Message from the Principal

Planning your high school program is one of the most important tasks that you will have as a student. Your post-secondary and career opportunities may well be determined by the choices that you make now so please choose wisely and leave all doors open!

This planning guide has been designed to give you the necessary information regarding graduation requirements, diploma requirements, course information, prerequisites, post-secondary possibilities, plus other relevant information. It may be in your interest to keep this guide as a resource as you continue through your high school years.

I would encourage you to discuss your choices with parents or guardians. Remember that your registration for the 2015-2016 school year is not complete unless your parents or guardians signature is on the form. If you have any questions or concerns regarding courses or programs, please contact Ms. Ormberg or myself immediately.

Mr. Jon Ganton
Principal

How to Plan Your Program

Know your needs and goals (short term and long term**)**
Students should have a goal in mind so that course selection may be directed towards that goal. If goals are not defined, students should register in the highest academic level courses in which they feel success would be obtained. To determine graduation requirements, please check the Alberta Learning Diploma Requirements information found within this booklet.

Understanding the Alberta Education Credit System

- Course Credits: One credit is equal to 25 hours of instruction time (125 hours for 5 credits, 62.5 hours for 3 credits)

- Course Numbering:
  - Grade 10 level courses usually begin with the number 1 (Math **1**0-3, Con**1**010)
  - Grade 11 level courses usually begin with the number 2 (Math **2**0-3, Con**2**010)
  - Grade 12 level courses usually begin with the number 3 (Math **3**0-3, Con**3**010)

  - A 10-20-30 or 10-1, 20-1, 30-1 sequence of courses provides a higher level of challenge than 10-2, 20-2, 30-2 and/or 10-2, 20-2, 30-2 provides a higher level of challenge than 14, 24.

- Prerequisites: A final mark of 30% or better is required to:
  - receive the credit for the course taken
  - proceed to the next course of the same level.

  - Retro-active credits: A final mark of 40-49% in some courses may permit a student to proceed to the next grade level in an alternate lower program. Approval by the principal and home are required. Please see the "Courses Eligible for Retroactive Credits" chart at the end of this booklet.

Course load expectations

- Black Gold and Thorsby High School policies state that the year's credit load (registration) is to be:
  - Grade 10 40+ credits
  - Grade 11 35+ credits (minimum of 15 per semester)
  - Grade 12 30+ credits (minimum of 15 credits per semester)
- Students should plan to graduate with a minimum of 105 credits. In case a student does not pass a course, this will ensure that the minimum of 100 credits is achieved.

Select your courses

A student, in consultation with their home and school, should plan their high school program which will satisfy their individual goals and the diploma requirements. Admission requirements for post-secondary institutions should be checked. Contact the office for additional information.

PROPOSED COURSES

GRADE TEN –10 level	CREDITS	GRADE ELEVEN – 20 Level	CREDITS	GRADE TWELVE –30 Level	CREDITS
Core		**Core**		**Core**	
English 10-1	5	English 20-1	5	English 30-1	5
English 10-2	5	English 20-2	5	English 30-2	5
English 10-4	5	English 20-4	5	English 30-4	5
Social Studies 10-1	5	Social Studies 20-1	5	Social Studies 30-1	5
Social Studies 10-2	5	Social Studies 20-2	5	Social Studies 30-2	5
Social Studies 10-4	5	Social Studies 20-4	5		
Mathematics 10C	5	Mathematics 20-1	5	Mathematics 30-1	5
		Mathematics 20-2	5	Mathematics 30-2	5
				Mathematics 30-3	5
Mathematics 10-3	5	Mathematics 20-3	5	Mathematics 31	5
Mathematics 10-4		Mathematics 20-4	5		
Science 10	5	Chemistry 20	5	Chemistry 30	5
		Biology 20	5	Biology 30	5
		Physics 20	5	Physics 30	5
		Science 20	5	Science 30	5
Science 14	5	Science 24	5		
Science 10-4	5	Science 20-4	5		
CTS/Complimentary Courses		**CTS/Complimentary Courses**		**CTS/Complimentary Courses**	
Construction Technology	3/6	Construction Technology	3/6	Construction Tech	3/6
Vis. Communication Technology	3/6	Vis. Communication Technology	3/6	Vis. Communication Technology	3/6
Fabrication Studies (Welding)	3/6	Fabrication Studies (Welding)	3/6	Fabrication Studies (Welding)	3/6
French 10	5	French 20	5	French 30	5
Foods 10	3/6	Foods 20	3/6	Foods 30	3/6
Mechanics	3/6	Mechanics	3/6	Mechanics	3/6
Music 10	5	Music 20	5	Music 30	5
Work Experience	3-10	Work Experience	3-10	Work Experience	3-10
Physical Education	3/5	Physical Education	3/5	Physical Education	3/5
C.A.L.M. 20	3				
Sport Performance	3/5	Sport Performance	3/5	Sport Performance	3/5
Job Safety		Job Safety		Job Safety	
RAP		RAP		RAP	

