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## ONE SCHOOL TWO BUILDINGS ENDLESS OPPORTUNITIES

### One School, Two Buildings, Endless Opportunities

Catholic Central High School is known for its innovative approach to education. We are the only high school in Southern Alberta to offer a block/quarter system timetable, as well as operating a dual campus concept. This unique approach to education ensures students will be able to focus on subjects, to develop strong relationships with teachers and to have access to a variety of curricular and co-curricular programs.

The two buildings, designated as CCH Campus East and CCH Campus West, function as a single school, in two sites. CCH Campus East and Campus West both offer core subjects. Each campus also offers key option programs best suited to the facility. Students have the advantage of a “small school” setting without sacrificing the many course opportunities of a large high school. It is the best of both worlds.

Our students are motivated, involved, successful and committed to the values incorporated in our motto:

**Teach me goodness, discipline and knowledge.**



### How can you stay informed about the events at CCHS?

Catholic Central is Alberta's first dual campus high school and the only Catholic high school in the city so there are lots of things happening here. How can you stay informed and get the most current information about the school?

Check out the school's webpage: <http://www.cch.holyspirit.ab.ca>

On our school's website you can keep current with your child's academic progress on **PowerSchool**. You will need a password which the office staff will be happy to provide.

You can check out the Career Counsellor's calendar which highlights scholarship deadlines, conferences and other career related opportunities for students. There are also links to websites that assist students in searching for scholarship and other post-secondary information.

Have a Twitter account? We do. Follow us at @cchschool to get school related tweets. You can also follow us on Instagram @cch.school



**Catholic Central High School**  
*Rigor, Relevance, Relationships*

403-327-4596



## Welcome to CCHS!

We are very pleased to see that you have chosen to attend CCHS for your high school experience. We commit to doing all that we can to help you make this very important step in your education journey as successful as possible. We expect you will do all that you can to be successful as a student and as a member of this community.

We recognize that the start of a new school experience leads to the development of new relationships and in gaining an understanding of new expectations from people who care but whom you do not yet know. Please see below the names and pictures of some of the key people you can turn to for help, advice, information, or just a friendly smile. These dedicated staff members are able to provide a variety of student orientated services - so please see them if you need help.



**Mrs. Joanne Polec**  
Principal



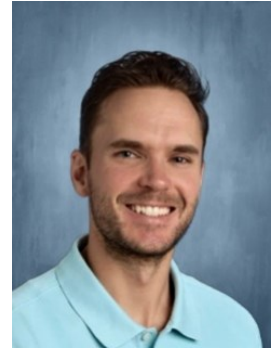
**Mr. Dale Comchi**  
Associate Principal



**Mr. Matthew New**  
Associate Principal



**Mr. Anthony Vercillo**  
Associate Principal



**Mr. Tom Collier**  
Guidance Counsellor



**Mrs. Cara Ross**  
Guidance Counsellor



**Ms. Mallory Kristjanson**  
Family School  
Liaison Counsellor



**Mr. Jordan Hoffos**  
Family School  
Liaison Counsellor



**Ms. Emily Fox**  
FNMI Support  
Worker



**Mrs. Ingrid Hoveling**  
Grad Coach



**Mrs. Tamara Wilson**  
School Business Manager



**Ms. Kim Magill**  
Administrative Assistant



**Mrs. Juanita Aasman**  
Administrative Support



**Mrs. Rhonda Sutter**  
Administrative Support



**Mrs. Annette Lambert**  
Administrative Support

## General Guidelines

### School Organization

Catholic Central High School is organized on the Quarter System. This means that students are enrolled in four 10 week quarters rather than two 20 week semesters. Students generally take two classes per day: one 5-credit course in the morning and one 5-credit course in the afternoon. In some cases a time block may be filled with 2-3 credit courses. (e.g. Physical Education 10 with CALM).

Grade 10 and 11 students must have full course schedules. Grade 12 students may look at the possibility of a study period depending on their credit status and attainment of graduation requirements.

### Holy Spirit Administrative Procedure 202

All students shall take a religious education course each school year. Students must take religious education in a traditional class setting. Other non-traditional offerings will only be considered under special circumstances and must be approved by the Superintendent or designate.

### Next Level Course Subscription Protocol

Students at Catholic Central may only subscribe to one next grade level course per year. For instance;

- a student in grade 10 may only take one 20-level academic (grade 11 course) in his/her grade 10 year; and
- a student in grade 11 may only take one 30-level academic (grade 12 course) in his/her grade 11 year.
- This is only applicable to Math and specified science courses (Biology, Chemistry and Physics) as students are not encouraged to take humanities courses (English and Social) a “year early”.

