

**SPRUCE GROVE
COMPOSITE
HIGH SCHOOL**



DO WELL WHAT YOU DO



PARKLAND
SCHOOL DIVISION

2023-2024

**STUDENT
HANDBOOK**

***B*UILDING
*E*XCELLENCE &
*S*UCCESS
*T*OGETHER**



TABLE OF CONTENTS

WELCOME 5

I. GENERAL SCHOOL INFORMATION

A.	Academic Achievement Center	6
B.	Attendance/Lates	6
C.	Bell Schedule and Timetable Matrix	9
D.	Communication	10
E.	Comp Card Procedure	10
F.	Course Challenge and Course Withdrawal Procedures	10
G.	Emergency Procedures	11
H.	Extracurricular Policy	13
I.	Final Exams and Final Grades	14
J.	FOIP and Media Consent	15
K.	French Immersion Program	15
L.	Grade 10, 11 and 12 Timetables	16
M.	Graduation Policy	16
N.	Inclement Weather	16
O.	Medical Conditions/Dispensing of Medication	17
P.	Outreach	17
Q.	Panther School Support	17
R.	Parking	18
S.	Parkland School Division and Education Act Codes of Conduct	18
T.	School Expectations for Students	20
U.	Student Programs	23
V.	Student Services	25
W.	Student Important Telephone Numbers	26
X.	Textbooks	27
Y.	Valuables	27
Z.	Visitors/School Guests	27

II. REGISTRATION INFORMATION 28

A.	Program Offerings and Awards	28
B.	High School Completion	29
	• Alberta High School Diploma Program	29
	• Knowledge & Employability Certificate of Achievement (K E)	30
C.	Fee Schedule	31
D.	Core Courses	32
	• English	32
	• French Immersion	33

	● Mathematics	34
	● General Sciences	37
	● Social Studies/Études Sociales	38
E.	Elective Courses	39
	● Personal Development	39
	○ CALM	39
	○ Physical Education	39
	○ Sports Medicine 15 - 25	40
	○ Sports Performance 15 - 25 - 35	42
	○ Athletic Sports Teams	43
	● Modern Languages	44
	○ French (as a Second Language)	46
	○ German	47
	○ Japanese	49
	● Fine Arts	51
	○ Art	51
	○ Drama and Theatre Arts	52
	○ Music	55
	● Career and Technology Studies (CTS)	57
	○ Communication Technology 1 - 2 - 3	58
	○ Computer Science	59
	○ Cosmetology 1 - 2 -3	60
	○ Design Studies 1 - 2 - 3	61
	○ Early Learning and Child Care	62
	○ Electro Technology 1 - 2 - 3	63
	○ Foods 1 - 2 - 3	63
	○ Intro to Trades	64
	➤ Construction	64
	➤ Mechanics/Fabrication	66
	○ Photojournalism	67
	○ Psychology	68
	● Additional Electives	70
	○ Anthropology	70
	○ Building Futures Apprenticeship	71
	○ Forensic Science	72
	○ Natural Science	73
	○ Sociology	74
	● Work Experience, Career Internship	75
	● Registered Apprenticeship Program (RAP)	75
	● Green Certificate (Agriculture)	77
F.	Programs of Choice	78
	● Building Futures	78
	● Y(our) Program	78
	● Parkland Student Athlete Association (PSAA)	79
G.	Miscellaneous Information	80

	• Alexander Rutherford Course Requirements	80
	• Apprenticeship Trade Requirements	82
	• Post-Secondary Institutions, Alberta	85
III.	Graduation Information	86
A.	Fundraising	86
B.	Graduation Ceremony & Grand March	86
C.	Graduation Policy	86
D.	Graduation Fee	87
E.	Graduation Lists	87
F.	Graduation Photos	87
G.	Graduation Rings	87

A MESSAGE FROM OUR ADMIN TEAM



Ms. Cheryl Otto

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Mr. Cam Robertson
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Grade 10



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W

elcome to Spruce Grove Composite High School, a place where

students and staff Build Excellence and Success Together (*B.E.S.T*)! This is our Mission Statement here at The Comp. We use it to guide us as we work together to create the BEST learning environment for all our learners, students and staff, alike. Education is not a By-Stander Activity. In order to make the most of your time with us, you must take an active role. Our expectations are that you will demonstrate your commitment to your learning by:

- 1) attending all classes;
- 2) actively engaging in learning;
- 3) taking ownership of your education;
- 4) getting involved in extracurricular activities.

What does all this mean? Here at SGCHS, we believe we all work together to make this school a place where people feel they belong. Our staff is dedicated and caring; we want nothing more than for you to be successful. If you take advantage of the opportunities we provide through seminar time and personal learning time, as well as regular classroom instruction time, you will have success in your academics. We, however, want more than that for you. We pride ourselves on our students having a safe and caring environment, not only for their learning, but for their sense of belonging. There is a large variety of sports teams, clubs, and after school curricular programs you can access here at The Comp to help you to become the BEST version of yourself as you prepare for life after high school.

AGIS QUOD ADIS – DO WELL WHAT YOU DO!

As your high school education sets out to become the road map to lead you where you want to go in life, it is imperative that you make informed decisions moving forward. It is always a good idea to consult with your current teachers to help you determine what your areas of strength are and where you need to grow. Our Student Services Team and our Grade Coordinators can assist you in creating an educational plan which will serve you as you move towards the rest of your life, be that the world of work or post-secondary education. This handbook is a good starting place for you to see what we offer and how that will serve you as you move forward.

We look forward to working with you on your educational journey as you head on down the road to High School Graduation and the rest of your life.

SGCHS Admin Team

****Please note that much of the following information is in regards to pre-pandemic. Depending on restrictions we will adjust accordingly.**

I. General School Information

A. ACADEMIC ACHIEVEMENT CENTER (INREACH RESOURCE ROOM)

The Academic Achievement Center is an available alternative and educational support for students who:

- Require one additional/different course than their regular timetable can allow;
- Are unable to attend all classes regularly due to illness, sports and work commitments or other personal reasons;
- Require a less structured environment to achieve academic success in a single course;
- Need a course to meet high school graduation requirements.

PLEASE NOTE: The Academic Achievement Center is only accessible by administrative appointment for students in the above mentioned circumstances.

In order to ensure a minimum level of competency is achieved by students in each of their core courses, Module/Virtual courses require a score of at least 40% on a final exam in order to pass the course. A score of 40%, or less, on a student's first attempt, indicates that further instructional time and practice is required on identified learning outcomes. It is essential for students to demonstrate consistency and integrity in their coursework, quizzes, and supervised exams.

If there is a discrepancy of 25% or more between a student's final exam mark and their course mark, a review will occur and the situation will be discussed with the student and teacher to explore possible options including, but not limited to:

- Rewrite final exam with a different version of final
- Alternative assessment - examples: a supervised project or task, an assessment interview/discussion etc.
- The final exam mark being set as the student's final mark

B. ATTENDANCE/LATES

Students who are absent are required to complete all missed assignments and exams. Make up work will occur during Seminar or after school whenever possible unless otherwise specified by your teacher. SGCHS expects all assigned work to be completed. Regardless of the reason, if course work is incomplete, students may be required to attend DLR (Directed Learning Room) from 3:15 – 5:00, Monday to Thursday. Staff supervision and assistance is available to ensure student success. The community has partnered with the school and is willing to flex students' work schedules to provide our students time to attend tutorials if necessary. Alternative times may be arranged with your classroom teacher. If a student's absences are excessive, parents will be contacted and an alternative form of education for the student will be looked at.

FIELD TRIPS

Field trips are a valuable component of the curriculum, but participation in them is a privilege. Students who have accumulated a significant number of absences may be required to forfeit the field trip and remain at school to attend their classes. It is the responsibility of students to ensure that they have assignments completed and are prepared for quizzes or examinations on their return from field trips. Students are expected to display the same responsible behavior on field trips as is required at school. International Field Trips are

announced by the individual teachers hosting the trip. Be sure to listen for announcements and check our school website at <https://sgchs.psd.ca/>

HOMEWORK REQUESTS

Students are advised to have a “buddy” in each class who will provide assignments and information covered in class for short-term absences. Students may also contact their teachers via email with their teachers first name, last name and PSD address ie: zoe.smith@psd.ca. Students can also phone the office and homework will be arranged for them.

EXCUSED ABSENCES (Education Act Section 7.4)

- the student is unable to attend by reason of sickness or other unavoidable cause;
- the day is recognized as a religious holiday by the religious denomination to which the student belongs;
- the principal of the school has suspended the student from school and the suspension is still in effect;
- the student has been expelled from a school and has not been enrolled in another education program; or
- The board, or if the student is enrolled in a private school or resides in an unorganized territory, the Minister
 - determines that the parent of the student has shown sufficient cause as to why the student should not be required to attend school, and
 - excuses the student from attending school for a prescribed period of time.

Please note: Parent/guardian awareness of an absence does not ensure that the absence is excused.

EXTENSIVE ABSENCES WITH PARENTAL NOTIFICATION

A student is considered to have extensive absences once non-attendance is hindering progress in any given class. (These include excused and unexcused absences).

- parental notification does not indicate the absence was excused;
- poor performance is most often associated with poor attendance;
- extended illness or leave; please see your assigned grade coordinator and a medical note may be required.

CONSEQUENCES OF TRUANCY

Truancy is defined as absence from school that is not considered excused. If a student is truant, the following procedure will be followed:

- The student will be required to make up all missed school work during after school tutorial or other non-instructional time as determined by the teacher or Administration, in a supervised area. Students will be asked to make arrangements with their parents or place of work to attend the tutorial(s) to ensure all work is completed and a 0% is avoided. For student success, these tutorials need to occur in a timely fashion. Failure to attend a tutorial will result in non-compliance when given a directive by a teacher or Administrator and will result in an out of school suspension. Students are encouraged to be prompt with providing a parental note or phone message to the office. The school has a 24 hour answering machine. NOTE: regardless if the absence is excused or unexcused, students will be required to make up all missed work. Students are to refer to department policies.
- Failure to attend Study Halls/tutorials will result in further consequences such as suspension or loss of privileges. Parents/guardians will be notified by phone and/or letter in the case of a suspension.
- Continued trancies will result in removal from the class/program and/or transfer to our Outreach Campus.

Truancy is defined as an absence from school that is not considered excused.

STUDENT LATE PROCEDURE

All classes start immediately, after the sounding of the bell. Students are required to arrive in class on time, prepared for learning. Students are accountable to their teachers to arrive to class on time.

Consequences:

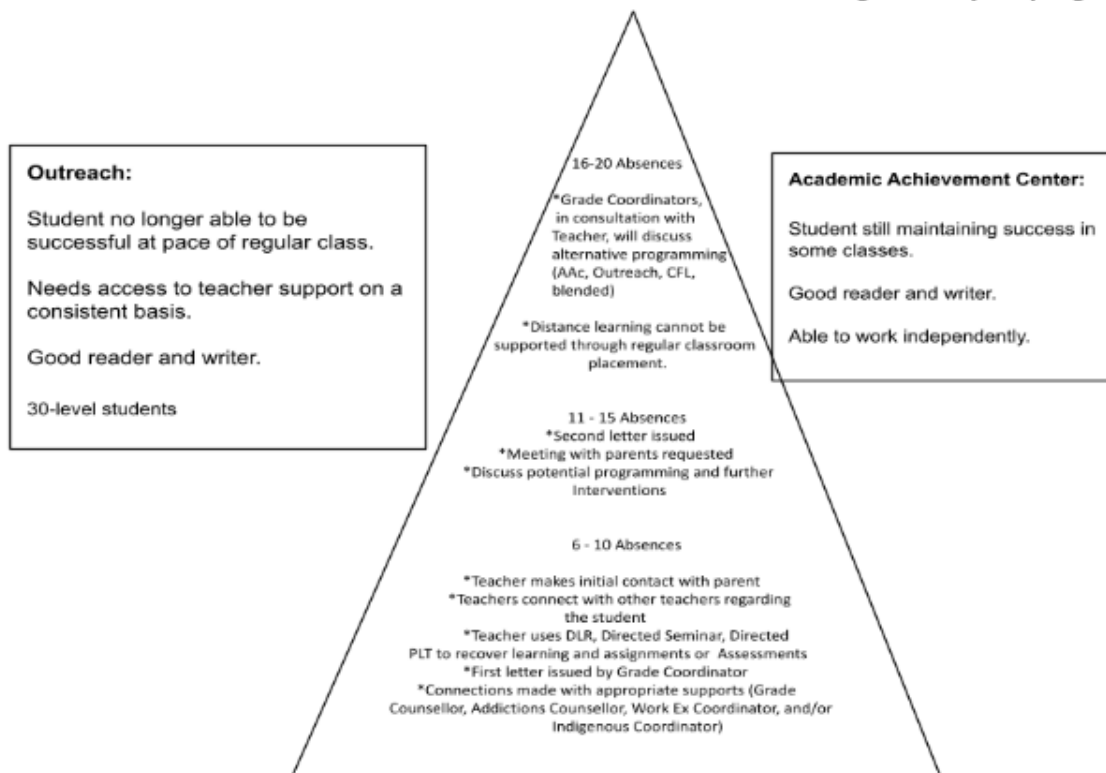
- **Teacher meeting with student;**
- **Teacher contact with home/meeting;**
- **Referral to Grade Coordinator;**
- **Make up time at lunch or after school.**

Students who arrive to class/school 30 minutes or more after the bell will be marked absent. However, it is expected that students will be in class to avoid falling behind in their studies. **The students who arrive late to class are required to attend the scheduled class for the remainder of the block.** Only students arriving late for class because of an appointment with an administrator/counselor will be provided with an admittance slip.

NOTE: Where required SGCHS will report attendance to outside agencies i.e.: Probation Officer, Social Services, Child Welfare, Student Finance, Provincial Attendance Board, etc.

In general, when students are on the school grounds they are required to be in their designated class. Students do not have a “bank account of lates” from which they may draw on, nor should they delay arriving to class after they realize they will be marked “late”. **A late is defined as: arriving to class after the bell has sounded.**

Students must be in 90% or better attendance to maintain a high level of success during their 3-year program.



C. BELL SCHEDULE AND TIMETABLE MATRIX



SGCHS BELL SCHEDULE 2023-2024 REGULAR DAYS

MONDAY – FRIDAY		
TIME	MIN.	BLOCK
<i>Warning Bell – 8:25 am</i>		
8:30 – 9:47	77	Block 1
9:47 – 9:53	6	Break
9:53 – 11:09	76	Block 2
Lunch – 11:09 – 11:44 am <i>Warning Bell 11:44 am</i>		
11:49 – 1:05	76	Block 3
1:05 – 1:11	6	Break
1:11 – 2:27	76	Block 4
2:27 – 3:07	40	Seminar

STUDENT UNION DAYS:

Dec 21, June 5

TCT DAYS: Sept 27, Oct 25,

Nov 29, Dec 20, Feb 28, March

20, April 24, May 29

STUDENT UNION SCHEDULE		
TIME	MIN.	BLOCK
<i>Warning Bell – 8:25 am</i>		
8:30 – 9:47	77	Block 1
9:47 – 9:53	6	Break
9:53 – 11:09	76	Block 2
Lunch – 11:09 – 12:24 <i>Warning Bell 12:24</i>		
12:29 – 1:45	76	Block 3
1:45 – 1:51	6	Break
1:51 – 3:07	76	Block 4

TCT SCHEDULE		
TIME	MIN.	BLOCK
<i>Warning Bell – 8:25 am</i>		
8:30 – 10:00	1 hour 30 min	TCT
10:00 – 10:06	6	Warning Bell
10:06 – 11:09	63	Block 1
11:09 – 11:15	6	Break
11:15 – 12:17	62	Block 2
Lunch – 12:17 – 12:52 <i>Warning Bell 12:52</i>		
12:57 – 1:59	62	Block 3
1:59 – 2:05	6	Break
2:05 – 3:07	62	Block 4

SEMINAR: Self-directed learning time occurs Monday-Friday from 2:27 - 3:07pm. Students have access to their teachers for one-on-one or small group support. It is expected that students are in attendance at this time.

DLR (Directed Learning Room): The Directed Learning Room is supervised by Administration from 3:30 pm until 5:00 pm on Tuesday and Thursday. Students can be assigned to DLR by their teachers and/or Grade Coordinator for a variety of things including missed assignments or exams, skipping class, etc.

SGCHS has in place a variety of processes for supporting student success, attendance and expectations. Students who are not responding to encouragement and support for improvements will be required to develop a personal success plan which may include: utilizing DLR, studying at home or attending our OutReach and/or Academic Achievement Centre (InReach). Other appropriate programs are also available which will lead to student success.

D. COMMUNICATION

Information is shared through a variety of methods:

- Monthly Newsletter;
- Daily Announcements;
- Website and Twitter;
- PowerSchool Student and Parent Portals to see attendance, marks and teacher comments;
- E-mails and phone calls home;
- Closed circuit televisions throughout the school;
- Postings on bulletin boards within the school and our electronic sign board on Grove Drive;
- Local paper.

Every staff member has voice mail and email. To access voice mail, please call the school, 780 962 0800.

To access email, type the first name followed by the last name @psd.ca (i.e.: jane.doe@psd.ca). Staff can also be emailed directly through our webpage, <https://sgchs.psd.ca/>, by clicking on the individual staff member's name. The School's general mailbox is sgchs@psd.ca and our attendance mailbox is sgchs.absence@psd.ca. We aim for a 24 hour turn around.

On occasion, we also access a phone fan out system to relay important information. Please ensure we have an up to date phone number and email address with which to contact you.

E. COMP CARD PROCEDURE

Comp Cards are required to:

- Sign out and return textbooks;
- Sign out library books;
- Write final/diploma exams.

Students must have their Comp Cards on their person at all times and must show staff when requested. In the event that a student has lost or misplaced his/her Comp Card, one no-cost replacement card will be issued from the General Office.

Students who continue to come to school without their Comp Card will be required to purchase new cards at the cost of \$5.00 each or will be invoiced at the request of an Administrator.

F. COURSE CHALLENGE AND COURSE WITHDRAWAL PROCEDURES

COURSE CHALLENGE

As outlined in the Program of Studies, some courses are eligible as course challenges. Further details and applications are available from the Counselors and approval must be obtained from the Principal.

COURSE WITHDRAWAL

To ensure that a student receives a withdrawal on their Alberta Education transcript instead of a final grade in the course, the following procedures must be adhered to:

- A meeting with the student's Grade Coordinator/Counsellor must occur to ensure all paperwork is properly filled in and submitted prior to the deadlines.

- Withdrawal deadlines can be found online on our school calendar. They are a hard deadline scheduled after parent teacher interviews.

After the withdrawal deadline passes, a final grade in the course will be issued, submitted to Alberta Education, and will appear on the student's transcript.

G. EMERGENCY PROCEDURES

To ensure students and staff are adequately prepared throughout the year, the school will practice emergency response drills such as fire drills, lockdowns, and evacuations.

Fire Drills – Students must proceed quickly and in an orderly fashion to their designated site outside of the school as determined by their classroom teacher.

LockDowns – Students must clear the hallways and public areas and proceed quickly and in an orderly fashion to a classroom to await further instructions.

Evacuations – Students must proceed quickly and in an orderly fashion to an area outside of the school as determined by the school Administration and as communicated by the classroom teacher. Students must stay with their class. In the event that the school must be evacuated, students will be safely transported to the Spruce Grove arena where they can be released to the custody of their parents.

Parkland School Division Emergency Response Plan

Parkland School Division's first priority is the safety, security, and wellbeing of our students and staff. While we hope our schools are never faced with an emergency situation, we are prepared to respond to an incident if one should occur. We have taken steps to prepare our schools and school jurisdiction to deal effectively with emergency situations that may occur in or around a school during the school day. Our comprehensive Division Emergency Response Plan is complemented by individual plans tailored for each school. These plans are reviewed regularly. In order for our Emergency Response Plan to be effective, we depend on the cooperation and assistance of many people, including the police and the fire departments, and parents. Your cooperation is vital to helping us protect the safety and welfare of all children and school employees. Please observe the procedures explained below.

In The Event of an Emergency: Do not call the school or your child's cell phone.

We understand and respect your concern, but it is essential that the phone systems be available for emergency communications. If you call the school you will tie up lines and systems required for communicating with emergency responders and may inhibit our ability to send or receive critical information. By calling your child's cell phone, you could potentially put them in harm's way, depending on the nature of the crisis. Please do not call, we will ensure that you get the information you need by contacting you.

What happens during a Lock-Down or Shelter-in-Place?

In the event of a lock-down or shelter-in-place, the school will be locked with NO arrivals or departures of anyone including staff, students or parents. You will not be allowed to pick-up your child until after an "all-clear" is given and established student release procedures are in order. This procedure will be strictly adhered to under all circumstances. Please do not go to the school until instructed to do so.

What if the school is evacuated?

It may be necessary to keep the streets and parking lot clear for emergency vehicles.

If it's necessary to evacuate the school, students will gather at a primary assembly location, pre-determined by each school, to ensure their safety. Students will remain at the assembly location until they are returned to the

school or released to their parent/guardian. Depending on the severity of the situation, students may be transported to a secondary assembly location away from the school. You will be notified of this via the Division website and the media.

How do I reunite with or pick up my child during or after an emergency?

Should circumstances merit, the school may activate a student release procedure. This allows the school to do a controlled release of students to their parent/guardian. Should it be necessary to activate the student release procedure, instructions on where and when to pick up your child will be posted on the Division website <http://www.psd.ca>. Students will remain at either the primary or secondary assembly location until they return to the school or are released to their parent/guardian. Instructions on where, how and when you are able to pick up your child will be posted on the front page of our website. Please also read the Procedures for Parent-Child Reunion. Carefully read all information you receive from the school regarding emergency procedures as assembly locations are different at each school. Talk to your children and emphasize how important it is for them to follow instructions from their teachers and school officials during any emergency.

Procedures for Parent-Child Reunion

To ensure your child's safety, and to assist staff in quickly reuniting you with your child, please observe the established procedures. We recognize that you may be worried and want to be reunited with your child as quickly as possible. However, this system has been established to ensure your child's safety. You could be jeopardizing your child's or another child's safety by not adhering to these procedures.