Alternate Delivery Courses(ADC)– For a comprehensive list of ADC courses, please see the "ADC Courses" on pages 10a and 10b of this booklet.

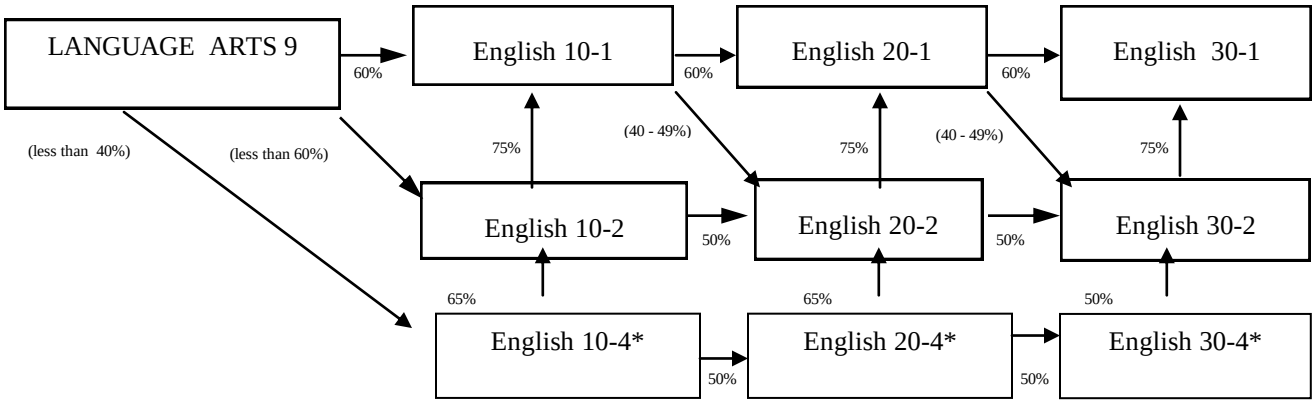
Please Note:

- Depending on student's requests, Physics, Chemistry and possibly Biology (20/30) are cycled courses, (they are offered every second year inorder to maintain optimum class sizes).
- Students may earn up to 30 credits in Work Experience but may only use **15** credits towards a high school diploma
- RAP students may earn up to 40 credits.
- Some of the proposed courses listed above are only offered as Alternate Delivery Courses (ADC). These courses may be worth 1 credit or 3 credits or 5 credits. Please see the ADC section for a more complete listing of the available courses.

Core Subjects:

ENGLISH

In order to accommodate students who may exhibit a wide range of needs, interests, and aspirations, three course sequences have been developed - English Language Arts 10-1, 20-1, 30-1 and English Language Arts 10-2, 20-2, 30-2 and English 10-4, 20-4, 30-4.



** with teacher recommendation and parental consent*
Arrows indicate possible transfer points from course sequence to course sequence.

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COURSE SEQUENCES

Although the essential content of the two course sequences is quite similar, the expectations for ELA10-1, 20-1 and 30-1 are more rigorous than the expectations for ELA10-2, 20-2 and 30-2, particularly in terms of concept development, appreciation and analysis of literature, and the development of writing skills and strategies.