### Attendance Procedure

Here at Catholic Central High School we put an emphasis on attendance. We want each of our students to be successful, and a key step to achieving that success is consistent attendance. As a school community we view all absences the same. Time away from a class hinders a student's ability to thrive and therefore we ask our students to be as proactive as possible. It is our expectation that students give teachers at least two days notice of any absences that are known in advance. If a student misses class time unexpectedly, then it is their responsibility to reach out to their teacher and begin the process of creating a plan to make up for the instruction they missed. This of course applies to all students, athletes, or those volunteering in the community. As we begin the 2024/2025 school year, we will continue to have a “time missed is time owed” philosophy.

Below is an excerpt from the Attendance Policy that shows the interventions that teachers and administration will enact if any student is struggling with consistent attendance.

Steps	Sanctions
Step 1	<ul style="list-style-type: none"><li>• After the first absence, parents or guardians will be notified by the classroom teacher that an excused or unexcused absence has occurred. This step does not involve administration.</li></ul>
Step 2	<ul style="list-style-type: none"><li>• Time-in-lieu sessions <u>as defined and established by departments</u> during flex times will be arranged between the teacher and student to make up the instructional time missed regardless of the type of absence. This step does not involve administration.</li></ul>
Step 3	<ul style="list-style-type: none"><li>• When the teacher feels that flex times are not enough to support time missed, a student will be referred to administration by the teacher to implement a Flextime Academic Remediation (FAR) plan. PowerSchool records will be updated to reflect placement of student on this step.</li></ul>
Step 4	<ul style="list-style-type: none"><li>• If the FAR plan is ineffective, both parent and student will be informed by administration of Friday School sessions where 3 hours will be set aside for the student to recoup instructional and assessment time. These sessions will continue until all assignments and assessments are submitted and until the teacher is comfortable with the current level of understanding of the student.</li></ul>
Step 5	<ul style="list-style-type: none"><li>• If Friday School sessions are ineffective, administration may withdraw student from the current class and re-enroll them in the next quarters class.</li></ul>
Step 6	<ul style="list-style-type: none"><li>• Student will be un-enrolled from CCHS and referred to either alternate program of delivery or Trinity Learning Centre.</li></ul>



## General Guidelines (continued)

### Grade 10 Program Entrance Guidelines

To enrol in these courses students **must** have the following Grade 9 marks:

English Language Arts 10-1	60% or higher in Language Arts 9 (65% Recommended)
English Language Arts 10-2	less than 60% in Language Arts 9
Social Studies 10-1	60% or higher in Social Studies 9 (65% Recommended)
Social Studies 10-2	less than 60% in Social Studies 9
Mathematics 10C (Combined)	65% or higher in Mathematics 9 (70% Recommended)
Mathematics 10-2	50% or higher in Mathematics 9
Mathematics 10-3	less than 49% in Mathematics 9
Science 10	60% or higher in Science 9 (65% Recommended)
Science 14	less than 60% in Science 9

An initial student timetable will be determined by the January Report Card marks. The final timetable will be set by the end of June. A course mark e.g. 58% in Social 9 (January Report) student will automatically go into Social 10-2, if the June mark is raised above 60% the student could then choose Social 10-1 and have the timetable changed.

**Please Note:** 65% is the recommended prerequisite for English 10-1, Social 10-1, and 70% is the recommended prerequisite for Math 10C and Science 10 because of the very high failure rate of students with marks below 65%. Over 80% of all students who failed these core courses had a Grade 9 mark in the failed below 65%.

### The Credit System

Courses are assigned certain credit values by Alberta Education. At Catholic Central High School, most courses are offered on the Quarter System which means that: a 5-credit subject is taken for 160 minutes per day for one Quarter (ten weeks) and a 3-credit subject is taken for 90 minutes per day for one Quarter. To earn the credits attached to all high school courses, a student shall achieve at least 50% in each course. However, credit attainment is not necessarily tied to number of hours of instruction as Catholic Central is part of the Moving Forward With High School Redesign model, through Alberta Education.

### Credit Load

A student should take as many opportunities for personal enrichment as possible during his or her high school years. A student should not be satisfied with the minimum requirements for the diploma, or, his or her chosen career.

### Retroactive Credits

Students not achieving at least 50% in a course may repeat the course or, subject to the approval of the school principal, take a course in an alternative sequence. Students who successfully complete the next higher level course in an alternative sequence shall be granted credit for the prerequisite course. Students must have at least 40% in the failed course to be allowed to take the next higher course in an alternative sequence.

Students who are eligible to receive retroactive credits will be awarded credits and a "P" to designate a pass mark in the appropriate course by Alberta Education.

### Prerequisites

A prerequisite is a course that must be completed before the next or higher level course may be taken. For example, a student must successfully complete English 10-1 before taking English 20-1. Therefore, English 10-1 is a prerequisite for English 20-1. **It is highly recommended that students entering Grade 10 have a minimum of 65% in the core subject areas.** Students entering grades 11 and 12 should have a mark of 60% or higher in order to facilitate success in the next level of the course.