1. Detailed release instructions will be posted at the secondary assembly location.
2. A designated Parent Waiting Area will be established at the secondary assembly location. Please wait in this area until your child is brought to you. This is for the safety of both you and your child.
3. No student will be released unless you or an individual designated on the student's Emergency Information Card arrives to pick up that student.
4. Every parent/guardian will be required to sign for the release of their child. This step is extremely important, as it is the schools only means of ensuring all students are accounted for at all times. Please do not take your child from the secondary assembly location without signing for their release. You will also be required to show valid identification during this process to ensure students are safely released to their custodial parent/guardian.

All students will be kept at the secondary assembly location until a parent/guardian can arrange to pick them up.

Note: It is imperative that the information on your child's **Emergency Information Card** is current. Each school refers to this information in the event of an emergency.

What's the quickest way to receive emergency information?

The Division has established a number of ways for you to quickly and accurately receive emergency announcements and status reports without having to call your child's school.

- Go to the Division website at: <http://www.psd.ca>
- Call the Centre for Education at 780-963-4010.
- Tune into a local television station.
- You will receive instructions through the school's crisis notification system about where, how and when you are able to pick up your child.

And finally, carefully read all information you receive from the school regarding emergency procedures and talk to your children and emphasize how important it is for them to follow instructions from their teachers and school officials during any emergency. We are proud that Parkland School Division has safe schools, and we are doing everything possible to keep it that way. We appreciate your cooperation and support. If you have any questions about this information or other aspects of our safety procedures, please contact the Centre for Education at 780-963-4010.

EMERGENCY CLOSING BULLETIN

Schools in the system may be closed to students due to inclement weather. Notice of school closures will be released to the public via radio stations. **(Listed above).**

If weather conditions deteriorate during the day and it becomes necessary to recall individual or all buses, every effort will be made to enable students to arrive home safely during adverse weather conditions when they are dismissed earlier than regular dismissal time.

In cases where a single school has to be closed for reasons unique to it, the Principal will make whatever arrangements necessary for early dismissal. In cases where a single bus has to be suspended, the bus driver will use a phone fan out system to advise parents/guardians. If individual school closure or bus suspension is known sufficiently early in the day, this information will be broadcast on the PSD website.

ACCIDENTS AND ILLNESS

When a student becomes injured or ill, he/she is to notify a staff member. If the injury or illness appears serious, parents will be contacted and arrangements made for medical attention or for the student to go home. Under no circumstances is a student who is ill to remain in a washroom or leave the school without contacting a staff member.

H. EXTRA-CURRICULAR POLICY

Students are strongly encouraged to support and participate in competitive and non-competitive activities at SGCHS. The following sports and clubs are active in our school. Information about them can be obtained from the general office. Note that, as the school year progresses, this list of activities may change.

Inter-scholastic sports – students can get involved in badminton, basketball, cross-country running, volleyball, swimming, football, golf, rugby, soccer, track and field.

Club Activities – German, French and Japanese exchanges, Graduation Grad Council, Skills Canada, Dungeons and Dragons Club, Students Union, Robotics, QSA and many more.

Eligibility Criteria:

- You must have paid the student activity fee
- You must be enrolled in a full program for your grade level
- You must be in school, in class, working to the best of your ability to be eligible
- You must be a positive ambassador for the school
- You must be putting forth a satisfactory effort in school courses, and you must be attending regularly
- You must meet the eligibility requirements of your particular competitive activity (eg: ASAA – Alberta Schools Athletic Association)
- You cannot participate when suspended from classes.

I. FINAL EXAMS AND FINAL GRADES

Many exam dates are preset by Alberta Education and **CANNOT** be changed; therefore, please plan any holidays accordingly.

EXPECTATIONS FOR FINAL EXAMS

1. All **backpacks, bags, cellphones, smart watches or personal devices** must be turned off and brought to the front of the classroom. Choosing to keep a personal device on your person is grounds for an invalidated exam.
2. All **hats, hoods, and toques** must remain off during the exam. Hats and toques should be placed on the floor beside you.

ATTENDANCE FOR FINAL EXAMS

Final exams must be written at the scheduled time. Only illness confirmed by a doctor's note or emergency situations will be accepted as a valid excuse for not writing an exam. If there are exceptional circumstances that will not allow a student to write a final exam at a scheduled time, a request must be made in writing to the grade coordinator at least two weeks prior to the scheduled writing time. A decision will be made based on the information provided. Students whose requests are approved will be scheduled to write final exams during the first week of February for semester one courses, and the first week in July or the last week of August for second semester courses. An early holiday is not considered school excused. Extenuating circumstances should be communicated to the Principal in writing.

DIPLOMA EXAMS

Diploma Exams are conducted in the following courses: English 30-1, English 30-2, French Language Arts 30-1, Social Studies 30-1, Social Studies 30-2, Mathematics 30-1, 30-2, Biology 30, Chemistry 30, Physics 30 and Science 30. The student's final course mark will consist of a 70/30 weighting of the school awarded mark and the diploma examination mark.

The student's high school transcript will show a school awarded mark, a diploma exam mark and a final course mark for each subject. Check SGCHS website for the exam schedule. Students must write their exam a minimum of one hour before handing in to the supervisor. Classes end on January 18 for semester 1 and June 14 for semester 2. All students are expected to be in classes up to and including these dates.

IMPORTANT: On scheduled diploma examination dates, students who arrive late to school as a result of inclement weather may be allowed to write the examination upon approval of Alberta Education.

During exams, parents/guardians should use their discretion when sending their children to school during inclement weather conditions even when buses are running and schools are open. (see page 15-16 for details as to school closure announcements)

For the safety of students who ride school buses, it is the responsibility of parents/guardians to ensure that their children are suitably dressed for coping with the weather should buses become unserviceable while transporting students or should students have to wait at bus stops.

Parents/guardians are also encouraged to have a contingency plan in place for the care of their children when it becomes necessary to close schools during adverse weather conditions.

APPEAL OF FINAL MARKS PROCESS

You have the opportunity to appeal teacher-assigned final marks. If you question a mark, the first approach should be to the teacher who assigned it. If still dissatisfied, you should appeal in writing to the school principal. This appeal should be made promptly on receipt of the mark and must include your reasons for the appeal.

The reply will be made in early February or September for semester one and two respectively. The principal's ruling may be further appealed to the Superintendent of Schools.

J. FOIP AND MEDIA CONSENT

(Collection of Personal Information Notice under s. 39 of the FOIP Act)

All students are required to complete a FOIP and Media Consent form when they register.

Schools use personal information to provide educational programming and a safe school environment. A student's personal information, including photographs, may be used within the school and division for school purposes (e.g. school calendar, newsletter, yearbook, etc.). If the student's personal information is going to be used for any purpose outside the school or posted on external websites, schools must obtain consent from parents/guardians. **Please Note: Consent can be revoked at any time by contacting your child's school.**

Classrooms are not public places, and the school controls who has access to school property and students on school property. When schools invite spectators, family, friends, media and the general public into the school, the event becomes a public event (e.g. school concert/assembly). Anyone may take photographs/videos at a public event and the school has no control over how these images may be used. The media are expected to proceed responsibly and cooperate with schools that have invited them to participate in school events. Pictures taken by school staff, at public events, may be used for school purposes; however, these photographs may not be used for promotion of the school without obtaining parental consent.

K. FRENCH IMMERSION PROGRAM

SGCHS is fortunate to offer French Immersion at the high school level in three areas as a continuation of preceding French Immersion programs offered through Parkland School Division. Students who have successfully completed Grade 9 French Immersion are eligible to take French Language Arts 10, 20, 30 and Études Sociales 10, 20, 30 as well as SCIENCES 10. Completing Sciences 10 will then allow the student to enter into English classes for Biology 20, Chemistry 20, Physics 20 or Science 20 (see Science chart on page 37).

The Études Sociales courses, instructed entirely in French, are identical to their English equivalents as defined by Alberta Education. Please Note: while students only need to take Etudes Sociales rather than both Etudes Sociales and Social Studies, they ARE expected to take both English Language Arts and French Language Arts in order to meet their diploma requirements.

Curriculum in French Immersion assumes a relatively high level of spoken fluency in French and seeks to increase written fluency with a strong grammar component in all courses offered. Students are encouraged to improve their language skills through communication, interactions with the Alberta French speaking community and opportunities for travel and exchanges.

Parkland School Division issues a French Immersion Certificate of Completion to acknowledge success within FI. In order to receive this certificate, students must have completed a K-12 French Immersion program with the 10-12 classes offered through SGCHS.

L. GRADE 10, 11, 12 TIMETABLES

All grade 10s are required to have a full timetable (40-45 credits). Any students who drop or are removed from a course will be required to make up the lost credits. They will not be allowed to remain in the school during that time unless they attend a supervised study class. All grade 11s and 12s are encouraged to carry a full timetable; however, **no students will be allowed to have spares until they have achieved a minimum of eighty credits and successfully completed all mandatory grade 10 classes, including CALM and HCS3000.**

Students will only be allowed to fast-track core courses with permission from administration if they have a grade of 90% or higher in the prerequisite course **and** there is room in the class they wish to take.

We would like to wish our students a successful, fun-filled year at Spruce Grove Composite High School!

M. GRADUATION POLICY

To participate in the Graduation Commencement Ceremonies, a student must be in good standing with the school and meet the minimum course credit requirements for an Alberta High School Diploma or Certificate of Achievement as established by Alberta Education at the time of the ceremony. Students must achieve a minimum of 80 credits by the end of semester 1 in their grade 12 year and meet the requirements for diploma subjects as listed elsewhere in this handbook.

Because the final grade for diploma exam subjects is established by blending the school awarded mark and the diploma examination mark, the following rules will apply:

- In the first semester, students must have earned at least 50% in the blended mark in any required diploma examination subjects.
- In the second semester, students must have earned at least 50% in the school awarded mark on the February 18 reporting period for any diploma examination subject required for diploma requirements.
- Registration for, or the intent to rewrite diploma examinations at the end of June or registration in Summer School, DOES NOT qualify students for participation in the commencement exercises.

OR.....

- Complete all the requirements for the Certificate of High School Achievement
- Complete all of the requirements of the Life and Work Skills Program (LAWS) OR
- At the discretion of SGCHS Administration.

Students should be aware that any uncooperative behavior, late year pranks or expulsions will result in removal from the commencement list and from participation in the commencement ceremonies.

Further details on the Graduation Commencement Ceremonies can be found in the Graduation Commencement Information Section at the back of this Handbook.

N. INCLEMENT WEATHER

As you are all aware, we experience some extremes in weather. The question has been asked. “What happens when the buses do not run?” The Division will announce on their website psd.ca as well as an automated phone out to all families if the buses are cancelled. Therefore, when all the buses do not run, we will assume that it may also be dangerous for in-town students to venture out. In this situation, all absences will be excused. In the event that Parkland School Division buses are not running, SGCHS will remain open for learning as per PSD AP 750:

Generally speaking, teachers will attend to supporting student learning with the following considerations:

9. Teachers shall endeavour to balance the learning-outcome requirements of students who have arrived at school with the learning-outcome requirements of students who are remaining at home. Notably:

9.1. Teachers may distribute new or ongoing learning tasks through familiar online platforms and/or monitor and support learning tasks already in process; and

9.2. Teachers may check-in with students when possible and prudent to do so:

9.2.1. The check-in process may vary depending on the quantity of students at home versus the quantity of students at school; and

9.2.2. Parents shall not expect that synchronous learning (learning at the same time as the class) is available, given that teachers may also be responsible for students who are at school.

O. MEDICAL CONDITIONS/DISPENSING OF MEDICATION

Students with allergies or chronic medical problems must indicate on their registration form the nature of the problem. This will enable the staff to effectively deal with a medical concern should the situation arise. All information will be strictly confidential.

Staff is not to dispense prescription or non-prescription drugs to students unless authorized to do so by the school or division administration under the approved policy as outlined in the Division Handbook.

P. OUTREACH PROGRAM (through CFL)

TELEPHONE 780 962 1414

NOTE: All students must be referred to Outreach by an Administrator.

What can Outreach do for you?

- provide an opportunity to complete your education and earn an Alberta Education High School Diploma using distance learning materials
- provide assistance with career exploration
- teachers and educational assistants provide one-on-one instruction in course work
- provide individual assistance with personal and social issues and liaison with community support programs
- you must meet with your grade coordinator and complete an Outreach Referral Form prior to booking an appointment
- you participate in an intake interview with the Outreach Coordinator/Assistant Coordinator to develop an individual program plan

Q. PANTHER SCHOOL SUPPORT

There are three Parent-Lead Organizations which support Spruce Grove Composite High School; each serves a different purpose.

PANTHER AUXILIARY ASSOCIATION

The Panther Auxiliary Association is a voluntary group of interested parents, staff, and students who work together with the school to help finance the extra-curricular activities at Spruce Grove Composite High School. The Auxiliary's main income results from parents and students (who are 18 years old) working bingos held at the Spruce Grove Bingo Hall throughout the school year. We are also approved to work the St. Albert Casino once every 18 months. When you have a student involved in an extra-curricular activity at SGCHS, choosing one of the following options IS COMPULSORY:

- work one or two bingos depending on the activity they participate in (must be 18 or over); **OR**
- provide \$200 cheques – number determined by activity - to the Panther Auxiliary Association; **OR**
- participate as a parent representative at specified Panther Auxiliary Association meetings held every month.

Funds raised through the BINGOS are used to purchase uniforms, pay tournament entry fees, pay travel and accommodation costs, purchase first aid kits and practice balls for teams. The Panther Auxiliary Association prides itself in the fact that students at SGCHS are NOT required to pay fees to participate in extra-curricular activities if their families commit to the above involvement opportunities. This enables all students to participate. For more information, visit the website at <http://sgchs.psd.ca>

PANTHER BAND ASSOCIATION

The Panther Band Association is a voluntary group of interested parents who work together with our music teacher, Ms. Anderson, to help finance the Band Program at Spruce Grove Composite High School.

SGCHS SCHOOL COUNCIL

Our school council serves the same purpose as all school councils across the province; the council works to support and enhance student learning. They provide a way for members of the community to consult with and offer advice to the principal and the school boards. It is a wonderful opportunity to find out what is going on here at The Comp and within Parkland School Division.

R. PARKING

Students are expected to keep the parking lot clean. All garbage is to be placed in the containers provided. Due to the shortage of parking spaces, only grade 11 and 12 students will be allowed to park in the student parking area. **NO GRADE 10 PARKING.**

There will be no parking passes issued for students. Parking will be on a first come first served basis for grade 11 and 12 students only. Staff parking is on the first 2 rows closest to the school (southside of the parking lot). Students are not allowed to idle their vehicles in the parking lot upon arrival, during lunch hour, breaks or after school.

Vehicles found parked in Staff, Visitor, City of Spruce Grove, Early Childhood or 24 Hour Reserved Parking, the fire lane, or at the United Church on Grove Drive will be ticketed and/or towed at the owner's expense.

S. PARKLAND SCHOOL DIVISION AND EDUCATION ACT CODES OF CONDUCT

Parkland School Division Policy 18 ROLE OF THE STUDENT states:

1. Students are expected to:

- 1.1. Use their abilities and talents to gain maximum learning benefits from their school experiences;
- 1.2. Contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living;
- 1.3. Co-operate fully with everyone authorized by the Board to provide education programs and other services;
- 1.4. Comply with the rules of the school; and
 - 1.4.1. Respect and comply with the rules of any school that the student is visiting;
- 1.5. Account to the student's teachers for the student's conduct;
- 1.6. Attend school regularly and punctually;
- 1.7. Choose appropriate behaviours, with full understanding of the consequences that invariably follow their choices;
- 1.8. Treat other students and staff with dignity, respect and fairness;
- 1.9. Contribute to a learning environment that is free from physical, emotional, and social abuse;
- 1.10. Demonstrate, with increasing consistency, the School Code of Conduct;
- 1.11. Positively contribute to the student's school and community and, to the greatest extent possible, to a learning environment that is well-ordered, peaceful, safe, non-threatening, and conducive to learning and optimal growth;
- 1.12. Refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.

2. Students are accountable for:

- 2.1. Demonstrating respect for authority;
- 2.2. Demonstrating respect for others and their property;
- 2.3. Demonstrating respect for school property, equipment and textbooks;
- 2.4. Demonstrating respect for the diversity of all people.

3. Students are prohibited from engaging in unacceptable behaviour within the school or on any school or Board-related trips or activities.

3.1. Examples of such activities include, but are not limited to those defined:

- 3.1.1. In federal or provincial legislation;
- 3.1.2. In Board Policy 1;
- 3.1.3. In Administrative Procedure 360: Student Discipline;
- 3.1.4. In School Codes of Conduct.

The Education Act, Statutes of Alberta, 2012, Chapter E-0.3, current as of July 18, 2019, in force September 1, 2019, Section 31 states:

A) **Students:** 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;

- c. ensure that the students conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- d. respect the rights of others in the school;
- e. refrain from, report and not tolerate bullying or bullying behaviour directed towards others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
- f. comply with the rules of the school;
- g. co-operate with everyone authorized by the board to provide education programs and other services;
- h. be accountable to the student's teachers and other school staff for the student's conduct; and
- i. positively contribute to the student's school and community.

B) **Parents:** As a partner in education, has the responsibility to

- a. act as the primary guide and decision-maker with respect to the child's education;
- b. take an active role in the child's educational success, including assisting the student in complying with section A(31);
- c. ensure that the child attends school regularly;
- d. ensure that the parents' conduct contributes to a welcoming, caring, respectful and safe learning environment;
- e. cooperate and collaborate with school staff to support the delivery of specialized supports and services to the student;
- f. encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and
- g. engage in the student's school community.

T. SCHOOL EXPECTATIONS OF STUDENTS

It is vital that all students, parents, staff, and community members understand that our school has a culture that is different than the culture that may exist in your own homes, businesses, in the media, and on the street. Living up to the expectations of our school culture will greatly assist in promoting a safe and caring school environment where students can learn and a consistent set of expectations is experienced by all.

Active Learning

Definition: To participate in learning by engaging in classroom activities, assignments and exams.

Expectation: Students take responsibility for their education by actively learning the curricula of their course load to the best of their ability.

Why?: By actively engaging in their learning, students are making the most of their education. Students are encouraged to access teacher support through seminar and PLC time. Students who fall behind, choose not to complete assignments, and/or plagiarize/cheat on assignments or tests are not engaging actively in their learning. High School is the perfect opportunity for students to discover the best way to learn for them; we encourage our students to make the most of their three years with us.

Appropriate Dress

Definition: Wearing clothing that is respectful of the learning environment.

Expectation: Students and staff will wear clothing that is non-revealing and does not have inappropriate slogans and/or references. All **hats, hoods, and toques** must remain off during final exams. Hats and toques should be placed on the floor beside you.

Why?: By dressing modestly (yet still stylishly), we are creating a positive learning environment. Undergarments should remain covered by clothing*. Slogans must be appropriate and support a safe and caring school environment. References must be clearly positive in nature.

*Exceptions will be made only for the visibility of shoulder straps on bras.

Cell Phones/Smart Watches/Other Personal Electronic Devices

Definition: Any device capable of making a phone call, text messaging or accessing the internet.

Expectation: Cell phones, smart watches and other personal electronic devices are not allowed in any examination; however, teachers have the discretion to allow devices in class as learning tools if they feel it is appropriate. **Students are to abide by each teacher's individual policy in class. During final exams, cellphones, smart watches or personal devices** must be turned off and brought to the front of the classroom. Choosing to keep a personal device on your person is grounds for an invalidated exam.

Why?: The classroom is a place for learning. These devices may have applications which may be useful in class, i.e. calculators, language translators and/or internet access. Phone calls, text messaging and social media must be done outside of class time. Emergent issues can be called into the office. There is also a concern regarding cell phone cameras, therefore it becomes a privacy issue. Such items must remain out of examinations. We encourage students not to bring valuable items to school. Students sign a Tech Use Agreement with the School Division and they are expected to uphold this. **Please Note: students who use any technology, personal or school-owned, inappropriately will be banned from use at school and, depending on the offence, may be referred to the RCMP.**

Lates/Attendance

Definition: Lates: coming after the usual, proper or expected time. Attendance: being in the classroom and actively learning

Expectation: Students are expected to arrive in class before the bell rings and attend class on a daily basis.

Why?: We are trying to reinforce the learning environment for students and teachers by seeing students actively getting to class and being on time. Late students disrupt the learning environment. It is very difficult for students to be successful if they do not attend class or are consistently late.

Loitering

Definition: Spending time idly; lingering without purpose.

Expectation: Students are to be in class, not loitering in the hallways, bathrooms, cafeteria, lounge, parking lot or back alley. If students are on spares, they are expected to work in the library or lounge quietly, go to the cafeteria to socialize, go outside, or leave campus entirely.

Why? Students who loiter in hallways disturb the learning environment in the classrooms.

Respectful Communication

Definition: Appropriate communication between staff members, between students, between students and staff, and between students, staff and parents. Appropriate communication is the practice of non-heated conversations, positive body language, appropriate volume, tone and choice of language, as well as active listening. It treats those involved with dignity, honours their rights and recognizes the responsibilities they have to others without regard to race, religious beliefs, colour, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family or sexual orientation. This also includes all electronic communications such as Facebook, Instagram, Snapchat, TikTok, etc.

Expectation: Respectful communication is to be used at all times.

Why?: In showing respect, we are building strong relationships within our school. We are educating our students not only to be technically prepared for life, but also to be good citizens. We wish to help our students develop so they will interact appropriately in future places of learning and in the work environment. By using respectful communication, we demonstrate our partnership in creating a positive learning environment.

Respectful Treatment of and Interactions with Others

Definition: Using dignity, respect, inclusion and fairness in the treatment of and the interactions with students, staff, and others.

Expectation: Students will respect the rights of others and will work toward creating an inclusive culture through their treatment of and interactions with others. They will refrain from, report and not tolerate bullying, degrading or exclusive behaviour directed toward others in the school, regardless of whether or not it occurs within the school building, during the school day or by electronic means such as Facebook, Instagram, Snapchat, TikTok, etc.. Students will treat others with dignity, honour their rights and recognize the responsibilities they have to others without regard to race, religious beliefs, colour, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family or sexual orientation.