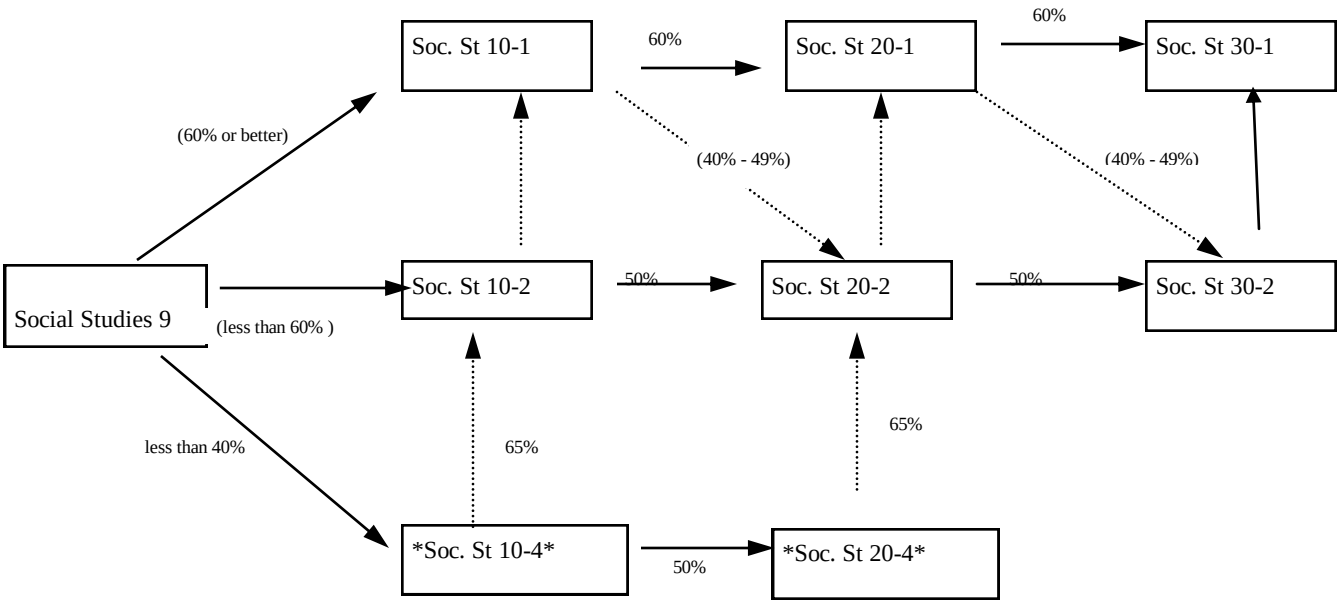
A mark of at least 60% is strongly recommended to remain in the English 10-1, 20-1 and 30-1 sequence.

The English 10-4 course is ideal for students who have experienced difficulty in Junior High English Language Arts. This course is designed to help students gain foundational skills in English, preparing them to either take English 10-2, 20-2 and 30-2 in pursuit of a Alberta High School Diploma, or English 20-4 and 30-4 in pursuit of a Knowledge and Employability Certificate of Achievement.

SOCIAL STUDIES

All Social Studies courses emphasize critical thinking, citizenship and social responsibility. The academic stream places more emphasis on writing and research skills, reading, critical analysis, and complexity of historical and current issues than do the general program courses. All Social Studies courses integrate concepts in geography, history, economics, and political science. All students require 15 credits in Social Studies, including a Grade 12 Social Studies course, in order to qualify for a high school diploma. Students pursuing a Knowledge and Employability Certificate of Achievement are required to complete either Social 20-4 or 10-2.

A mark of at least 60% is strongly recommended to remain in the Social Studies 10-1, 20-



* *with teacher recommendation and parental consent*

Dotted arrows indicate possible transfer of points from course sequence to course sequence.

Solid lines indicate – flow from one course to another. .

The Revised High School Mathematics Program of Studies

The Benefits
The revised high school mathematics program has a number of benefits for students.

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

- All the mathematics course sequences encourage students to:
  - become creative problem solvers
  - use mental mathematics skills
  - gain more confidence in their mathematics skills
  - make connections between mathematical concepts and their lives.