### Waiver of Prerequisites

In exceptional circumstances, the principal may waive a prerequisite and allow students to register in a higher level course. In such a case, the waiver must be documented in writing and the circumstances stated under which the waiver is to be granted. This condition must be fulfilled **before** a student registers in the higher-level course.

## General Guidelines (continued)

### Student Responsibility for Checking Prerequisites

The principal, counsellor and teachers normally check to ensure that students have the prerequisites for courses in which they are registered. **However, it is ultimately the student's responsibility to ensure that he or she has the prerequisites for his or her courses and his or her program will meet the requirements for a high school diploma and future career plans.** If in doubt, the student should consult a counsellor so that any necessary changes can be made. Changes in timetables are not normally considered after the end of the first week of a term.

### Grade Twelve Diploma Exams

Examinations are held throughout the province in English 30-1, English 30-2, Social Studies 30-1, Social Studies 30-2, Mathematics 30-1, Mathematics 30-2, Biology 30, Chemistry 30, Physics 30, Science 30 and French Language Arts 30. In each of these courses, 30% of the final mark will come from the student's score on the Diploma Examination and 70% from the student's achieved school mark.

Students who are dissatisfied with their Diploma Examination Mark may write the test again in accordance to Alberta Education policies. Students who are dissatisfied with the teacher assigned mark have 7 days from the date of writing the diploma examination to appeal to the principal following normal appeal procedures found on page 8. Students will be given their final school mark before writing their Diploma Examination.

**Please be aware that schedules for diploma exams are established by Alberta Education and not by the school. These dates and times must be adhered to.**

### Graduation Requirements

In accordance with the concept of "Inclusive Community" and our focus on "Building Futures" for our students, our graduation ceremony recognizes the achievements of our Grade 12 students. To be eligible to be included on the list of graduates of Catholic Central High School, a student:

- must have completed or be enrolled in Religious Education 35 by the end of quarter 3;
- must complete 40 Faith in Action hours through Religious Education 35;
- must attain 90 credits by the end of quarter 3;
- be enrolled in sufficient courses that will qualify the student to receive 100 credits by the end of the school; term in June of that year **or**
- meet the Alberta Learning requirements for a certificate of Achievement (80 credits) **or**
- be classified as an Inclusive Education Student with an Individualized Program Plan.

### Bilingual Diploma

To receive an Alberta High School Diploma in both French and English languages, you must complete 30 credits in French. To accomplish this task, and therefore receive recognition for your many years of hard work and study, you are required to take the following courses at CCH:

- French L.A. 10, 20, 30
- French Religious Education 15, 25, 35
- French CALM 20



## General Guidelines (continued)

### High School Diploma Requirements

The High School Diploma is an official document issued by Alberta Education certifying that the holder has completed a prescribed program of instruction at a high school or through correspondence instruction under the direction and supervision of Alberta Education.

The diploma does not necessarily grant admission to post-secondary educational institutions. Students should be aware that there is a variety of entrance requirements for post-secondary institutions and that they should plan their programs accordingly.

Subject	Credits (minimum)	Course(s) (minimum)	Required Course	Diploma Exams
English*	15	3	English 30-1 or 30-2	Yes
Social Studies *	15	3	Soc. St. 30-1 or 30-2	Yes
Mathematics*	10	2	Math 20-1, 20-2, 20-3 or 20-4	No
Science*	10	2	Science 20, 24 Biology 20, Chem. 20 Or Physics 20	No
Phys. Ed. *	3	1	Phys. Ed. 10	No
Career & Life Management - CALM	3	1	CALM 20	No
Career and Technology Studies (CTS) P.E. 20/30 - Fine Arts or Second Languages	10	2		No
A minimum of two Grade 12 – level courses in addition to English 30-1 or 30-2, and Social Studies 30 or 30-2	10	2		Based on Course selection
*56 Specified Credits                      44 Unspecified Credits Total Credits = 100				

### Change of Program Policy

As much as possible, the student's choice, and prerequisites, determine the courses in his or her program. The student is expected to consult his or her parents, teachers and the counsellors in making choices. The program will take into account the student's ability, interests and the availability of courses. Students will be expected to follow their course schedules unless they have valid reasons for requesting a change. Students who desire a change of program are required to consult a counsellor. The views of the student, the subject teacher, a counsellor and the parents will be taken into consideration before any change is made. Administration will make the final decision.

