRAM**

### **WELCOME TO CANADIAN ROCKIES PUBLIC SCHOOLS INREACH/OUTREACH PROGRAM**

We are thrilled to provide this flexible learning opportunity for you. You will be working through unit modules from Alberta Distance Learning Centre (ADLC), Bow Valley College depending on your needs and the course you are working on. 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 onsite.

### **GETTING STARTED:**

Your first step is to meet with the principal or student services at BCHS or CCHS. You will be provided with a **referral form** and a **transcript** to bring to the Inreach teachers.

### **Bow Valley College (BVC)**

BVC works in partnership with CRPS to offer Alberta Education High School credit courses for returning grade 12s. CCHS students taking BVC courses must have the approval of the CCHS principal. Students taking BVC course(s) without the approval of the CCHS will have to pay the cost of the course. CCHS grade 10 and 11 students who choose to take courses from BVC must still carry a full timetable with courses approved by CCHS.

### **Out of Province Courses**

In order to ensure students successfully meet the requirements for a high school diploma in Alberta and to ensure that all courses taken are accepted by Alberta Education for transcript purposes, students who would like to take Out of Province course(s) must have the course(s) approved by Canmore Collegiate administration prior to taking the course(s). Any approved Out of Province course(s) successfully completed will be forwarded to Alberta Education with a “P” denoting a “Pass” and signifying that the school believes the learner outcomes for the Out of Province course were sufficient to meet the standards required to challenge the learning outcomes of the equivalent Alberta Education course. Before the student takes an Out of Province course, please check with the school to determine if the course aligns with the learner outcomes in the equivalent Alberta Education course the student would like to challenge. Please note, if your student takes an Out of Province course before communicating with CCHS, you may run the risk of taking a course which we feel does not align with Alberta Education Curriculum and one that CCHS will not forward to Alberta Education for transcript purposes.

Credit in diploma examination courses for a student can be achieved only through a combination of:

1. Successfully challenge the school awarded portion of the course (are awarded a “P” by the school) and
2. Successfully completes the diploma examination for that course.

\*\*\* This would mean that CCHS students taking a non - Alberta Education course, will only receive credit for the course if they successfully complete the diploma exam for the course.

## **GRADE 12 POST SECONDARY PLANNING**

### **Application and Registration Procedures**

The easiest and fastest way to apply to post-secondary schools now is online. Alberta [www.ApplyAlberta.ca](http://www.ApplyAlberta.ca) , British Columbia [www.pas.bc.ca](http://www.pas.bc.ca) and Ontario [www.ouac.on.ca](http://www.ouac.on.ca) now offer centralized enrolment on one site(you can apply to multiple schools on one site). All accredited universities, larger colleges and technical schools are also available. Individual school fees still apply.

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 student services and most institutions have current information on the Internet. We have a post-secondary/career fair for grades 9 – 12 students each year and students

should discuss plans with a 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 - typically by **December 1** of the preceding year.

Most college and technical institute programs will require a High School Diploma. University transfer programs at colleges generally require a 65% average in five grade 12 courses including English 30.

### **General information about institutions.**

#### **UNIVERSITIES:**

Admission to September start programs are available during the late fall (November) of the preceding year. January starts are typically done in September or October.

Typically universities in Canada require English 30-1 plus three or four other Grade 12 subjects for admission. Grade 11 marks are used when the grade 12 course has not been completed. 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. For example, UBC lists a minimum mark of 80% in English 30-1 as required. Quota faculties often require much higher averages for admission.

Calendars and web-site addresses from most universities in Canada are available for use in student services. Please read them carefully and don't hesitate to ask for assistance. If you do want to attend university in another province, please see student services as early as possible so that forms, calendars and deadlines don't become a problem.

**Universities will require official transcripts and sometimes mid-term school marks (self report from report card).**

**Note: Arrange to have transcripts sent to any post secondary institution for which you are applying. Request forms are available in the office or through ALIS web site. Alberta Education assesses a fee of \$10 for each official transcript sent to post-secondary institutions.**

**Rankings of universities** [www.onscampus.macleans.ca](http://www.onscampus.macleans.ca) and [www.globecampus.ca](http://www.globecampus.ca)

Studying abroad may require writing an exam that is designed to test general knowledge of English and Mathematics such as the SAT or ACT for US universities. All require payment as a foreign national which can be easily be \$ 30 000-\$50 000 year for tuition only. This may be different if the individual has dual citizenship. Many require application by January for attendance for the following September of that year so it is imperative to plan ahead.