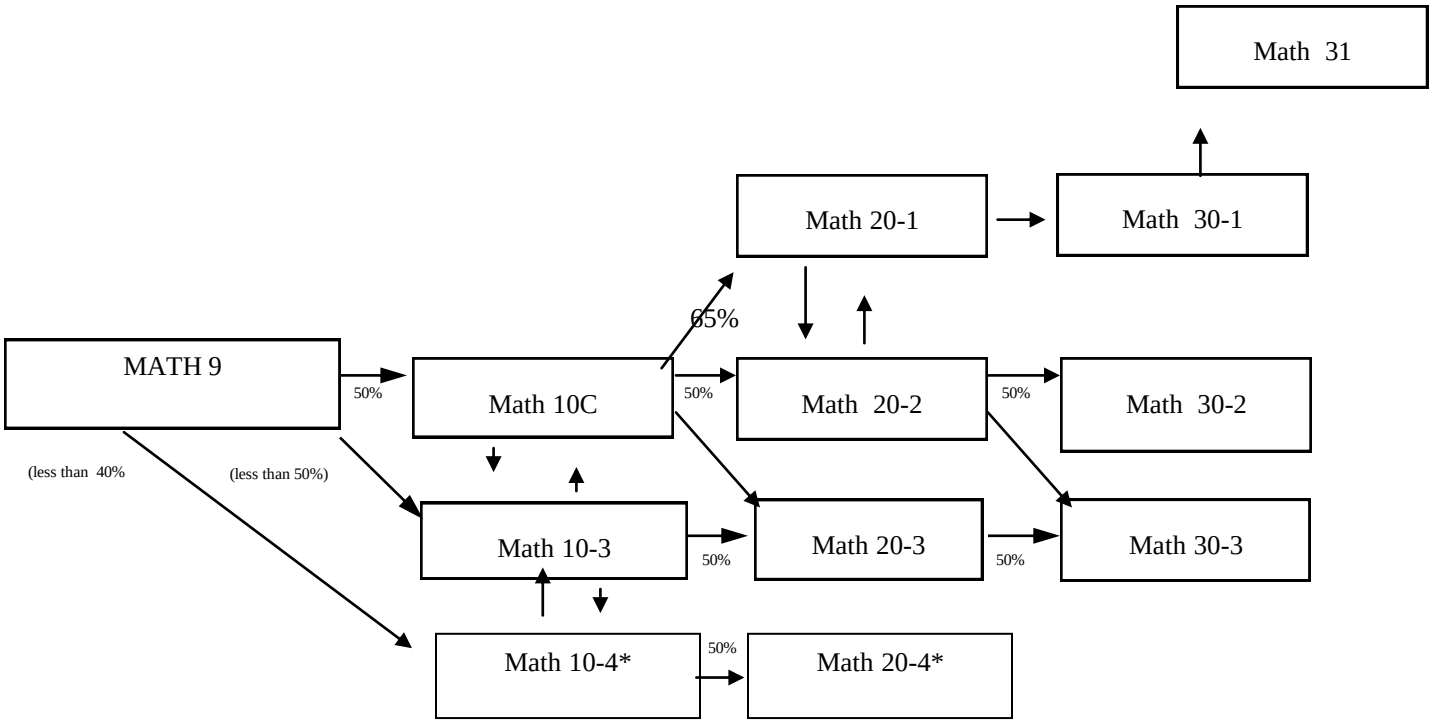
Looking to the Future
The content of the three course sequences (-1, -2 and -3, see diagram below) differs so students gain the necessary knowledge, skills and attitudes to be successful both in the workplace and in a variety of post-secondary programs.

• Students have a choice of three mathematics courses when entering Grade 10: 10C, 10-3 and 10-4.
  o Students choosing 10C have two sequence options out of Grade 10: 20-1 and 20-2. These sequences are ideal for students considering post-secondary studies in most colleges and universities.
  o Students choosing 10-3 follow the 20-3 and 30-3 course sequence through Grade 11 and Grade 12. This course sequence is ideal for students entering trades or the workforce immediately after high school.
  o Students choosing 10-4 can follow the 20-4, Knowledge and Employability, course sequence through Grade 11 or move to 10-3.

• Students who enroll in 10C don't need to choose their course sequence until Grade 11. This gives students an extra year to decide which sequence best suits their interests and their future needs.

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

• Students have access to high school mathematics teachers and some may have access to guidance counsellors to help them decide which sequence is right for them.



** with teacher recommendation and parental consent*
Arrows indicate possible transfer points from course sequence to course sequence.
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MATHEMATICS –

Technology is an integral part of applied and pure mathematics. The graphing calculator is the primary technological tool used by students for matheatical exploration, modelling and problem solving. Math 10-4, 20-4 are offered to those students who are experiencing difficulty with math.

