



# PROGRAM GUIDE

STJOSEPHHIGH.CA

2024-2025



**HOME OF THE FALCONS**



**ESTABLISHED 2017**

# Table of Contents

## General Information

St. Joseph High School Administration Team	4
Administration Welcome	4
Student Code of Conduct	5
Attendance Policy	6
Cell Phone/Smartwatch Expectations	7
Permeation of Faith at St. Joseph High School	8
Introduction	8
Instructional Focus	8
Fully Timetabled	8
What are credits?	9
What are prerequisites?	9
How are high school courses numbered?	9
Graduation Requirements	9
Keys for Success at High School	10
Scholarship Information	10
Who can help?	11
myPass	12

## Course Offerings

Program Planner	13
Athletics	14
Student Activities and Organizations	15

## Core Courses

Guideline Policy	16
Religious Studies	17
English	18-19
Math	20-21
Science	22-23
Social Studies	24-25
Physical Education	26-27

## Exploration Courses

Learning Strategies	29
Modern Languages	29
Career and Technology Studies	30
Trades, Manufacturing & Transportation Courses	31
Media, Design & Communication Arts Courses	32
Business, Administration, Finance & Information Technology Courses	33
Health, Recreation & Human Services Courses	34-35
Exploratory Courses	36
Fine Arts	37-38
Dual Credit	39
Work Experience	40
Registered Apprenticeship Program (RAP)	41



## St. Joseph High School Administration Team

At St. Joseph High School we have a lot of support to help you along your way. There are two vice-principals and one principal that you can contact if you need help. Administrators can be contacted at the main office (403) 341-4423.

**Your Administration team is here to help you Graduate!  
If you need help or have questions stop by the main office  
to set up an appointment to see us.**

## Welcome to St. Joseph High School

Welcome to the 2024-2025 school year. I am excited to welcome the students, parents and staff of the St. Joseph High School community. It is with great joy and humility that I embrace my role as Principal, and I am eager to serve on this journey of faith and learning alongside each of you.

Our division's theme, "Inspired by Christ on a Journey to Encounter, Nurture, and Serve," forms the very core of who we are and what we strive to achieve in Catholic education. With Christ as our guiding light, the staff at St. Joseph High School is committed to nurturing students in a faith-filled and safe learning environment, where students can encounter the richness of our Catholic faith, allowing it to shape their minds, hearts, and actions. Our goal is to serve our students so they can achieve personal excellence through risk taking and innovation.

Each student's growth is our collective responsibility, and at St. Joseph High School we are dedicated to fostering their intellectual, social, spiritual, moral, and physical development alongside you, the parent as their primary educator. These are the building blocks that will propel students toward successful citizenship, lifelong learning, and their chosen paths after graduation.

Thank you for entrusting us with the education and spiritual development of your children. I am excited about the possibilities that lie ahead this year and look forward to witnessing the remarkable growth of each student. May God bless our school, our students and their families..

Yours in Christ,



Mr. Gary Gylander  
Principal





# Student Code of Conduct

It is our belief that students of St. Joseph High School are major partners in the creation of an effective learning environment. To this end, students and staff in our school work each day to establish and maintain a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging within our school.

Students are expected to contribute to the positive nature of the school by acting in a mature manner. The atmosphere we create is suitable for motivated, independent people who want to further themselves by taking advantage of the educational opportunities we offer. Students are expected to follow at all times the behaviours outlined below which are modeled on a daily basis by our staff. The statements below are not an exhaustive list:

## Acceptable Standards of Behaviour

### Student expectations:

- Show respect for the rights, property, and safety of themselves and others
- Accept personal responsibility for their behaviour
- Demonstrate socially appropriate behaviour
- Respect and appreciate diversity of all school members regardless of their race, culture, ethnicity, religion, creed, sex, sexual orientation, gender, gender identity, gender expression, physical disability or mental disability, mental illness, age, national or aboriginal origin, socio-economic status, or appearance
- Treat school property and the property of others with a reasonable standard of respect
- Attend regularly and punctually
- Show respect for the roles and responsibilities of students, principals, teachers, parents, volunteers, and the school board
- Demonstrate respect for the learning environment of the school and the classroom and school activities and events
- Demonstrate and promote positive behaviour through the avoidance of all types of violence
- Use information and communications technology, including the Internet, digital resources, and e-communication, and all forms of social media in a responsible and acceptable manner
- Refrain from all forms of bullying and cyberbullying, intimidation, racism, and discrimination
- Refrain from the possession of any weapons
- Refrain from the use of items as weapons intended to harm another person or themselves
- Refrain from the possession of, or being under the influence of alcohol, drugs, and all other forms of intoxicants on school property
- Each student at St. Joseph High School must fully understand the importance of and take personal responsibility for following the acceptable standards of behaviour. It is the expectation of our school that students understand and fully comply with Section 31 of the Education Act. The Act clearly states that students must realize that they will be held accountable for unacceptable conduct whether or not the behaviours occur outside of the school building or school day and electronically (e.g. any form of social media), if the conduct negatively affect a member of the school or interferes with the overall school environment. While school staff are not able to control what students do outside of school, where that behaviour spills into the school environment, there may be consequences for that behaviour.
- Failure to comply with Section 31 of the Education Act may lead to consequences for students. Identified unacceptable behaviour will take into account the student's age, maturity, and individual circumstances. The specific circumstances of any situation will be investigated fully and an appropriate consequence will be applied to each situation. The full range of possible consequences will be communicated to affected students deemed to be participating in unacceptable behaviour. In all cases, the final decision of any disciplinary action taken rests with the principal or designate of the school. In cases of extreme behaviours the student may be referred to Red Deer Catholic Regional Schools for transfer or expulsion from the school or district.

### References:

Education Act, Alberta Human Rights Act, Red Deer Catholic Administrative Procedure 362

<https://www.rdcrcs.ca/download/133877>

# Graduation Credential

- 100 credits to receive Alberta High School Diploma
- RS 15, 25, 35 or Religions of World 35 (1 RS course per year with RDCRS high school)
- 30 level English Language Arts
- 30 level Social Studies
- 20 level Math
- 20 level Science
- Physical Education 10-3 or 10-5
- Career and Life Management (CALM)
- 10 credits in CTS, Fine Arts, Second Languages, PE or RAP
- 10 credits in any 30 level course IN ADDITION to English and Social

## Extended Absences During the School Year

When a student has a planned extended absence, be it for a vacation or an extra-curricular commitment, it is the responsibility of the student to make arrangements for their studies.

The student will inform their teachers of any upcoming absence, and agree on reasonable dates to submit work that may be outstanding. Students will follow up upon their return to ensure that all the necessary assignments have been completed. Although teachers will be flexible with deadlines and do their best to support student learning, they should not be asked to provide large amounts of work in advance or to reteach full lessons that have been missed. Students can stay connected through Google Classroom and other online forums that will allow them to minimize the impact on their learning.

Keep in mind that extended or frequent absences may create gaps in learning, impact overall achievement, result in having to take a class over or even have graduation implications.

Please note that the Grade 12 Diploma exams are scheduled by Alberta Education and St. Joseph High School does not control when or how these particular exams are scheduled. If a Diploma exam is missed, students will need to take it at the next exam sitting.

If a student foresees an absence it is imperative that administration be made aware well in advance. As partners in education, we aim to work together to ensure student success.





# St. Joseph High School Attendance Policy

Every student has the right to the educational opportunities that will enable the student to develop his or her fullest potential. To maximize these opportunities, it is the responsibility of the student to be in attendance daily. St. Joseph High School is committed to the philosophy that every student should attend every class every day/all day. Regular attendance and promptness are expected in all classes and are essential for student success in school. Section 31 of the Alberta Education Act states:

## **31 A student, as a partner in education, has the responsibility to:**

- (a) attend school regularly and punctually,
- (b) be ready to learn and actively engage in and diligently pursue the student's education,

The responsibility for regular attendance lies with the student and the parent. Students must also accept the consequences of their actions should they choose not to fulfill this responsibility. Students have an obligation to contribute to, as well as benefit from, the learning experience. Irregular attendance curtails a student's ability to contribute and often hinders the progress of the class.

The following definitions are important in the interpretation of this policy:

Excused Absence - home and school agree that absences are acceptable, thus excusable. Examples may include: personal illness, illness or death in the family, impassable roads due to inclement weather, religious observance, quarantine, required

Court appearances, attendance at health clinics, approved college visits, pre-approved family vacation, approved cooperative work programs, field trips, suspensions

Unexcused Absence - home may regard this excuse as excusable but the school feels the absence is not valid or excusable.

Questionable absences should be checked with the school in advance.

## **Attendance Consequences**

Students are expected to not exceed a 10% Unexcused attendance rate. If 10% is exceeded:

- Students may not be permitted to participate in extracurricular activities
- Students in grade 12 may not be permitted to participate in graduation activities including year-end graduation commencement ceremony and banquet
- If Excused absences exceed 30%, then a student may be withdrawn from a class. A meeting with the school counsellor, parents and administration will take place to discuss schooling options.
- Students may be placed on an attendance contract outlining expectations for attendance.
- A parent/student meeting may be booked to address attendance concerns.
- Students may be withdrawn from a course for not meeting the requirements for success that may include the lack of attendance. In accordance with Section 10(2) of the Education Act, a board shall direct a resident student to enroll and attend a particular school operated by the board. This means that the school administration has the right to enroll any student as a fulltime Inreach/Outreach student. If a student is directed to become a fulltime Inreach/Outreach student, they may not return to regular classes at St. Joseph High School until they demonstrate a commitment to their education by earning a minimum of 15 Credits in that program.

Parents are asked to phone the school to report excused absences (403-341-4423) An absence not called in by parents within 48 hours will be considered unexcused. An electronic phone system will call the home of each student inexcusably absent from one or more classes.

Teachers will encourage students to be in school every day. The faculty and administration maintain accurate attendance records and will provide this information to our students and their parents or guardians. If an attendance problem develops, the school counselors and administrators are to make every effort to help the student reach a solution and maintain an acceptable standing at St. Joseph High School.



# Cell Phone/Smartwatch Expectations

## Policy

Mobile phones/Smartwatches should be 'off and away' during all class times in learning communities. If any device is seen or heard in class, the student will be asked to take their mobile phone/Smartwatches to the office. This will include devices tucked in clothing, in bags, or in binders.

Delivered devices will be returned to students at the end of the day in the first and second instances. Should there be a third occurrence, a call will be made home requiring a parent/guardian to collect the child's device.

After three offences, should this continue to be a challenge, further discipline will follow.

Students are still able to use their devices prior to school, during lunch, during breaks and after school. We would appreciate if you would contact your child during these times.

Ultimately, school is a microcosm of the wider society. Just as most workplaces have mobile phone policies in place to ensure minimal distractions during work hours, so it is in the classroom. Knowing that certain behaviour is acceptable in some places, but not in others is at the crux of how young people can better use mobile phones/Smartwatches and develop socially responsible behaviours. Moderation is key to enjoying the advantages that we have here in Canada.

Our experience at St. Joseph High School is that these devices are highly distracting, are being used inappropriately, and also create confrontation between students and staff. The situation is further complicated by a number of students and parents seeing it as their "right" to have constant use of a device. Please note that in the case of any special needs or family emergencies, we have a landline that is answered from 8:00am - 4:00pm.

Practicing moderation is a good discipline. In fact, self-control is one of the qualities that the Holy Spirit produces in the life of a believer (Galatians 5:22–23). When we are not living in moderation—when we lack self-control in a certain area of our lives—it can indicate that we're not allowing God fully into that area. Let's work together to help the children find that all things should be practiced in moderation and that includes the use of a mobile phone/Smartwatch.

**Thank you for your support as we continue to work towards providing a safe learning environment where quality instruction and learning occurs.**





# General Information

## Permeation of Faith at St. Joseph High School

St. Joseph High School is a Catholic Community inspired to embody Christ, enable Excellence and Educate for Life.

Be it known to all who enter St. Joseph High School that Jesus Christ is the reason for this school. Christ is the unseen but ever present teacher. Christ is the model for our staff and the inspiration for our students. The formation of our students' faith is our primary goal. This manifests itself in all that we do through our daily interactions.

We gather once a month in our gym to celebrate our faith and to provide our staff and students with additional opportunities to develop their faith".

## Introduction

The purpose of the booklet is to help you plan your courses for the upcoming school year at St. Joseph High School High School. It contains information regarding the Alberta High School Diploma, credits, prerequisites and course sequences, as well as brief descriptions of all courses offered at St. Joseph High School. Please make use of the information in this booklet to plan a program of studies that will meet your needs, Alberta High School Diploma requirements and your own educational and career goals. If you or your parents have questions regarding our programs or courses, please feel free to call the school at 403-341-4423, and ask to speak to your grade administrator or counsellor.

## Teacher Advisory Group (TAG)

The foundation of St. Joseph High School stems from providing a safe and caring environment and a sense of belonging for each student who walks through our doors. Building a strong community is vital to our schools' success in achieving these foundational goals. For this reason, our school has adopted a routine of coming together as a collective group where students are guided through a TAG presentation. These TAG presentations cover a variety of topics related to faith, our students, and school life and are held until October. An instrumental aspect to these presentations is faith permeation and how our faith transcends every aspect of our lives. Acting as a means of communication, it is within these gatherings that students build a sense of community.