After mid-term grades have been established, a student will be allowed to withdraw from a course **at the request of a parent/guardian and in consultation with an academic counsellor and the classroom teacher**. Final grades may be reported to Alberta Education for a student who has attended one half of the scheduled classes, **or** has covered at least one half of the curriculum and has received a mid-term grade. Until a course has been dropped officially, a student is expected to continue attending that class. Failure to do so will be dealt with as an absence in accordance with the attendance policy.

### Digital Reporting of Grades and Parent-Teacher-Student Conferences

At the end of each quarter marks and attendance will be available for students and parents by logging onto PowerSchool. For Grade 12 students these are their school awarded marks; diploma and blended marks are available on myPass. The school will host quarterly Parent-Teacher-Student conferences. In order to obtain a full picture of the progress of a student, parents and students are encouraged to email/communicate with their classroom teacher directly. Parents are encouraged to contact the school at any time to inquire as to the progress of their students. Staff email addresses can be found on our school website.

## General Guidelines (continued)

### Marks Appeal Policy

Within seven days of a final assessment in a course a student may appeal his or her mark by following these steps:

- The student should first meet the teacher concerned. All relevant assessment materials should be brought to the meeting. If the student would like a parent and/or a school counsellor to be present, he or she should indicate this to the teacher. The teacher concerned will call the meeting and make his or her decision concerning the appeal.
- If the student is not satisfied with the teacher's decision, he or she may appeal to the principal. The principal will review the evaluation process with the teacher and make a decision.

### Library Services

Situated across from the office on Campus East, the Catholic Central High School Library system provides a work space and learning materials for staff and students of the school, and the Holy Spirit community. It is an open space with access to a variety of books – fiction, non-fiction, and graphic novels, as well as magazines. With computers available for research and tables for group work, the library is a physical and virtual space for students to work, read or relax. The book collection is current and relevant with best sellers, classic literature and Canadian focus titles. Computers for assignments and research are available for group projects or individual study. Links on the library database resources list include encyclopedias, Canadian topics, National Geographic articles and videos, CBC News in Review, National Film Board videos, and others. Access to the library holdings is available online, at any time. Students can access the library before and after school and during the mid-day break. Hours are Monday – Thursday 7:45 – 4:00 and Friday 7:45 to 12:30.

### Test Centre/Flex Study Hall

Due to an increased demand for more quiet study and exam space, CCH runs a **Testing Centre** and **Study Hall** for student use. Located on Campus East, in the former Lecture Theatre Rm 114, this area is primarily designated as a test writing centre for students who have missed exams for their respective classes. This space allows students to catch up on missed exams and assignments without the necessity of having them miss further instructional time, and allows students and teachers added flexibility in having missed work completed outside of class time. The testing center will be monitored and supervised by an Educational Assistant. It is typically open Monday through Friday. Times may change per quarter. Furthermore, the Testing Center is available to students who wish to have a quiet study space available as an alternative to the library during Flex Time. Quiet personal study and assistance may be available to them so long as it does not disturb the exam writing process.

### myPass

myPass is a secure self-service Government website for students to access information about their education.

[Login to myPass](#) to:

- View and print diploma exam result statements.
- Order transcripts.
- View progress towards a credential (diploma or certificate).
- View student personal information.
- View and print detailed academic reports (DAR).
- Order additional copies of a credential.
- Register for a diploma exam if writing at a different writing center.
- Register for exam re-writes or re-scores.

#### How do I sign up? Online

Go to [myPass.alberta.ca](http://myPass.alberta.ca).

- Set up an Education Account or sign in with social login. Enter your Alberta Student Number and date of birth.
- You will be sent two things – an email with a URL and a physical letter with a 4 digit PIN.
- Once you receive both the email and the letter, go to the URL contained in the email and input the 4 digit PIN.

**If you forget the email address you have linked with myPass, please come to the office. If you have forgotten your password, please click the “forgot password” link and follow the instructions in an email which will be sent to your active email account.**

### School Fees

All school fees will be determined by the beginning of the school year and will be dependant on the types of courses, resources, and additional costs (like yearbook or graduation) that a student subscribes to. School fees are to be paid via School Cash Online, which can be accessed on the school website. Alternately payments can be made at either campus office by cash or cheque only.

If assistance is required, please contact Tamara Wilson at [wilsont@holyspirit.ab.ca](mailto:wilsont@holyspirit.ab.ca).



## General Guidelines (continued)

### Student Devices

Please be reminded of Holy Spirit Administrative Procedure 113 regarding Personally Owned Electronic Devices (including cell phones), as well as both the “Personally Owned Electronic Devices BYOD School Protocol” and the “Digital Citizenship & Acceptable Use Agreement.” At Catholic Central, we want to ensure that technology is used as a tool to enhance student learning in a safe, responsible, and informed manner. Thus, students are encouraged to bring personally-owned devices that support relevant and engaging instruction and learning (see section on *Preferred Devices on the “Personally Owned Electronic Devices BYOD School Protocol” document*). *It is important to note that cell phones are NOT recognized devices and will be treated as a distraction within the classroom. Adherence to the “Digital Citizenship & Acceptable Use Agreement” by every student will be expected and enforced.*

The use of technology, whether that be personally owned digital devices or devices owned by the Division, is a privilege and a distinct advantage when used responsibly. Failure to use technology responsibly and in a manner that demonstrates respect for others and themselves could result in cancellation of network privileges and may result in additional disciplinary or legal actions.