Why? By treating and interacting with others respectfully, we are creating an inclusive school where everyone knows they have worth and value. This contributes to a learning environment that is well-ordered, peaceful, safe, non-threatening and conducive to learning.

Self-Advocacy and Self-Efficacy

Definition: Self-advocacy is the ability to speak-up for oneself and the things one believes are important—being able to ask for what is needed and/or wanted, and being able to share one's thoughts and feelings. Self-efficacy refers to one's belief in one's capacity to be successful in one's endeavours.

Expectation: Students will grow in their self-advocacy and self-efficacy over their time in high school.

Why? The transition from adolescent to adult means learning to see oneself as able to achieve success because one has the ability to advocate for what is needed to be so. High School is the perfect opportunity for students to flex their independence. In high school, students have the opportunity to grow in their decision-making and confidence. By moving from dependency to independency with the support of their Grade Coordinator, Grade Level Counselor, teachers and parents, students set themselves up for success with a high school diploma which serves them as they enter into the world of post-secondary education and/or work.

INDEPENDENT STUDENTS

An Independent Student is a student who:

- is 18 years of age or older, or
- is 16 years of age or older and
 - a) living independently as determined by a board in accordance with section 6,
 - Whether the student or the student's parent has made a statement in writing indicating that the student is living independently;
 - The student's living arrangements;
 - Whether the student is financially independent or contributes financially to his or her maintenance;

- Whether the student is responsible for the making of significant decisions regarding matters such as health care;
 - Any other factor the board considers relevant;
- b) a party to an agreement under section 57.2 of the Child, Youth and Family Enhancement Act, or

Students 16 years of age or older (but younger than 18) who declare themselves as independent students, must demonstrate their independent status by completing PSD Division Statutory Dedication Form.

Independent students must validate their absences by noon on the school day following the absence. Independent students with poor attendance are required to provide medical certificates as proof of illness and are expected to comply with school rules and policies.

RETURNING GRADE 12 STUDENTS

All returning grade 12 students will be directed to the Outreach Program to complete their high school requirements. Students may apply in writing to the Grade Coordinator for permission to enter a fourth high school year. If students have valid educational reasons for returning and are accepted, they must carry a minimum of 15 credits per semester.

RETURNING STUDENTS

If a student has previously withdrawn from school, he/she will be subject to special guidelines intended to facilitate a successful return to school. Please contact a Counselor or Grade Coordinator for detailed information about the application process. If a student needs to upgrade, he/she will be subject to approval. Students will be enrolled provided there is space available, their commitment is sincere and they carry a minimum of 15 credits a semester.

SMOKING, VAPING, ALCOHOL, MARIJUANA AND RESTRICTED AREAS

It is illegal for anyone under the age of 18 years to smoke, consume or be in possession of nicotine, alcohol and/or marijuana. Students who are of legal age must be off school property and conforming to The City of Spruce Grove Bylaws. All Students are not allowed to leave the school building during class or during the break between classes. Cigarettes, vaporizers and any illegal paraphernalia will be confiscated and not returned.

DISCIPLINARY ACTIONS

The underlying principle of all school expectations is one of respect: respect for all people around us and respect for the learning environment. By meeting the expectations listed above, students will be able to focus on their learning. Any specific behaviors that fall under these categories (e.g. profanity, defiance illegal substances, physical or verbal abuse) will destroy the safe and caring atmosphere we are working hard to establish, and will be considered a major disciplinary situation. **Repeat offences of the same expectation will be viewed as defiance.**

All students are responsible for ensuring that they follow these behaviour expectations.

Consequences for inappropriate behaviour may include some or all of the following:

- | | |
|--|--|
| ● Reprimand | ● Removal from a course and assignment of a final mark |
| ● Parental involvement | ● Expulsion from the school or division |
| ● Loss of privileges | ● Criminal Charges |
| ● Tutorials – no tolerance for incomplete work | ● Fines/Vehicle Towing |
| ● Exclusion from class | ● Transfer to an Alternate School |
| ● Suspension: either in or out of school | |

U. STUDENT PROGRAMS

IMPORTANT INFORMATION FOR ALL STUDENTS

High school graduation is a 3-year program that begins in Grade 10 with good attendance, work ethic, and engaged learning.

Students must be enrolled in a complete program (no spares). No students will be allowed to have spares until they have achieved a minimum of eighty credits, are in Grade 12, and have successfully completed all mandatory grade 10 classes, including CALM and HCS3000.

- Students are expected to complete their high school program in 3 years. Second year Grade 12 students are required to enroll at Outreach.
- *PLEASE NOTE!!!* ALL students registering at SGCHS for the 2023-2024 school year will be classified by year of entry and will be linked to a Grade Coordinator/Counselor Team which will follow them for the three years the student is in our building.

GRADE 10 PROGRAM ORGANIZATION

For the 2023-2024 year, the grade 10 program will continue to provide the basic information and communication technology skills, study skills, planning skills, and interpersonal skills necessary for successful graduation and transition to adult life.

All students in grade 10 will be required to take CALM and Physical Education.

To accommodate student choice in complementary areas, a number of courses such as Art, Drama, Foods, etc. are offered for 5 credits. This will allow students to investigate more areas at the grade 10 level before moving to more advanced studies in grade 11 and 12.

The major focus of the Grade 10 program is to provide a smooth transition to high school and to support students in completing a successful grade 10 year. Combinations of all year and semester courses compose the program.

By the end of grade 10, students should have earned at least 40 credits.

GRADE 11 PROGRAM ORGANIZATION

The grade 11 program sees students continuing to fulfill their diploma requirements. Students must carry a full timetable, four courses per semester. At the end of grade 11, it is expected that students should have acquired 80 credits total for their two years of high school.

GRADE 12 PROGRAM ORGANIZATION

In grade 12, students are gearing up for Graduation and Commencement. In order to ensure qualification, students must carry no less than three courses per term.

Post-Secondary Partnerships

This is an opportunity for grade 12 students to take one or more post-secondary courses from institutions around the province. These courses can be the start of a post-secondary certificate, degree, or technical training path. They can be exploratory (to find out about a certain area) or directly related to an eventual program that students may be considering registering for at a later date. In some cases, the program registration is already available for high school students who are part of this partnership.

V. STUDENT SERVICES

The Student Services Department at Spruce Grove Composite High School encompasses three areas of service. We provide a variety of services within each area for students, parents and teachers.

Counsellors:

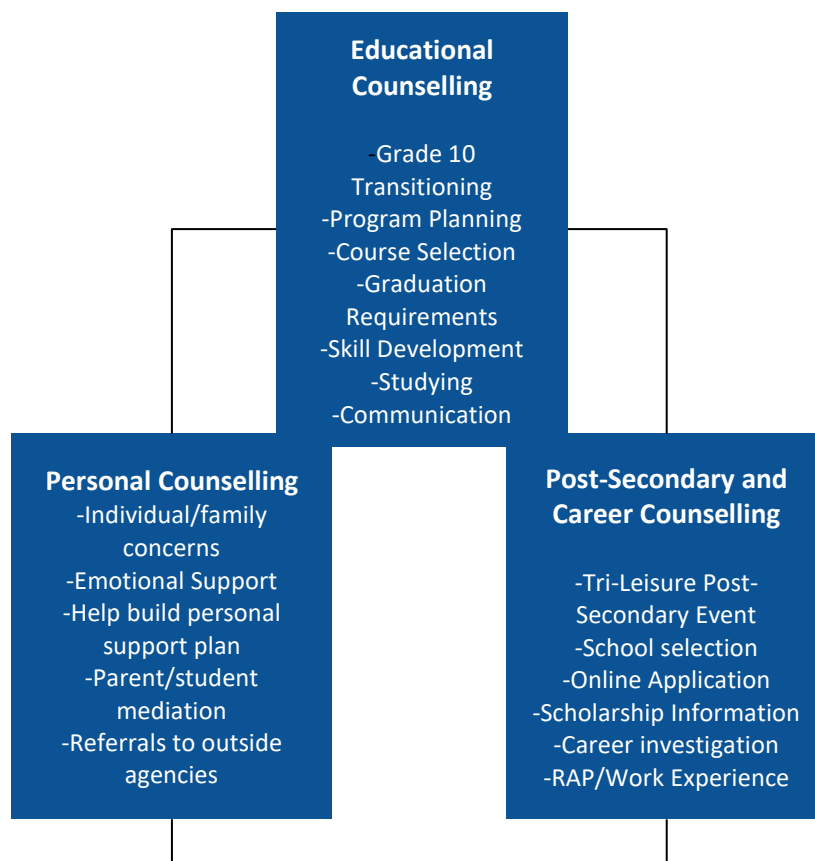
Grade 10
Patricia Mennie
patricia.mennie@psd.ca

Grade 11
Marie Porter
marie.porter@psd.ca

Grade 12
Patricia Spink
trish.spink@psd.ca

Administrative Assistant
Julie Wiebe
julie.wiebe@psd.ca

Student Resource Officer
Constable Bobby Hinman
bobby.hinman@psd.ca



How do I go about seeing a counsellor?

- Drop into Student Services! We are located on the main floor between the general office and the student lounge.
- Make an appointment at the Student Services desk with one of the counsellors
- Talk to your teacher, an administrator or anyone else you trust and they can make the initial contact.

W. TELEPHONE NUMBERS OF IMPORTANCE TO STUDENTS

TEEN HELP OUTSIDE THE SCHOOL

LOCAL

R.C.M.P.....	911
Spruce Grove.....	780-962-2222
Stony Plain	780-968-7267
Mental Health Helpline.....	780-735-3633
Children's Mental Health.....	780-962-7539
Victim Services.....	780-968-7272
Stony Plain Family & Community Support Services (FCSS).....	780-963-8583
Spruce Grove FCSS.....	780-962-7618
Westview Health Centre.....	780-968-3600
Public Health Nursing.....	780-968-3700
Social Services (Child Welfare).....	780-962-7635

CRISIS

Community Youth Help Line	211
Distress Line & Suicide Line (24 hours).....	780-482-4357
Alberta Poison Centre.....	1-800-332-1414
Youth Emergency Shelter.....	780-468-7070
Family Violence.....	780-310-1818
Kids Help Line.....	1-800-668-6868
24 hour Child Abuse Hotline.....	1-800-387-5437
Teens Helping Teens Line.....	1-800-852-8336
Tough Love Alberta (Parent Support Group).....	780-464-5597
Trans Lifeline.....	1-877-330-6366
PEP Parents Empowering Parents.....	780-410-8516
Westview Women's Health Clinic.....	780-960-9533 ext. 221
Bullying Help Line.....	1-888-456-2323

SEXUALITY

Sexual Assault Centre (24 hour).....	780-423-4121
Birth Control Centre.....	780-735-0010
AIDS/Sexuality Transmitted Disease Info.....	1-800-772-2437

OTHER RESOURCES

Eating Disorders Education Organization.....	780-944-2864
Alberta Health Services (formerly AADAC)	780-968-6466
Addiction Help Line (24 hour).....	1-866-332-2322

YOUTH EMPLOYMENT

Career Information Hotline.....	780-422-4266
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X. TEXTBOOKS

Here at SGCHS, we provide our students with the various texts they will need to be successful in their studies. Students are expected to:

- Be diligent in the care for all textbooks and school provided resources.
- Ensure the textbook they sign out is, in fact, the textbook they return. A recommendation is for all students to write their name on the inside cover of the textbook after they've signed it out or to double-check with the librarian when they are returning it.
- Return textbooks before or on the day of, the student's final exam for that course.

Secure textbook return locations are located within the library, at the drop box slot near the library doors, or, during exams, at the locked drop box outside the large gymnasium. **Outstanding textbooks** (those which are not returned at the end of the semester and/or school year) **will result in a 'lost' designation; parents/guardians will be billed/invoiced to cover the expense of these books.**

Y. VALUABLES

The school is not responsible for lost items. The care of personal property is each student's responsibility. Students are advised to leave all valuables such as iPods and cell phones at home as the school is not responsible if they go missing.

Each student should always lock his/her locker in both the hallway and gym change room. In order to keep lockers secure, **students are not to share their locker or locker combination with others.**

Lockers and locks are issued in September during registration along with the taking of school photos and payment of school fees. Combination locks provided by the school must be used on lockers. All lockers and locks remain the property of Parkland School Division #70. Non-school locks will be removed and replaced with an appropriate lock. Administration has the legal right to inspect lockers, if deemed necessary, to maintain the integrity of the school environment

Z. VISITORS/SCHOOL GUESTS

All school grounds are private property. Only students registered at a given school are authorized to be on school grounds or in the building during school hours. All visitors:

- must obey all school rules
- must obey the directions of any staff member
- must park in designated visitor parking areas only
- should make an appointment if possible
- must sign in at the general office to receive a visitor pass
- must wear the visitor pass in a visible location

Visitors who fail to comply with the above will be considered trespassers and:

- will be directed to leave the grounds
- will be subject to the disciplinary procedures of their home schools
- the RCMP may be contacted and requested to initiate a charge of trespassing under the School Act.

II. Registration Information

A. PROGRAM OFFERINGS AND AWARDS

ACADEMICS:

- Alberta High School Diploma Program
- Certificate of High School Achievement (K&E Program)

EXTRACURRICULAR:

- Grad Council
- Leadership Program
- Sports Teams
- Public relations (i.e., The Panther Press, Yearbook, etc.)

SPECIAL INTERESTS/NEEDS:

- Anthropology (Grade 11/12 only)
- Communication Technology
- Computer Science
- Construction
- Cosmetology
- Design Studies
- Early Learning and Child Care
- Electro Technology
- Fine Arts (Art, Drama, Music)
- Food Studies
- Forensic Science (Grade 11/12 only)
- French Immersion
- French, German, Japanese
- German Exchange
- Mechanics / Fabrication
- Natural Science
- Photojournalism (Grade 11/12 only)
- Psychology (Grade 11/12 only)
- Physical Education
- R.A.P. (Registered Apprenticeship Program)
- Sports Medicine or Sports Performance
- Work Experience/R.A.P

SUPPORT SERVICES:

- Cafeteria
- Learning Assistance
- Library
- Student Services

SCHOOL AWARDS:

- Citizenship Awards
- Further Study Awards
- Honours Awards
- Subject Awards

FINANCIAL AWARDS:

Students who may be eligible for financial awards should consult Student Services for details. Other Awards and Scholarships are available from numerous post-secondary institutions and businesses.

Grade 10

- Alexander Rutherford Scholarships of \$400 for students with an 80% average in 5 qualifying subjects, \$300 for 75% to 79.9%.
- German 10 Award - Consulate Awards

- Grade 10 Art Award - \$50 Gift Certificate

- Grade 10 Drama Award - Plaque

Grade 11

- Alexander Rutherford Scholarships of \$800 for students with an 80% average in 5 qualifying subjects, \$500 for 75% to 79.9%
- German 11 Award - Consulate Awards
- Grade 11 Art Award - \$50 Gift Certificate
- Grade 11 Drama Award – Plaque

Grade 12

- Alfred Dao Yearbook Award \$250
- Alexander Rutherford Scholarships of \$1300 for students with an 80% average in 5 qualifying subjects, \$700 for 75% to 79.9%
- Art 30 Award
- ATA Teachers in Training Scholarship \$1000
- Bear Family Children's Center Early Learning and Child Care Award \$250
- Border Paving Engineering Scholarship \$1000
- Brian Dyrkach Mathematics Achievement Award \$500
- Chamber of Commerce \$200
- Choir Award - Plaque
- Cosmetology Excellence Award up to \$1000
- Daniel J. Boticki Scholarship \$250
- Darren Schellenberger L.I.F.E. Award \$500
- Dr. Hans Herchen Award \$300
- English 30-1 Award \$100
- Études Sociales 30 Award \$100
- E.W. Hall Memorial Band Award \$100
- French as a Second Language Leadership Award \$100
- French Immersion Leadership Award \$100
- George B. Cuff Leadership Award \$250
- German 30/31 Consulate Awards
- Governor General's Award – Medal
- Grade 12 Drama Award - Plaque
- Health Professions (Health Studies) \$250
- Joel Gray Jazz Award \$100
- Kaleb Price Memorial Scholarship \$207.11
- Mathematics 30 Award \$100
- Mayor's Award (3 year Highest Average) \$500
- Merit Contractors Association Award \$300
- OK Tire Spruce Grove Automotive Scholarship \$250
- Orest Haydey/Connie Archer Panther Auxiliary –\$500
- Parkland School Division Citizenship Scholarship 10 x \$500
- PEP Award \$600
- Premier's Citizenship Award – Plaque
- Robert Chamney Memorial Scholarship \$500
- Rotary Club Award \$1000
- Science 30 Award \$100
- SGCHS Construction Award - Tools
- Spruce Grove Part Stop Mechanics 3 Award - Tools

B. HIGH SCHOOL COMPLETION

ALBERTA HIGH SCHOOL DIPLOMA PROGRAM

ALBERTA HIGH SCHOOL DIPLOMA REQUIREMENTS	
100 CREDITS (MINIMUM) WITH 76 CREDITS IN THE FOLLOWING:	
ENGLISH (INCLUDING 5 CREDITS IN EITHER ENGLISH 30-1 OR 30-2)	15 CREDITS
SOCIAL STUDIES (INCLUDING 5 CREDITS IN EITHER SOCIAL 30-1 OR 30-2)	15 CREDITS
MATHEMATICS (5 CREDITS MUST BE AT THE GR. 11 LEVEL)	10 CREDITS
SCIENCE OR BIOLOGY OR CHEMISTRY OR PHYSICS	10 CREDITS
PHYSICAL EDUCATION (MINIMUM)	3 CREDITS
CAREER AND LIFE MANAGEMENT (MINIMUM)	3 CREDITS
CAREER AND TECHNOLOGY STUDIES (CTS) OR FINE ARTS OR SECOND LANGUAGES OR PHYSICAL EDUCATION 20 AND/OR 30	10 CREDITS
2 OTHER GRADE 12 COURSES*	10 CREDITS
PLUS: OTHER CREDITS OF YOUR CHOICE **	24 CREDITS
TOTAL (MINIMUM)	100 CREDITS

* 10 credits in any two other 30 level courses, other than English or Social Studies, including languages, fine arts, CTS, Work Experience 35 or other 30 level academic courses.

** 24 credits in courses of your choice.

NOTE: WE STRONGLY RECOMMEND THAT ALL STUDENTS ATTEMPT TO GRADUATE WITH A MINIMUM OF 110 CREDITS. STUDENTS MUST COMPLETE, OR BE ENROLLED IN, REQUIRED COURSES IN THEIR GRADE LEVEL BEFORE THEY WILL BE ENROLLED IN COMPLEMENTARY COURSES. (I.E., STUDENTS CANNOT TAKE MECHANICS 2 IN GRADE 11 IF NOT AT GRADE LEVEL)

NOTE: All Courses at the Grade 10 Level are compulsory for Graduation

80 CREDITS – INCLUDING THE FOLLOWING:
ENGLISH LANGUAGE ARTS 20-2 OR 30-4
MATHEMATICS 10-3 OR 20-4
SCIENCE 14 OR 20-4
SOCIAL STUDIES 10-2 OR 20-4
PHYSICAL EDUCATION 10 (3 CREDITS)
CALM – CAREER AND LIFE MANAGEMENT (3 CREDITS)
5 CREDITS IN: <ul style="list-style-type: none"> • 30-LEVEL KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COURSE, OR • 30-LEVEL CAREER AND TECHNOLOGY STUDIES (CTS) COURSE, OR • 30-LEVEL LOCALLY DEVELOPED/ACQUIRED AND AUTHORIZED COURSE WITH AN OCCUPATIONAL FOCUS
AND
5 CREDITS IN: <ul style="list-style-type: none"> • 30-LEVEL KNOWLEDGE AND EMPLOYABILITY WORKPLACE PRACTICUM COURSE, OR • 30-LEVEL WORK EXPERIENCE COURSE, OR • 30-LEVEL GREEN CERTIFICATE COURSE, OR • SPECIAL PROJECTS 30 OR 5 CREDITS IN: <ul style="list-style-type: none"> • 30-LEVEL REGISTERED APPRENTICESHIP PROGRAM (RAP) COURSE
STUDENTS MUST HAVE 80 CREDITS TO QUALIFY FOR A CERTIFICATE OF ACHIEVEMENT

Students are:

- referred to the K&E program through Junior High Inclusive Education Lead (IEL)/teachers and are expected to meet with the appropriate Grade Counsellor/IEL to apply and qualify for the program.
- expected to attend work placement.
- after completion of the K&E Certificate, students may register in courses to complete an Alberta High School Diploma if they have an 80% average and/or teacher recommendation
- students are required to meet with a Counsellor or Grade Coordinator to design their program.

C. FEE SCHEDULE

STUDENT FEES:

Students' Council/Activity Fee	\$11.00
Grad Fee (all Grade 12 students)	\$45.00
Comp Card Replacement Fee	\$5.00
Yearbook (optional)	\$52.50

Transportation Fees- please see Parkland Division Website

COURSE FEES & RENTALS PER SEMESTER: (Fees subject to change)

Art 10	\$25.00
Art 20/30/Special Projects/Portfolio	\$35.00/55.00
Communication Technology 10/20/30	\$30.00
Cosmetology 10	\$30.00
Cosmetology 20/30	\$60.00
Design Studies 10/20/30	\$20.00
Early Learning & Childcare	\$15.00
Electro Technology 10/20/30	\$20.00
Food Studies 10/20/30	\$50.00
Forensic Science 25/35	\$30.00
Intro to Trades	\$80.00
Jr.Sr. Band- (min. \$60 instrument rental fee- additional fees may apply)	\$63.00
Musical Theatre 15/25/35	\$25.00
Natural Science	\$40.00
Technical Theatre 15/25/35	\$25.00
Performing Arts 15/25/35	\$25.00
Photojournalism 20/30	\$20.00
Physical Education 10 (5 credit PE)	\$25.00
Physical Education 20/30	\$75.00
Sports Medicine 15/25/35	\$75.00
Sports Performance 15/25/35	\$60.00

Students who formally withdraw from an option course before

Friday, September 29, 2023 for Semester 1 courses and

Thursday, February 29, 2024 for Semester 2 courses will be refunded the course fee.