## Learning Commons

Our learning commons serves the learning and research needs of both students and staff. We have an excellent selection of fiction and nonfiction resources as well as a growing collection of graphic novels and eResources along with our print and online collections. We have chromebooks and calculators available for in-school use. Everyone is welcome and our librarian is here to help with any questions you may have.

## Instructional Focus

Our instructional focus at St. Joseph High School High School is to provide a balanced curriculum and individualized programs of study to ensure that all students achieve a high school diploma within three years, while experiencing a broad range of courses. We also promote the development of the whole student and stimulate learning by preparing students to be global citizens of good character.

## Fully Timetabled

Our philosophy is not to have students rush through high school or simply meet the minimum grad requirements. We feel that students benefit and are better prepared for their career after high school, by experiencing a broad based program during their time here. To achieve this we require all students in Grade 10 to be fully timetabled in at least 40 credits of course work each school year. Our Grade 12 students are expected to be timetabled for 30 credits each year (one 5 credit spare each semester is permitted).

**Disclaimer:** writing diploma exams out of province requires special permission and is a process that requires accessing a certified proctor at a certified institution. Exams must be written on the same day that the exam is administered in Alberta.

## Student Services

Can help students with selecting classes, timetables, career information & planning, information about post secondary education (education after High School), scholarships & problems with personal issues or family concerns.

The St. Joseph High School Student Services Department is dedicated to empowering every student to achieve academic and career success, social growth and personal wellness.

## What are Credits?

Credits are awarded for the successful completion of a course (minimum 50%). A subject taken every day for a full semester is normally worth 5 credits. A subject taken every other day for a full semester will normally be worth 3 credits.

Credits can be earned only once in any one class.

**1 CREDIT** = 25 hours of instruction or 1 Module *(at St. Joseph High School Modules are completed as a part of many CTS courses)*

**3 CREDITS** = 62.5 hours of instruction or a half course *(at St. Joseph High School 3 credit courses are timetabled so that a student will have the course every other day)*

**5 CREDITS** = 125 hours of instruction or a full course *(at St. Joseph High School 5 credit courses are timetabled so that a student will have the course every day)*

## What are Prerequisites?

A prerequisite course is one that must be successfully completed before proceeding to the next level of that subject. For example, you must pass ELA 10-1 before taking ELA 20-1.

## How are High School Courses Numbered?

**GRADE 10** - Course numbers begin with the number 1 *(e.g. English 10-1, Design Studies 10)*

**GRADE 11** - Course numbers begin with the number 2 *(e.g. English 20-1, Math 20-1, Foods 20)*

**GRADE 12** - Course numbers begin with the number 3 *(e.g. English 30-1, Math 30-1, Foods 30)*

## St. Joseph High School High School Graduation Requirements

To earn an Alberta High School Diploma and participate in the St. Joseph High School ceremony, a student must:

- 1) Earn a minimum of 100 credits
- 2) Complete and meet the standards for the following:
  - Religious Education 15, 25, & 35 or Religions of the World 30 (RS35, ROW online are 5 credits, in class are 3 credits)
  - English Language Arts at the 30 level
  - Social Studies at the 30 level
  - Mathematics at the 20 level
  - One Science at the 20 level
  - Physical Education 10 (minimum 3 credits)
  - Career and Life Management (CALM) (3 credits) - with option to complete 2 extension credits
- 3) 10 credits from Career and Technology Studies (CTS) or Fine Arts or Second Languages or Physical Education (in addition to PE 10) or locally developed/acquired and authorized courses in CTS, Fine Arts or Second Languages
- 4) 10 credits in any 30-level courses (including locally developed) in addition to English Language Arts 30-1 or 30-2 and Social Studies 30-1 or 30-2





## Scholarship Info

While most scholarships are available for Grade 12 students there are a number of things that Grade 10 students can do to enhance their chances of qualifying for a scholarship. Maximize your marks & remember that many scholarships consider participation. Volunteering & leadership activities are very important criteria. Research scholarship information, personal contacts & opportunities. Check our school website ([www.stjosephhigh.ca](http://www.stjosephhigh.ca)) under the student services section for scholarship information, and to keep an up to date resume & portfolio of your significant achievements.

The Rutherford Scholarship is awarded when you enrol in a post-secondary institution including studying for an apprenticeship, college courses, technical courses or university enrolment. It is given for Grade 10, 11 & 12 by the Province of Alberta based on a 75% and greater of 5 subjects:

Grade 10 – Eng 10-1 or 10-2, and four other 10 level courses, of which two must be core subjects.

Grade 11 – Eng 20-1 or 20-2, and four other 20 level courses, of which two must be core subjects.

Grade 12 – Eng 30-1 or 30-2, and four other 30 level courses, of which two must be core subjects.

## Graduation

A red-letter day in high school is taking part in the Grade 12 graduation ceremonies. Celebrating a culmination of twelve years of education is a major milestone worth celebrating for students, as well as their educators, families, and friends! The graduation ceremony includes the Liturgy of the Word, Valedictorian Address, presentation of certificates as well as tossing of the caps. No tickets are required for this event. Tickets are required for the evening graduation event and consists of an elegant banquet and dance. Information on graduation activities is released throughout the year through our website, Facebook, Twitter and Instagram page.

## St. Joseph High School Grad Committee

The St. Joseph High School Grad Committee is a great way to get involved and help develop strong leadership skills within the school and Red Deer community! The Grad Committee meets weekly and plays an integral role in the planning and execution of grad-related activities. By joining the Grad Committee, students take on an active role in determining the Grad Service Project, graduation theme, official grad song, winter formal among much more!

## Student Council

St. Joseph High School's Student Council was created to give students an opportunity to develop leadership skills and act as an avenue for student voice. Student Council consists of two Co-Presidents, who work in partnership with one another, as well as a Secretary, Treasurer, Publicity Team members and Members-At-Large.

The goal of the Student Council is to help increase school spirit and falcon pride through planning and organizing events, sharing student ideas, interests as well as concerns, and working collaboratively with the St. Joseph High School Administration Team. Any students who are interested in making a difference in their school community, growing their leadership and communication skills, interested in event planning or looking to make some new friends, are welcome to get involved in the Student Council Committee!

## Keys For Success at High School

*High School is a Whole New World*

St. Joseph High School has over 800 students this year.

The modern and open design of the school is intended to facilitate collaborative, authentic learning.

There are a lot of benefits in High School, too. There is always some new club, activity or sporting event going on.

And there are over 800 opportunities to make new friends!

**Tip:** Be open to meeting new people. You never know when you will find a good friend.

The curriculum moves quickly with four 80-minute classes every day. You also have flexible time to take control of your learning.

**Tip:** Don't let yourself get behind or you will quickly be really behind.

You have a lot more freedom in High School but also more responsibility for your own learning.

St. Joseph High School website:  
[www.stjosephhigh.ca](http://www.stjosephhigh.ca)

Check out our website for any information

Marks can be accessed through **POWERSCHOOL**

**POWERSCHOOL** is also a great resource for updates from the school!

**TIP:** Be proactive with your education and ask for help when you need it

# Who Can Help You Out?

## CAREER

- Post-Secondary Information
- Graduation Credit Checks
- Resumes/Work Search
- Scholarship Information



**Trevor Reinhart**

trevor.reinhart@rdcrs.ca

**Janet Bennington**

janet.bennington@rdcrs.ca

## SOCIAL/EMOTIONAL

- Personal Counselling
- Coping Skills and Strategies
- Responsible Decision Making
- Relationship Skills



**Twila Moline**

**Janet Bennington**

sjhscounsellors@rdcrs.ca

## FAMILY

- Social, emotional and mental wellness of students and families within their home, school, and community



**Rozalyn Vickery**

rozalyn.vickery@rdcrs.ca

## ACADEMIC

- Program Support
- Academic Accommodations
- Instructional Support Plans
- Medical Needs



**Amy Cunningham**

amy.cunningham@rdcrs.ca

## HOW TO ACCESS COUNSELLING RESOURCES OUTSIDE OF SCHOOL:

1. If you require immediate mental health assistance, go directly to the nearest hospital emergency room or call 911.
2. Kids Help Phone 1-800-668-6868 or Text 686868 (press 4 for additional languages)
3. Child and Adolescent Alberta Mental Health Services - 403-340-5274
4. 49th Street Youth Shelter 403-341-3190, Text Line 403-358-1517
5. Mental Health Help Line 1-877-303-2642
6. 811 Health Link - Dial 8-1-1
7. 988 Suicide Crisis Hotline

**TIP:** To book an appointment with any of the above, stop by Student Services.

## Planning Your Timetable

We believe our students are most successful when they take maximum advantage of the offerings available to them. To assist students in making the most of their high school years, St. Joseph High School operates on the principle that all students should be full-time students.

**Grade 10 students are expected to be fully timetabled.**

**Grade 12 students must enroll in a minimum of 30 credits or 6 full courses each year.**

## Compulsory Religious Studies

The formation of our students' faith is our primary goal. While this manifests itself in all that we do through our daily interactions, formal religious studies are compulsory at all grade levels. These courses (Religious Education (RS) 15, 25, 35 or Religions of the World 30) are all credited and applied toward the graduation diploma. It is required that all students take one religious studies course per high school year to graduate.

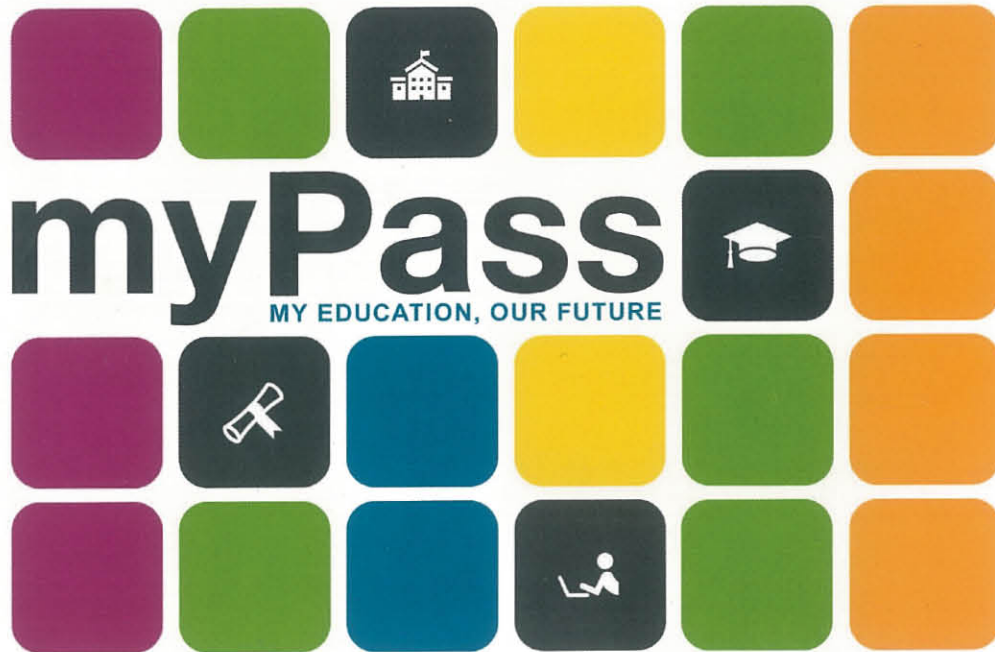
**NOTE:** All students are encouraged to take Religious Education (RS 15) in the traditional classroom setting.





# myPass

All high school students need to register for a My Pass account. We strongly encourage you to have this completed in grade 10. Students will need to connect with their TAG teacher or a school counsellor to sign up for MyPass. Please note that students must create their MyPass account with a personal email to maintain access after graduation.