### Assessment

A teacher's job is to ensure that students meet the objectives as outlined in the course's Program of Studies. A teacher does this by presenting the information that is needed for students to meet these objectives and to evaluate the student's level of understanding and skill in a number of ways best suited to what the objectives are.

A student's job is to comply with the various activities, assignments and other forms of evaluation the teacher uses in order to demonstrate that he/she has met the objectives as outlined in the Program of Studies, and thus, has demonstrated full participation in the course. If a student does not fully participate in the various classroom assessment techniques, the student jeopardizes their success and completion of the course. If a student chooses not to complete assignments or participate in other evaluative measures, or does not attend class, a teacher has no way of evaluating that the student can demonstrate that he/she has achieved the objectives of the course. If this occurs, a student may be assigned an “INCOMPLETE” for the course, and will not receive credit.

A student's failure to submit work is a critical behavioral and discipline issue as defined by the School Act in that “a student shall conduct himself or herself so as to reasonably comply with the following code of conduct: (a) be diligent in pursuing student's studies.”

If for some reason a student chooses not to complete assignments, does not attend class regularly, or is not on time to class, the teacher will speak with the student and have parents and/or administration involved to determine a mutually agreeable solution. If a student does *not demonstrate that he/she has acquired the learner outcomes*, then a course mark will not be awarded to the student.

### Academic Integrity

We expect our students to conduct themselves according to Our School's Motto (Modeled after the Basilian Fathers' motto): Teach me Goodness, Discipline, Knowledge. As members of the academic community of CCH, all students are expected to uphold the values of good academic work: honesty, trust, fairness, respect and responsibility.

- Plagiarism including copying of another student's work will be dealt with according to the CCH Policy on Plagiarism.
- Exams, tests, summative assessments: Cheating on a summative assessment (e.g. final exam, in-class final, major unit test, major project) will result in a punitive grade of 0 for the exam.
- Cheating is defined as follows:
  1. Using or attempting to use another student's answers
  2. Providing answers to other students
  3. Using course notes or other aides not approved by the instructor
  4. The unauthorized possession or use of an exam question sheet, answer key, or a completed exam or assignment
  5. In the case of students who study together, submitting identical or virtually identical assignments for evaluation unless permitted by the instructor
- Artificial Intelligence:
  - While we acknowledge that students have access to a variety of powerful and versatile digital tools, including Artificial Intelligence (AI), Catholic Central will work with students to recognize the validity of such tools to support their learning.
  - It is important to note that AI can be a valuable tool if academic integrity and ethical and privacy concerns are acknowledged and taken into consideration.



# Take the next step with...

## Holy Spirit Catholic School Division

### 2024/2025 REGISTRATION

#### Re-Registration Starts January 15, 2024

Families with students currently enrolled in our system should expect an email during the week of January 15-19, 2024 asking that the online "Registration Update Form" be completed for each child attending one of our schools in the 2024/2025 school year.

Parents/guardians who are hoping to register younger siblings new to the division will also have the opportunity to do this at the same time that they re-register older students.

#### New Student Registration Starts February 1, 2024

All Early Learning to Grade 12 students who are new to the division and wish to enroll for the 2024/2025 school year are invited to register online starting on Thursday, February 1, 2024.

- Through play, our **Early Learning Program** is designed to stimulate the growing curiosity of children 3 and 4 years of age.
- **Kindergarten** is designed for children 5 years of age on, or before, December 31, 2024.
- **Grade 1** registrants must be 6 years of age on, or before, December 31, 2024.
- **French Immersion** is also available. Enrollment starts:
  - in Kindergarten/Grade 1 at École St. Mary in Lethbridge.
  - in Grade 1 at St. Michael's School in Pincher Creek.

#### For More Information

Contact our Early Learning Supervisor to discuss Early Learning or your child's specialized programming requirements by phone (403-381-8495) or email ([earlylearning@holyspirit.ab.ca](mailto:earlylearning@holyspirit.ab.ca)).

To inquire about Kindergarten, you can contact your local school.

Contact our French Language Consultant to discuss French Immersion programming by phone (403-331-4458) or email ([urquhartw@holyspirit.ab.ca](mailto:urquhartw@holyspirit.ab.ca)).