***Note - To meet minimum Graduation requirements:** All students must plan their programs to include a minimum of two mathematics courses with the second course at the grade eleven level.

A mark of at least 60% is strongly recommended to remain in the Math 10-1, 20-1, 30-1 sequence.

SCIENCE

Each science course is designed to:

- provide students with basic concepts, skills and attitudes needed to prepare them for future science related studies
- develop an understanding of science that enhances the enjoyment of natural phenomena
- gain the knowledge and skills that allow individuals to make thoughtful decisions about issues involving science, society, and technology
- focus on higher level thinking skills like seeing relationships, synthesizing information, and evaluating data

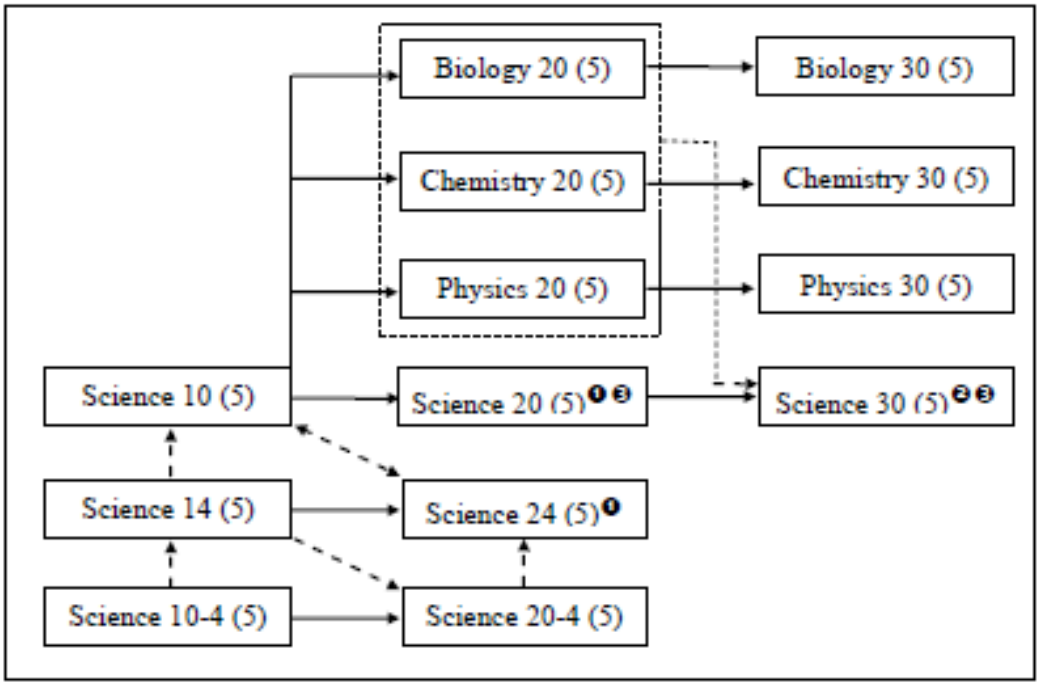
***Note:** All students must plan their high school program to include a minimum of two science courses with the second course at the grade eleven level.

***Note:** In borderline cases it is recommended that student enroll and excel in the lower stream then move into the more difficult stream.

***Note:** The following transitions are recommended:

a) Biology 20/Chemistry 20/Physics 20 (50%+) into Science 30
b) Science 24 (65%+) into Science 10
c) Science 20 (70%+) into Biology 20/Chemistry 20/Physics 20
d) Science 14 (70%+) into Science 10
e) Science 10-4 (65%+) into Science 14

* **Note:** A mark of at least 60% is strongly recommended to remain in the Science 10, 20, 30 sequence. If a student has 50% in Science 20, they should plan to take Science 30 in the first semester to ensure earning credits at the 30 level. In the second semester the student can then attempt Biology 30, Chemistry 30 or Physics 30.



1. Although the recommended transfer point from Science 24 is to Science 10, in exceptional cases, students may be placed by the principal in 20-leel courses, as serves the student's best interests.
2. Students who have achieved a final mark of 50% or greater in Biology 20, Chemistry 20, Physics 20 or Science 20 may enroll in Science 30.