## myPass

MY EDUCATION, OUR FUTURE

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

- ✓ View and print diploma exam results statements
- ✓ Order transcripts
- ✓ And more

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

Alberta



# Course Offerings

Grade 10 40-42 Credits	Grade 11 40-42 Credits	Grade 12 20-30 Credits	Graduation *105 Credits Minimum
English 10-1 English 10-2	English 20-1 English 20-2	English 30-1 English 30-2	*30 Level English
Social 10-1 Social 10-2	Social 20-1 Social 20-2	Social 30-1 Social 30-2	*30 Level Social
Math 10C Math 15-5 - This course is full year, every other day. Math 10-3	Math 20-1 Math 20-2 Math 20-3	Math 30-1 Math 31 Math 30-2 Math 30-3	*20 Level Math
Science 10 Science 14	Biology 20 Chemistry 20 Physics 20 Science 20 Science 24	Biology 30 Chemistry 30 Physics 30 Science 30	*20 Level Science
Expository English 15/25, Canadian St 15/25			
Religion 15	Religion 25	Religion 35 or Religions of the World 35	*9 Credits in Religious Studies*
PE 10 / Ball Academy	PE 20 / Ball Academy	PE 30 / Ball Academy	*PE 10
CALM			*Career and Life Management*
<p><b>Fine Arts:</b> Art 10-3 Band 10-5 Drama 10-5 Dance 15-3 Guitar 15-3 Musical / Technical Theatre 15-5</p> <p><b>CTS:</b> Computer Science 10-3 Cosmetology 10-3 / 10-5 Esthetics 10-3 / 10-5 Design Studies 10-3 Robotics 10-5 Financial Management 10-3 Foods 10-3 Welding and Metal Design 10-3 Health, Wellness &amp; Rec 10-3 Medical Studies 10-3 Sports Medicine 10-3 Visual Communication 10-3 Wildlife Outdoor Ed 10-3 Elite Athlete Sport Performance 10</p> <p><b>Second Languages:</b> French 10-5 Japanese 10-5</p> <p><b>Locally Developed/Exploratory:</b> Astronomy 15-3 Big History 15-5 Leadership 15-3 Forensic Science 25-3 Psychology 20-3 Creative Writing 15-3</p> <p><b>Off Campus:</b> Work Experience 15 RAP / SWAC / Green Certificate</p> <p><b>Dual Credit</b></p>	<p><b>Fine Arts:</b> Art 20-3 / 20-5 Band 20-5 Drama 20-5 Dance 25-3 Guitar 15-3 Musical / Technical Theatre 25-5 Advanced Acting</p> <p><b>CTS:</b> Computer Science 20-3 Cosmetology-Esthetics 20-5 Design Studies 20-3 Robotics 20-5 Foods 20-3 Welding and Metal Design 20-3 Health, Wellness &amp; Rec 20-3 Medical Studies 20-3 Sports Medicine 20-3 Visual Communications 20-3 Wildlife Outdoor Ed 20-3 Elite Athlete Sport Performance 20</p> <p><b>Second Languages:</b> Japanese 20-5</p> <p><b>Locally Developed:</b> Leadership 25-3 Forensic Science 25-3 Big History 15-3</p> <p><b>Exploratory:</b> Psychology 20-3 Creative Writing 25-3</p> <p><b>Off Campus:</b> Work Experience 25 RAP / SWAC / Green Certificate</p> <p><b>Dual Credit</b></p>	<p><b>Academic Options.</b> - *Available for Grade 11 and 12 students* English Learning Strategies Social Learning Strategies Math Learning Strategies</p> <p><b>Fine Arts:</b> Art 30-5 Band 30-5 Drama 30-5 Dance 35-3 Guitar 15-3 Musical / Technical Theatre 35-5 Advanced Acting</p> <p><b>CTS:</b> Computer Science 30-3 Cosmetology-Esthetics 30-5 Robotics 30-5 Foods 30-3 Welding and Metal Design 30-3 Health, Wellness &amp; Recreation 30-3 Visual Communications 30-3 Elite Athlete Sport Performance 30</p> <p><b>Locally Developed:</b> Leadership 35-3 Forensic Science 25-3 Big History 15-3</p> <p><b>Exploratory:</b> Psychology 20-3 Creative Writing 35-3</p> <p><b>Off Campus:</b> Work Experience 35 RAP / SWAC / Green Certificate</p> <p><b>Dual Credit</b></p>	<p>*10 Credits in CTS / Fine Arts / Languages or PE Credits (in addition to PE 10)</p> <p>*10 Credits at the 30 level in addition to English and Social</p>
<p><b>Please note:</b> Fine Arts, CTS, Second Languages, Locally Developed / Exploratory, Off Campus and Dual Credit course offerings are dependent on student enrollment numbers and may vary from year to year.</p>			



# Athletics

Being a Falcon is an honor and by starting at St. Joseph High School you join very special alumni. Our athletic program is not just for athletes, when the Falcons take the court or field their fans do as well. We encourage all students to try out for teams or to get out to athletic events and cheer on our teams with huge Falcon pride. The athletic teams of St. Joseph High School are listed below.

**Golf**

**Cross Country Running**

**Basketball**

**Volleyball**

**Rugby**

**Curling**

**Track & Field**

**Badminton**

**Football**

**Soccer**

**Tennis**

**Handball**

**Archery**



## Elite Athletes

St. Joseph High School High School is committed to providing flexible timetabling for those elite athletes who compete at a provincial, national and/or international level. Student athletes who register at St. Joseph High School should identify themselves as elite athletes when they register to an administrator. Their Vice Principal will work with the student athlete to plan the most flexible school program that is compatible with the demands of their training and competition schedules.



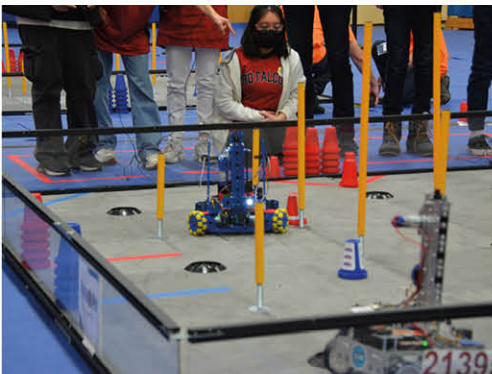
# Student Activities and Organizations

Co-curricular activities are an important part of life at St. Joseph High School. In addition to clubs and teams, there are many leadership and service opportunities. Throughout the year, various events take place in the gathering Area. In addition to Student Council theme weeks there are various other activities that add to the fun for all Falcons. St. Joseph High School offers a wide variety of experiences through participation in student-organized clubs and events. The specific clubs in operation during any school year depend upon student interest and the availability of staff advisors. If you would like to start your own club, talk to your grade administrator or student council!

**Some St. Joseph high school student groups include:**



- Student Council**
- Students for Justice**
- Book Club**
- International Travel**
- Graduation Committee**
- Environment Club**
- Ski Club**
- Dungeons and Dragons Club**
- GSA**
- Music Group**
- Yearbook**
- Philosophy Club**
- Chess Club**







## **ST. JOSEPH HIGH SCHOOL**

### Core Courses

### **GUIDELINE POLICY**

At St. Joseph High School we strive for success in all we do. Part of success in the classroom is ensuring that students are placed into the appropriate class, based on previous academic evaluation.

Students who are placed in the incorrect classes often struggle and are at a higher risk of not completing the course and/or not graduating. -1 and -2 classes, or different science classes, are differentiated on the basis of instructional methodology, evaluation techniques, learning resources and complexity of language used in course content.

Success requires strong effort on the part of the student! In order to progress to the next level of -1 course students should achieve over 65%. Students who achieve between 50% and 64% will be directed to the -2 equivalent. If a student chooses to pursue the -1 route despite the recommended prerequisite, the student will be encouraged to sign a prerequisite deficiency contract and/or enroll in a Learning Strategies class.

# Religious Studies

The formation of our students' faith is our primary goal. While this manifests itself in all that we do through our daily interactions, completion of 3 formal religious studies courses is compulsory at St. Joseph. These courses (Religious Education (RS) 15, 25, 35 or Religions of the World) are all credited and applied toward the graduation diploma.

## **RELIGIOUS EDUCATION (ROMAN CATHOLIC) 15**

Students will examine the culture in which they are maturing, and reflect on Christ's invitation to transform it. They will be encouraged to demonstrate through word and action the teaching of Christ: that a disciple's life is a life lived for others and in service of Christ and his Church. The course provides opportunity for students to more fully explore their relationships with God, others and self as presented in their own and other cultures and from a Catholic perspective.

## **RELIGIOUS EDUCATION (ROMAN CATHOLIC) 25**

Students will closely examine the life, death, resurrection and ascension of Jesus Christ. They will deepen their understanding of the joy and sacrifice of discipleship by considering the invitation to seek the Truth in all things, and make decisions based on love of God, self and neighbour. In this course, students will deepen their understanding of the Old Testament, each of the four Gospels as four distinct accounts of the message of Jesus and the role of Paul in the early years of Church development and history.

## **RELIGIOUS EDUCATION (ROMAN CATHOLIC) 35**

Students will explore ethical and moral guides for living and learn that the major life decisions of a disciple of Christ must flow from a living relationship of love with the Lord and the wisdom acquired through that relationship. As true disciples, students will strive to live in the world conscious that their choices should be rooted in their relationship with Christ and fidelity to his call. They will focus on making moral and ethical decisions based on Truth.

*\*Religious Education 35 and Religions of the World 35 is worth 5 credits online, 3 credits in person*

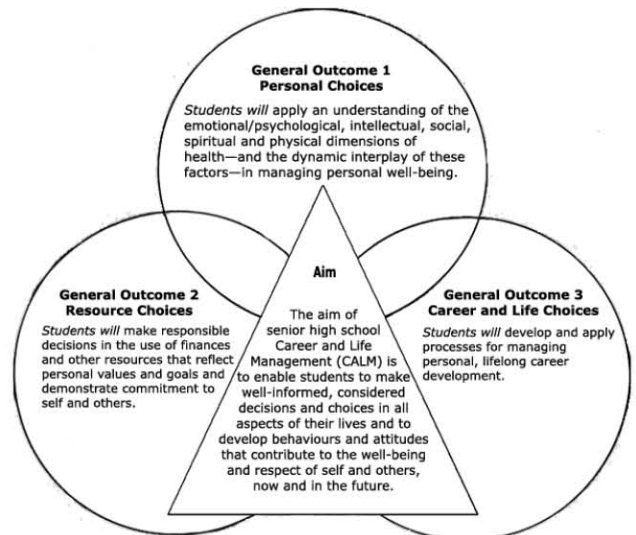
## **CALM** (Graduation Requirement)

The aim of senior high school Career and Life Management (CALM) is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future. CALM is the core course for health literacy at the senior high school level in Alberta.

*\*CALM is a 3 credit course with the option to take 2 additional extension credits*

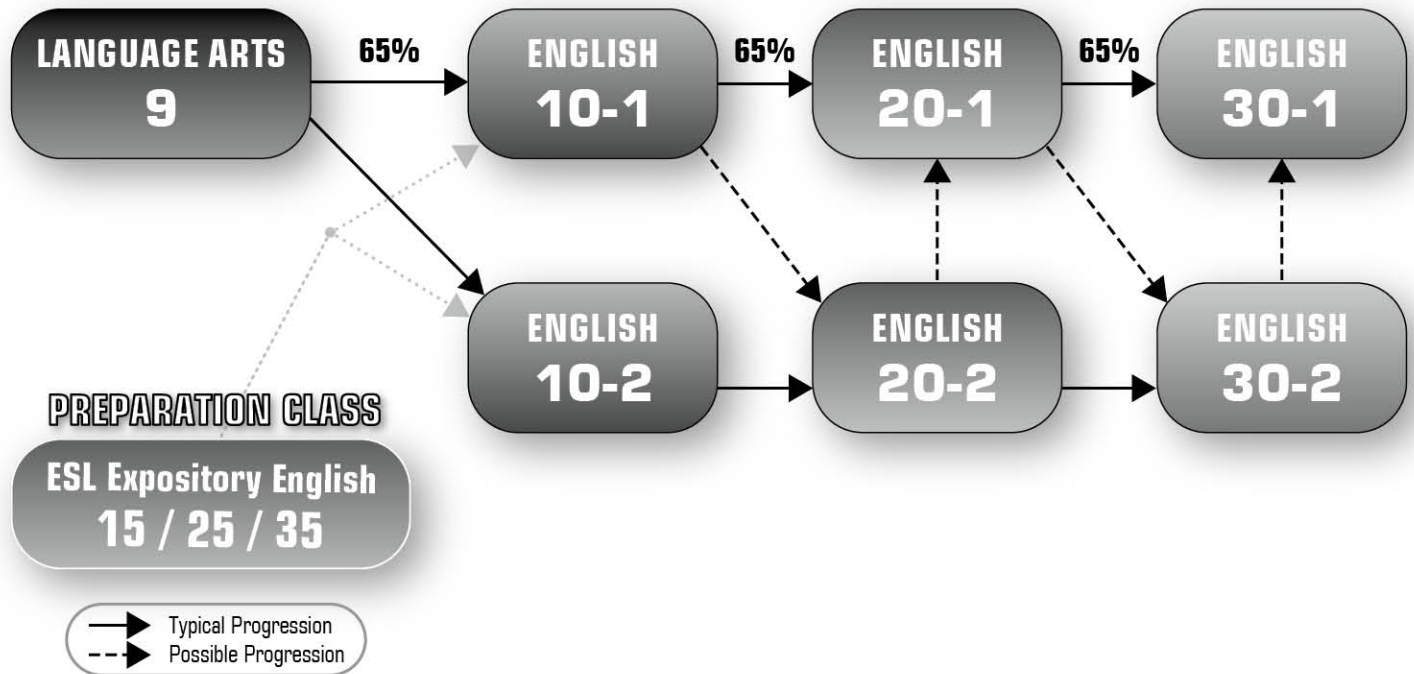
## **RELIGIONS OF THE WORLD 35**

The aim of the Religions of the World Course is for the student to be nurtured in the Catholic faith as they deepen their understanding that all religions are a communal search for truth and relationship with the Divine. Students will grow in understanding of the historical development, central beliefs and practices, prayer rituals, symbols, sacred writings, family traditions and moral guidelines associated with various religions. As well, students will grow in the ability to respond to the challenges of living in societies with religious pluralism, identifying movements, trends and beliefs within modern times and their impact on religion. As part of this course students must complete 10 hours of community service.





# English



## **ENGLISH LANGUAGE ARTS 10-1**

*Minimum 65% in Language Arts 9*

Students taking this course should be reading, writing, listening, speaking, viewing, representing and responding to literature with increasing insight. Students write personal responses to texts and are introduced to critical/analytical essay construction. A student entering this course should be confident with multi-genre texts, possess strong independent reading and writing skills with increasingly complex texts, and have a strong base in matters of correctness/style.