#### **COLLEGES**

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

Most programs at colleges will require a high school diploma. Some have specific Grade 12 course requirements. There may be additional requirements such as: a letter of reference, an autobiographical sketch, keyboarding skills, interview or audition, skills appraisal tests. Some students with lower high school averages will elect to attend college to build than skills in a smaller/less competitive environment.

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. (e.g. animal health technician at Olds College).

### **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 (NAIT can be as early as October) is when applications will be received for September entry.

NAIT and SAIT often require a career investigation essay of about 1 – 2 typed pages. Programs may also require personal interviews, skills tests, portfolio of works or an essay.

### **PRIVATE COLLEGES**

Requirements vary. Often an interview is done to assess whether the student is very committed to the program. These schools offer innovative programming not currently found in government funded institutions. Such as Game Design, Fashion Design or Leadership classes

**Warning**- not all of these schools are accredited and may only offer a certificate that may not be recognized by other schools. These are not government funded. Tuition may be \$20 000 - 30 000/year.

See counseling office for information.

## **SCHOLARSHIPS AND AWARDS**

Following is a list of awards available to students. For more information please go to Student Services.

**Alexander Rutherford Scholarships** – application and more info can be accessed at [www.alis.gov.ab.ca/scholarships](http://www.alis.gov.ab.ca/scholarships). Awards are based on an average of 75.0% or higher in 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 from Student Services or online and must be submitted before May 1.

All courses used for scholarship purposes must have a minimum three-credit value. Driver education, Work Experience and Special Projects will not be used when calculating a student's average. Averages are not rounded up for scholarship purposes

### **CANMORE COLLEGIATE HIGH SCHOOL AWARDS** (changes may happen)

Alexander Rutherford Scholarships – application and more info can be accessed at [www.alis.gov.ab.ca/scholarships](http://www.alis.gov.ab.ca/scholarships). 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.

#### Canmore Lions Scholarships (\$250 each)

Three awards - grade 9, 10 and grade 11

Overall achievement in citizenship, service and personal growth

#### **\*Canmore Lions Club Legacy Scholarship (\$500) (pick up application at CCHS office)**

Presented to a Grade 12 graduate who has been accepted at post secondary and who demonstrates a commitment to humanitarian causes and exhibits the Lion's service oriented philosophy by actively volunteering in their community.

***Requirements: Post-secondary enrollment. Separate application to be picked up from the CCHS main office.***

#### James Reid Memorial Bursary (\$500)

Outstanding male and/or female science student registered in a faculty of science at university.

Based on the average of two grade 12 science courses

***Requirement: Post-secondary enrollment.***

#### Canmore Art Guild Award (TBA)

To encourage and support the pursuit of the visual arts at the post-secondary level by students who have demonstrated promise and talent at the high school level.

One scholarship will be awarded to one eligible student, in each of the participating high schools in Canmore, who has completed grade 12. The eligible student will be determined on the demonstration of appropriate artistic talent, in any visual artistic medium, judged by the teaching staff and approved by the Executive of the Canmore Art Guild.

#### Soroptimist Leadership Award (\$500)

Presented to a female or male Grade 12 student who demonstrates leadership, is a positive role model, welcomes and includes their peers and initiates positive change in the school.

#### Rotary Club Citizenship Award (\$250)

To a grade 10, 11 or 12 student who best demonstrates qualities associated with looking after one's self, school and community.

#### Collins Barrow Bow Valley LLP Scholarship (\$750)

Presented to a first year graduating Grade Twelve Canadian Citizen who has the highest combined average in Mathematics 30P and Mathematics 31 and must be enrolled at a Post-Secondary Institution.

Merit Contractors Association Award (\$300)

Presented to a Grade 12 student in recognition of his/her excellent accomplishment in Construction Technology Studies at the 30 level.

Grade Nine Citizenship Award (\$100)

To a grade 9 student who best exemplifies citizenship in looking after one's self, school and community. In memory of Peter Blaesar.

Christina Barr Art Scholarship (\$150)

Presented to a student who demonstrates a love of art through dedication and commitment to art projects, perseverance in the pursuit of artistic goals, and a willingness to share knowledge and skills with others.

Canmore Woodcrafters CTS Woodworking Achievement Award

Presented to the student who demonstrates outstanding achievement in the area of CTS woodworking at the 30 levels.