Complimentary/CTS Courses:

CAREER AND LIFE MANAGEMENT (CALM 20) 3 credits

CALM 20 is a compulsory three credit course required for a High School Diploma. The CALM course focuses on the following: managing personal well-being, use of finances and other resources, managing personal and lifelong career development.

PHYSICAL EDUCATION 10/20/30 3 or 5 credits

Regular vigorous activity during the teen years is necessary for your future well-being. A strong healthy body is never obsolete. Physical Education provides an opportunity to:

- develop essential social skills
- develop physical fitness
- refine physical skills
- have fun in a safe environment

Physical Education 10 – a minimum of three credits are required for a High School Diploma.
Physical Education 20, 30 – build on the focus of the Physical Education 10 course. Students are challenged to take more responsibility for leadership in fitness and community service.

COMPUTER TECHNOLOGY

Computer Technology incorporates at least 3 strands of the CTS curriculum: Computing Science, Information Processing (includes some Networking) and Visual Communication (includes some Design). ***Please note: Computing Science 30 is now recognized as a university entrance science course and is on the same level as 30 level Science and Math courses.***

1. **COMPUTING SCIENCE COURSES – 1 credit courses** (note: some courses are required prerequisites)
   Please note: Computer Science courses include the construction and programming of robotics

   Grade 10 – 10 Level
   COMPUTER SCIENCE 1
   STRUCTURED PROGRAMMING 1
   STRUCTURED PROGRAMMING 2
   CLIENT-SIDE SCRIPTING 1
   CLIENT-SIDE SCRIPTING 2
   ROBOTICS PROGRAMMING 1
   CSE PROJECT A

   Grade 11 – 20 Level
   COMPUTER SCIENCE 2
   PROCEDURAL PROGRAMMING 1
   DATA STRUCTURES 1
   FILES & FILE STRUCTURES 1
   SECOND LANGUAGE PROGRAMMING 1
   CLIENT-SIDE SCRIPTING 3
   ROBOTICS PROGRAMMING 2
   CSE PROJECT B
   CSE PROJECT C
   CSE INTERMEDIATE PRACTICUM

   Grade 12 – 30 Level
   CSE3010: COMPUTER SCIENCE 3
   COMPUTER SCIENCE 4
   ITERATIVE ALGORITHM 1
   OBJECT-ORIENTED PROGRAMMING 1
   OBJECT-ORIENTED PROGRAMMING 2
   SECOND LANGUAGE PROGRAMMING 2
   SERVER-SIDE SCRIPTING 1
   ROBOTICS PROGRAMMING 3
   RECURSIVE ALGORITHMS 1
   DYNAMIC DATA STRUCTURES 1
   DYNAMIC DATA STRUCTURES 2
   DYNAMIC DATA STRUCTURES 3
   CSE PROJECT D
   CSE PROJECT E
   CSE ADVANCED PRACTICUM

2. **INFORMATION PROCESSING COURSES – 1 credit courses** (note: some courses are required prerequisites)

   Grade 1O – 10 Level

WORD PROCESSING 1
DATABASE 1
SPREADSHEET 1
DIGITAL PRESENTATION
INF PROJECT A

Grade 11 – 20 Level

KEYBOARDING
WORD PROCESSING 2
DATABASE 2
SPREADSHEET 2
CORRESPONDENCE
REPORTS
INF PROJECT B
INF PROJECT C
INF INTERMEDIATE PRACTICUM
TELECOMMUNICATIONS 1 (NET)

Grade 12 – 30 Level

HARDWARE & SOFTWARE ANALYSIS
WORD PROCESSING 3
PROJECT MANAGEMENT TOOLS
PRODUCTIVITY SOFTWARE INTEGRATION
INF PROJECT D
INF PROJECT E
INF ADVANCED PRACTICUM
TELECOMMUNICATIONS 2 (NET)

3. ***CTS - Visual Communications 10/20/30 Level 1 credit courses***

Students will work on various one credit courses to:

• develop the ability to function as media and technologically literate citizens, and understand not only the technological factors, but also the social, cultural and global issues that affect the various communication media

• develop expertise in applying creative thinking and enterprising/innovative strategies to problem solving.