## **ENGLISH LANGUAGE ARTS 10-2**

Students will continue to develop their skills in reading, writing, listening, speaking, viewing and representing. Students write responses to visuals and are introduced to literary exploration essay construction. A student entering this course should be comfortable with an introduction to multi-genre texts, possess independent reading and writing skills with increasingly complex texts, and have a base in matters of correctness/style. Furthermore, they should be comfortable with relating personal experiences to class material.

## **ESL EXPOSITORY ENGLISH 15 / 25**

These courses will examine and interact with a selection of general, academic, and content/topic-specific expository materials. They will engage in scaffolded language activities to provide opportunities for the development of learning strategies. They will understand and adopt new academic vocabulary, cultural referents, organizational patterns, and increasingly complex language structures.

## **ENGLISH LANGUAGE ARTS 20-1**

*Prerequisite: 65% in English Language Arts 10-1*

Students taking this course should be reading, writing, listening, speaking, viewing, representing and responding to literature with increasing insight. Students write several personal responses to texts and further develop critical/analytical essay construction. A student entering this course should be confident with multi-genre texts, possess strong independent reading and writing skills with complex texts, and have fluent control in matters of correctness/style.

## **ENGLISH LANGUAGE ARTS 20-2**

*Prerequisite: English Language 10-1 & English Language 10-2*

Students will continue to develop their skills in reading, writing, listening, speaking, viewing and representing. Students write personal responses to texts and further develop literary exploration essay construction. Students will also be able to pull meaning from various visuals. A student entering this course should be comfortable with approaching grade-level texts, possess functional reading and writing skills with various texts, and have basic control in matters of correctness/style. They will continue to improve their ability to relate personal experiences to class material.

## **ENGLISH LANGUAGE ARTS 30-1**

*Prerequisite: 65% in English Language Arts 20-1*

English 30-1 students should be reading, writing, listening, speaking, viewing, representing and responding to literature with increasingly insightful and defensible evaluations that demonstrate their understanding of what makes a work effective. Students write several critical/analytical and personal response to texts with a clear voice and fluent diction/syntax. All students will be evaluated at course end through university exams consisting of a two-part diploma exam. A student entering this course should be competent with multi-genre texts. They should exercise strong independent reading and writing skills with layered texts and be self-motivated to accomplish course objectives. Seventy percent of the final course mark will be calculated based on class work—other thirty percent will be diploma mark (2 part exam).

## **ENGLISH LANGUAGE ARTS 30-2**

*Prerequisite: English Language Arts 20-1 or 20-2*

Students write several literary explorations, visual responses, and persuasive responses to texts with a clear voice and shaped discussion. All students will be evaluated at course end through university exams consisting of a two-part diploma exam. A student entering this course should be competent with multi-genre texts. They should exercise strong reading and writing skills with texts and be able to accomplish course objectives. As well, they should be fluent in linking personal experience to classroom material. Seventy percent of the final course mark will be calculated based on class mark—other thirty percent will be diploma mark (2 part exam).

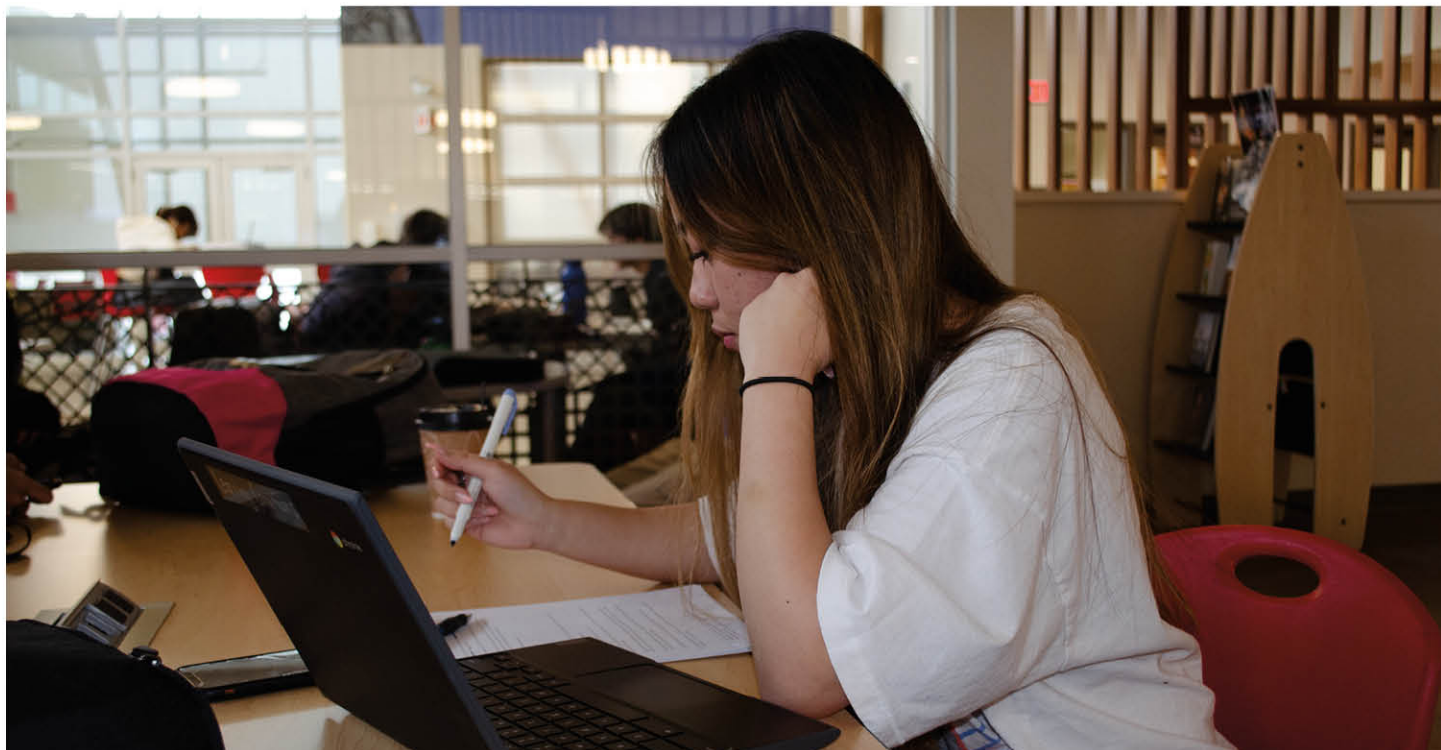
## **CREATIVE WRITING 15/25/35**

### **OPTIONAL CLASS**

Creative writing is the act of using the written word to evoke images and emotions, and to impart information in an interesting way. It can include non-fiction (such as biography, memoirs, popular science and history, etc), but is most often associated with fiction.

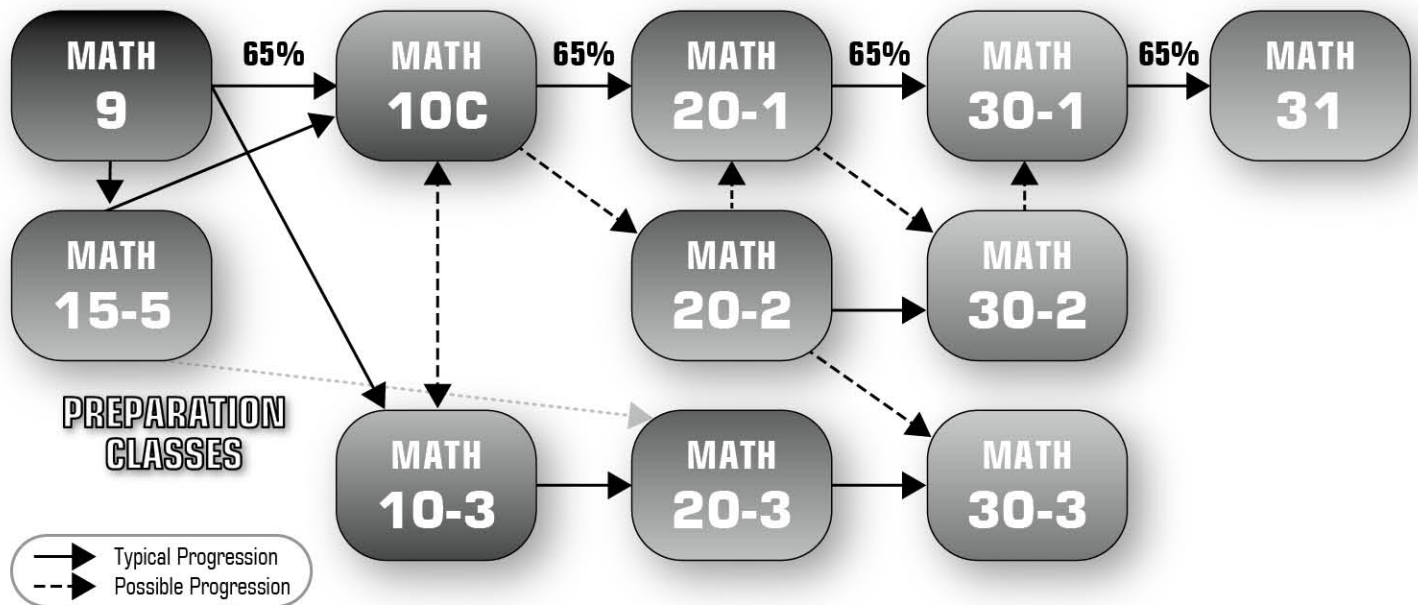
By following their writing interests and passions, students in Creative Writing will write in a variety of specific creative writing genres. Moreover, students will build and manage their own Creative Writing portfolios. Students in Creative Writing 25 and 35 participate in the publishing process. The courses are built upon increasing sophistication in the understanding of concepts and application of strategies and skills that provide students with the opportunity to engage in the work in creative and innovative ways.

This course provides students with the opportunity to explore interests, passions and career possibilities in writing and publishing. Students will have the opportunity to create original texts and follow editing and publishing processes using current approaches. Creative Writing 15 is the prerequisite for Creative Writing 25 and Creative Writing 25 is the prerequisite for Creative Writing 35.





# Math



The recommended guideline to continue on from one course to the next level is a mark above 65%. If a student achieves a passing grade below 65%, the student should enrol in the lower level of the next class.

## Mathematics - 1 Precalculus

*\*This is considered the advanced course.*

It is for students who plan to enter post-secondary programs such as engineering, mathematics, sciences, some business studies, or other programs that require advanced math skills. The sequence is co-requisite for Mathematics 31 and may be required for post-secondary calculus courses.

## Mathematics - 2 Foundations and Principles

*\*This is considered to be the MAIN stream course.*

It is for students wishing to study at the post-secondary level in diverse fields, including arts programs, some engineering technologies, medical technologies, most Nursing programs and some apprenticeship programs.

## Mathematics - 3 Workplace and Apprenticeship

*\*This course provides the best programming for most trades.*

It is for students who want to apprentice to a trade or enter the workforce directly after high school. It is designed to meet the entrance requirements for apprentices in most trades programs. Math 20-3 is the minimum Math requirement for an Alberta high school diploma.

*NOTE: For any and all of the Math 10, 20, 30 courses a "Graphing Calculator" will be REQUIRED. Recommended for these courses is the Texas Instrument TI 84, TI 84+, TI 84 CE and TI-nspire - CX version only. This calculator will be sufficient for the entire 3-year stream of Mathematics. The same calculator will be recommended for all of the Science courses taken.*

## **MATH 10C**

*Minimum 65% in Math 9*

This course is designed for students interested in careers in a wide variety of areas. This course is a prerequisite for student who want to take the -1 or -2 sequence. Topics include Measurement (SI and Imperial), Trigonometry, Polynomial factoring and operations, Systems of equations and Linear relations and functions.

## **MATH 10-3**

This course is designed for students planning to enter a trade or the workforce. The Math-3 sequence aligns with entrance requirements for many trades programs, specifically levels one to three. Topics include 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 and Logical and proportional reasoning.

## **MATH 15-5**

This 5 credit course aims to build confidence in students by addressing cross-curricular competencies in the context of mathematics. The course will provide learning opportunities for students to think critically, apply multiple literacies, identify and solving complex problems, and demonstrating good communication skills by re-investigating concepts initially learned in middle school. This course is designed for students who struggled in or failed grade 9 Mathematics, but who would like to take Math 10-Common.

## **MATHEMATICS 20-1**

*Prerequisite: 65% or higher in Math 10-C*

Topics include Rational, Radical and Polynomial Expressions/ Equations, Trigonometry for angles from 0 to 360 degrees as well as sine law, cosine law and the ambiguous case, Quadratic and Polynomial Functions/ Equations and Systems of Equations.

## **MATHEMATICS 20-2**

*Prerequisite: Math 10-C*

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 Rates and Proportions, Spatial sense, Reasoning, Radical and Quadratic expressions/equations, Statistics, and a Research Project.

## **MATHEMATICS 20-3**

*Prerequisite: Math 10-3*

Topics include Measurement, Geometry, Spatial sense, Reasoning, Finances, Algebra, Slope and Statistics.

## **MATHEMATICS 30-1**

*Prerequisite: 65% or higher in Math 20-1*

Topics include Trigonometry, Transformation of Functions, Inverses, Exponents and Logarithms Expressions/Equations, Polynomial, Radical and Rational Functions and Permutations, Combinations and the Binomial Theorem.

## **MATHEMATICS 30-2**

*Prerequisite: Math 20-1 or Math 20-2*

Topics include Numerical and Logical Reasoning, Probability including Permutations and Combinations, Rational Expressions/ Equations, Exponential and Logarithmic Expressions/Equations, and Polynomial and Sinusoidal Functions and a Research project.