Musical Theatre, Performing Arts, and Technical Theatre **must** be formally withdrawn within 1 month from the start of classes to receive a refund.

No refunds will be given to students who withdraw after the dates listed.

All fees are currently under review and are subject to change.

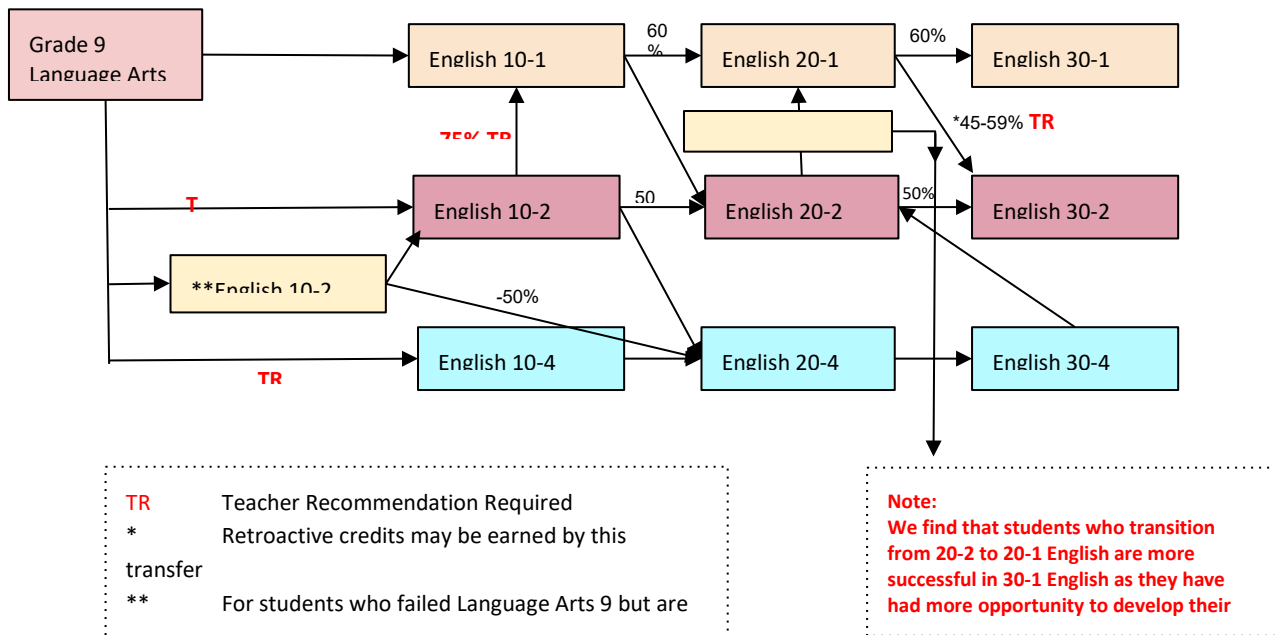
Payment Options:

1. PowerSchool- Fees can only be seen through the parent portal using a browser. Fees can't be seen through the phone app.
2. Cheque- Payable to Parkland School Division- May be dropped off or mailed directly to the school.
3. Debit or credit - Is available at the General Office in the High School or Division Office.

D. CORE COURSES

ENGLISH

English is one of the required courses that students must take at all grade levels. Students will be enrolled based upon their Grade 9 ELA Teacher recommendation. It is important for students to determine their end goal for English and then follow an appropriate path.



ENGLISH 10-1, 20-1 AND 30-1

5 CREDITS EACH

The English 10-1, 20-1 and 30-1 are academically focused courses tailored for the students who wish to attend college or university post-secondary. As such, students will need to become increasingly self-motivated and independent in successfully meeting the course requirements.

ENGLISH 10-2, 20-2 AND 30-2

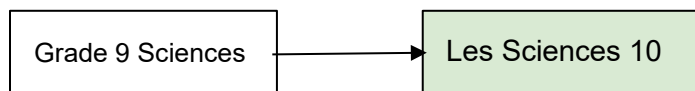
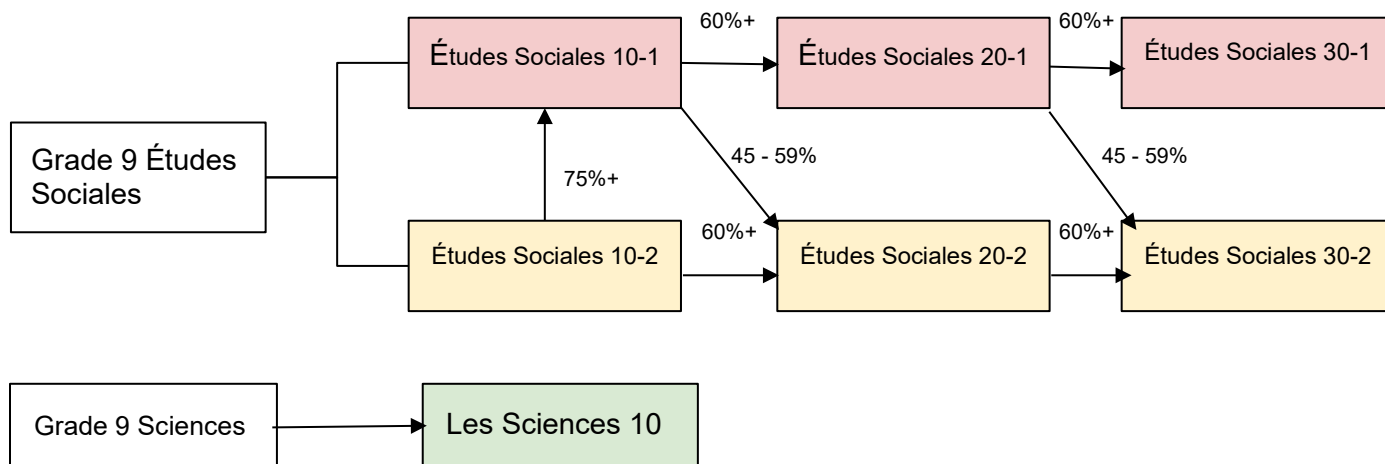
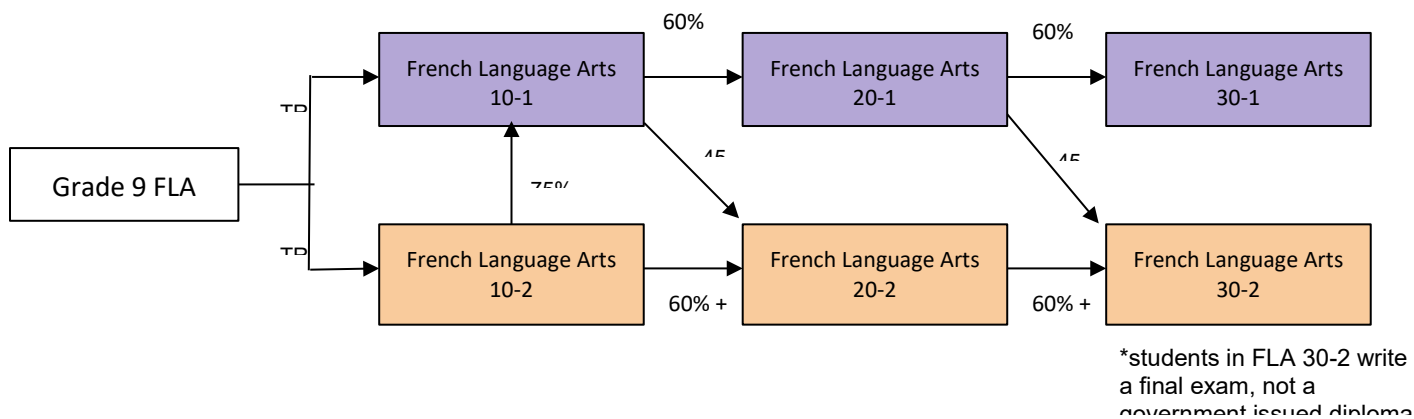
5 CREDITS EACH

These English courses, while increasingly challenging through the three years, are designed for the student who wishes to attend some colleges, trade, or technical schools, or plan to enter the workforce following high school.

ENGLISH 10-3/10-2 PREP

English 10-3/10-2 Prep is designed as a preparation for Grade 9 students who did not achieve a 50% because of effort, attendance, or behaviour. The purpose of the English 10-3 component is to build the confidence, behaviours, and skills to allow students to be successful in English 10-2.

FRENCH IMMERSION



SGCHS offers French Immersion in three areas in Grade 10 and two areas in Grade 11 and 12 as a continuation of preceding French Immersion programs offered through Parkland School Division. Students who have successfully completed Grade 9 French Immersion are eligible to take FRENCH LANGUAGE ARTS 10, 20, 30, ÉTUDES SOCIALES 10, 20, 30, and les Sciences 10. Completing Sciences 10 will then allow the student to enter into English classes for Biology 20, Chemistry 20, Physics 20 or Science 20 (see Science chart on page 37).

It is to be noted that each of these courses is given once during each academic year. Normally students enrolled in French immersion take FRENCH LANGUAGE ARTS and ÉTUDES SOCIALES during one academic year.

SCHOLARSHIP AND BURSARIES

Scholarships from the Campus Saint-Jean (University of Alberta), Simon Fraser University and other French universities are available to all students entering post-secondary education from French Immersion programs. Students can obtain specific selection criteria and application information from the French Immersion Department or from the Campus Saint-Jean.

In addition, students graduating in French Immersion will receive recognition of their achievement in the form of a graduation certificate in French Immersion from Parkland School Division and SGCHS. For further details on these programs please contact one of the French Immersion teachers at SGCHS.

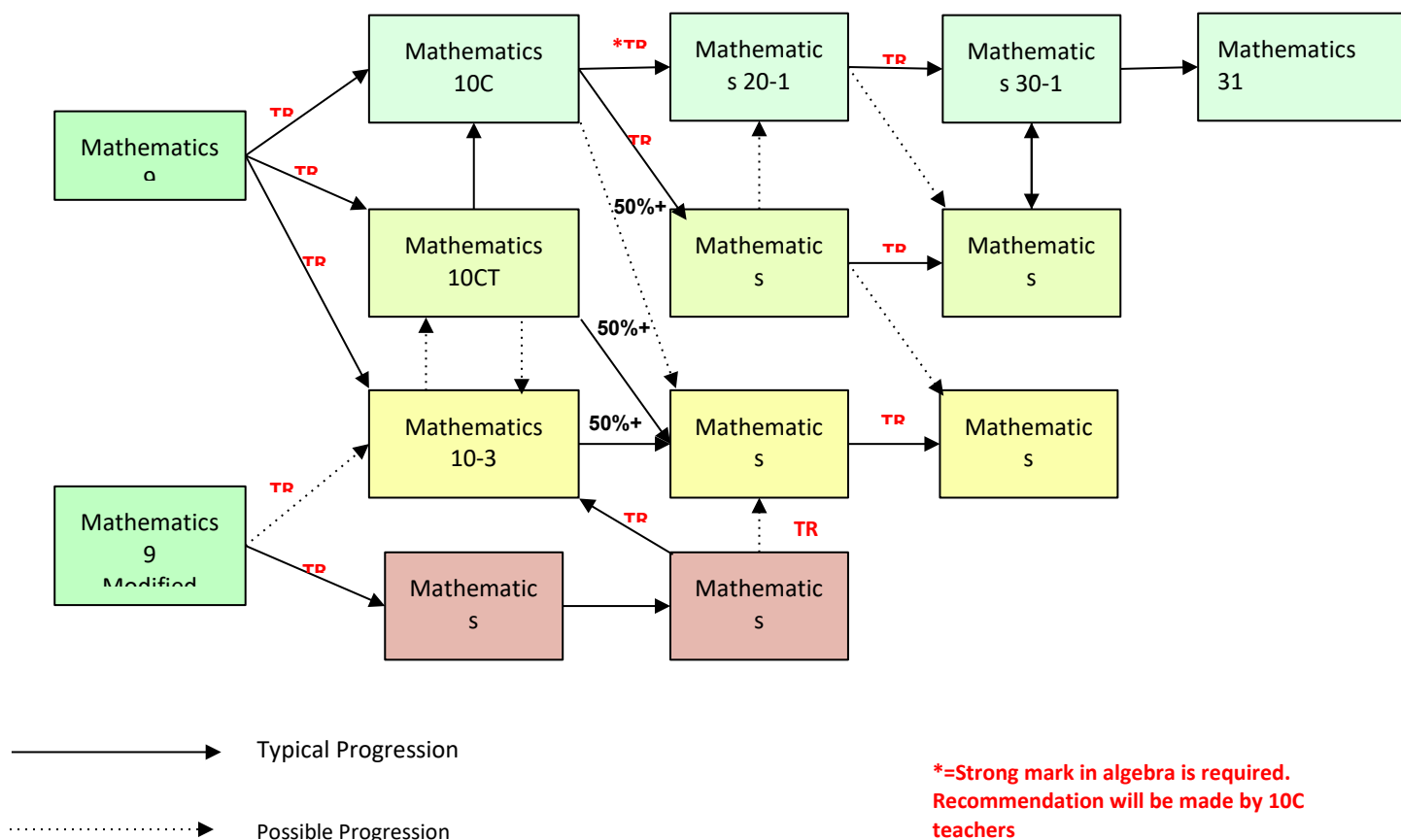
MATHEMATICS

Students should be aware of the following as they enter one of the math programs at Spruce Grove Composite High School:

- All math courses are 5 credits. Students require a grade 11 level math course to graduate from high school.
- Diploma exams will be written in Math 30-1 and Math 30-2. A school generated final exam will be written in Math 30-3.
- Math 30-1 and 30-2 are accepted as a prerequisite for a variety of programs offered at universities, colleges and technical institutions. Math 30-3 is accepted as a prerequisite for many of the trade programs offered by technical institutions. For the most recent information regarding mathematics requirements at post-secondary institutions and programs in Alberta refer to the Alberta Learning Information Service (ALIS) website. <http://alis.alberta.ca/ec/ep/aas/ta/mathreq.html>
- Parents and students can access further course information on the Alberta Education website at <http://education.alberta.ca/teachers/program/math/parents.aspx>.
- Math 31 is a 5 credit course. This course includes pre-calculus, limits, differential and integral calculus including trigonometric functions. It is a required pre-requisite course for students entering physics, engineering, and honours mathematics, and is highly recommended as a pre-requisite for students entering Science and Commerce at the university level. It is strongly recommended that Math 30-1 be taken prior to Math 31.
- For courses requiring a graphing calculator, the TI-84 will be the calculator used by the teachers in the classroom. A list of other allowable calculators is posted on the Alberta Education website, (under the link called Using Calculators and Computers) <http://education.alberta.ca/admin/testing/diplomaexams/exambulletins.aspx>.

FOR STUDENTS ENTERING MATH SUGGESTED TRANSFER POINTS AND COURSE INFORMATION

Students will be enrolled based upon their Grade 9 Math Teacher recommendation.



NOTE: Upon successful completion of Math 10C, subsequent placement at a grade 11 level math course will be determined by the Math 10C teachers.

NOTE: A graphing calculator is required for Math 10C, Math 20-1, Math 20-2, Math 30-1 and Math 30-2

Curriculum Course Sequences:

<p>Mathematics 10C, 20-1, 30-1</p> <p>For entry into: post-secondary programs at universities, colleges and technical institutions that may require further study of mathematics:</p> <ul style="list-style-type: none"> Engineering Mathematics Sciences Business <p>Designed for: students interested in careers emphasizing mathematics or sciences</p> <p>Topics in this sequence include: <i>permutations and combinations, relations and functions, sequences and series, trigonometry, logarithms, exponents and statistics</i></p>	<p>Mathematics 10C, 20-2, 30-2</p> <p>For entry into: a variety of programs and faculties at universities, colleges and technical institutions:</p> <ul style="list-style-type: none"> Arts programs Civil engineering technology Medical technologies Some Apprenticeship Programs Business <p>Designed for: students interested in careers in a wide variety of areas</p> <p>Topics in this sequence include: <i>relations and functions, equations, probability, trigonometry, logarithms</i></p>	<p>Mathematics 10-3, 20-3, 30-3</p> <p>For entry into: a variety of apprenticeship programs or the workforce:</p> <ul style="list-style-type: none"> Trade programs Apprenticeship programs <p>Designed for: students interested in trades or direct entry into the workforce</p> <p>Topics in this sequence include: <i>finance, geometry, measurement and trigonometry</i></p>
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MATH 10CT (THIS IS AN ALL YEAR COURSE)

Recommended Prerequisites: Grade 9 Math

Math 10CT is a math course geared towards students who experienced moderate success at the grade 9 level. This course is aimed at students who could benefit from extra time and emphasis given for the more challenging algebraic concepts in Math 10C. Students enrolled in this course will be given the opportunity to complete both Math 10-3 and potentially Math 10C in their grade 10 year. Alternatively, students identified to be more successful by remaining in Math 10-3 will be given the opportunity to complete Math 10-3 and another course. This course will be selected to fit their timetable with the help of their grade coordinator/counsellor upon completion of Math 10-3.

A student should register in **Math 10CT** if:

- the student struggles to think mathematically and cannot explain their solution
- the student struggles to explain or communicate their solution
- the student often needs to have two or more tries at meeting a curriculum outcome
- the student has moderate success with the algebraic outcomes of the grade 9 curriculum
 - Demonstrate an understanding of operations on powers with integral bases and whole number exponents
 - Operations on rational numbers
 - Explain and apply the order of operations, including exponents
 - Solving linear equations (especially if it is a multistep solution)
 - Model and solve problems using linear equations
 - Model, record and explain the operations of addition, subtraction, multiplication and division of polynomial expressions
- the student has trouble recognizing the validity of their solution within the context of the question
- the student exhibits independent work habits and demonstrates initiative
- if it is recommended by the grade 9 math teacher

A student should register in **Math 10-3** if:

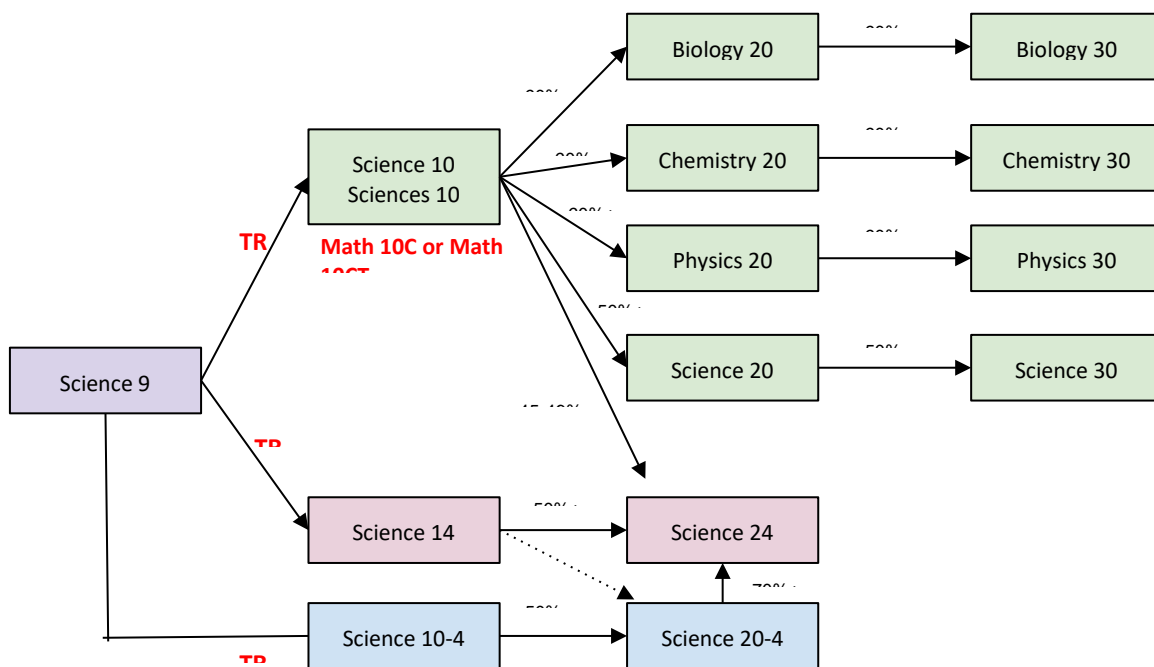
- the student consistently needs to have two or more tries at meeting a curriculum outcome
- the student has a poor work ethic
- the student has difficulty with the algebraic outcomes of the grade 9 curriculum
- the student has difficulty being able to think mathematically and cannot explain their solution
- the student cannot explain or communicate their solution
- if it is recommended by the grade 9 math teacher

Students will be enrolled based upon their Grade 9 Science Teacher recommendation. A minimum of 10 credits in Science is required to earn an Alberta High School Diploma. There are several routes available in order to obtain these credits: it is highly recommended that students pursue two of the four available routes in Grades 11 and 12 should they wish to ensure all post-secondary options remain available to them.

Forensic Science 25/35 credits CANNOT be applied toward the minimum 10 credits in Science required to earn an Alberta High School Diploma.