• develop an appreciation for environmental, safety and ethical issues related to communication technology

• develop a positive attitude toward work ethics, productivity and time management.

CTS - Construction Technology 10/ 20/ 30 Level 1 credit courses

Construction Technology is a course which allows students to gain skills and knowledge in the woods/carpentry area.

Grade 10 – 10 Level

Introduction
Exploring bldg construction
Solid stock construction
Turning Operations
Manufacture/recycle materials

Grade 11 - 20 Level

Electrical systems
Int. furniture making 1
Int. furniture making 2
Finishing/refinishing
Int. cabinet making 1
Int. cabinet making 2

Grade 12 – 30 Level

Tool/machine maintenance
Adv. Furniture making 1
Adv. Furniture making 2
Furniture Repair/Restore
Advanced cabinetry
Cabinet layout/install

CTS - Fabrication Studies (Welding) 10/20/30 Level 1 credit courses

Fabrication Studies is a course which allows students to gain skills and knowledge in the welding trade.

Grade 10 – 10 Level
Fabrication Tools & Materials
Oxyacetylene Welding 1
Basic Electric Welding
Semi-Automated Welding

Grade 11 – 20 Level
Oxyacetylene Welding 2
Arc Welding 1
Arc Welding 2
Gas Metal Arc Welding 1

CTS- Foods 10/20/30 Level 1 credit courses

Foods is a course which allows students the opportunity to: develop an interest in a broad base of food; develop an awareness of the nutritional importance of food and its role in physical maintenance and wellness; develop basic knowledge of food preparation; practice safe and sanitary food handling.

Examples of Courses Offered:

Grade 10 - 10 level- Food Basics, Baking Basics, Canadian Heritage Foods

Grade 11 - 20 level- Milk/Cheese/Egg Products, Soups/Sauces, Vegetables/Fruits/Grains, Cake and Pastry, Yeast Breads/Rolls, Basic Meat Cookery

Grade 12 - 30 level- Creative Baking, Advanced Yeast Products, Advanced Soups/Sauces, Food Presentation, Entertaining with Food

FRENCH 10/20/30 5 credits
Students are encouraged to take the French program as a second language may prove useful in post-high school endeavors. Students with a very strong background may ask for a placement evaluation.

MUSIC 10/20/30 5 credits
Students have the opportunity to earn credits while learning to play various musical instruments in different types of musical styles.

SPORTS PERFORMANCE
While participating on various extra-curricular teams, students have the opportunity to earn credits.

Alternate Delivery Courses (ADC)

The purpose of Alternate Delivery Courses (ADC) is to provide maximum opportunity and flexibility to students in the school. Depending on the course, a student is assigned to a specific teacher. The teacher communicates with the student on a regular basis to help them with problems, mark assignments and issue tests. As space is limited, Alternate Delivery Courses are considered a privilege and only those students who are able to work independently should consider enrolling in it. Students who can take a specific timetabled course in a regular class cannot enroll in Alternate Delivery Course.
Students allowed into the program are expected to follow guidelines very closely in order to retain their placement. Following is a list of the ADC courses available at Thorsby Jr. Sr. High.

ADC - WORK EXPERIENCE

The Work Experience program is available to students wishing to acquire valuable job skills in the workplace. The minimum requirement for Work Experience credit is 75 hours for 3 credits with 1 credit for each additional 25 hours. Students may earn up to 30 credits in Work Experience but only **15** credits may be applied to their High School Diploma.

General Requirements for Work Experience 15, 25 and 35:

1. Completion of the job preparation module – HCS 3000
   - Self assessment process
   - The standard application form
   - Your covering letter
   - Writing your resume
   - The Interview
   - Pre-employment inquiries
   - Worker Compensation
   - WHIMIS
   - Workplace safety
2. Completion and filing of an application form with the Work Experience Coordinator
3. An interview with the coordinator to discuss work site availability, hours of work and conditions of the program.
4. Completion of an interview with the prospective employer (students are hired by the employer).
5. Regular attendance on the job as agreed to by the student, employer and coordinator.
6. Maintenance of a student journal indicating hours of work and tasks completed to be submitted on a regular basis to the coordinator.
7. Attendance at a limited number of noon hour instructional sessions given by the Work Experience Coordinator.
8. Payment for work is voluntary and left to the discretion of the employer.