## **MATHEMATICS 30-3**

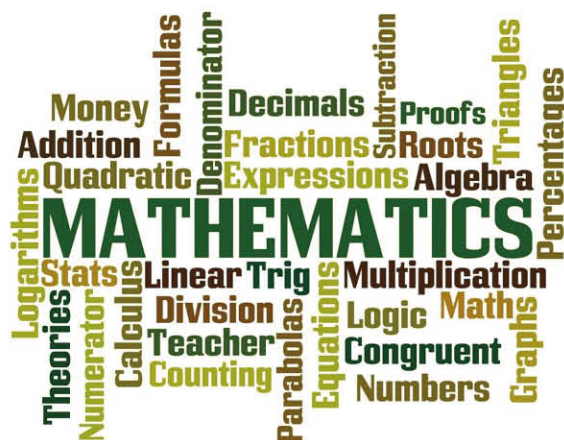
*Prerequisite: Math 20-3*

Topics include Basic Statistics and Probability, Measurement, 2-D and 3D Geometry, Trigonometry including sine and cosine law, Personal and Business Finance, and Algebra.

## **MATHEMATICS 31**

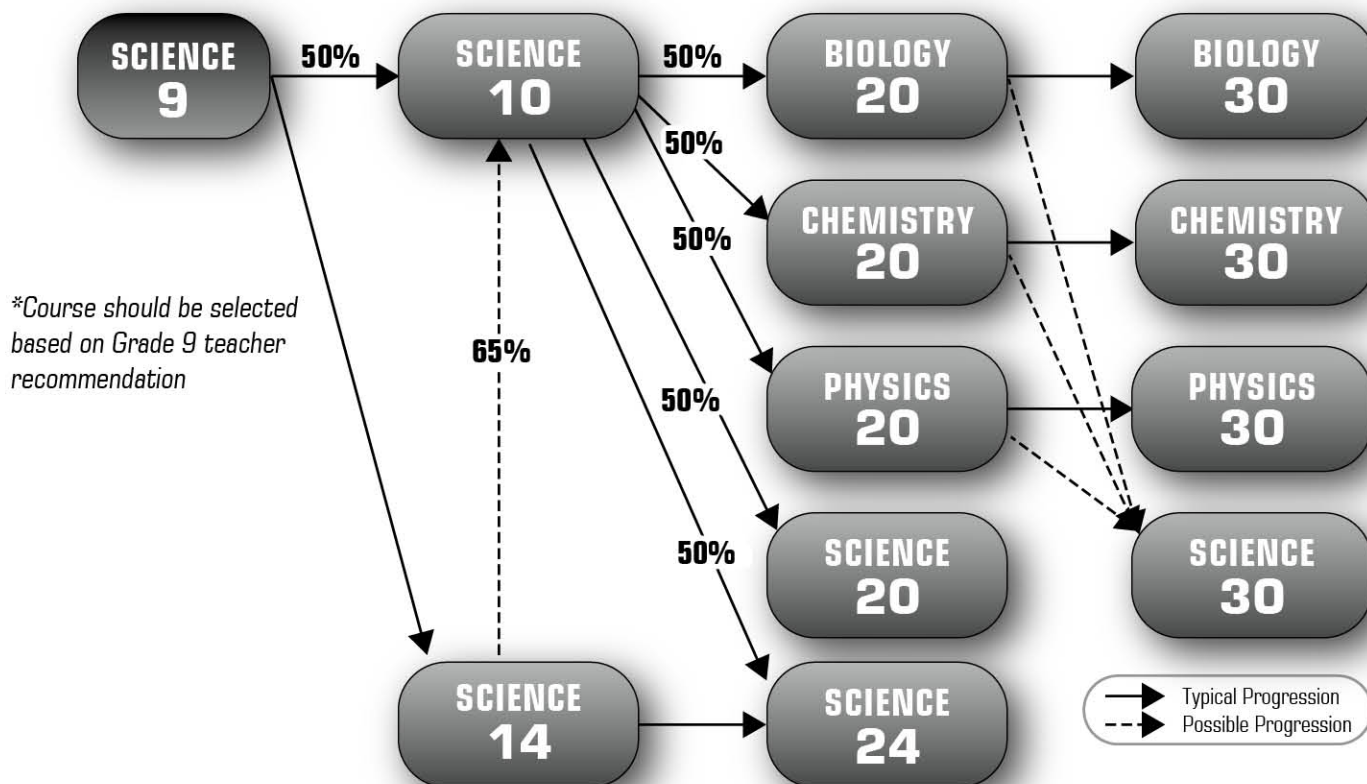
*Prerequisite: Math 30-1*

This course is designed to bridge the gap between Math 30 calculus & courses offered by post-secondary institutions. Math 31 emphasizes the developments of topics in the algebra of functions, trigonometry, differential calculus and integral calculus. Students whose post secondary programs require Calculus either as a prerequisite or as a course to be taken will benefit by taking Math 31.





# Science



## **SCIENCE 10**

Science 10 emphasizes three of the key components of science: energy, matter and change. Four major units include: Introduction to Chemistry, Introduction to Biology of the Cell, and Plant Structure, Introduction to Physics, Global Energy.

## **SCIENCE 14**

The Science 14 program is designed for students not planning to take any post secondary training and is required to complete the minimum credit requirements for a High School Diploma. Science 14 includes four major units of study. Properties of Matter, Energy Technologies, Life to Lifestyle and Matter and Energy in the Biosphere.

## **SCIENCE 20**

*Prerequisite: Science 10*

*Suggested Prerequisite of 65%*

Students learn about Our Changing Earth, Change in Living Systems, Chemical Changes and Change in Motion. This course is designed for students who are trying to fulfil their graduation requirement of a 20 level science, or wanting to take Science 30 without having to take Biology 20, Chemistry 20 or Physics 20 first.

## **SCIENCE 24**

This is a continuation of the Science 14 program and is required to complete the minimum credit requirements for a High School Diploma. Major topics include: disease defense, energy consumption, materials we use and safety in transportation.

## **SCIENCE 30**

*Prerequisite: Science 20, Biology 20, Chemistry 20 or Physics 20*

The units of study include: Living Systems, Respond To Their Environment (How the Human Body reacts to the Environment), Chemistry in Living Systems & in the Environment (Carbon Compounds, Acid Bases, Synthetic Organic Compounds), Electromagnetic Energy in Telecommunications (electricity & magnetism, telecommunications technology, electromagnetic energy), and Global Energy Sources (sun, mass to energy, gravitational fields, global demands for energy).

## **BIOLOGY 20**

*Prerequisite: Science 10*

*Suggested Prerequisite of 65%*

The Biosphere, Ecosystems and Populations, Biochemistry, Photosynthesis & Respiration and Five Body Systems of Humans (Muscle, Digestion, Respiratory, Circulatory and Excretion). S.T.S. (Science, Technology, Society) essays and labs on the major units.

## **BIOLOGY 30**

*Recommended Prerequisite Biology 20*

*Suggested prerequisite mark of 65%*

Please see your grade administrator if you plan to take Biology 30 in grade 11. Nervous and Endocrine systems, Reproduction & Development, Cells, Chromosomes & D.N.A. (cell division, genetics) and Change in populations & communities (populations made up of pools of genes). S.T.S. essays and labs in the units of study.

## **CHEMISTRY 20**

*Recommended Prerequisite 55% in Science 10*

*Suggested Prerequisite mark of 65%*

Diversity of matter and chemical bonding, Gas Laws, Solutions involving ionic compounds as well as acid/base mixtures, Stoichiometry.

## **CHEMISTRY 30**

*Recommended Prerequisite Chemistry 20*

*Suggested prerequisite mark of 65%*

Thermochemistry (energy involved in chemical reactions), Electrochemistry (electron transfer in chemical reactions), Equilibrium (forward and reverse reaction rates as well as proton transfer), Organic chemistry (carbon compound chemistry).

## **PHYSICS 20**

*Prerequisite: Science 10*

*Suggested Prerequisite of 65%*

Kinematics: Models of motion: Descriptions of uniform motion and accelerated motion. Graphing scientific information, Dynamics and Vectors: Newton's three laws of motion which describe why objects move: two dimensional motions gravitational concepts and vector diagrams, Periodic Motion: uniform circular motion, Kepler's laws, orbital motions and simple harmonic motion Conservation of Energy: Concepts of energy and how it changes in closed and open systems and Mechanical Waves: Introduction to wave terminology and basic properties.

## **PHYSICS 30**

*Recommended Prerequisite Physics 20*

*Please see your grade administrator if you plan to take Physics 30 in grade 11.*

Momentum and Impulse, Electrostatics, Electromagnetism,

Electromagnetic Radiation and Structure of Matter.

## **FORENSIC SCIENCE 25 (NON-CORE)**

*Prerequisite Science 10*

An introductory course that applies high school science skills in the field of Crime Scene Investigation. The course topics include: fingerprint analysis, microscopic analysis of trace evidence, breathalyzer/intoxilyzer testing, body fluid analysis, polygraph testing and document analysis and forensic genetics. It is recommended students have taken a grade 10 level science class.

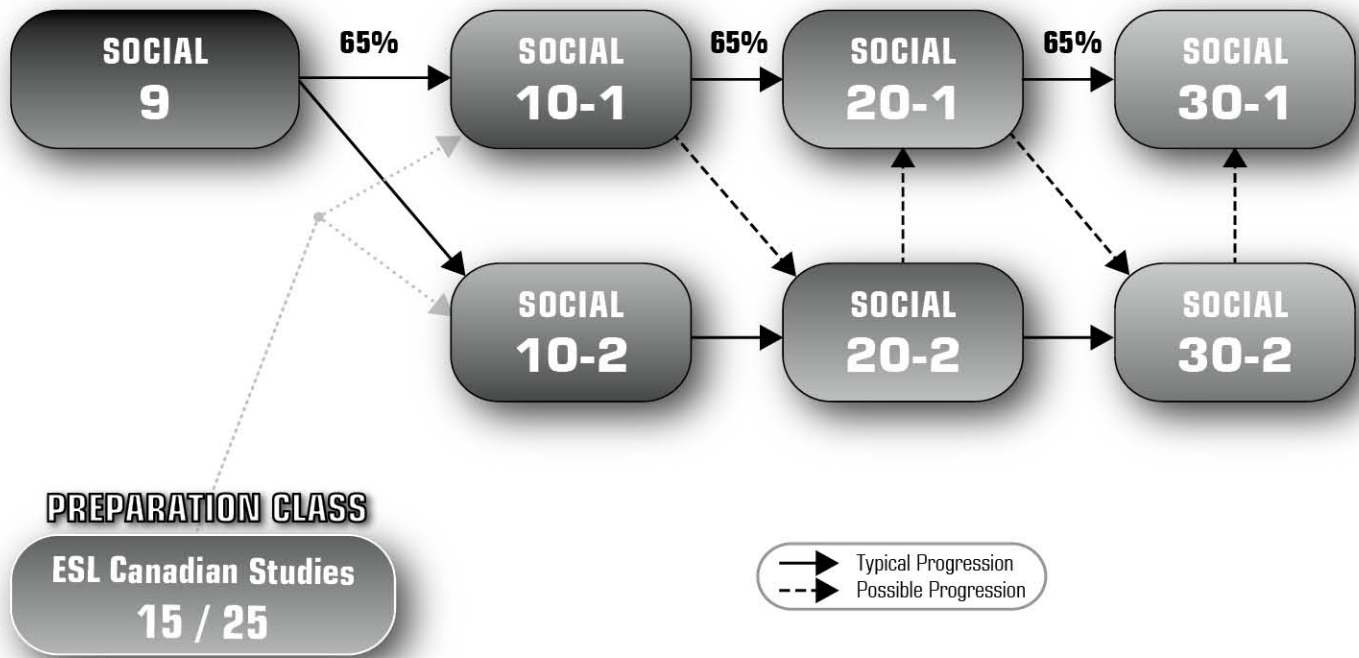
## **ASTRONOMY 15 / 25 / 35 (NON-CORE)**

Course involves basic astronomical knowledge that will give you more of an appreciation for not just the stars, but also the universe as well. Units of study will include daytime and night time objects, how to properly use binoculars and telescopes, observation of celestial objects, and the history and development of the planets, stars, galaxies, and the universe.





# Social Studies



## **SOCIAL STUDIES 10-1**

*Minimum 65% in Social Studies 9*

Students will explore multiple perspectives on the 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.

## **SOCIAL STUDIES 10-2**

*Living in a Globalizing World*

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

## **SOCIAL STUDIES 20-1**

*Prerequisite: 65% in Social Studies 10-1*

Perspectives on Nationalism  
Students will explore the complexities of nationalism in Canadian and international contexts. They will study the origins of nationalism and the influence of nationalism on regional, international and global relations. The infusion of multiple perspectives will allow students to develop understandings of nationalism and of how nationalism contributes to the citizenship and identities of peoples in Canada.

## **SOCIAL STUDIES 20-2**

*Prerequisite: Social Studies 10-2*

Understandings of Nationalism  
Students will examine historical and contemporary understandings of nationalism in Canada and the world. They will explore the origins of nationalism as well as the impacts of nationalism on individuals and communities in Canada and other locations. Examples of nationalism, ultranationalism, supranationalism and internationalism will be examined from multiple perspectives. Students will develop personal and civic responses to emergent issues related to nationalism.