In the senior high science programs, students focus on learning the big interconnecting ideas and principles. These ideas, or major themes, originate from science knowledge that transcends and unifies the natural science disciplines. These themes include change, diversity, energy, equilibrium, matter and systems; the process by which scientific knowledge is developed, including the role of experimental evidence; and the connections among science, technology and society. In addition to forming a framework for the curriculum, these ideas provide continuity with the junior high program and build on students' previous learning,

The program consists of many courses. Students have several choices regarding which science course to take, depending on their interests, abilities and future goals as shown in the following prerequisite chart:

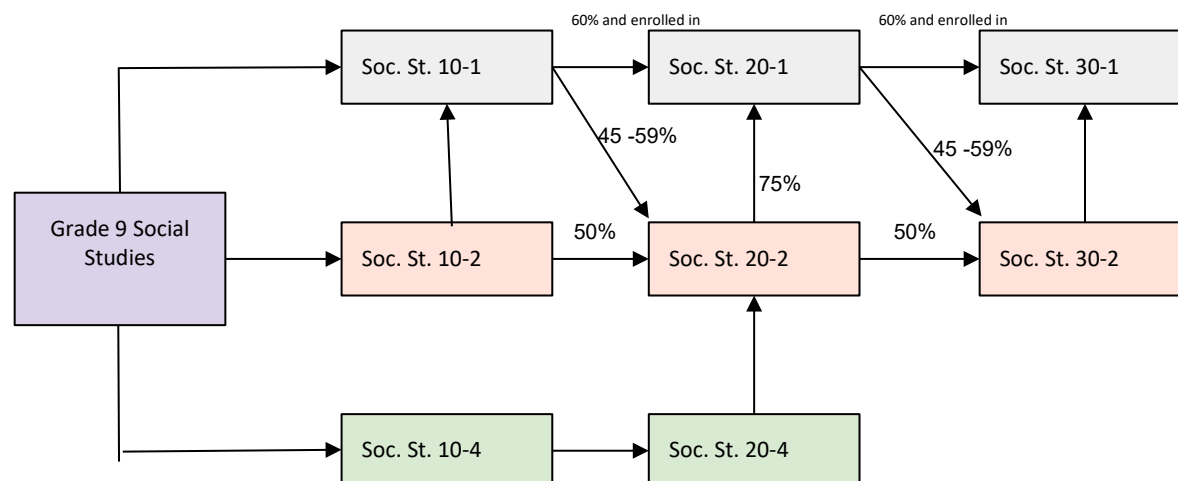


TR = Teacher Recommendation

*Students who have not met the prerequisite mark outlined above will not be allowed to enroll in the next level without written teacher recommendation and a success plan in place.

SOCIAL STUDIES/ÉTUDES SOCIALES

Social Studies is one of the required courses that students must take at all grade levels. Students will be enrolled based upon their Grade 9 Social Studies Teacher recommendation. It is important for students to determine their end goal for Social Studies and then follow the appropriate path.



TR - Teacher Recommendation Required

SOCIAL STUDIES/ÉTUDES SOCIALES 10-1, 20-1, AND 30-1

5 CREDITS

The Social Studies 10-1, 20-1 and 30-1 are focused courses tailored for the student who wishes to attend a post-secondary institution such as a college or university. The three levels of study include Globalization for Grade 10, Nationalism for Grade 11 and Perspectives on Ideology for Grade 12.

SOCIAL STUDIES/ÉTUDES SOCIALES 10-2, 20-2, AND 30-2

5 CREDITS

The Social Studies 10-2, 20-2 and 30-2 are more generalized courses designed for the student who wishes to attend a technical or trade school, or to enter the workforce immediately after completing high school. The three levels of study include Globalization for Grade 10, Nationalism for Grade 11 and Perspectives on Ideology for Grade 12.

E. ELECTIVE COURSES

PE & WELLNESS ELECTIVES

CALM (CAREER AND LIFE MANAGEMENT)

3 CREDITS

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.

PERSONAL DEVELOPMENT

Physical Education requirements include excellent attendance, full participation and effort, social skills, motor skills and theory.

The P.E. course contents will be chosen from the following:

Badminton

Basketball

Bowling

Curling

European Handball

Fastball

Fitness

Football

Golf

Gymnastics

Outdoor Education

Rugby

Soccer

Swimming



Tennis

Track and Field

Volleyball

Wall (Rock) Climbing

Wrestling

PHYSICAL EDUCATION 10

(Co-Ed or All Girls)

3 CREDITS

The Physical Education 10 program will offer activities from the five dimensions (Alternative Environment, Dance, Games, Types of Gymnastics and Individual Activities) of the new Physical Education program. The aim of the Physical Education 10 program is to develop skills, understanding of health benefits, cooperation and an active lifestyle. This will be done through a variety of activities.

PHYSICAL EDUCATION 20

(Co-Ed)

5 CREDITS

Prerequisite – Teacher Recommendation must be on report card prior to being registered in this course.

P.E. 20 students are expected to show continuing development of skills and knowledge of individual, dual and team sports. There is also an emphasis on fitness and body development. Leadership skills are also encouraged, as well as a positive attitude and sportsmanship and active participation in all aspects of the course. Various activities are presented

to facilitate a continuation of the P.E. 10 program and to prepare for the requirements of the P.E. 30 program. A fee will be charged to cover the cost of using off-campus facilities and for transportation to the off-campus facilities.

PHYSICAL EDUCATION 30 (Co-Ed)

5 CREDITS

Prerequisite – Teacher Recommendation must be on report card prior to being registered in this course.

The objective of P.E. 30 is to develop leadership skills as well as cooperation with others. The course involves a leadership assignment, a high degree of sportsmanship and participation. A fee will be charged to cover the cost of using off-campus facilities and transportation to the off campus facilities.

LEADERSHIP

5 CREDITS

Leadership 1 is an elective course that provides students with several opportunities to understand and develop both theoretical and practical ideas related to leadership. Students will develop skills in communication, time management, personal development, conflict resolution, decision making and teamwork in a flexible and dynamic environment. The course is designed to allow students opportunities to demonstrate leadership through school intramurals, volunteering, school activities and promotion or other student led projects.

SPORTS MEDICINE 15

5 CREDITS

This is an elective course consisting of 5 CTS modules. This course offers a logical beginning for those students interested in fields such as: medicine, physiotherapy, occupational therapy, chiropractic, kinesiology, fire fighting, EMT, massage therapy, nursing, physical education, coaching or basic first aid. There is a fee for this course to cover the cost of taping supplies and certificates that the students receive.

Students will:

Examine the determinants of good health in Canadian Society and factors affecting the dimensions of health. Students develop an understanding of the basic principles of anatomy and physiology and disease related to the human body. Learn the importance of nutrition and hydration for the promotion and maintenance of lifelong health. Students evaluate food and supplement choices, the effects of activity on nutritional requirements and labels to improve daily nutritional intake.

Acquire the knowledge and skills necessary for the promotion of a healthy musculoskeletal system. Students study the structure and function of the musculoskeletal system.

Learn prevention, assessment and management techniques related to sport injuries. Students develop an appreciation for the role of the first aider as it pertains to the sports medicine team.

Explain and demonstrate the basic taping and wrapping techniques, and explore the role of the athletic therapist and be able to identify and treat the common injuries.

SPORTS MEDICINE 25

5 CREDITS

Prerequisite – Sports Medicine 15

This is an elective course consisting of 5 modules that build upon the information presented in Sports Medicine 1.

Students will:

Explain the role of food and hydration in helping athletes achieve optimal performance for sports. The students will acquire knowledge and skills to plan effectively for nutrition and hydration related to a variety of athletic events.

Learn prevention, assessment and management techniques specifically related to bone, joint, soft tissue injuries that may occur during sporting events. They will have the opportunity to practice taping and wrapping skills using a variety of techniques.

Demonstrate training and movement principles related to muscular and cardiovascular development as well as the development of speed, agility, quickness, and flexibility.

Acquire the attitude, knowledge and skills for the promotion and maintenance of a healthy cardiovascular system.

Students study the pathology of cardiovascular conditions, and gain an appreciation for practicing a healthy lifestyle.

Students develop project design and management skills to extend and enhance competencies and skills in other CTS courses through contexts that are personally relevant.

SPORTS MEDICINE 35

5 CREDITS

Prerequisite – Sports Medicine 15-25

This elective course consists of 5 modules that continue to build on the information presented in Sports Medicine 15 and 25.

Students acquire advanced knowledge and skills necessary for the application of the basic principles of movement and biomechanics to a variety of physical activities. Students gain an appreciation for how biomechanics injury and rehabilitation.

Students analyze prevention, assessment, and management techniques specifically related to bone, joint and soft tissue injuries that may occur during recreation and sporting events and activities. Students evaluate sport-specific injuries considering injury prevention, mechanisms of injury, anatomy, joint structure, signs and symptoms, treatments, associated taping, strapping and wrapping options, and rehabilitation. Numerous opportunities to practice the art of taping and wrapping using a variety of techniques are provided

Students study and demonstrate first-aid skills and procedures, including cardiopulmonary resuscitation (CPR) Students acquire techniques for sustaining life, preventing further injuries, and caring for illnesses and injuries until the next level of medical personnel arrives at the emergency scene.

Students develop project design and management skills to extend and enhance competencies and skills attained in this course through contexts that are personally relevant.

SPORTS PERFORMANCE 15 - 25 - 35

5 CREDITS

Sports Performance is an elective course consisting of 5 CTS modules.

Sports Performance is designed for students who wish to learn more about the world of sport and athletics. Students who are interested in pursuing careers in fitness, personal training, the Faculty of Physical Education, or coaching would benefit from enrollment in this program. Students need to be prepared to participate in fitness activities as well as fitness testing. The curriculum includes the following components: Sports Psychology, Fitness Programs, Coaching & Officiating, and Leadership in Sports, Sports Ethics, Sports Nutrition, and Sports Injury. There is a fee for this course to cover the cost of supplies, outside instructors and off campus activities.

Students will:

Assess the impact of mental fitness on optimal sport, artistic and/or academic performance and motivation. Students examine and demonstrate strategies to strengthen mental fitness, including relaxation, visualization and positive self-talk.

Demonstrate proper training techniques associated with a variety of sports.

Objectively assess their fitness strengths and weaknesses, establish performance goals and evaluate the success of associated training programs

Be expected to develop leadership skills through the teaching of their peers.

Learn basic coaching skills common to all sports in the areas of planning and delivering a practice, teaching and learning, and mental skills training. Students develop an appreciation for the role of coaches in community recreation programs.

Learn the importance of nutrition and hydration for the promotion and maintenance of physical, emotional and social health and wellness throughout life. Students evaluate food and supplement choices, the effects of activity on nutritional requirements and the use of labels to improve daily nutritional intake at all ages.

Students apply basic training and movement principles to health-related and performance-related components of fitness training. Students create fitness activities and develop a basic individual fitness plan to achieve goals for health-related and performance-related components.

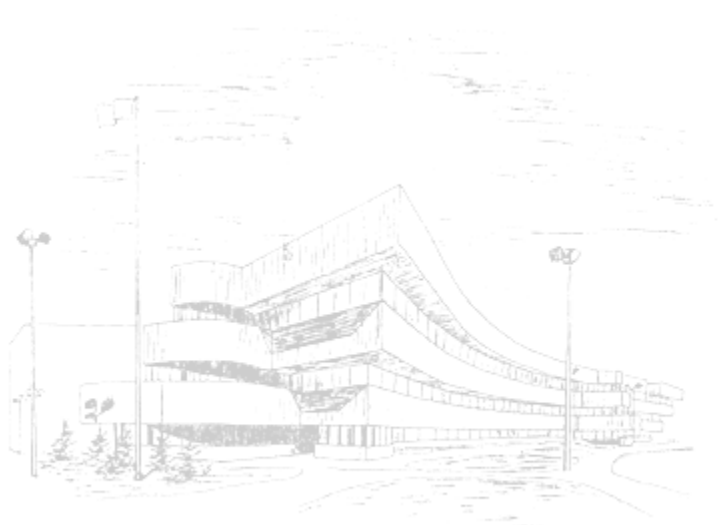
ATHLETICS SPORTS TEAMS

All our athletic teams participate in the Edmonton Metro League. At SGCHS you may participate in various sports, both at the junior and senior level. To be eligible, students are expected to maintain a suitable class load and have a minimum of 800 minutes of study per week.

Junior competition is limited to those students in Grade 10 and 11 only. While seniors may be in Gr. 10, 11, or 12, you have three years of eligibility upon entering grade 10 and must be under 19 years of age as of September 1 of that school year.

Sports teams offered at SGCHS are:

Badminton
Basketball
Cross-country
Football
Golf
Rugby



Soccer
Swimming
Track/Field
Volleyball
Wrestling

MODERN LANGUAGES ELECTIVES

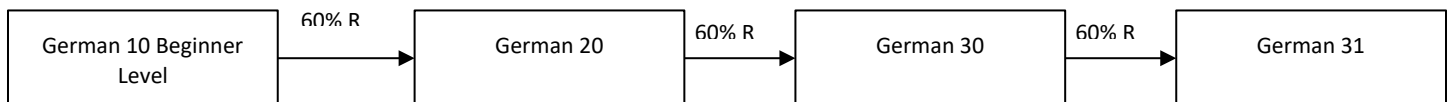
MODERN LANGUAGES FRENCH	GERMAN	JAPANESE
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FRENCH

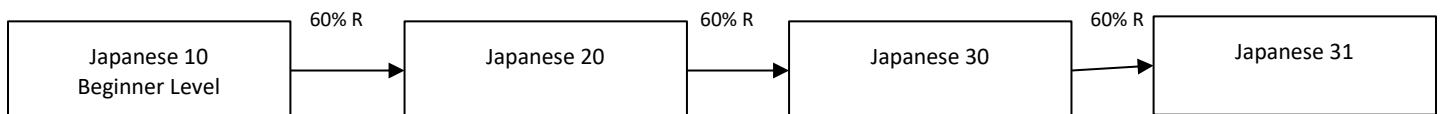


R = all languages **RECOMMENDED** 60% minimum to move on to the next level

GERMAN



JAPANESE



NOTE: STUDENTS STUDYING FRENCH, GERMAN AND JAPANESE WILL HAVE ACCESS TO COMPUTER ASSISTED LANGUAGE LEARNING.

MODERN LANGUAGES FRENCH	GERMAN	JAPANESE
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Learning a Second Language means...

- You can communicate with more people in the world.
- You learn relevant and authentic aspects of other cultures: what people eat, what they wear, how they celebrate.
- You can experience the art, music, drama, literature, and sports of another culture first-hand, without having to rely on others to interpret for you.
- You learn more about your own language and culture through comparison with another.
- Travel is easier.
- You have an advantage in further education and the job market.
- The range of careers open to you is expanded.

- You become a more creative and flexible thinker.
- You can express new and different aspects of your personality.
- You can use a 30 level Fine Arts or language class as a substitute for group C (math/science) courses for many Post-Secondary programs.

Important notes for all SGCHS Second Language courses...

- Japanese, French and German 10 DO NOT require a prerequisite (meaning no previous study is required)
- Additional fees may be levied for field trips and other special activities.
- The offering of all courses is subject to sufficient enrolment.

ALBERTA-QUEBEC EXCHANGE PROGRAM

Students in French Immersion and other Modern Languages department courses have the opportunity to participate in a three month exchange to Québec through Alberta Education. The program is a reciprocal one in which students receive, in their homes, a student from Québec from September to December. Québec exchange students attend SGCHS with their Albertan counterparts. In February of the same school year, Albertan participants attend school at their host school in Québec until May. Normally the exchange program does not affect students' standings in their courses at SGCHS, as special arrangements can be made prior to departure. This exchange program is open to grade 10 and 11 students. Teacher recommendation for application to the program is required. For additional information, please find information through these links:

<https://www.alberta.ca/student-and-educator-exchange-programs.aspx> (suspended due to Covid at this time)

SUMMER LANGUAGE IMMERSION

In addition to a 3-month exchange program to Québec, students may also participate in the Summer Language Bursary Program (J'explore). This is a five-week non-reciprocal Summer Immersion program funded by the federal government. Students can apply to receive funding to cover tuition and living expenses during their summer studies in a Québec College (CEGEP) or University with other High School students from across Canada (Students who are unable to travel may be chosen to participate in a program running in Alberta). Participants can choose to live with a French-speaking family or in residence with other students. Most participating institutions require that students are sixteen by the summer they wish to participate. More information about this program can be obtained through this link: <https://englishfrench.ca/explore/>.

SUMMER WORK STUDENT EXCHANGE

Summer Work Student Exchange programs are available.

FRENCH AS A SECOND LANGUAGE

COURSE SEQUENCE: FRENCH 10 - 20 - 30

Learn the language and its culture through "hands-on" experience in everyday communication situations.

Create practical projects based on interesting themes.

Communicate actively with other learners using authentic real-life resources.

The goal of FSL is proficiency in understanding, speaking and writing.

Success in French 30 = Intermediate level.

FRENCH 10

No prerequisite

All levels are welcomed in French 10 as many important grammar concepts are reviewed at the beginning of the term.

Fields of Experience include: Grammar Review, activities, pastimes, French food, and shopping.

Common European Framework or Reference for Languages: A1

FRENCH 20

5 CREDITS

Prerequisite: French 10 or equivalent

This course is a continuation of the students' previous experience. The grammar concepts are aimed at having the participants communicate effectively in French, using idiomatic expressions and linguistic norms.

This course is also suggested for most students transferring from the French immersion program into French as a Second Language.

Fields of Experience include: Grammar review, Close Friends; Senses and Feelings.

Common European Framework or Reference for Languages: A2

FRENCH 30

5 CREDITS

Prerequisite: French 20

This course builds on previous knowledge of the language and expands their linguistic understanding. They will explore cultural aspects of Quebec and France and make comparisons based on their own cultures. They will have many opportunities in class to demonstrate their communicative skills.

Fields of Experience include: World of Work; Employment Skills, Job Market, Travel and Tourism.

Common European Framework or Reference for Languages: A2-B1

TRAVEL AND EXCHANGE Opportunities for students of French

Many enrichment programs exist for students studying French, including summer study and exchange programs funded by the federal government. Information about some of these can be found at these websites:

www.exchanges.gc.ca

www.myexplore.ca

Alberta/Quebec Exchange Program

The **Alberta/Quebec Student Exchange Program** will again be available during the year.

Are you

Entering grade 11 or 12?

Mature and highly motivated?

A strong academic student?

GERMAN AS A SECOND LANGUAGE

COURSE SEQUENCE: GERMAN 10 - 20 - 30

NOTE: STUDENTS IN GRADES 10, 11 OR 12 ARE ABLE TO TAKE GERMAN 10

Come and learn German in an interactive and communicative environment. You may participate in one, two, three or all four levels of the German Program offered at SGCHS. As English is a “sister language” of German, learning to speak and write German can be as simple as saying “Volkswagen”!



GERMAN 10

5 CREDITS

No Prerequisite

Beginning Level: No formal study of German required

This is the first stage of a four-level German course. Lesson materials are presented in various forms: dialogues, pictures, comics, and reading selections. Students learn to socialize, exchange information, count, express feelings and emotions, attitudes and opinions and interests. Cultural and geographical information is an integral part of the program. Much of the course work is situational.

Common European Framework of Reference for Languages: A1

GERMAN 20

5 CREDITS

Prerequisite: German 10

This is the second stage of a four-level German course. Lesson materials continue to be highly interactive and student-centered. Introductory lessons in the course provide enrichment for previously acquired basic vocabulary and sentence structures. Progression of the languages is quicker and vocabulary is more extensive.

Common European Framework of Reference for Languages: A1-A2

GERMAN 30

5 CREDITS

Prerequisite: German 20

This is the third stage of a four-level German course. Lesson materials continue to be highly interactive and situational. On completion of German 30 you will have acquired German skills to allow you to communicate in Germany, German-speaking cultures in Canada, and other countries.

Common European Framework of Reference for Languages: A2-B1

ADVANCED GERMAN (20-6Y)

5 CREDITS

Prerequisite: German 30

Advanced German is an enrichment course for German students who have successfully completed German 10, 20 and 30 (or the equivalent). The program focuses on oral and written comprehension and production. This involves the study of

the novel, poetry, drama, short stories and composition. German history, culture, regional differences and dialects, as well as culinary traditions will also be studied in this course.

GERMAN EXCHANGES

Alberta and Hessen Exchange (3 months)

German students are offered the opportunity to travel to Hessen, Germany for a three month exchange program with Alberta Education. Students must be in high academic standing and an interview with the entire family is required before approval. This is an invaluable international experience and SGCHS has a long history of success with this program. Participating students often return with an increased confidence and fluency with the language and culture of Germany. Please see Herr Heppell for details.

SGCHS and Eppendorf Exchange (2 weeks)

Participating in the German program also offers a shorter exchange experience which has students paired with a host family from Eppendorf, Hamburg, Germany. This exchange had occurred for over thirty five years and is a fantastic opportunity for students to not only improve their German within an authentic setting with a host family, but also to showcase Albertan culture by hosting a student from Germany. This exchange generally takes place every second year at SGCHS and is often a highlight of studying German at our school.



Embrace your heritage, or expand your international clout - *Komm zur SGCHS und lern Deutsch!*



Herr Heppell with a Schwarzwälder Kirschtorte, one of the many tasty treats within German culture.

JAPANESE LANGUAGE AND CULTURE

NOTE: STUDENTS IN GRADES 10, 11 OR 12 ARE ABLE TO TAKE JAPANESE 10

Japanese is not as difficult as you might imagine! Japanese 10, 20, 30 provides the student with the basic reading, speaking, listening and writing skills. Students will be using various textbooks, online resources and teacher designed resources as they complete courses in Japanese 10, 20, 30 and advanced courses. Students who take Advanced Japanese will use the Genki 1 textbook which is also used in Post Secondary classes. Students learn the two basic phonetic “alphabets” and numerous kanji or pictorial characters. Learning about Japan’s cultures is an integral part of learning the language. Students will receive many practical cultural points that will assist them in learning Japanese.



In the past, we have traveled to Japan every second year and have sent students on numerous Alberta Education exchange programs. Some of these are ten-day, two week, two month and even one-year exchanges.

JAPANESE 10

5 CREDITS

No Prerequisite

Japanese 10 is intended for students who are NEW to the language. Japanese 10 will provide students with foundations in written and spoken Japanese. Students will develop many basic expressions and sentence patterns using various resources both in print and online. Students will also receive practice booklets to reinforce basic skills and refine them. Skits, presentations, movies and games round out an interactive class. A restaurant trip to Edmonton is planned each term. Several videos of Japanese home and school life as well as special Japanese guest presenters provide necessary cultural background for this course. Students in grade 10, 11 or 12 are able to take Japanese 10.