St. Paul's Presbyterian Church Bursary – (\$500)

Recognizes a Grade 12 student who has served both their faith community and the wider community through volunteering in a community group or agency and has chosen to pursue post-secondary.

**Requirements: Post-secondary enrollment. Separate application to be picked up from the CCHS main office.**

Peter and Catharine Whyte Fine Art Scholarship –(\$1000)

Students must submit a completed composition piece of artwork in their choice of drawing, painting, sculpting, photography or jewelry. Deadline for submission was in May. Artwork is to be inspired by the spirit of the Canadian Rockies.

**Requirement: Separate application to be picked up from the CCHS main office. Please contact Ms. Hill**

**\*Deadline May 15, 2020**

Bow Valley Running Club (\$125 each)

This award is presented to a male and/or female student(s) who exhibits their most outstanding achievement in the sport of cross-country running or track.

Cross-Country Athletic Scholarship (\$500)

Open to any CRPS graduating student who ran on the cross country team and who plans to attend a post-secondary institute in the fall. (Full details in office)

**Requirements: Post-secondary enrollment. Separate application to be picked up from the CCHS main office.**

\*Rocky Mountain Cycling Club - \$ vary

Presented to student members of the Club who show a commitment to both Club and School through a solid work ethic that includes attendance, participation, attitude, doing their best and enrolled in postsecondary.

Helen Olorenshaw Memorial Volunteer Award (\$200)

This award is given to a graduating student whose volunteer efforts within the Bow Valley Community have improved the lives of his/her fellow citizens. The recipient has demonstrated an understanding of the immense value of volunteer work by giving selflessly and with no expectation of reward except the knowledge of having helped another.

Canadian Parents for French (\$250)

Presented to a French 30 student who has demonstrated academic and personal excellence in the study of French as a

second language.

DELf Diploma

Presentation of diplomas to French students who passed the DELF diploma exam.

Canadian Parents for French (3 awards of \$100 each)

Presented to the French students who demonstrated academic excellence by achieving the highest marks on DELF Diploma exam.

Bow Valley Basics Scholarship (\$250)

Presented to a student entering a field of commerce or business administration.

**Requirement: Post-secondary enrollment.**

**Canmore Jam Music Scholarship (pick up application from CCHS office) \$1000 or two \$500**

Presented to worthy students who are pursuing music at a post-secondary level. This can be awarded to a student who has taken a gap year and then has gone on to study music.

Canmore Folk Music Festival (\$150)

Canmore Folk Festival Band Award for grades 10, 11, and 12. The criteria for an award would be: A person who is involved in music (either in music, band etc) that shows exceptional promise, commitment and has a passion for music.

**Requirements: Post-secondary enrollment. Separate application to be picked up from the CCHS main office.**

Eileen Reid Fine Arts Bursary (\$300)

To a student who has successfully completed English 30-1 or 30-2 plus one of Art 30, Drama 30 or Music 30 and will be continuing post-secondary education in the fine arts or humanities.

**Requirement: Post-secondary enrollment.**

Alan Hipkins Memorial Award (\$500)

To a student who demonstrates excellence and commitment in theatre, film or TV performance or production, and will be continuing in this area at a postsecondary setting.

**Requirement: Post-secondary enrollment.**

International Brotherhood of Boilermakers Bursary (\$500)

This award is presented to the graduating student entering an apprenticeship program in the fields of electrical, millwright, welding, mechanics or machinist in order to further their education.

**Requirement: Post-secondary enrollment.**

Rotary Club of Canmore Communication Technology Awards (\$250 Grade 11/ \$100 Grade 10)

Presented by the Rotary Club for students achieving excellence in the areas of design studies, video production, animation, photography and web design.

ATA Scholarship (\$500) (pick up application from CCHS office)

Given to a teacher's son/daughter continuing in post-secondary.

**Requirements: Post-secondary enrollment. Separate application to be picked up from the CCHS main office.**

CUPE Local 4306 (\$500 each – up to 5 applicants) This award is given to employed CUPE 4306 members' daughters, sons and step-children that are enrolled in a full-time post-secondary education program.

**Requirements:** *Post-secondary enrollment. Separate application to be picked up from the CCHS main office.*

### 3 Ski Areas Alpine Scholarship

On an annual basis a \$1 000 scholarship will be awarded to one BCHS student and one CCHS student completing grade 10 or 11 who is enrolled in a minimum of 30 credits in an academic year and who is engaged at a high level in a winter sport.