## **SOCIAL STUDIES 30-1**

*Prerequisite: 65 % in Social Studies 20-1*

This course is for those student who have achieved 65% or better in Social Studies 20-1. This course requires students to have a very strong work ethic and a good understanding of contemporary issues. The ability to formulate thoughts and opinions into a strong written essay is required. Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism.

## **SOCIAL STUDIES 30-2**

*Prerequisite: Social Studies 20-2*

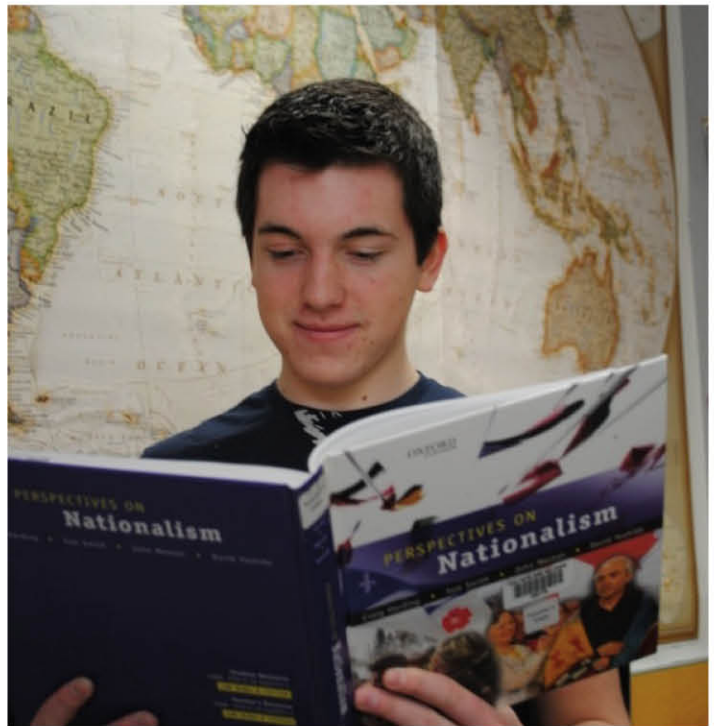
Students will examine the origins, values, and components of competing ideologies. They will explore multiple perspectives regarding relationship among individualism, liberalism, common good, and collectivism.

## **BIG HISTORY 15**

Have you ever asked the question, “Why are we learning this? What is the point? When will I use this in real life?” Well. This course is for you. It combines all disciplines from Math, Science, Social Studies and Language Arts in order to give students the big picture of where we come from and where we are going. Created by renowned professor David Christian and supported by Bill Gates (Yes, that Bill Gates) they want students to have an understanding of what we learn in context of the relationship of all subject matter. This course will focus on thresholds in history, those moments in which major things happen – from the creation of the universe all the way to the current age and near future. Students will develop a multidisciplinary understanding and the ability to make and test claims. Further to that we will hone the skills necessary for success in High School.

## **ESL INTRODUCTION TO CANADIAN STUDIES 15 & 25**

Canadian Studies gives students background knowledge of Canada in the areas of geography, exploration, immigration, First Nations, Metis and Inuit culture and history, quality of life, Canadian values, and government. Designed with an inquiry focus, students will be guided through such skills as decoding images, reading political cartoons, deconstructing sources, critical thinking, and expressing and defending opinions, both orally and in written pieces. In addition to the topics, this course also offers instruction and support in English language writing. Successful completion of this course will mean that students have the language and skills required to successfully enter a Social Studies 10-1 or 10-2 course.





# ST. JOSEPH'S BALL ACADEMY

Our Academy offers students an opportunity to participate in a high school course that is more specific than a regular Physical Education class. The Academy is welcome to students of all skills levels. The number one goal of the Academy is Player Development. There is individual goal setting done by each player and it is our focus to help our Athletes reach their goals. All students will be fitted for Academy gear to wear for class. This course is based on student interest.

## Our program:

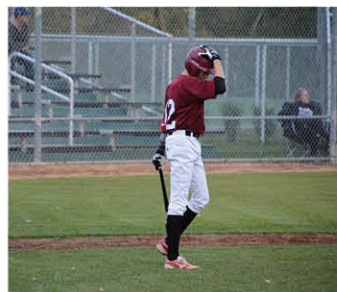
- Is based on proven methods effective in creating greater athleticism.
- Will help improve your catching, pitching and hitting skills, while improving your game play.
- Will educate you on how to train effectively, minimize injury and maximize your overall fitness.
- Involves a block a day of instruction, focusing on skill development, nutrition, specific sport training
- The cost of this program is \$3000.00 per year. Please see our website for the breakdown of this cost.

## JASON CHATWOOD, LEAD INSTRUCTOR

- Arizona Diamondback Associate Scout
- 2019 Team Alberta Coaching Staff WCSG
- 2018 Colby Community College Hall of Fame Induction
- 2010-2018 Red Deer Riggers Senior AAA
- 2013 Team Canada - World Baseball Challenge
- 2008-2009 Gonzaga University - '09 West Coast Championship Team
- All WCC All Academic team
- 2006-2007 Colby Community College - All American, All-Region VI, All-Conference, Gold Glove Winner, Holds single season and career record for hits. Academic All-American
- 2003-2005 Team Alberta - '03 Western Canada Summer Games (Silver), '03 Canada Cup (Bronze), '05 Canada Summer Games (Bronze)
- Innisfail and Red Deer Minor Ball growing up

## SCOTT MURRAY, DIRECTOR

- Spokane Falls Community College - 2 seasons 1991 Team MVP
- 8th all-time career batting average
- Red Deer Riggers - 16 Seasons 1997 National Champions
- Single Season and Career Home run Leader, General Manager 2000-2004
- Red Deer Rage - U16A Head Coach 2018
- Red Deer Braves - Pee Wee AAA Head Coach 2017
- 2019 AABC Zone 4 coaching staff



# Physical Education

## **PHYS ED 10** (Graduation Requirement)

This course is modular based. Students have the opportunity to have a choice in some of the activities that they participate in, that appeal to their personal interests and strengths. The curriculum includes individual and group activities, fitness training and assessment, alternate environment activities, dance, and leadership. The modular approach of this class helps to promote the enjoyment of lifelong activity and stresses the importance of a healthy lifestyle by allowing students choice in their activities. This course is offered either for 5 or 3 credits.

## **PHYS ED 20**

*Prerequisite Phys Ed 10*

Students participate in a wide range of activities following the curriculum. The curriculum includes individual and group activities, fitness training and assessment, alternate environment activities, dance, and leadership. This class helps to promote the enjoyment of lifelong activity and stresses the importance of a healthy lifestyle. This course is offered either for 5 or 3 credits.

## **PHYS ED 30**

*Prerequisite Phys Ed 20*

Students participate in a wide range of activities following the curriculum. The curriculum includes individual and group activities, fitness training and assessment, alternate environment activities, dance, and leadership. This class helps to promote the enjoyment of lifelong activity and stresses the importance of a healthy lifestyle. This course is offered for 3 or 5 credits.

## **HEALTH, WELLNESS AND RECREATION 10/20/30**

The focus of the course is to expose students to interactive experiences with community wellness activities and programs, as well as to promote a holistic healthy lifestyle. This program is designed for those students that want to see varying forms of wellness and physical activities that are not the traditional workout programs offered in ELITE PERFORMANCE. Activities include yoga, bowling, spin class, rock climbing, and more! There is also a focus on developing personal self discovery in the areas of emotional, social, and behavioural concepts related to psychology.







# ST. JOSEPH HIGH SCHOOL

## Optional Courses

Our philosophy is not to have students rush through high school or simply meet the minimum grad requirements. Students benefit and are better prepared for their career after high school, by experiencing a broad based program during their time here.

To better prepare our students to be 21st century citizens we strive to promote the development of the whole student and stimulate learning by preparing students to be global citizens with a wide array of educational experiences.

St. Joseph High School students are encouraged to partake in a variety of optional courses throughout their time here so that they can have exposure to the broad curriculum and unique experiences our school has to offer.

### **Skills Alberta**

The Skills program is a competition involving various trades & technologies. Depending on the trade/technology you are interested in, you will compete at a Regional and/or Provincial level. If you are successful at the provincial level, you gain the opportunity to compete Nationally representing Team Alberta.

There are over 30 trades & technologies to choose from so there is sure to be something for everyone! Interested students will be mentored by SJHS Skills trained coaches to best prepare them for their event.

Along with this competition, Skills offers a program called Girls Exploring Trades and Technologies which provides girls with an opportunity to explore the vast selection of trades & technologies available to them.

For more information, be sure to seek out your CTS instructors.



## Our Vision

Skills Canada Alberta will be a model of excellence in the promotion of skilled trade and technology careers to youth in our province and in our country.

## Our Mission

Skills Canada Alberta is a provincial non-profit organization that actively promotes careers in skilled trades and technologies to Alberta youth.

## Our Goals

At Skills Alberta we strive to set students up for success in the trades and technologies industries. Our goals are:

- To improve the public perception of the importance of trade and technology-based careers.
- To promote the career path opportunities within trades and technologies.
- To enhance the quality of technological education.
- To develop and maintain strong links between business, education, government and labour.
- To encourage students to recognize the value of completing secondary and post-secondary education for personal development and future employability.

# Skills Competitions for High School

Carpentry  
Culinary Arts  
Electrical Installations  
Electronics  
Fashion Technology  
Graphic Design  
Hairstyling Intermediate  
Hairstyling Junior  
Hairstyling Senior  
IT - Network Systems Administration  
IT - Office Software Applications

Job Skill Demonstration  
Joinery  
Mechanical CADD  
Photography  
Precision Machining  
Public Speaking  
Robotics  
Video Production  
Welding  
Workplace Safety

2D Computer Animation  
3D Computer Animation  
3D Digital Game Art  
Architectural Technology & Design  
Auto Body Repair  
Automobile Technology  
Baking  
Cabinet Making  
Car Painting  
Job Search  
Web Design and Development





# Learning Strategies

## **LEARNING STRATEGIES MATH**

### **(3 CREDIT)**

This course follows the Learning Strategies curriculum with a Math focus. It is designed to be taken concurrently with a 20 or 30 level Math class.

## Modern Languages

### **FRENCH**

The major goal of French is to enable students to acquire basic communication skills in French as a second language and to develop an appreciation for French culture. Students registering in French should register in the course equivalent to their background skills and knowledge.

### **FRENCH 10**

*Prerequisite: None*

Previous French courses are an asset to be highly successful at this level. This is an academic program and extra work and effort is an expectation. Practice is provided in all language skills (listening, speaking, reading, and writing) and cultural sensitivity is developed.

### **FRENCH 20**

*Prerequisite: French 10*

This is a continuation of the three-year sequence begun with French 10. The language skills are once again developed with a heavy emphasis on oral skills. Students who have studied French at the junior high level and who had a good degree of success should register in French 20.

### **FRENCH 30**

*Prerequisite: French 20*

Proficiency at this level is an expectation. As in all three French courses, all language skills are emphasized and students must be very engaged in their language acquisition.

### **JAPANESE**

As a prominent part of the Pacific Rim partnership, Japanese is a significant partner with Canada. Japanese language and culture allows students to acquire skills that will enable them to succeed in a globalizing world. Japanese culture is one of the more prominent influences of pop culture amongst today's youth and at St. Joseph we aim to engage kids in this fascinating worldview.

### **JAPANESE 10**

*No prerequisite*

Students will engage and explore in different aspects of Japanese culture and language. There will be an emphasis on beginning level language acquisition as well as basic reading and writing skills. There will also be a cultural connection made in order to develop the students worldview and awareness of global citizenship.

# Career and Technology Studies

## Trades, Manufacturing & Transportation Courses

### **ROBOTICS 10**

*Prerequisite: None*

Robotics 10 is an introductory course to micro-electronics. Students will learn to breadboard and solder circuits as well as design and program basic entry level robotics systems. Robotics 10 is a hands-on project based course that integrates science, technology, computer programming, engineering and mathematics. The projects are inquiry-based investigations that utilize software programs such as Scratch and TinkerCAD to inspire students to solve problems in based on robotics in the automation industry.