JAPANESE 20

5 CREDITS

Prerequisite 10

Japanese 20 will continue to use various resources online and in print and will receive booklets filled with activities to support both reading and writing skills in Japanese. Many skits and activities are also a part of this course. At this level, students have enough skills to develop a special project that highlights individual student’s strengths. We continue to offer a restaurant trip to expand language use and understanding of Japanese food and culture. Students will also learn to keyboard using our computer IME software.

JAPANESE 30

5 CREDITS

Prerequisite Japanese 20

Japanese 30 continues with expanding the sentence patterns and cultural knowledge of Japan. Students will continue to develop their reading and writing skills in a practical hands-on set of projects and skits. Students are even given the

opportunity to create their own Japanese Manga! Students will have yearly opportunities to participate in an exchange program with Hokkaido, Japan upon completion of Japanese 20. Again, videos using Japanese at natural speed will help to teach listening and comprehension skills.

JAPANESE 31 (ADVANCED JAPANESE)

5 CREDITS

Prerequisite Japanese 30

Advanced Japanese is a course designed for students who have completed Japanese 30 and would like to further advance their Japanese language speaking, listening, writing and reading skills. The course will build off of concepts introduced in Japanese 30 and while following the Japanese 6Y curriculum, will focus on developing the applications skills associated with Japanese Language and Culture education. Advanced Japanese will focus on Project-Based learning where students will have the opportunity to learn more in-depth about specific cultural mannerisms and colloquial Japanese. Students will also expand their vocabulary through the continued study of Kanji characters.



FINE ARTS ELECTIVES

ART 10

5 CREDITS

No prerequisite

Art 10 intends to introduce students to the fundamental elements of art through drawing, painting, sculpture, printmaking and art history. Students explore a variety of media, techniques, and subject matter. This is a project-based course involving hands-on work. There is a course fee for this program.

ART 20

5 CREDITS

Prerequisite: Art 10 (suggested average of 65% in Art 10)

Art 20 intends to broaden students' understanding of the elements of art and introduces the principles of design, in combined approaches. Areas of study may include drawing, painting, sculpture, printmaking and art history. Students will further their understanding of media, development of techniques, and exploration of subject matter. This is a project-based course involving hands-on work. There is a course fee for this program.

ART 30

5 CREDITS

Prerequisite: Art 20 (suggested average of 65% in Art 20)

Art 30 intends to apply student understanding of the elements of art and principles of design, techniques, media and subject matter. Students will explore personal areas of interest in drawing, painting and through innovative project development. This is a project-based course involving hands-on work. There is a course fee for this program.

PORTFOLIO ART 35

5 CREDITS

Prerequisite: Art 30 (suggested average of 80% in Art 30)

Portfolio Art 35 is intended for students who want to develop a portfolio of their most recent work for entrance to a post secondary institution or for personal use. For post secondary applicants, it is recommended that students take Portfolio Art 35 in the first semester, as entrance deadlines for submission start in late winter (institution specific). If developing a portfolio for personal use, you may enrol in either semester. This is a project-based course. There is a course fee for this program.

SPECIAL PROJECTS IN ART (10/20/30)

5 CREDITS

Prerequisite: Art 30/35 (suggested average of 80% in Art 30/35 or consent of the instructor)

Special Projects in Art is designed as further studies in the art stream (after Art 30/35 is complete). Through a series of steps, students design self directed projects that challenge their skills and knowledge in art. They must complete a minimum of 5 in-depth projects and an analysis of their process and outcome, for each project, to receive 5 credits. There is a course fee for this program.

DRAMA AND THEATRE ARTS



Spruce Grove Composite High School Performing Arts students work in a supportive and challenging environment, exploring movement, speech, improvisation, acting, directing, technical theatre, design and theatre studies. Courses are designed to develop the student's appreciation of drama and theatre as a process, an art form and a function in their daily world.

SGCHS is proud to offer many opportunities for intensive training for the young actor/actress or theatre technician. These include Drama 10/20/30, Advanced Acting 15/25/35, Technical Theatre 15/25/35, Musical Theatre 15/25/35 and Performing Arts 15/25/35. These courses provide an in-depth exploration of the dramatic disciplines of movement, voice, acting, improvisation, technical and theatre studies and will provide students a foundation for further studies in theatre.

DRAMA 10

5 CREDITS

No prerequisite

This is an introductory course to drama and theatre intended to develop confidence, concentration, creativity, and communication skills to enable the student to function within the theatre craft. Through creative and fun activities in theatre disciplines of movement, voice, acting and improvisation, technical and theatre studies, students will learn to work with others in a varied number of group projects leading to the possibility of a solo project if ready. Students are encouraged to explore basic elements and basic analyses of plot, character, and theme. As well, the student will learn the basics to develop scenes for presentation and performance. The primary focus of the program will be on structured improvisation. This course is designed for students who want to have fun meeting different people and performing many different characters within scene structure. *Drama 10 provides an introductory look at the dramatic disciplines of **MOVEMENT, SPEECH, IMPROVISATION, ACTING, TECHNICAL THEATRE AND DESIGN and THEATRE STUDIES.***

DRAMA 20

5 CREDITS

Prerequisite: Drama 10

Drama 20 is an in-depth exploration of ensemble work; mime/movement; voice/speech improvisation/role-play; acting techniques/characterization and the study/exploration of playwriting. The students will be introduced to the disciplines of the playwright, actor, director, designer, and critic. Scripted materials will be selected or student written and serve as a basis for scene study. This begins at an introductory level but can lead to an advanced level depending on the skill level of the students enrolled in the class. Students will have numerous opportunities for performance related projects and for creative input as to some of the styles of projects undertaken. Students enrolling in drama at this level do need to have a commitment to want to explore character and script at a much deeper level while still maintaining the adventure and fun.

DRAMA 30

5 CREDITS

Prerequisite: Drama 20

A continuation of the Drama 20 program, with emphasis on Theatre Directing and a deeper further study in theatre arts this course is designed for students who are hungry for a broader experience in theatre. Analysis of the context and styles of theatrical performance in plays and scenes from past to the present will be explored. This course will allow each student an opportunity to be the actor, director, playwright and designer. The progression will be from script, concepts, designs, staging, and the total process through to performance. This course provides an opportunity to be a part of production, direction, design, construction, acting, and management of a goal to be performing and directing in plays. This is a high energy class and involves definite levels of commitment, cooperation and creative thinking.

ADVANCED ACTING AND TOURING 15 - 25 - 35

5 CREDITS

This course is designed for the student who is not afraid to take risks, and a willingness to perform in front of others spontaneously. The majority of learning in this class is done through performance, whether that is in large ensemble pieces or the monologue or duet. A significant amount of time will be used to analyze the performance choices you make and the characters you play for them. As well, with your classmates, you will prepare a touring show that will be used as part of the final project assessment and tour this production to some of the local schools in the community. You have to be a student who can work with almost anyone and not be afraid to make close friendships and bonds.

Note: This course may be a combination of two or three program levels depending on enrollment.

TECHNICAL THEATRE STUDIES 15 - 25 - 35

5 CREDITS

Prerequisite: An interest in working behind the scene of a play production.

Students who complete **Technical Theatre will develop skills in the “backstage” aspects of theatrical performances.** The aim of Technical Theatre is to provide students with the practical knowledge that will help them to facilitate the preparation and presentation of a theatrical production. The program will foster an appreciation of artistic teamwork and will help prepare students for school, community, post-secondary and professional performance experiences.

The Technical Theatre course will acquaint students with the art and history of stagecraft and theatrical tradition. Technical Theatre will enhance skills in theatre vocabulary, stage design concepts, the theory and practical application of skills in sound, lighting, properties, stage design, costuming and scenic construction.

Students who are in the Technical Theatre course also receive hands-on training in technical theatre skills when they help prepare sets, props and costumes for SGCHS Drama’s productions at the Horizon Stage.

Note: This course will only be offered if enough students are registered in it.

MUSICAL THEATRE 15 - 25 - 35 AND PERFORMING ARTS 15 - 25 - 35

This is a Block 5 class that takes place primarily after school on Tuesdays and Wednesdays and some selected Saturdays.

A course fee of \$20.00 will apply.

5 CREDITS

Specific role placement in the company is determined by audition/interview.

The Musical Theatre/Performing Arts Program at Spruce Grove Composite High School aims to provide hands on production training for students who seek the challenge of making a serious commitment to theatrical performance. Competencies in theatre arts disciplines including acting, singing, dancing and technical theatre will be developed **through the preparation and rehearsal and performance of a production at the Horizon Stage**. The program will foster an appreciation for the form and professional attitude towards performance, preparing students for post-secondary and life-long theatre experiences.

In this course, disciplines are learned in the context of integrated studies. The focus is on all the components of **performance**. Students in Musical Theatre/Performing Arts 15/25/35 will learn to work as a company. Meaning that, in addition to performance, students will be expected to contribute to other aspects of Musical Theatre production such as choreographers, costumers, make-up artists, prop designers, set designers, program/poster creators, commercial creators etc. **Student will be expected to assume increasing responsibility over the three-year program**. Past productions include: *Singing in the Rain Jr.*, *Elf Jr.*, *Mary Poppins*, *Annie Jr.*, *The Addams Family*, *The Lion King*, *Legally Blonde*, *Freaky Friday*, *Frozen* and *We will Rock You*.



MUSIC



The three-year music program emphasizes competency in performance skills through exploration of a chosen instrument, reading and writing musical notation, and development of an appreciation for music as a process and art form. Students will work in a supportive and challenging environment, exploring technical performance, instrumental competency, improvisation, and personal practice skills; all while exploring classical, jazz and contemporary music. Students will gain experience in working within a group setting and learn how to balance, tune, and combine their individual sound into a large ensemble. Under the guidance of dedicated instructors and visiting artists, students will develop the practical skills, techniques and approaches that will ensure their musical success.

For smaller instruments, students will be provided the opportunity to “rent to own” their instrument. This program is offered through The Bandstand Ltd., an Edmonton based company. Larger more expensive instruments will be rented from SGCHS for a \$65.00 instrument rental fee. The SGCHS rental fee is used for general upkeep and repair of school owned instruments. Any major damage to school owned instruments caused by the student are the responsibility of that student. The fee for repairing student damaged instruments will be determined by the repair shop at The Bandstand Ltd.

Students will be offered unique learning experiences throughout the school year, such as band camps, field trips, offsite performances and guest clinician workshops. These opportunities may involve additional fees if band members wish to participate.

CONCERT BAND (INSTRUMENTAL MUSIC 10 - 20 - 30)

5 CREDITS

No prerequisite

Concert Band is the primary music course at SGCHS School and is open to all students grades 10-12. It is a full year course. Previous musical experience is an asset but is not required. This course focuses on developing musical skills on an instrument in a large ensemble. Throughout the school year students focus on learning and developing the correct technique and music reading skills on a concert band instrument of their choosing in order to successfully perform at a high school level. A list of standard concert band instruments is given below this description.

Lessons start at the beginning with developing the proper technique and the basics of musical notation and gradually become more complex as the band works towards higher level music. One on one lessons are available during seminar for students who have no prior experience but wish to learn an instrument.

Concert band instruments include: Flute, Oboe, Clarinet, Bass Clarinet, Alto Saxophone, Tenor Saxophone, Baritone Saxophone, French Horn, Trumpet, Trombone, Euphonium, Tuba, and Percussion.

JAZZ BAND (INSTRUMENTAL JAZZ 15 - 25 - 35)

5 CREDITS

No prerequisite

Jazz Band is a full year course that is designed to be a supplementary music course where students gain knowledge in playing and performing jazz and contemporary music on an instrument of their choosing. Standard Jazz instruments are listed below this description.

Rehearsals will focus on the development of each student as a well-rounded musician. This will include jazz technique, theory, listening, music appreciation, rhythm section foundations, and large ensemble performance. Students will build upon skills learned in Concert Band and focus on specific jazz skills including various styles and form, improvisation, jazz articulations, and extended technique. The development of team-work, individual practice, creativity and complex thinking skills are also of great importance.

Standard Jazz Instruments include: Saxophone (alto, tenor and baritone), Trumpet, Trombone, and Rhythm Section (piano, guitar, bass guitar, and drums). Students wishing to play in the rhythm section must have some previous musical experience on their instrument.

CHAMBER ENSEMBLES and/or DRUMLINE (GENERAL MUSIC 10 - 20 - 30)

5 CREDITS

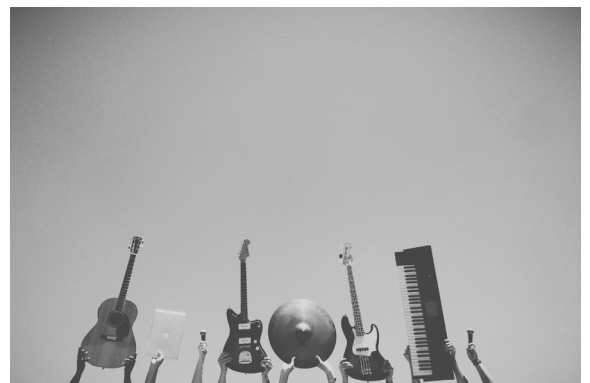
No prerequisite

The Chamber Ensembles program is a full year course that takes place after school or during seminar. Students are required to rehearse at minimum twice a week at a time of their choosing.

The Chamber Ensembles program is a student-directed course which emphasizes the importance of teamwork and leadership within a musical setting. Students are grouped into small ensembles where they build on basic musical skills. Each ensemble is responsible for choosing their own music, running rehearsals, and preparing for performances. Collaboration, critical-thinking, problem solving and creativity skills are of great importance in this course.

Panther Drumline is the newest music option at SGCHS and allows students the opportunity to learn advanced percussion skills, play marching percussion instruments (snare drum, bass drum and tenor drums) and work collaboratively with each other in a musical setting. Drumline rehearses twice a week after school and no previous musical experience is required.

Please note: Students are allowed to register as part of both drumline AND chamber ensembles, but credit can only be given for one of those courses per year.



CAREER AND TECHNOLOGY STUDIES ELECTIVES

OVERVIEW

Career and Technology Studies (CTS) courses allow students to gain the skills they will need to cope with the rapidly changing work environment. CTS has been designed to give you hands-on experience that will help you enter the work force or gain entry to further studies in technology oriented careers.

There are 22 strands or specialized areas of study in the CTS curriculum such as Foods or Information Processing or Mechanics. Each strand has 3 levels: 1 or Introductory (the basics – usually taken in Grade 10), 2 or Intermediate (usually taken in Grade 11) and 3 or Advanced (usually taken in Grade 12). **Students who have not earned all required credits in a course need to talk to the course teacher to be eligible to register in that course again.**

The Course fee of \$20.00 - \$50.00 for all CTS goes towards supplementing the cost of some consumable materials and software licensing. Students who choose to do additional personal projects will be responsible for the costs incurred.

COMMUNICATION TECHNOLOGY PROGRAM

The Communication Technology Program allows students to explore the artistic and technical aspects of photography, movie making, webpage design, video editing, desktop publishing, graphic design, and screen-printing. Students learn to use industry standard equipment and software to work through a diverse range of hands on activities. All of these courses are student centered and project based that focus on having fun while developing organizational, time management and technical skills.



COMMUNICATION TECHNOLOGY 1

5+ CREDITS

In this level, students will have the opportunity to explore a number of different mediums such as: photography, movie making, webpage design, video editing, desktop publishing, graphic design, and screen-printing. Students will choose from 11 different courses to build a unique program that focuses on their personal interests and skills. Each course is project based and fully student centered so not only do students choose which courses they would like to do, but they also design what they do for projects in them.

COMMUNICATION TECHNOLOGY 2

5+ CREDITS

Prerequisite: 5 credits in Communication Technology 1

In this level, students will have the opportunity to continue exploring different mediums such as: photography, movie making, video editing, desktop publishing, graphic design, and screen-printing. Students will choose from 16 different courses to build a unique program that continues to develop their skills and interests.

COMMUNICATION TECHNOLOGY 3

5+ CREDITS

Prerequisite: 5 credits in Communication Technology 2

In this level, students will have the opportunity to explore the advanced aspects of their chosen mediums such as: photography, movie making, video editing, desktop publishing, graphic design, and screen-printing. Students will choose from 17 different courses to build a unique program that continues to develop their skills and interests.



COMPUTER SCIENCE

Computers control the Internet, financial industry, cell phones, and most companies. Learn how to take control of computers with Computer Science. Computer Science investigates not only how to create programs but algorithm theories and the best way to program. Most Alberta post-secondary programs now accept Computer Science 30 as an entrance requirement and does NOT have a diploma exam.

COMPUTER SCIENCE 10

5 CREDITS

Prerequisite: None

This course will have a focus on game making and Android app development as we explore the field of computer science. Students will be introduced to the building blocks of programming, learn the difference between computer science, computer programming and computer engineering while creating fun games using Scratch and GameMaker. We will also use explore writing code with Java Script.

COMPUTER SCIENCE 20

5 CREDITS

Prerequisite: Computer Science 10

This course is for students who completed Computer Science 10 and will have more project time. Students continue developing their understanding of Computer Science and learn the following key programming concepts:

- Procedural programming
- Data structures
- Robotics Programming

This course is a programming based course with the emphasis being on writing code. Students will be introduced to machine / robotics programming using Arduinos.

COMPUTER SCIENCE 25

6 CREDITS

Prerequisite: Math 10C and Science 10

This is an intense academic course for students who were not able to take Computer Science 10 but want to be able to take Computer Science 30. There will be projects incorporated throughout but there will not be project modules (e.g. Making the GameMaker game or choice robotics project). Students will study the following concepts:

- Programming Basics and Theory
- Loops / Variables and conditions
- Intro to Robotics

COMPUTER SCIENCE 30

6 CREDITS

Prerequisite: Computer Science 20

Students earn credits that will be eligible for university entrance into many programs at Alberta Universities (No Diploma Exam). Computer Science is a recognized 30 level Science program. Students develop a stronger understanding of what Computer Science is and explore the following concepts:

- Iterative algorithms
- Recursive algorithms
- Object oriented programming

We will continue with Java Programming and have Arduino projects or Smartphone apps.

INTRO COSMETOLOGY

7 - 10 CREDITS

The introductory level of Cosmetology gives students the chance to explore both the hairstyling and esthetics components of cosmetology. They learn basic hairstyling, hair care, roping, knotting and braiding techniques as well as skin care and manicuring.

The course fee goes towards supplementing the cost of some products used and maintaining the tools and equipment used by the students.

INTERMEDIATE COSMETOLOGY

6+ CREDITS

Prerequisite: 5 credits in Intro Cosmetology

In the Intermediate level of Cosmetology, students can choose their own courses from the hairstyling and esthetics credits being offered. Students can focus on one of the areas or have a more general experience and take some courses from both. **This class may be taken more than once if the student would like to explore more of the available credits.**

The hairstyling credits include: haircutting, coloring, chemical texturizing, advanced styling and care

The esthetics credits include: nail art, facials, manicuring, pedicuring, hair removal, theatrical makeup and body adornment

To complete the entire Cosmetology curriculum and gain advanced standing towards an Apprenticeship and Certificate, you need follow a specific set of courses and take all 3 levels of cosmetology.

The course fee goes towards supplementing the cost of some products used and maintaining the tools and equipment used by the students.

ADVANCED COSMETOLOGY

6+ CREDITS

Prerequisite: 5 credits in Intermediate Cosmetology

In the Advance level of Cosmetology, students will choose their courses from the available senior hairstyling and esthetics credits. These courses focus on more in-depth techniques and client services to prepare students for a career in a cosmetology related field.

The courses that are available at this level include gel and acrylic nails, advanced haircutting, body treatments, hair color removal and advanced esthetics services as well as more in-depth courses that build on their basic knowledge from Intro and Intermediate Cosmetology. **This class may be taken more than once if the student would like to explore more of the available credits.**

The course fee goes toward supplementing the cost of some products used and maintaining the tools and equipment used by the students



****IF YOU ARE INTERESTED IN A CAREER IN COSMETOLOGY, PLEASE REFER TO THE REGISTERED APPRENTICESHIP PROGRAM (RAP) ON PAGE 50.**

DESIGN STUDIES 1-2-3

Students learn about the creative process from idea through to a prototype or finished product. In this course you will have the opportunity to work in your choice of many different design disciplines:

- Architectural design
- Product design (furniture/jewelry)
- Animation
- Industrial design
- Fashion design
- Landscape design
- Mechanical design
- Technical drawing and drafting

The Design Studies course is delivered in a state of the art lab providing students with access to industry standard software such as AutoCAD, Revit, Inventor, 3dsMax, Illustrator and Photoshop. You also have the possibility of working with a 3D Printer, CNC mill and Laser engraving equipment.

This course would be of interest to any students considering post-secondary studies or a career in architecture, landscape architecture, interior design or engineering.

DESIGN STUDIES 2

5+ CREDITS

Prerequisite: Design 1 (minimum 3 credits)

In this course you will continue to develop your skills, your chosen design discipline or try something new.

DESIGN STUDIES 3

5+ CREDITS

Prerequisite: Design 2 (minimum 3 credits)

This course offers advanced level modules in many different design disciplines.

EARLY LEARNING AND CHILD CARE

5 CREDITS

Prerequisite: None

This course is appropriate for Grade 11 and 12 students.



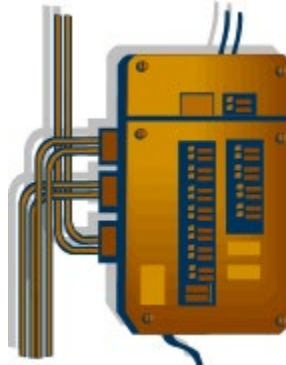
Early Learning and Child Care engages students in active learning about infants, toddlers, and preschoolers. Students will have the opportunity to understand the differences between a babysitter and a professional child care provider as they explore and practice the beginning skills necessary for working with children in ways that encourage and support development of the children. The program prepares students to provide quality child care in a variety of settings and to plan developmentally appropriate activities for the children in their care.

Students who are 16 years of age can apply for a Child Development Assistant certificate from the Government of Alberta upon completion of this course. Younger students may apply for this certificate with proof of course completion once they turn 16 years old.

ELECTRO TECHNOLOGIES 10

5+ CREDITS

This program will give you an opportunity to gain skills, knowledge and experience with basic electronics, alarm systems, digital electronics, power supplies and electronic assembly.