For further information regarding confirmed work sites and potential work opportunities, see the Work Experience Coordinator.

ADC - REGISTERED APPRENTICESHIP PROGRAM (R.A.P.)

Alberta Learning developed the Registered Apprenticeship Program. The program encourages students at the high school level to consider trades as an alternative to academic post-secondary education. The objective is to educate students about the wide variety of trades people that are needed and then get the students started on their apprenticeship hours during their high school years. This provides a smooth transition into the employment sector and to their journeyman certificates.

RAP is one program helping Albertans take advantage of the growing number of job opportunities in the province by expanding the Apprenticeship program, focusing on youth employment programs, and targeting training to available job and career opportunities.

Students involved in RAP win three ways: they get high school credits, start building their apprenticeship hours and they get paid.

The normal progression into RAP is for the student to be placed at a work site under the Work Experience Program. This is for students who want to participate but who are unable to make up their minds on which trade to pursue. This internship lasts 125 hours and is set up as a "tryout". The students work with the employers but if they find out it is not to their liking, they can pull out anytime. For those who complete the 125 hours, they will receive high school credits but may or may not get paid.

OBJECTIVES of R.A.P.:

- Help young people find rewarding careers and better prepare them for the workplace and for adapting to change
- Create community driven initiatives that focus on skill and educational issues
- Help business and industry find the skilled, motivated workforce they need to remain competitive; and
- Begin workforce development at an earlier age to help young people make better career decisions and have the skills and provide the resources communities need to excel in the future.

The whole project requires a team effort from students, teachers, parents and employers and RAP in trying to link pieces together to create a viable program. This can only be achieved if all of the players are aware of each other.

GRADUATION Requirements for a High School Diploma

All students should plan their timetable in such a way that they would be able to obtain a high school diploma by the end of their 3rd year.

To qualify for the graduation list and be able to take part in the annual THS graduation program, the student must meet the following criteria by April 15th of their grade 12 school year:

- General or Advanced Program: Students must have credit, and/or be enrolled in and passing the required courses as outlined in the "Alberta High School Diploma Requirements" document (see next few pages for this document).

- K&E Program: Students must have credit, and/or be enrolled in and passing the required courses as outlined in the "Certificate of High School Requirements" document (see next few pages for this document).

- As well, if a grade 12 student is taking an Alternate Delivery Course (not a traditional classroom taught course), the student must have at least 65% of the course completed and must be passing.

ALEXANDER RUTHERFORD SCHOLARSHIP for High School Achievement

Sponsored by: Alberta Heritage Scholarship fund Endowment Program

Purpose: to recognize and reward exceptional academic achievement at the secondary school level and to encourage students to continue their studies.

Value: Up to $2,500 for students graduating after April 1, 1999 or up to $1,500 for students who graduated on or before April 1, 1999.

Eligibility: Applicants must be residents of Alberta who plan to enroll or are enrolled in a full time post-secondary program of at least one semester in length.

Selection: Scholarships are awarded on the basis of achieving an 80 percent average in five designated subjects in grades 10, 11 and 12. A student need not have achieved an 80 average in all three grades or in all courses to qualify for a portion of the scholarships.

Application: Application forms are available from the Alberta Heritage Scholarships or at all Alberta High Schools and on-line.

Deadline: May 1 for September start date and December 1 for January start date.

Disbursement: the award will be disbursed in November for September start date, in March for a January start date and after Alberta Heritage Scholarship Fund confirms full enrollment in post-secondary studies.

PLANNING FOR THE UNIVERSITY OF ALBERTA or ??

Keep your options open….

Because admission requirements change every year, it is a good idea to select a high school program that will allow you some flexibility. Keeping your educational options open and finding out as much as you can regarding different career opportunities is the best way to approach your future.

Applying to the U of A or other post-secondary institutions involves meeting entrance requirements. Each program will require slightly different subjects, so it is a good idea to take more than five academic grade 12 courses, thereby making you eligible for admission to several different programs.

Keep in mind that the courses you choose for grade 10 will determine which grade 12 courses you may take and therefore which post-secondary programs you may apply to.

High School Marks Are Important…..

For More Information….

Contact Miss Ormberg in the Career Center.