### **ROBOTICS 20**

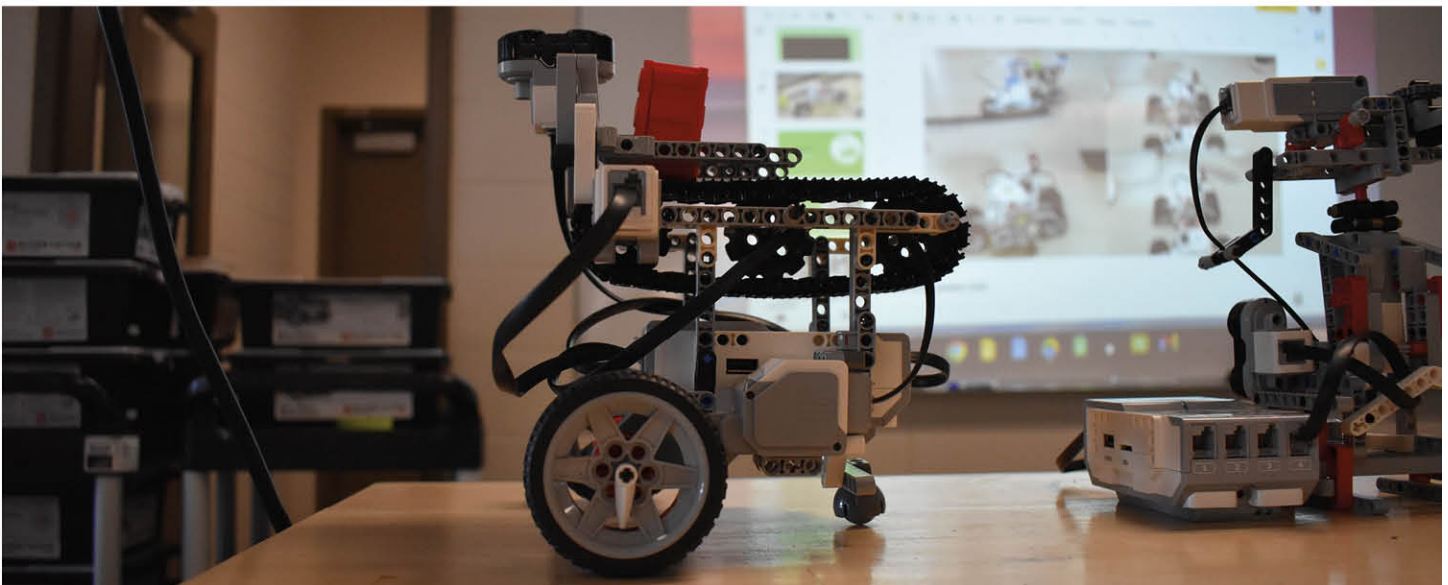
*Prerequisite: Robotics 10*

An immersive program that merges science, technology, engineering and mathematical concepts in a hi-tech mechanical environment. Students engage in inquiry-based investigations, discussions and research that teach lessons in designing, building and programming robots. Automation is the new age of industry and students much prepare for careers that are in their infancy. Students develop leadership, teamwork and project management skills that prepare them for the future work force.

### **ROBOTICS 30**

*Prerequisite: Robotics 20*

A continuation of an immersive program involving science, technology, engineering and mathematics. Students will research and develop projects based on machine automation, teach pendant control, icon-based programming and artificial intelligence concepts. Workplace development skills will be a focus to enhance leadership, teamwork and project management within students. 30 level robotics courses at the high school level will focus students towards the Mechanical Engineering field. Students who enroll in degree programs at post-secondaries across Alberta have enhanced skills when they participate in high school robotics and automation programs. SAIT and NAIT offer the Mechanical Engineering Technology (MET) Diploma that allow for high potential employability in the MET field after completing the 2 year program.





## Trades, Manufacturing & Transportation Courses

### **WELDING AND METAL DESIGN 10**

*Prerequisite: None*

Welding and Metal Design 10 introduces students to the basic skills of welding, sheet metal, forging and machining. These new skills allow students to further explore related trades or explore their own creativity in metal design and artwork.

Grade 10 opportunities focus on safety and proper use of tools. Students will work with MIG and ARC welding, sheet metal and machining tools under the direct supervision of the Journeyman Welder teacher.

### **WELDING AND METAL DESIGN 20**

*Prerequisite: Welding and Metal Design 10*

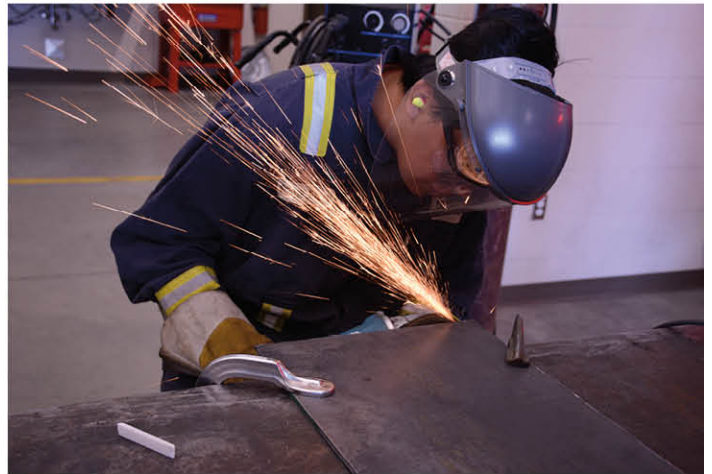
This course includes next level MIG and ARC welding skills, Oxy-acetylene and Plasma cutting, forging, machining and sheet metal skills. Students have the opportunity to improve on their basic skills or acquire apprenticeship level training from a Journeyman Welder teacher.

Creativity and artistic design is always encouraged in student projects.

### **WELDING AND METAL DESIGN 30**

*Prerequisite: Welding and Metal Design 20*

Welding and Metal Design 30 takes students to the advanced levels of welding. MIG, ARC and TIG welding will be further explored. Students will have the opportunity to apply their skills to welding aluminum. This course is student directed and allows students to create their own projects. Examples from previous years include firepits, bed frames, shelving, blacksmithing artifacts, metal art and other creative projects. Students interested in the trade have the opportunity to acquire apprenticeship level training under their Journeyman Welder teacher.



## Media, Design & Communication Arts Courses

### **VISUAL COMMUNICATIONS 10**

*Prerequisite: None*

This course introduces students to ways of communicating information, ideas and interpretations, visually, with a variety of media, most of which is digital. Students are introduced to the elements and principles of design, which are the fundamental tools and principles used by designers, photographers and graphic artists. While learning to use these design strategies, students are introduced to various graphics applications, creating various digital and print media, utilizing a variety of application functions, file storage strategies, resolutions and file types and exploring the use of typography. In this course, students are introduced to Photography, by learning to use a digital SLR and explore basic photographic principles in focus, framing, exposure and digital editing.



### **VISUAL COMMUNICATIONS 20 & 30**

*Prerequisite: Visual Communications 10 / Vis Com 20*

Continuing on from Visual Communications 10, this course enables students to focus on visual communications artforms of their own interest, including Photography, Graphic Design and Film. Photographers will explore photographic principles in Exposure, Composition, Lenses and Focal Length. Raster graphics applications, such as Photoshop and Lightroom are explored in greater detail, with a focus on digital enhancements and manipulations of photos. In Graphic Design, students continue to explore the Elements of Art and Principles of Design. With these design principles, students dive deeper into the creative capabilities of graphics applications like Adobe Illustrator and Photoshop, producing various forms of graphic design, with the intent of communicating a message. Posters, t-shirt graphics, business cards, cd covers and logos are examples of artforms created in these modules. Vinyl cutting and heat pressing add a fun and tactile element to the projects. Film students explore media messages, considering audience and perspective and learn to plan a project and capture and edit video footage. Students may choose modules from all three disciplines described here or specialize in one.

**VISUAL  
COMMUNICATIONS  
10**



**VISUAL  
COMMUNICATIONS  
20 & 30**





## Business, Administration, Finance & Information Technology Courses

### **COMPUTER SCIENCE 10 / 20 / 30**

*Prerequisite: None*

Students are introduced to a general programming environment in which they write simple structured algorithms and programs that input, process and output data, use some of the more basic operators and data types, and follow a sequential flow of control. Students will further explore hardware, software and processes. This includes an introduction to the algorithm as a problem solving tool, to programming languages in general and to the role of programming as a tool for implementing algorithms.

### **DESIGN STUDIES 10**

Design Studies is the world of how we design and engineer everything we make. What are the steps designers and engineers take to problem solve. St. Joseph High school has 3D printers, and professional CAD software to speed us on our journey.

Modules covered will advance you towards a career in Engineering, Architecture, Urban planning, Design, Drafting & entertainment creation. Students will begin using a 3D drawing program called Inventor from AUTOCAD.COM. They will rapidly be creating designs in 3D, software is a free download at home too. Visit their website to see the possibilities.

### **DESIGN STUDIES 20/30**

*Prerequisite: Design Studies 10*

Design 20 and 30 are for students wanting to further pursue design studies, explore more design software from the autocad.com family. At this level the students will choose which modules to pursue: Architecture, 3D CAD, movie or gaming animation, CNC machining, Embroidery Tools 1.



# Health, Recreation & Human Services Courses

## **FOODS 10**

*Prerequisite: None*

Foods 10 uses a hands-on approach to introduce students to basic kitchen safety, food safety and nutrition while students learn to cook following the four food groups in Canada's Guide to Healthy Eating. Each course has a theory component, an exam and practical lab experiences. Courses covered may include: Food Basics, Contemporary Baking, Snacks and Appetizers, and Canadian Heritage Foods.

## **FOODS 20**

*Prerequisite: FOD1010*

Foods 20 is a continuation of the skills learned in Foods 10 at a more advanced level. Each course has a theory component, an exam and practical lab experiences. Course work covered may include: Cake and Pastry, Soups and Sauces, Vegetables and Fruits, Basic Meat Cookery, Grains, Legumes, Nuts and Seeds, Food Safety and Sanitation, Vegetarian Cuisine, and International Cuisine.

## **FOODS 30**

*Prerequisite: FOD1010*

Foods 30 continues to develop the skills learned in Foods 20 at a more demanding level. Each course has a theory component, an exam and practical lab experiences. Course work covered may include: Creative Baking, Advanced Soup and Sauces, Food Presentation, Advanced Meat Cookery, Entertaining with Food & International Cuisine. Commercial experience in the Falcon Café is an additional component to Foods.

## **FOODS 35AP**

*Prerequisite: FOD1010*

Foods 35 continues to develop the skills learned in Foods 30 at a more demanding level. Each course has a theory component, an exam and practical lab experiences. Course work covered may include a commercial experience in the Falcon Café.

## **MEDICAL STUDIES 10 / 20**

*Prerequisite: HSS 1010, MS20 requires MS10*

Students examine fundamental attitudes, knowledge and skills to prepare for further study in career pathways in health, recreation and community services. Concepts include basic principles of anatomy, physiology and disease with a focus on infection, infectious disease, components of blood and the role of blood in the body's defense. This is a great introductory course for any student interested in pursuing a career in a medical field!

## **SPORTS MEDICINE 10 / 20**

*Prerequisite: HSS 1010*

Students learn prevention, assessment, and management techniques related to injuries that may occur during recreation and sporting events and activities. Students develop an appreciation for the role of a first-aider as it pertains to the individual, family, peers, community, and sports medicine team. Students learn basic coaching skills common to all sports in the areas of planning and delivering a practice, teaching and learning, and mental skills training related to coaching. Students develop an appreciation for the role of a coach in community recreation programs.





## Health, Recreation & Human Services Courses



### **COSMETOLOGY 10**

*Prerequisite: None*

This is an exciting and fast paced class that provides students with an introduction into the beauty industry. While enrolled in cosmetology, students have the opportunity to seek out a job placement in a salon and start tracking apprenticeship hours with their employer through the RAP program. Students may also be able to use their HSA modules toward their post secondary hours if they decide to continue pursuing a career in this trade. Cosmetology 10 is made up of individual courses that are valued at one credit each.

### **COSMETOLOGY 20**

*Prerequisite: Cosmetology 10*

Cosmetology 20 expands on the topics introduced at the cosmetology 10 level. However, now our focus is directly related to hair. This includes such courses as haircutting, hair colouring, and advanced styling courses. While enrolled in cosmetology, students have the opportunity to seek out a job placement in a salon and start tracking apprenticeship hours with their employer through the RAP program. Students may also be able to use their HSA modules toward their post secondary hours if they decide to continue pursuing a career in this trade.

### **COSMETOLOGY 30**

*Prerequisite: Cosmetology 20*

Cosmetology 30 builds on the skills students have learned throughout their time spend in cosmetology 10 and 20. This program offers a selection of over 45 modules and can be taken several times. The focus is on advanced skills and techniques while demonstrating professionalism. While enrolled in cosmetology, students have the opportunity to seek out a job placement in a salon and start tracking apprenticeship hours with their employer through the RAP program. Students may also be able to use their HSA modules toward their post secondary hours if they decide to continue pursuing a career in this trade.

### **ADVANCED COSMETOLOGY**

This course is designed for students who have already completed Cos 30 , but wish to continue with this class. You can take cosmetology as many times as you want! This class is designed to build on the basic skills you learned in Cos 10, 20, and 30, while allowing you more independence to work through new skills.

### **ESTHETICS 20**

*Prerequisite: None*

The Esthetics program is made up of individual courses organized as “introductory”, “Intermediate” and “Advanced”. Students study a progression of courses, learning more in depth concepts and skills as they move from introductory to advanced levels within the curriculum guidelines. These courses include intermediate skills related to manicuring, skin care, make-up, and many more. Each course is worth one credit.

### **ESTHETICS 20**

*Prerequisite: Esthetics 10*

The Esthetics program is made up of individual courses organized as “introductory”, “Intermediate” and “Advanced”. Students study a progression of courses, learning more in depth concepts and skills as they move from introductory to advanced levels within the curriculum guidelines. These courses include intermediate skills related to manicuring, skin care, make-up, and many more. Each course is worth one credit.

### **ESTHETICS 30**

*Prerequisite: Esthetics 30*

Students study a progression of courses, learning more in depth concepts and skills as they move from introductory to advanced levels within the curriculum guidelines. These courses emphasises professionalism while working on advanced skills related to manicuring, skin care, make-up, and many more . Each course is worth one credit.