ELECTRO TECHNOLOGIES 20 - 30

5+ CREDITS

Prerequisite for Electro Technologies 2 – 5 credits in Electro Technologies 10

Prerequisite for Electro Technologies 3 – 5 credits in Electro Technologies 20

The advanced level Electro-technologies provides a further opportunity for the exploration of various areas, including:

- Expanded knowledge and work with robotics, security systems and digital logic
- House wiring
- Micro controllers
- Power supplies
- Printed circuit board manufacturing
- Programmable logic

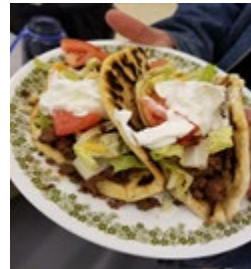
The course fee goes towards supplementing the cost of some printing materials and maintaining the specialized software, tools and equipment used by the students. If students wish to complete more intricate projects or kits, there will be an extra cost.

FOODS 10

5+ CREDITS

(A course fee is charged to offset the cost of consumable supplies)

This course forms a solid base of skills and knowledge for your own personal use or for further studies in Foods. Students will have the opportunity to select and prepare a wide variety of products. Some examples include crepes, soups, salads, cakes and pastries, fresh pasta, cultural foods, meats and desserts.



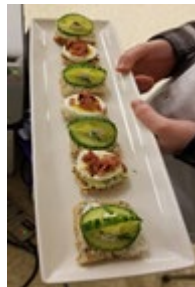
FOODS 20

5+ CREDITS

Prerequisite: Foods 10 (minimum 5 credits)

(A course fee is charged to offset the cost of consumable supplies)

This intermediate level course builds on the skills acquired in Foods 10. Students will select and prepare such products as specialty pastries (choux, phyllo), angel cakes, creative appetizers, specialty breads and more.



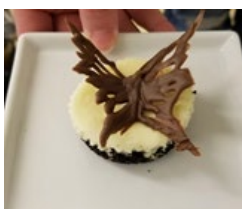
FOODS 30

5+ CREDITS

Prerequisite: Foods 20 (minimum 5 credits)

(A course fee is charged to offset the cost of consumable supplies)

This advanced level course requires a higher degree of skill. Students work more independently on more difficult products. There is an emphasis on cuisines from around the world, and students have the opportunity to prepare advanced baking and bread products; sauces and derivatives, various meat products, specialty desserts and more. Students will have the option to create their own foods portfolio that can be shown to potential employers or post-secondary schools and colleges.



Introduction to Trades

Introduction to Trades is a comprehensive course that was designed to allow students more flexibility when building their schedule. Introduction Level students will develop the baseline skills and knowledge in all 3 areas to prepare them for higher levels. Intermediate and advanced students can choose to work within the Construction shop, Fabrication shop, Mechanics shop or a combination of all three in the same block. In Construction Technology you will learn the ins and outs of designing and building projects out of wood and related mediums, Fabrication focuses on designing and welding projects out of metal and Mechanics is the study of operating systems within motor vehicles and learning to complete minor services and repairs.

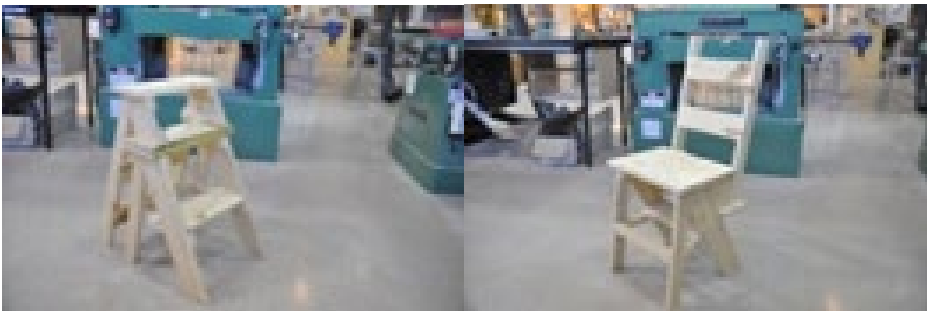
CONSTRUCTION TECHNOLOGY PROGRAM

The Construction Technology Program allows students to develop skills related to the use of tools and materials used in construction practices to safely transform common wood materials into useful products. Students pursuing an occupation in the trades will learn to read plans and blueprints, measure accurately, apply various types of finishes, use tools and machines safely, watch out for safety hazards, etc. These skills will be a vital part of your safe work habits that you bring forward to a job in any of the trades. This class will also benefit students who are not planning on going into the trades, by providing useful life skills. Students will learn how to build real practical projects, how to fix things, build storage devices, or do their own home renovations saving money in many areas in the future.

CONSTRUCTION TECHNOLOGY 1

5+ CREDITS

This program will give you an opportunity to gain skills, knowledge and experience with production processes, manufacturing systems and construction techniques. You will learn how to safely use all the tools in the shop. Working mainly with wood, you will build 3 or 4 projects which may include a desk organizer or wooden lock, a wall shelf or a nightstand while completing 6 modules. Module work also includes written assignments and some basic drafting. Students must provide a tape measure and safety glasses for this course.



CONSTRUCTION TECHNOLOGY 2

5+ CREDITS

Prerequisite: Construction Technology 1 (minimum of 5 credits)

This program will give you an opportunity to further enhance and add to your skills, knowledge and experience. You will have the opportunity to choose to do framing or furniture projects. This may include making a personalized memory box, and a cabinet or a model house or shed project while completing 6 modules. Module work also includes written assignments and some basic drafting. Students will be responsible for the additional materials costs on personal projects.

Check out our latest technology! Students will have the opportunity to use the CNC (Computer Numeric Controlled) Router to cut out designs such as a guitar body or enhance their project with detailed logos, or images.



CONSTRUCTION TECHNOLOGY 3

5+ CREDITS

Prerequisite: Construction Technology 2 (minimum of 5 credits)

In this advanced level course, while working independently, you will build upon your previously learned skills and learn new ones. In consultation with your teacher you will choose, design and construct a project or projects, which must meet the criteria for 5 of the modules. The 6th module is Tool Maintenance. Module work also includes written assignments and some basic drafting. Students will be responsible for the additional material costs on personal projects.



MECHANICS/FABRICATION 1

6+ CREDITS

At this level, students will be introduced to the essential concepts of mechanics and fabrication (welding), including tools and material usage, standard automotive and mechanical systems, basic automotive service, and basic fabrication principles. Students will study the operating systems of a motor vehicle and learn to complete minor service tasks as well as proper care of an automobile. Students in this course will be able to choose which topics and projects they would like to work with after completing some required modules. Students must provide their own coveralls and safety glasses (Coveralls and safety glasses will be available for purchase as needed/available). Steel-toed footwear is recommended.



MECHANICS/FABRICATION 2

6+ CREDITS

Prerequisite: SUCCESSFUL COMPLETION OF 6 CREDITS IN MECHANICS/FABRICATION 1

Students in this program will study the theory and service of the support systems for the engine and most chassis systems like brakes, suspension, and steering. This level also will encompass continued learning in the various areas of fabrication including MIG, TIG and GMAW. This will be a continuation of the learning experiences at the grade 10 level where students will focus on each mechanical system at a deeper level. Students will continue to develop their practical skills in the shop environment on real-world projects. Students must provide their own coveralls and safety glasses (Coveralls and safety glasses will be available for purchase as needed/available). Steel-toed footwear is recommended.

MECHANICS/FABRICATION 3

6+ CREDITS

Prerequisite: SUCCESSFUL COMPLETION OF 6 CREDITS IN MECHANICS/FABRICATION 2

Students continuing in mechanics will build on previous knowledge acquired and continue to enhance practical skills while working in a variety of different mechanics shop situations. Students will also acquire knowledge in the business and government regulations in the automotive industry as well as an in-depth understanding of previously studied systems. In the fabrication area students will hone their skills and knowledge in the various areas of fabrication including CNC operated plasma cutting processes and other higher-level welding skills. Students must provide their own coveralls and safety glasses (Coveralls and safety glasses will be available for purchase as needed/available). Steel-toed footwear is recommended.



PHOTOJOURNALISM

5+ CREDITS

Prerequisite: Com Tech 10

If you would like the opportunity to better preserve your own and your fellow student's memories then you should consider enrolling in the Advanced Photography and Electronic Publishing Course. Choosing to take this class will essentially be like working for a real life publishing business that will have a real life budget to work with and a responsibility to its customers: students, teachers, parents and guardians. The students in this course will work through a variety of projects that in the end will result in the publishing of the SGCHS yearbook.

In exchange for your commitment to this course you will be instilled with several real life experiences that will benefit you on your journey to Post-Secondary institutions and /or careers:

- Building teamwork skills
- Fostering and enhancing organization and planning skills - you will be establishing and meeting real-world deadlines.
- Budgeting skills - by being a part of a team responsible for over a \$14,000 + budget
- Journalism & Photography skills and experiences - you will develop an amazing portfolio throughout the course and in the end will have a published piece of work in which they are featured
- Computer Layout & Design - you will work with professional computer editing and electronic publishing software, and work with professionals that will come to the class and teach you how to be proficient with them
- Advertising and Promotional Skills - you will have the opportunity to plan and organize advertising campaigns to promote the product that you will be creating
- The successful achievement of a creating an actual product that will be cherished by hundreds of people for decades ahead



PSYCHOLOGY 20-30

6 CREDITS

Prerequisite – This course is appropriate for Grade 11 and 12 students. The ability to create Power Point/Google Slides presentations is an asset.

This is a course that studies human behavior and experience. The study of psychology fosters the appreciation of individual differences and allows the student to more fully understand the impact of the environment, genetics and free will.

Areas of study include: branches of psychology, brain and behavior, learning and conditioning, human development, personality theories, psychological disorders and DSMIV, treatment and therapies and research psychology.

The student will have an opportunity to research and analyze a mental illness or psychological disorder using the information learned throughout the term. Students will then conduct a study or experiment that is of interest to each student.



ADDITIONAL ELECTIVES

ANTHROPOLOGY/WORLD RELIGION 30

6 CREDITS

Prerequisite – This course is appropriate for Grade 11 and 12 students

Anthropology/World Religions 30 is a course which concerns itself with all aspects of human life. Explore your infinite curiosity about human beings with the study of:

- The physical evolution of the species
- Paleolithic lifestyles of modern and archaic humans
- Archeological method and practice
- Mesolithic lifestyles
- Tools, technology, and dwellings of people in prehistory
- The origins and practices of major world religions
- Human variation, race and ethnicity
- Gender, culture and marriage



Through a combination of theoretical and hands-on explorations, students of Anthropology/World Religion 30 will develop a deepened understanding of themselves, their ancestry and the billions of other humans with whom they share this planet.



Aboriginal Religion Dream
Catcher Lab 2021



Zoo Trip 2019

BUILDING FUTURES APPRENTICES

10+ CREDITS

Prerequisite – This course is appropriate for Grade 11 and 12 students; successful completion of construction related modules in Intro to Trades is required.

Building Futures Apprenticeships is a course offered to grade 11 and 12 students interested in pursuing a career in a home building trade. Students will enroll in a double block to earn credits in the construction of building a home. Students will be bussed to an on site duplex for an all morning or all afternoon opportunity to learn real life construction skills alongside professional tradespeople with Coventry Homes. When not on the build site, students will complete their theory requirements in the classroom.

Students will have the opportunity to participate and earn some or all credits in safety, site prep, concrete, framing, electrical, plumbing, HVAC, drywall, insulation, taping and mudding, cabinetry installation, floor coverings, and finish carpentry.

After completion of the program, students will have the opportunity to continue on as a RAP (Registered Apprenticeship Program) student with a sponsor from Coventry Homes.

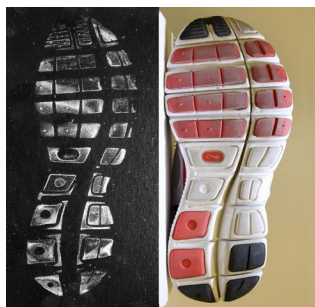
Registration in the program is limited. As such, students that select Building Futures Apprenticeships will be required to complete a short survey and may require an interview prior to enrollment in the program as part of the application process.

FORENSIC SCIENCE 25/35

6 CREDITS***

Prerequisite: Science 10/14

This course is appropriate for Grade 11 and 12 students.



**** PLEASE NOTE****

Forensic Science 25/35/ credits CANNOT be applied toward the minimum 10 credits in Science required for an Alberta High School Diploma.

Forensic Science credits CAN be used as other credits toward a Diploma

Forensic Science is an elective course intended for students interested in the use of basic forensic concepts and technologies to solve crimes. Students will learn the theory behind many forensic technologies and use them in the lab.

Potential Topics to be covered:

Types of Evidence

Fingerprint Analysis

Trace Evidence

Body Fluid Evidence

Forensic Detection of Impaired Driving

Polygraph Testing

Document Analysis

Forensic Genetics

Law Enforcement Equipment

Autopsy

The Investigative Process

Police Canines

Forensic Anthropology

Forensic Entomology

Forensic Toxicology

Arson and Explosives

Ballistics

Footwear, Tire and Tool Mark Impressions

Criminal Profiling

The final project in the course is a mock crime scene where students must use many of the technologies they have learned about to solve the crime.

This introductory course will have students spending a considerable amount of time outside interacting with the natural world and experiencing the environment through all 5 of the senses.

This course will draw from CTS strands in Agriculture, Environmental Stewardship, Forestry, Wildlife and Health Services.

While reconnecting with nature, students will enhance their skills through

- growing and processing their own food
- interacting with animals (both farm and wildlife)
- taking part in community projects
- learning how different cultural groups interact with their environments
- examining the conservation of our natural world

This course will be designed to challenge students to “seek discomfort” by “disconnecting in order to re-connect”.



The future will belong to the nature smart: those individuals, families, businesses and political leaders who develop a deeper understanding of the transformative power of the natural world, and who balance the virtual with the real.

Richard Louv - The Nature Principle

Sociology 20/30

6 CREDITS

Prerequisites - This course may be enrolled in by grade 11 or 12 students

Sociology is a course designed to help students understand groups and group behaviour, with a sound basis in fact, rather than opinion. The sociological perspective encourages students to focus on “what is” rather than “what ought to be.” Students will better understand themselves as a part of society, understand its influence on their lives, and visualize their roles in societal change.

Areas of study include: The discipline of Sociology, culture, society and social class, applied sociology, sociology and the individual and changes in culture.

Note: As most placements are off-campus, the student must arrange for transportation to and from the job site.

ALL Work Experience students MUST complete the HCS 3000 Workplace Safety System 1- credit module.

WORK EXPERIENCE 15 - 25 - 35

Through the Work Experience Program, students are given the opportunity to further their education through an off-campus placement in an occupation. Students are able to sample and try out their future interests while still attending school. Some expectations are:

- The student will find out about an occupation of his/her interest by having an opportunity to participate in meaningful work at a job site.
- The student will gain an understanding of the importance of developing acceptable work habits, good grooming and need for self-discipline.
- The student will develop positive attitudes towards people.
- The student will learn about the organization of business and the relationships of employee to employer, unions and government through direct contact with these agencies.

Up to 30 credits can be earned, of which 15 will count towards a high school diploma in the program. Hours of work when Work Experience students can be in attendance range from 7AM to 10PM, Monday through Sunday. One credit is earned per 25 hours worked. Students who need two Grade 12 30-level courses for graduation purposes can enroll in a 10 credit WE35 course and must take a compulsory 1 credit HCS 3000 Workplace Safety System module.

CAREER INTERNSHIP 10

Career Internship 10 is a course designed to support and prepare students with basic readiness for entry into a trade, technology or service career. Career Internship 10 may be offered for 3-4-5 credits. Credits earned are counted towards the requirements for an Alberta High School Diploma. One credit is earned per 25 hours worked.

REGISTERED APPRENTICESHIP PROGRAM

APPRENTICESHIP OPPORTUNITIES UNDER RAP

Apprenticeship is a combination of on-the-job and technical training, which leads to certification as a qualified journeyman. For example, several years' work accompanied by periods of training at institutions such as NAIT can qualify you to hold a "ticket" in trades like the following: Beautician, Cook, Millwright, Plumber (there are over 50 different trades!). Apprenticeship trades provide some of the best opportunities for employment after completion of the training.

HOW DO I GET IN?

1. You must be at least 16 years old.
2. You must have a basic minimum education.
3. You must have a job with an employer who is prepared to enter an apprenticeship agreement with you and the Apprenticeship Board.

HOW DO THE WORK AND TRAINING FIT TOGETHER?

Normally, you work for about 4 years under the guidance of a qualified journeyman. When you and your employer agree on a suitable time, you attend the training center for 4 to 12 weeks. You then write the “first year exams”, and if you pass, you are classified as a “second year apprentice”. This rotation of work and study continues until completion of your third or fourth year study period (depending on the trade). You are then certified as a qualified journeyman! The normal length of an apprenticeship is four years. However, students who successfully complete vocational programs and/or enter the Registered Apprenticeship Program can sometimes shorten this to only three years after they leave high school.

For further information, ask a Work Experience Coordinator or Counsellor for an Apprenticeship brochure. This is a new program and is not being offered in all Alberta schools. For information about the skilled trades, contact your nearest Career Development Centre or call the Career Information Hotline 780-442-4266 in Edmonton or at 1-800-661-3753.

GREEN CERTIFICATE

AGRICULTURE APPRENTICESHIP TRAINING



The Green Certificate Program is an apprenticeship-training program servicing the agriculture industry. Alberta Agriculture, Food & Rural Development (AAFRD) works in partnership with the agriculture industry and Alberta Learning (via the off campus education policy) to offer Green Certificate to all Albertans. Trainees select one of seven specializations, under the guidance of their trainer, working towards mastering all skills within their training program.

WHAT'S IN IT FOR ME, AS A HIGH SCHOOL STUDENT?

- You can earn up to 16 grade-twelve diploma credits per specialization completed
- You have fun learning more about agriculture in a practical, hands-on environment
- You increase your knowledge and skill level and gain valuable work experience
- You can reach further educational goals (many post-secondary agricultural institutions and scholarship programs look favorably up Green Certificate involvement)
- You can explore career options in the agriculture industry
- You earn recognition for what you can already do on the farm
- You learn more about animals/agriculture/machinery and farming operations
- You can include the experience and training on your resume and add the certificate of completion to your portfolio

WHAT WILL I LEARN?

You will learn specialized skills in:

Livestock Production

(cow-calf, feedlot, sheep, swine, dairy)

- Employability and safety skills
- Processing and Handling systems
- Feeding systems and rations
- Waste Management and sanitation
- Health and treating of livestock
- Reproduction
- Management systems

Crop Production

(field crop and irrigated crops)

- Employability and safety skills
- Fertilizing and seeding
- Harvesting, handling and storing grain and forage crops
- Land preparation, field and crop care
- Operating and servicing equipment and facilities
- Management systems

Students must be at least 15 years of age and enrolled in grades 10, 11 or 12. In general, it takes about one year to achieve completion. In one year, the trainee will experience everything that happens in all seasons on a farming operation. Trainees are allowed up to three years to complete their training, if needed.

FOR MORE INFORMATION SEE: www.agric.gov.ab.ca/greencertificate

Telephone: 780-968-3551

Fax: 780-963-4709

Email: raelene.mercer@gov.ab.ca

F. PROGRAMS OF CHOICE

1. Building Futures - Grade 10 Program

Building Futures is an immersive and unique program where students learn how to build a house from the ground up. Thanks to the generous support of Coventry Homes and Parkland School Division, students are able to earn their academic requirements towards their diploma, all while learning how to build a house by actually doing so. Students in the program learn their core courses from specialized academic teachers in a re-purposed garage in Spruce Grove. Classroom work emphasizes mastery learning and a good deal of hands-on, project-based learning. The program allows for individualized instruction and an environment where students can pursue their passions. By the end of the year, with the help and instruction of qualified tradespeople, the students build two complete houses while learning how to contribute to their community.

At the conclusion of the year, students will have had the opportunity to earn credit in the following high school courses:

- English 10-1 or English 10-2
- Social Studies 10-1 or Social Studies 10-2
- Science 10 or Science 14
- Math 10C or Math 10-3
- Physical Education 10 (5 credit)
- CALM 20
- HCS 3000 & HCS 3010 (Workplace Safety Systems)
- 18 CTS courses in the CON (Construction) strand
- Additional CTS credits based on student interest and projects pursued (e.g. Entrepreneurship, Marketing, Computer Science, etc.)
- **Total of 50+ Credits available for students to earn in their grade 10 year.**

Please visit <https://cfl.psd.ca/programs/building-futures> for more information.

2. Y(our) Program

Y(our) Program: An alternative high school program of choice built on your questions, your ideas, and your impact on community. It is a home room, personalized approach to high school to help empower student voice in their learning and help them succeed.

Y(our) Program is a student-led learning environment which combines core curriculum with out-of-classroom learning opportunities.

Aimed at creating an environment where students can live out Parkland School Division's mission to prepare, engage and inspire our students to be their best in a quickly changing global community, Y(our) Program ignites students' curiosity, illuminates their passions, builds their world-changing abilities, fosters collaboration, social emotional learning and equity. Y(our) Program supports students' brave and confident pursuit of their ideas and dreams.

Each student will work on a variety of personal passion projects which have a direct impact on their community throughout the three years of Y(our) Program. These projects provide a personalized learning approach, which

gives students the relationships, tools and experiences that help them develop as community leaders and innovators. These inquiry-based, authentic learning opportunities help students to think critically, explore deeply, challenge themselves, and contribute positively to their world; and to allow them to learn from their failures and successes in a safe environment.

Emphasis will be placed on developing a proactive, holistic lifestyle, including mental health and social emotional literacy, active living, nutrition, and strong partner/family relationships and community connections.

For more information please email ryan.mann@psd.ca or contact the Connections for Learning school office at 780-963-8452 or visit <https://cfl.psd.ca/programs/y-our-program>.