Contact your child's school, or visit the division's website ([holyspirit.ab.ca](http://holyspirit.ab.ca)), if you need assistance with the online registration process or have any questions.



**Holy Spirit Catholic School Division**  
...where children are cherished and achieve their potential.

## Student Activities

### Athletics

- Badminton
- Baseball
- Basketball
- Cross-Country
- Curling
- Football
- Golf
- Hockey (JPHL) \*\*
- Rugby & Rugby 7s
- Slo Pitch
- Soccer (community supported)
- Track & Field
- Volleyball
- Wrestling (community supported)



### Activities/Clubs

- Athletic Leadership Program
- Big Brothers & Sisters
- Book Club
- Coffee House/One-Act Showcase
- Fitness Centers
- iGEM
- International Travel
- New Media Club
- MS Walk
- Robotics Club
- Santa's Anonymous
- Skills Canada
- Student Council
- Student International Club
- Yearbook

### Fine Arts

- Art
- Concert Band (Instrumental Music)
- Choral Music
- Drama
- Strings (Guitar & Ukulele)
- Musical Theatre
- Show Choir (Chamber Choir)



### Trips

- French-Europe or Quebec
- Japan Home Stay Program
- Music Trips
- Social Studies
- Opportunity for Student International Exchange



\*\* The Lethbridge United team plays in the Junior Prospect Hockey League. The hockey team is based in Lethbridge, AB and the players attend Catholic Central High School. Currently the Lethbridge United team competes in the U18 Division.

For more information on the JPHL please visit the website <https://juniorprospects-hockey-league.com>

For any school related questions please contact Mr. Leroux at 403-308-3490 or by email [leroux@holyspirit.ab.ca](mailto:leroux@holyspirit.ab.ca).  
For any hockey related question please contact Wade Klippenstein by email at [wadeklippenstein@gmail.com](mailto:wadeklippenstein@gmail.com).

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## CCHS Programs

### Partnership with Trinity E-Learning

Students may earn high school credits through an E-Learning format in certain high school subjects for which they hold the prerequisite. All students must obtain the signature of Mr. Anthony Vercillo, Associate Principal, indicating official support. The requested registration must be in accordance with the regulations of and conform to established guidelines set by Alberta Education, Holy Spirit School Division, and Catholic Central High School. Details of courses available may be obtained from a school administrator, counsellor, or Mrs. Ruaben, principal at E-Learning, located next to Catholic Central High School.

### English as an Additional Language (EAL)

The goal of this program is to provide the students with planned systematic instruction and support that will enable them to speak the English language fluently, further their education, and become productive and contributing members of Albertan and Canadian society.

EAL students become confident and competent users of the English language by being exposed to as many opportunities to listen, speak, read, write, view and represent the language as possible. The general learning outcomes that the students will demonstrate are: gather, interpret and communicate information; establish and maintain relationships; make decisions, solve problems, plan and carry out projects; and lastly, explore, respond to and extend ideas and experiences.

The key components in the EAL program will be taught in an integrated manner with learning centered around themes and activities.

## CCHS Programs

### Knowledge and Employability Program

Catholic Central offers the Knowledge and Employability Program in order to meet the needs of students who may find it difficult to complete a traditional school program with diploma exam requirements. The program focuses on hands-on experiential learning, and the development of knowledge and skills to prepare students for the workforce.

<b>Certificate of High School Achievement Requirements (English)</b>	
The requirements indicated in this chart are the <b>minimum</b> requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.	
80 Credits including the following:	
English Language Arts 20-2 OR 30-4	
Mathematics 10-3,10-4 OR 20-4	
Science 10-4 OR 20-4	
Social Studies 10-2 OR 20-4	
Physical Education 10 (3 credits)	
Career and Life Management (3 credits)	
5 Credits in	
<ul style="list-style-type: none"><li>• 30-level Knowledge and Employability occupational course, or</li><li>• 30-level Career and Technology Studies (CTS), or</li><li>• 30-level locally developed course with an occupational focus and</li></ul>	
5 Credits in	
<ul style="list-style-type: none"><li>• 30-level Knowledge and Employability Workplace Practicum course, or</li><li>• 30-level Work Experience course, or</li><li>• 30-level Green Certificate course</li></ul>	
OR	
5 Credits in	
<ul style="list-style-type: none"><li>• 30-level Registered Apprenticeship Program (RAP) course</li></ul>	

Students and parents/guardians interested in the K & E Program should meet with Mr. Vercillo to discuss their course selection and future plans. The program is designed for students whose learning styles, abilities and needs are best met through an integrated, real-life approach to teaching and learning. The courses provide functional and practical, hands-on learning experiences. Students experiencing success in the K & E program may transfer to a standard program. These students must then complete the necessary courses in order to obtain an Alberta High School Diploma. This will vary, depending on the point at which the student transfers. To qualify for a Certificate of Achievement, Knowledge and Employability Program students must earn a minimum of 80 credits.