## Exploratory Courses

### **PSYCHOLOGY 20**

Through the study of psychology, the science of mind and behaviour, students gain an understanding of the complexities of human thought and behaviour, as well as the factors related to the differences between people. The objectives of the 3-credit courses in psychology are designed to develop within the student the skills and understandings that make it possible for more effective living in our complex environment. The student's attention will focus on the understanding of human behaviour so that he or she may appreciate more fully the reasons that underlie one's own acts and those of one's peers. Students are able to directly apply knowledge gained from a psychology class to their daily lives.

### **LEADERSHIP 15 / 25 / 35**

*Prerequisite: None at 10 level*

The Leadership course is about making a difference through exciting, student driven initiatives. It encourages students to practice key elements of servant leadership through peer and mentorship opportunities. Students are given the opportunity to develop their own leadership skills and to take risks and grow in positive, productive ways through experiential learning. The purpose of the program is to: generate personal growth and leadership development for students influence in a positive way the culture of the school, increasing school spirit and social responsibility to build mentorship connections within our outside community. Students who are interested in embarking on a personal leadership journey and making a positive contribution to their school and community are encouraged to enroll in this class.



### **WILDLIFE AND OUTDOOR ED.**

Outdoor Education 10/20/30 allows students to develop their skills, knowledge and attitudes to safely enjoy the outdoors. Students will learn about the diverse ecosystems around them and outdoor living skills. Each semester, students participate in an authentic educational outdoor experience. Students will learn about the environments around them, outdoor living skills, outdoor leadership and guiding skills. Each semester various educational experiences/ field trips are offered to provide an authentic educational experience. These experiences range from day hikes, fishing trips, snowshoeing in the mountains and more. Students have the opportunity to be certified in Hunter Education, Fishing Education, Bowhunting Education as well as their Pleasure Craft Operators License.





# Fine Arts

## **DRAMA 10**

Drama can be both an exploration and an art form. During the semester the class will discover what the art of drama is, and how it can help students develop artistically, as well as personally. This will happen through the major outlines of the drama curriculum: movement, speech, and improvisation. In-class participation is required.

## **DRAMA 20**

*Prerequisite: Drama 10*

This course will build on the previous experiences in Drama 10. It builds on previous learning of movement, speech and improvisation and introduces students to full production requirements through playwriting and technical theatre; including props, makeup, and set design.

## **DRAMA 30**

*Prerequisite: Drama 20*

As an extension of learning in Drama 10 and 20, students in Drama 30 will further develop Speech, Improvisation, Acting, and Technical Theatre skills. Emphasis is placed on directing, advanced script and character analysis, advanced acting and staging.

## **TECHNICAL THEATRE 15 / 25 / 35**

*Prerequisite: Interview*

Technical theatre provides a continuum of theatre experiences that moves well beyond the introductory or exploratory activities outlined in Drama 10, 20, 30. Students will have the opportunity to explore stage management, costume design, lighting design, sound design, properties and backstage management. They will actively be involved in the technical aspects of the Musical Theatre production. This course is open to all interested students in the school but students must be selected in a formal interview process. Classes will run outside the regular timetable three times a week and attendance is required at some of the Musical Theatre production rehearsals. The time commitment increases in the month prior to the opening of the production.



## **MUSICAL THEATRE 15 / 25 / 35**

*Prerequisite: Successful audition for a SJHS drama production.*

Provides an opportunity for students to continue to study drama and music collaboratively. It allows students to investigate and experience a new art form. Students are introduced to the history and literature of Musical Theatre from the 20th century to present day and explore the stylistic distinctions found in the musical as well as its social and cultural significance. Interested students are advised to inquire early regarding timetabling of this course. This course is open to all students in the school, but students must audition. Regular rehearsals run after school three times a week with the time commitment increasing in the month prior to the opening of the show.

## **DANCE 15 / 25 / 35**

*Prerequisite: None at the 15 level*

This course will allow students to experience a wide variety of dance and to focus on the appreciation of dance as an art form. It will take a look at Ballet, Tap, Jazz, Modern, Rhythm and Timing, and Composition. It is highly suggested for students enrolled in Musical Theatre, whom wish to continue in the Fine Arts, or have a true love of dance.





## **INSTRUMENTAL MUSIC 10 / 20 / 30 (BAND)**

*Prerequisite: None*

Instrumental Music is a continuation of the Middle School Band Program, however this program is also open to students who would like to learn how to play a band instrument for the first time. All students are welcome, there are no auditions. Emphasis is placed on technical, tonal, and expressive development. Interested students are advised to inquire early regarding timetabling of this course. It runs the duration of the entire school year from 7:30-8:40 am on Monday, Wednesday, and Friday.

## **CHORAL MUSIC 10**

*Prerequisite: None*

Choral Music offers an introduction to developing students ability to perform vocal music using standard notational systems. Emphasis is placed on establishing and developing technical, tonal, and expressive abilities. Students will sing a variety of pieces including traditional, pop, and liturgical. Interested students are advised to inquire early regarding timetabling of this course.

## **GUITAR 10 (GENERAL MUSIC 10)**

*Prerequisite: None*

This course is designed for students with little or no previous musical experience, who wish to learn more about music and, specifically, how to play the guitar. Students are introduced to music theory and composition with a focus on how these topics relate to the guitar. Instruction is given in basic guitar technique, including picking melodies, understanding the layout of the neck, strumming rhythms and chording. Guitar techniques are applied to various styles of music, including rock, pop, folk, classical, blues and jazz, and the history of western music is explored. Students may be required to supply their own acoustic guitar for the course and are encouraged to have one at home, for practicing.

## **GUITAR 20 & 30 (GENERAL MUSIC 20 & 30)**

*Prerequisite: General Music 10*

These courses are a continuation of Guitar/General Music 10 and are intended to advance the musical knowledge, techniques and performance styles of various levels of guitar players (intermediate to advanced). More advanced musical theory and how it relates to guitar performance is explored. Guitar techniques are further developed, including the reading and playing of music, developing melodies, chords, chord extensions and substitutions, playing various rhythms and basic improvisation. Blues and jazz are explored, with a focus on specific scales and their uses, chord substitutions and compositional styles. Guitar techniques and topics are applied to various types of music, including classical, folk, pop, rock and jazz. Careers in music are also explored. Students may be required

to supply their own acoustic guitar for the course and are encouraged to have one at home, for practicing.

## **ART 10**

*Prerequisite: none at the 10 Level*

In Art 10, students explore the Elements of Art and Principles of Design, which are the tools that artists use to make art. Students learn to successfully use line, shape, colour, value, texture, space and form, in order to make artwork that they can be proud of. Design principles, such as balance, movement and unity are also utilized. Past and contemporary artists, image content from various time periods and art movements are investigated. Students learn how to develop a concept for an artwork, working through the planning stages and bring the artwork to full realization. A variety of media and processes are explored, including drawing with ink, graphite and conte, painting with pastel, watercolour and acrylic and sculpting with materials like wire and clay. Students interested in Art 10 do not need an artistic background, but they should have an interest in art and a willingness to work hard to explore their original ideas, their creativity and many artistic processes.

## **ART 20**

*Prerequisite: Art 10*

In Art 20, students continue to explore the Elements of Art and Principles of Design, using them to create original and exciting artworks. With a deeper investigation of the Elements and Principles of Design and with the introduction of some new design concepts, students investigate some significant art movements and explore artistic processes that are different from those in Art 10, such as print making. Some unconventional methods of art making are explored, involving technology, and students begin to work more with reoccurring artistic themes and consider factors that influence art making. Students in Art 20 begin to develop personal styles and preferences for certain media and methods.

## **ART 30**

*Prerequisite: Art 10 and Art 20*

In Art 30, students explore their own artistic voice and personal style. A greater emphasis is placed on conceptual artwork, as students use their artwork to examine and comment on contemporary and global topics and issues from both their personal lives and from society. Artists, past and present, and art movements are examined in depth. Students document their creative processes in a sketchbook and begin to journal their artistic observations and growth. In Art 30, students are presented with design challenges but have the freedom to solve the challenges with media, methods and styles of their choice.





# Dual Credit

We are pleased to offer our students several Dual Credit courses. Dual Credit refers to a course or program that allows high school students to simultaneously earn both high school and post-secondary credits for the same coursework. In a Dual Credit course, students typically take courses that are offered online by a post-secondary partner. Dual Credit programs offer students the opportunity to not only get a head start but they also give our students a chance to study a subject in depth that is of serious interest to them as a potential career pathway.

Dual Credit programs vary in terms of the courses offered, eligibility requirements, and the specific arrangements between high schools and post-secondary institutions. However, they generally provide students with a challenging academic experience that prepares them for the rigors of college coursework and eases transitions to higher education. Dual Credit courses help students develop the skills and habits necessary for success in college, such as time management, critical thinking, and independent study skills. This can better prepare them for the academic challenges they will face in higher education.

Many of our courses are suitable for students in grade 10, 11 and 12. Students simply need to select an area of interest during course selection and a member of the Dual Credit team will meet with them to help guide them in specific course selection.

**For our grade 10 students:** We have several introductory courses suitable for our grade 10 students. By participating in these courses, grade 10 students can explore their academic interests and potential career paths before committing to specific academic support courses in high school. The courses offered to our grade 10 students will be matched to their academic goals and abilities.

**For our grade 11 and 12 students:** Successfully completing a Dual Credit course can boost a student's confidence in their academic abilities and encourage them to pursue more challenging educational opportunities in the future. It can also help them develop a sense of independence and responsibility as they navigate post-secondary level coursework while still in high school. Engaging in college-level coursework in high school helps students become acclimated to the academic expectations, workload, and learning environment of post-secondary. This can ease the transition from high school to college and increase the likelihood of academic success in higher education.

**We partner with several post-secondary partners and have over 50 dual credit courses available in the following areas:**

- **Medical Profession**
- **Justice Studies**
- **Animal Health**
- **Agriculture/Ecology/Horticulture**
- **Social Sciences**
- **Hospitality and Tourism**
- **Nutrition/Health and Wellness**
- **Business**
- **Indigenous Studies**
- **Education/Early Learning**
- **Sports Management**
- **Trades Skill Development/Pre-Employment**
- **Design and Technology**
- **Health Care Aide - Full Certification**
- **Veterinary Technical Assistant - Full Certification**
- **Welding - Pre-Employment Dual Credit**

Once a student has selected Dual Credit programming in their course selection process, they will meet with a member of our team and discuss specific courses, eligibility, expectations and scheduling. Time is slotted in their timetable for them to work on their course and they are assigned a school based teacher as a liaison to work with them as they embark on their learning. Tuition and books are covered and seats are limited.

# Work Experience... Earn While You Learn!

Here at St. Joseph High School we're not just interested in your life during high school, we want to ensure that you have a wide range of exciting prospects for life after graduation. St. Joseph High School offers two programs which allow students to earn a competitive wage while they work toward their high school diploma, and perhaps even begin a rewarding career.

If you'd like to earn while you learn, our Off Campus Program Lead Teacher will work with you to make it happen!

Do you have a part-time job? Did you know that you can receive credits while you earn your regular wage? Our Work Experience program provides Grade 10, 11 or 12 students with valuable job skills, employment experience, and one high-school credit for each 25 hours they work. You can work after school, or on weekends, in positions with fast food restaurants, retail or grocery stores, warehouses, daycares or virtually any other paid or volunteer job.

With the RAP program you have a chance to complete your high-school diploma, earn a competitive wage, and accumulate hours towards your first year of a registered apprenticeship in the skilled trades, all before you graduate! The RAP program involves training in all certified trades in Alberta, including:

Construction trade, such as carpenters and electricians  
Automotive trades, such as mechanics and auto body technicians  
Oilfield trades, such as welders and boilermakers  
Food service trades, such as cooks and bakers  
Technology trades such as communications technicians  
Cosmetology trades, such as hairstylists

...and over 40 more!





## **REGISTERED APPRENTICESHIP PROGRAM**

The Registered Apprenticeship Program (RAP) is an apprenticeship program for senior high school students 15 years of age or older. RAP students are both full-time students and registered apprentices, and must be actively working toward the completion of senior high school. The amount of time a RAP student spends at school and on the worksite can be quite flexible, allowing the student to divide their time between an approved work site and their senior high school. As a worker, the RAP apprentice is expected to take on the same responsibilities as a regular apprentice and be just as productive. The RAP apprentice is punctual, completes tasks as assigned, and observes all safety regulations and other rules of the employer. As a student, the RAP apprentice attends classes, completes school assignments and maintains passing grades.

## **WORK EXPERIENCE 15, 25, 35**

*Prerequisite: HCS 3000 Workplace Module completed through St. Gabriel's online school in grade 10 year*

The Work Experience program is unique; it presents a learning opportunity "in school" and "on the job". Work Experience Students will realize personal growth, the acquisition of employability skills and the opportunity to explore prospective careers.

Students earn a credit for every 25 hours, of work completed. A student may use a maximum of 15 work experience credits towards an Alberta High School Diploma.

## **ONLINE COURSES**

Legal Studies, and World Geography 35 are currently being offered. There are a variety of other online courses that can be added (Mythbusters 25, Chrome Academy, Learning Strats 15, 25 and 25, Aboriginal Studies 15, 25 35,)

**You can register in RAP during Grade 10, 11 or 12 – a great first step toward a challenging and profitable career in the skilled trades. Contact Tracey Millar, Off Campus Lead Teacher at 403 343 1055 or [tracey.millar@rdcrs.ca](mailto:tracey.millar@rdcrs.ca) for more information.**