**Requirement:** *Separate application to be picked up from the CCHS main office.*

### SAGE Award

This first-year award recognizes a high school student who has participated in the SAGE Program and has demonstrated commitment to improvement in school and going above and beyond the norm when overcoming challenging obstacles.

### Bertram Dyck Leadership Bursary (\$1000)

Leadership Bursary is awarded annually to a Grade 12 graduating student residing in Canmore. The graduating student will compose a minimum 500-word essay about Leadership.

**\*Deadline May 1, 2018**

### Shellian Family Humanitarian Memorial Scholarship (\$300)

This scholarship has been established to recognize a student of Canmore Collegiate who has been involved in improving the quality of life of children, youth, seniors or those in need through social service, and citizen programs. The recipient is a student entering full time post-secondary studies in Humanitarian at a recognized institute. All applicants must have attended CCHS for 2 years, submit a letter of reference and a short essay about what it means to help others.

**Requirement:** *Post-secondary enrollment.*

### Canmore Collegiate High School Award Grade 9, 10 & 11 (Sponsored by Rotary Club of Canmore)

First, Second and Third Highest Standing according to Rutherford Scholarship criteria

### Former Superintendent Brian Callaghan B Ed Scholarship (\$300)

Awarded to the student who pursues studies in a post secondary institution in the field of education.

**Requirement:** *Post-secondary enrollment.*

### Governor General's Academic Award

Awarded to the Grade 12 student who achieves the highest average upon graduation (average based on final two years of study in their secondary program.)

### Grade 12 Subject Awards (\$50 each) - Top standing in each subject

### Rotary Club of Canmore Engineering Scholarship (\$500)

Sponsored by Rotary Club, this award is presented to a student attending an Engineering post-secondary education program.



***Requirement: Post-secondary enrollment.***

Rotary Club of Canmore Technical/ Applied Scholarship (\$500)

Sponsored by Rotary Club, this award is presented to a student attending a Technical/ Applied post-secondary education program or enrolled in RAP.

***Requirement: Post-secondary enrollment.***

Rotary Club of Canmore Human Services/ Nursing Scholarship (\$500)

Sponsored by Rotary, this award is presented to a student attending Human Services/ Nursing post-secondary education program.

***Requirement: Post-secondary enrollment.***

Skal International Canadian Rockies Tourism & Hospitality Award (\$300)

This is awarded to a graduating student that is furthering their education or professional training in a tourism related field of study.

***Requirements: Post-secondary enrollment. Separate application to be picked up from the CCHS main office.***

The Keith Everts/ Warden Service Scholarship (\$1000)

This scholarship is awarded to a graduating student in support of attending a post-secondary institution in the field of environmental science related to the protection of natural spaces or other natural science fields.

***Requirements: Post-secondary enrollment. Separate application to be picked up from the CCHS main office.***

***\*Due to COVID 19 - this will not be awarded in 2020.***

Mount Temple IODE Award (\$1000)

The IODE is a Canadian Woman's Charitable Organization. Their mission is to improve the quality of life for children, youth and those in need, through education, social services and citizenship programs. This bursary is awarded to a Grade 12 student upon proof of registration at a post-secondary institution in a field related to the IODE mission statement.

***Requirements: Post-secondary enrollment. Separate application to be picked up from the CCHS main office.***

***\*June 12<sup>th</sup> Deadline***

Alberta Apprenticeship & Industry Training Board RAP Scholarship (\$1000)

This scholarship recognizes Alberta high school students for the achievement in the Registered Apprenticeship Program, and encourages recipients to continue their apprenticeship training.

Town of Canmore Law Enforcement Bursary (Two \$2500 Bursaries)

This Bursary is awarded to students pursuing education related to criminal justice/policing and also focus on their leadership, volunteerism and good work ethic. Recipients must be Grade 12 students that graduated in the spring and reside in Canmore. Applicants must compose and submit a 500-word essay.

***Requirements: Post-secondary enrollment. For more details please contact the CCHS main office.***

***\*Deadline June 11, 2018***

## **INSTITUTIONAL AWARDS**

Post secondary institutions have many awards and scholarships. Information about these is available in the calendar of the institution. Application forms are sent to the counseling office. Students will be advised when they are available.

## **OTHER AWARDS AND BURSARIES**

Many employers have bursary and scholarship programs for the children of employees. Students please ask your parents to check on this possibility.