The attitudes, skills, knowledge, and workplace competencies found within the various core and occupational Knowledge and Employability courses are aligned with other grade-level programs of study. They are intended to maximize opportunities for student success and to support high school completion.

Knowledge and Employability courses assist students in

- transitioning from school to the workplace and community
- preparing for ethical citizenship • gaining recognition, respect, and value from employers
- attaining access to continuing education opportunities

Knowledge and Employability courses also promote student skills, abilities, and work ethics, including

- academic and occupational skills of a standard determined by the workplace to be necessary for success
- practical applications through on- and off-campus experiences and/or community partnerships
- career development skills, including career exploration and the development of a career-focused portfolio
- interpersonal skills that support the development of respect and cooperation

Alberta school authorities are to ensure that students are enrolled in courses that are appropriate to their highest level of academic success. Enrolment in the Certificate of High School Achievement should only be considered after full consultation with the student's parents or guardians. If there is no agreement by parents/guardians for their child to participate in Knowledge and Employability courses, all efforts will be made to ensure that the student is on the path to achieve the Alberta High School Diploma.

## CCHS Programs (continued)

### Knowledge and Employability Program - Continued

While enrolled in Knowledge and Employability courses, every effort should be made to successfully transition students from Knowledge and Employability courses to other high school courses that support the attainment of an Alberta High School Diploma. In addition, students may have access to other courses to successfully transition into continuing education and other training opportunities (e.g., appropriate college courses and/or apprenticeship programs).

#### English Language Arts 10-4/20-4/30-4 (5 credits each)

This program is designed for students who have experienced difficulty with English Language Arts in the traditional program and focus on the need of the learner to experience success. It assists students in meeting the credit and course requirements of the Certificate of Achievement and parallels materials covered in the previous two programs. Students are provided with opportunities to practise functional communication skills for life application. Students should be able to:

- read for a specific, concrete purpose; e.g. follow directions in the completion of a project
- write for clear, practical communication; e.g. a resume and covering letter
- speak clearly and confidently; e.g. interviews skills
- view visual communication with evident understanding of the message; e.g. recognizing main ideas in a film
- engage in active listening; e.g. participate appropriately in a discussion

It is intended that students should be able to successfully apply their English Language Arts skills, concepts and attitudes to other subject areas.

#### Mathematics 10-4/20-4 (5 credits each)

The Mathematics K & E Program is designed to assist students in developing the essential concepts, skills and attitudes of mathematics that are required for responsible participation in the home, school, workplace and community. The following strands are common to both courses, with the 20-4 level building on the upon 10-4 level:

- |                                |                                   |
|--------------------------------|-----------------------------------|
| • problem solving              | • computation                     |
| • ratio proportion and percent | • data interpretation and display |
| • use of technology            | • number systems and operations   |
| • geometry and measurement     | • algebra                         |

#### Students in Mathematics 20-4 also study:

- powers and square root
- work within a coordinate system
- basic probability

#### Science 10-4/20-4 (5 credits each)

Using a practical approach, this program meets the science requirements of the K & E Program. It is designed to enable students to develop entry-level vocational abilities and to recognize the need for lifelong learning. Each of the four themes provides a hands-on learning experience.

##### Science 10-4

The four topics covered are:

- Systems of the Human Body
- Using Systems and Technologies
- Chemistry for the Consumer
- Caring for Environment and Resources

##### Science 20-4

The four topics covered are:

- Personal Health and Lifestyles
- Technology in Transportation
- Materials We Use
- Energy and the Environment

#### Social Studies 10-4/20-4 (5 credits each)

##### Social Studies 10-4 - Living in a Globalizing World

Overview: Students will examine globalization, the process by which the world is becoming increasingly connected and interdependent. They will explore historical aspects of globalization, as well as the effects of globalization on lands, cultures, human rights and quality of life. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities. Students will develop skills to respond to issues emerging in a globalizing world, with a particular emphasis on local environments and situations.

Community partnerships and the study of local and current events provide additional opportunities to enhance citizenship by connecting in-school learning experiences to everyday living experiences outside of school. Community partnerships may include inviting guest speakers into the classroom, hosting cultural awareness activities, visiting community agencies/businesses and taking part in community events/activities.



## CCHS Programs (continued)

### Knowledge and Employability Program - Continued

#### Social Studies 20-4 - Nationalism

Overview: Students will examine various forms of nationalism and apply their perceptions to their own identity and sense of citizenship. They will investigate the influence of nationalism on historical and contemporary events. Students will explore the impacts of nationalism and internationalism. The infusion of multiple perspectives will allow students to develop understandings of First Nations, Métis, Inuit and Francophone perspectives on nationalism.