3. Parkland Student Athlete Academy

Parkland Student Athlete Academy (PSAA) is a program for Grades 10-12 that provides high performance student-athletes with technical, theoretical and experiential learning opportunities while keeping them engaged in a rich and complete school community focused on academic achievement. Our aim is to provide the highest quality sport programming in partnership with local providers at an affordable cost.

This program is a collaboration between Parkland School Division and a number of community partners who offer high performance athletic development in their given sport. This program fosters a long-term approach to athlete development centered around the physical, mental, emotional and cognitive and otherwise holistic improvement of our student athletes.

Please visit <https://cfl.psd.ca/psaa> for more information.

Sports Offered

The Parkland Student Athlete Academy will be offering the following high performance sports specializations in collaboration with community partners for the 2023-2024 school year. For full details, follow the links to view each sport's page.

- [Baseball](#)
- [Cheerleading](#)
- [Dance](#)
- [Gymnastics](#)
- [Hockey](#)
- [Ringette](#)
- [Soccer](#)
- [Sport Performance](#)
- [Swimming](#)
- [Self-Directed Elite Athletics](#) (students attend primarily for the academics and complete their training on their own).
- Please visit sport specific pages for information on the Connections for Learning website. Links can be found at <https://cfl.psd.ca/psaa/prospective-students/sports>

Schedule

Individual sports may vary slightly; however, in general training will occur during the first block of the school day and students can attend their designated school (Memorial Composite High School or Spruce Grove Composite High School) for the rest of the day to complete academic requirements.

PSAA Course Credits

At the conclusion of the year, students will have had the opportunity to earn credit in the following high school courses (up to 13 credits) :

Sports Performance 10 Credit Courses

PE 10 – 5 Credit

REC1020: INJURY MANAGEMENT 1

REC1040: FOUNDATIONS FOR TRAINING 1

HSS1020: NUTRITION & WELLNESS

REC1045: GROUP EXERCISE TRENDS

REC1050: SPORT PSYCHOLOGY 1

HSS1090: SPEAKING & PRESENTING

REC1910: REC PROJECT A

REC2120: COACHING 1

Sports Performance 20 Credit Courses

PE 20 – 5 Credit

REC2010: NUTRITION FOR RECREATION ACTIVITIES & SPORTS

REC2015: ATHLETIC DEVELOPMENT

REC2040: FOUNDATIONS FOR TRAINING 2

REC2045: TRAINING FOR CORE MUSCLES

REC2050: SPORT PSYCHOLOGY 2

REC2060: LEADERSHIP IN RECREATION & SPORT

REC2910: REC PROJECT B

REC3120: COACHING 2

Sports Performance 30 Credit Courses

PE 30 – 5 Credit

REC2920: REC PROJECT C

REC3015: FLEXIBILITY TRAINING

REC3025: CARDIOVASCULAR TRAINING

REC3030: SPEED & AGILITY

REC2045: PERIODIZATION

REC3050: SPORT PSYCHOLOGY 3

REC3130: OFFICIATING

REC3140: SPORT & SOCIETY

G. MISCELLANEOUS

ALEXANDER RUTHERFORD HIGH SCHOOL

ACHIEVEMENT SCHOLARSHIP

COURSE REQUIREMENTS AS OF 2015

GRADE 10

Average of 75.0% to 79.9% in 5 subjects - \$300

Average of 80.0% or higher in 5 subjects - \$400

- ❖ One of: English 10-1, 10-2, Français 10, 13 or 10-2, and
- ❖ At least two of the following:
 - Mathematics 10C
 - Science 10
 - Social Studies 10-1 or 10-2
 - A language other than the one used above at the Grade 10 level, and
- ❖ Any two courses with a minimum three credit value at the Grade 10 level (1000 or 4000 series) including those listed above and combined introductory C.T.S. courses.
- ❖ See NOTES

GRADE 11

Average of 75.0% to 79.9% in 5 subjects - \$500

Average of 80.0% or higher in 5 subjects - \$800:

- ❖ One of: English 20-1, 20-2, Français 20, 23 or 20-2, and
- ❖ At least two of the following:
 - Mathematics 20-1, or 20-2
 - Science 20
 - Biology 20
 - Chemistry 20
 - Physics 20
 - Social Studies 20-1 or 20-2
 - A language other than the one used above at the Grade 11 level, and
- ❖ Any two courses with a minimum three credit value at the Grade 11 level (2000 or 5000 series) including those listed above and combined intermediate C.T.S. courses.
- ❖ See NOTES

C.T.S. Courses: Three one credit modules can be combined and used as an option at the Grade 10 and Grade 11 level.
Five one credit modules can be combined and used as an option at the Grade 12 level.

To be combined:

- all courses must be from the same level i.e., Introductory, Intermediate or Advanced,
- courses can be from different streams or subject area, i.e., computer courses with welding courses, and
- marks will be averaged at the appropriate level

GRADE 12

Average of 75.0% to 79.9% in 5 subjects - \$700

Average of 80.0% or higher in 5 subjects - \$1300

- ❖ One of: English 30-1, 30-2, Français 30, 30-2, and
- ❖ At least two of the following:
 - Mathematics 30-1, 30-2, or 31
 - Science 30
 - Biology 30
 - Chemistry 30
 - Physics 30
 - Social Studies 30-1 or 30-2
 - Any one language other than the one used above at the Grade 12 level, and
- ❖ Any two courses with a minimum five credit value at the Grade 12 level (3000, 6000, or 9,000 series) including those listed above and combined advanced C.T.S. courses.
- ❖ See NOTES

- French and Français are not the same course, and are not interchangeable.
- Only marks obtained prior to post-secondary study can be used.
- A course cannot be repeated after a higher level course has been taken in the same series.
- Averages are not rounded up for scholarship purposes.
- All courses showing on a valid Alberta Education high school transcript are acceptable.
- Courses with a "Pass" on a high school transcript are equivalent to a 50% mark.
- Regarding CALM, this course can be taken in any grade, but the final mark will be calculated in Grade 11.

More information is available at:
<http://studentaid.alberta.ca/scholarships/>

NOTES:

APPRENTICESHIP AND INDUSTRY TRAINING

DESIGNATED TRADES

APPRENTICESHIP TRADE REQUIREMENTS

Trade Name	Technical Training (weeks per period*)	Work Experience (Hours per period)	Percent of Journeyman Wage (per period)	Interprovincial (Red Seal Program**)
Agricultural Equipment Technician	8-8-8-8	1,2,3,4 x 1500 hrs.	60-70-80-90	Y
Appliance Service Technician	8-8-8	1, 2, 3 x 1600 hrs.	55-70-85	Y
Appliance Service Technician – Commercial Appliance Service Technician	8-8-0	1, 2, 3 x 1600 hrs.	55-70-85	N
Autobody Technician	NO APPRENTICESHIP PROGRAM			
Autobody Prepper	4-0	1x 1600 hrs, 2x1800 hrs.	55-70	N
Repairer	4-7-7	1x1600 hrs, 2, 3x1500 hrs.	55-70-80	N
Refinishing	4-6	1,2x1600 hrs.	55-70	Y
Automotive Service Technician	8-8-8-8	1, 2, 3,4x1500 hrs.	55-70-80-90	Y
Baker	8-8-8	1, 2, 3 x 1560 hrs.	65-75-85	Y
Boilermaker	6-6-6-6	1 x 9 hrs, 2, 3, 4 x 1500 hrs.	60-75-90	Y
Bricklayer	8-8-8	1, 2, 3 x 1600 hrs.	60-80-90	Y
Cabinetmaker	8-8-8-8	1,2,3,4 x 1360 hrs.	55-65-75-85	Y
Carpenter	8-8-8-8	1,2,3,4 x 1360 hrs.	60-70-80-90	Y
Communication Technician	8-8-8-8	1,2,3,4 x 1500 hrs.	40-50-60-75	N
Concrete Finisher	4-4-0	1, 2, 3 x 1200 hrs.	65-75-85	Y
Cook	8-8-8	1, 2, 3 x 1560 hrs.	60-75-85	Y
Crane & Hoisting Equipment				
Operator – Mobile Crane	4-0-5	1, 2, 3 X 1500 hrs.	70-80-90	Y
Mobile Crane – Hydraulic	NO APPRENTICESHIP PROGRAM			
Mobile Crane - Conventional	NO APPRENTICESHIP PROGRAM			

Tower Crane	3-0	1, 2 x 1000 hrs.	70-85	N
Boom Truck Operator	4	1 x 1200 hrs	70	N
Wellhead Boom Truck Operator	3 days	1 x 100 hrs.	Not specified	N
Electrical Motor Systems Tech	8-8-8-8	1, 2, 3, 4 x 1500 hrs.	55-65-75-85	Y
Electrician	8-8-8-12	1, 2, 3 x 1500 hrs, 4 x 1350 hrs.	50-60-70-80	Y
Electronic Technician	8-8-8-8	1,2,3,4 x 1500 hrs.	50-60-70-80	Y
Elevator Constructor	0-0-0-0	1,2,3,4 x 1800 hrs.	Not specified	N
Floor Covering Installer	7-6-0	1 x 1390 hrs., 2 x 1420 hrs., 3 x 1600 hrs.	Not specified	Y
Gasfitter				
Gasfitter (A)	8-8-8	1, 2, 3 x 1500 hrs.	50-60-80	N
Gasfitter (B)	8-8	1, 2 x 1500 hrs.	90-95	N
Glazier	6-6-6-6	1,2,3,4 x 1620 hrs.	55-60-65-70	Y
Glazier – Auto Glass Technician	6-6	1, 2 x 1620 hrs.	55-65	Y
Hairstylist	10-10	1, 2 x 1400 hrs.	Not specified	Y
Heavy Equipment Technician	8-8-8-8	1,2,3,4 x 1500 hrs.	60-70-80-90	N
HET – Heavy Duty Equip Mechanic – Off Road	8-8-8	1, 2, 3 x 1500 hrs.	60-70-80	Y
HET – Truck and Transport Mechanic	8-8-8	1, 2, 3 x 1500 hrs.	60-70-80	Y
HET – Transport Trailer Mechanic	8-0	1 x 1500 hrs., 2 x 1800 hrs.	60-70	N
Instrument Technician	8-8-10-10	1,2 x 1500 hrs., 3,4 x 1425 hrs.	60-70	Y
Insulator	6-6-8-0	1,2 x 1375 hrs., 3 x 1300 hrs., 4 x 1600 hrs.	50-60-70-80	Y
Ironworker	6-6-6-6	1,2, 3,4 x 1125 hrs.	60-70-80-90	Y

Ironworker – Metal Building Systems Erector	6-6	1,2 x 1500 hrs.	60-70	N
Ironworker – Structural/Ornamental	6-6-6	1,2 x 1500 hrs.	60-70-80	N
Ironworker – Reinforcing	6-6	1,2 x 1500 hrs.	60-70	N
Landscape Gardener	8-8-8-8	1,2,3,4 x 1200 hrs.	60-70-80-90	N
Lather – Interior Systems Mechanic	8-6-8	1 x 1560 hrs., 2 x 1620 hrs., 3 x 1560 hrs.	55-70-80	Y
Locksmith	8-8-8-8	1,2,3,4 x 1560 hrs.	60-70-80-90	N
Machinist	8-8-8-8	1,2,3,4 x 1560 hrs.	55-65-75-85	Y
Millwright	8-8-8-8	1,2,3, 4 x 1560 hrs.	60-70-80-90	Y
Motorcycle Mechanic	8-8-6-6	1,2 x 1360 hrs., 3,4 x 1420 hr.	55-65-75-90	N
Outdoor Power Equipment Tech – Marine	8-8-8-6	1,2,3,4 x 1000 hrs.	N/A	N
Outdoor Power Equipment Tech – Power	8-8-8-6	1,2,3,4 x 1000 hrs.	N/A	N
Outdoor Power Equipment Tech – Rec	8-8-8-6	1,2,3,4 x 1000 hrs.	N/A	N
Outdoor Power Equipment Tech – Turf	8-8-8-6	1,2,3,4 x 1000 hrs.	N/A	N
Painter and Decorator	8-8-8	1,2,3 x 1300 hrs.	55-75-85	Y
Parts Technician	8-6-6	1 x 1500 hrs., 2,3 x 1575 hrs.	65-75-85	Y
Plumber	8-8-8-8	1,2,3,4 x 1500 hrs.	50-60-70-80	Y
Power Lineman	7-7-7-0	1,2,3 x 1525 hrs., 4 x 1800 hrs.	50-60-67.5-75	Y
Power System Electrician	8-8-10-10	1,2 x 1500 hrs., 3,4 x 1450 hrs.	50-60-67.5-75	N
Recreation Vehicle Service Technician	8-8-8	1,2,3 x 1600 hrs.	55-65-75	Y
Refrigeration & Air Conditioning Mechanic	8-8-8-8	1,2,3,4 x 1500 hrs.	50-60-75-85	Y
Rig Technician – Level 1	NO APPRENTICESHIP PROGRAM – apprentices may choose certification (via Qualification Certificate Program) after completing period one of Rig Technician Level 3 training.			

Rig Technician – Level 2	NO APPRENTICESHIP PROGRAM – apprentices may choose certification (via Qualification Certificate Program) after completing period one of Rig Technician Level 3 training.			
Rig Technician – Level 3	4-4-4	1,2,3 x 1500 hrs.	Not specified	N
Roofer	6-6-6-0	1,2,3 x 1420 hrs., 4 x 1600 hrs.	65-75-85-95	Y
Sawfiler	4-4-4-4	1,2,3,4 x 1680 hrs.	50-60-70-85	N
Sawfiler – Circular	4-4-4	1,2,3 x 1680 hrs.	50-60-70	N
Sheet Metal Worker	10-10-10-10	1,2,3,4 x 1425 hrs.	50-65-75-85	Y
Sprinkler System Installer	7-7-7-0	1,2,3 x 1600 hrs., 4 x 1800 hrs.	45-60-70-80	Y
Steamfitter – Pipefitter	8-8-8-8	1,2,3,4 x 1500 hrs.	50-60-70-80	Y
Structural Steel and Plate Fitter	8-8-8	1,2,3 x 1500 hrs.	60-75-90	Y
Tilesetter	8-8-0	1,2,3 x 1600 hrs.	60-70-80	N
Tool and Die Maker	8-8-8-8	1,2,3,4 x 1560 hrs.	55-65-75-85	N
Transport Refrigeration Technician	8-8-8	1,2,3 x 1800 hrs. (15 month periods)	60-75-90	N
Water Well Driller	6-6	1,2 x 1800 hrs.	60-85	N
Welder	8-8-8	1,2,3 x 1560 hrs.	60-75-90	Y

* All periods are 12 months unless otherwise indicated

** The Red Seal allows qualified trades people to practice their trade in any province or territory in Canada where the trade is designated, without having to write further examinations.

For more information, go to tradesecrets.alberta.ca

POST-SECONDARY INSTITUTIONS, ALBERTA

- ★ **APPLY ALBERTA** is an online application system that allows students to apply to one or more post-secondary institutions and authorize transcript transfers between participating institutions in the province. <http://applyalberta.ca>
- ★ **ALBERTA UNIVERSITY OF THE ARTS** <https://www.auarts.ca/>
- ★ **AMBROSE UNIVERSITY COLLEGE**..... <https://ambrose.edu/>
- ★ **ATHABASCA UNIVERSITY**..... <http://www.athabascau.ca/>
- ★ **BANFF CENTER**..... <https://www.banffcentre.ca/>
- ★ **BOW VALLEY COLLEGE**..... <http://www.bowvalleycollege.ca/>
- ★ **BURMAN UNIVERSITY**..... <http://www.burmanu.ca/>
- ★ **CDI COLLEGE**..... www.cdicollege.ca
- ★ **CONCORDIA UNIVERSITY OF EDMONTON**..... <http://concordia.ab.ca/>
- ★ **GRANDE PRAIRIE REGIONAL COLLEGE**..... <https://www.gprc.ab.ca/>
- ★ **KEYANO COLLEGE**..... <http://www.keyano.ca/>
- ★ **LAKELAND COLLEGE**..... <http://www.lakelandcollege.ca/>
- ★ **LETHBRIDGE COLLEGE**..... <http://www.lethbridgecollege.ab.ca/>
- ★ **MACEWAN UNIVERSITY**..... <http://www.macewan.ca/>
- ★ **MEDICINE HAT COLLEGE**..... <https://www.mhc.ab.ca/>
- ★ **MOUNT ROYAL UNIVERSITY**..... <http://www.mtroyal.ca/>
- ★ **NORQUEST COLLEGE**..... <https://www.norquest.ca/>
- ★ **NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY**..... <http://www.nait.ca/>
- ★ **NORTHERN LAKES COLLEGE**..... <https://northernlakescollege.ca/>
- ★ **OLDS COLLEGE**..... <http://oldscollege.ca>
- ★ **PORTAGE COLLEGE**..... <http://www.portagecollege.ca/>
- ★ **PRAIRIE COLLEGE**..... <https://prairie.edu>
- ★ **RED DEER COLLEGE**..... <http://rdc.ab.ca/>
- ★ **SOUTHERN ALBERTA INSTITUTE OF ALBERTA**..... <http://www.sait.ca/>
- ★ **ST. MARY'S UNIVERSITY**..... <http://www.smu.ca/>
- ★ **THE KINGS UNIVERSITY COLLEGE**..... <https://www.kingsu.ca/>
- ★ **UNIVERSITY OF ALBERTA**..... <http://www.ualberta.ca/>
- ★ **UNIVERSITY OF CALGARY**..... <http://www.ucalgary.ca/>
- ★ **UNIVERSITY OF LETHBRIDGE**..... <http://www.uleth.ca/>
- ★ **YELLOWHEAD TRIBAL COLLEGE**..... <https://ytced.ab.ca>

III. GRADUATION COMMENCEMENT

SGCHS welcomes the **Senior Class of 2024** to a new and for most, a final school year. Regular “Commencement Updates” will be posted to our website sgchs.psd.ca . Information is located in Student Services. Graduates are reminded to keep themselves informed about graduation details or see Mrs. Lux in the main office.

A. FUNDRAISING

If the **Class of 2024** wishes to participate in fundraising activities, these activities must be arranged by parent volunteer groups in consultation with school Administration.

B. GRADUATION CEREMONY & GRAND MARCH

The Graduation Ceremony will be held at Edmonton Expo Centre, **June 8, 2024**. A ticket **MUST** be purchased for the graduate in order for him/her to participate. All tickets are sold online, dates and prices are TBA.

Please Note, The Grand March is for Graduates only; escorts, friends or family members are not to participate.

NOTE: Edmonton Expo Centre has a ZERO tolerance for under-age drinking or cannabis use. Please bring your ID with you to the ceremonies as Security will be checking graduates at random throughout the evening. You will be asked to leave should you be found to be under the influence of alcohol and/or drugs.

*See Mrs. Lux for more information about the ceremony.

Parent Organized Grad Dinner and Dance:

A parent group has been established to organize an optional event for Grads and their families outside of the Commencement Ceremony. Follow them on facebook: SGCHS Parent Run Grad Committee Class of 2024; Instagram SGCHSGrad2024; or email at sgchsparentrungrad@gmail.com. Please note: this committee is an independent run committee and has no affiliation with SGCHS.

C. GRADUATION POLICY

To participate in the Graduation Ceremonies, a student must be in good standing with the school and meet the minimum course credit requirements for an Alberta High School Diploma or Certificate of Achievement as established by Alberta Education at the time of the ceremony. Students must achieve a minimum of 80 credits by the end of semester 1 in their grade 12 year and meet the requirements for diploma subjects as listed elsewhere in this handbook.

Because the final grade for diploma exam subjects is established by blending the school awarded mark and the diploma examination mark, the following rules will apply:

- In the first semester, students must have earned at least 50% in the blended mark in any required diploma examination subjects.
- In the second semester, students must have earned at least 50% in the school awarded mark in the early part of semester 2 for any diploma examination subject required for diploma requirements.
- Registration for, or the intent to rewrite diploma examinations at the end of June or registration in Summer School, DOES NOT qualify students for participation in the graduation exercises.

OR.....

- Complete all the requirements for the Certificate of High School Achievement
- Complete all of the requirements of the Life and Work Skills Program (LAWS) OR
- At the discretion of SGCHS Administration.

Students should be aware that any uncooperative behavior, late year pranks or expulsions will result in removal from the graduation list and from participation in the graduation ceremonies.

D. GRADUATION FEE

ALL students, **including Outreach students**, are required to pay a non-refundable graduation Fee.

This Fee Covers:

- Purchase of souvenir graduation gown, cap and tassel
- Purchase of Graduation Certificate/Cover
- A professional photograph of graduate at ceremony

E. GRADUATION LIST

Updated graduation lists will be posted outside the Main office in the early part of the second semester.

Students names are removed from the graduation list as a result of:

- failing marks in required courses (below 50%)
- incomplete courses required for graduation
- dropping courses prior to final examinations which result in insufficient graduation requirements
- failing to attend classes
- engaging in activities that are in violation of district and/or school policies (suspension, etc).

Students enrolled in SGCHS, AAC or CFL must meet the following graduation requirements:

- A minimum of half the modules completed in the course by **early second semester and a mark to date of no less than 50%.**
- An average greater than 50% in any courses required for the diploma as of early second semester.

It is your responsibility to notify the school of any courses taken outside of SGCHS or CFL. If we are not notified of this information, it will cause your name NOT to appear on the Class of 2024 list.

F. GRADUATION PICTURES

- Photos will be taken by LifeTouch Photography.
- In December, students can go online to book their sittings. It is the students' responsibility to make an appointment.
- Grad Pictures are scheduled for January 22 - 26.
- Retakes will take place on February 16. Proofs must be handed in when booking a sitting time for retakes.

STUDENTS WHO HAVE NOT TAKEN THEIR GRADUATION PICTURE BY THE END OF MARCH WILL NOT BE INCLUDED IN THE COMPOSITE OR YEARBOOK OR INCLUDED IN THE VIDEO FOR THE GRADUATION CEREMONIES – ABSOLUTELY NO PHOTOS WILL BE INSERTED PAST THIS DATE!!!!

G. GRADUATION RINGS

Jostens will be in the school over the course of the year for grad ring orders. Watch announcements for dates.