Community partnerships and the study of local and current events provide additional opportunities to enhance citizenship by connecting in-school learning experiences to everyday living experiences outside of school. Community partnerships may include inviting guest speakers into the classroom, hosting cultural awareness activities, visiting community agencies/businesses and taking part in community events/activities.

#### Art/Design 10-4, 20-4, 30-4

There are two different courses available in the K&E Art/Design program. These are:

**K&E Art:** This art-based program explores the techniques needed for the creation of both 2D and 3D artwork. With a focus on developing physical skills and tactile processes, students learn the traditional approaches to drawing, painting, and sculpture, as well as mixed-media projects.

**K&E Design:** This computer-technology program focuses on creating work with a variety of digital applications. Students will gain life skills through the use of Google apps (Classroom, Slides, Drive, Docs etc.) as they explore the many forms of digital artwork, such as animation, filmmaking, digital art and photography.

#### Learning Support

Learning Support offers students a supervised classroom with one on one support to complete course work, study or work on special projects.

Placement of students in this class require an interview with Mr. Vercillo.



### Holy Spirit Catholic School Division Oohkaanaayikaakii'moap We are all Striving for Success

#### First Nations Education Program (FNMI)

We are blessed to have Ms. Emily Fox, FNMI Support Worker, available to help FNMI students succeed at CCH. Her main role in this school is that of a mentor, in other words, someone students can turn to for help, advice and guidance. In her mentorship role, the Support Worker will work closely with families and the larger FNMI community to carry out the role in a culturally sensitive way. Ms. Emily Fox works closely in conjunction with the FNMI Grad Coach out of Room 154 - **We are all Striving for Success.**

For more information on the Grad Coach Program please go to the section on CCH Programs.



#### Grad Coach Program

Fostered by a growing understanding of how to assist our students in their goal to succeed, Holy Spirit School Division has embarked on a Graduation Coach program for our schools. The program, which focuses on FNMI students, operates out of Catholic Central High School (East). It strives to address the needs of students both at CCHS and the students at feeder schools. Our Grad Coach works closely in conjunction with our FNMI Worker, Ms. Emily Fox.

As students proceed in their educational journey, many aspects of their academic, spiritual and cultural lives need to be supported and nurtured. To this end, several key characteristics for the program and for students are outlined below and serve as a focus of the program.

## CCHS Programs (continued)

### Key characteristics of the Graduation Coach program for First Nations, Metis and Inuit Students

- Providing academic support for students and assisting them in navigating Junior/Senior High School.
- Providing mentorship to FNMI students in the areas of academics, faith-life, post-secondary, work experience and transitions on their journey.
- Providing a centre for students to work on their studies and to learn about scholarships, post-secondary program requirements, and part-time or volunteer work opportunities.
- Providing nutritious snacks for students and a place to meet and be updated about what is going on at school or in the community.
- Assisting schools with transitioning students between Junior/Senior High School.
- Dialoguing with parents about student programs, needs and areas of concern.
- Celebrating and learning about the history, culture and traditions of the First Nations, Metis, and Inuit peoples.

### Students are tasked with:

- Determining a plan for successful graduation and an exploration of careers or education they may wish to pursue following their high school studies.
- Consistently attending and striving to do their personal best in their studies.
- Being active members of the school, our faith community, and outside the community.
- Being positive role models for FNMI youth and the greater community by actively volunteering and taking part in events (cultural, faith-based, athletics, etc.).
- Actively helping new students to the site as they transition from other schools or junior high school.
- Respecting authority figures, elders and parents and remembering to both thank those that assisted them on their journey and give back to others when they can.
- Placing the “We” state of mind ahead of the “I” state of mind as they walk their journey.
- Showing respect for all cultural groups and peoples while on their journey.
- Continuing to live by the positive model that has been set by the elders, parents, and those who have taken an interest in them.

### Off-Campus Education

The Holy Spirit Roman Catholic Separate School Division No. 4's Off-Campus Education Program provides opportunities for high school students to apply skills in a real life situations.

Off-Campus plays an important role in assisting students' transition into the work force and post-secondary education while attaining their high school diploma.

These programs are partnerships between students, school and community members. The Off-Campus Education Program allow the students to explore and expand their career interests and aptitudes in meaningful work situations.

Off-Campus Education programs allow students to:

- Earn high school credits (1 Credit for every 25 hours worked)
- Explore careers
- Make valuable contacts
- Acquire the skills and work habits needed to succeed after high school

### Prerequisite

HCS3000 (1 credit)– Workplace Safety Systems is an Alberta Education prerequisite for all Off-Campus Education programs. HCS 3000 raises awareness of occupational health and safety standards for students while in the workforce so that their risk of work related injury is reduced.



## CCHS Programs (continued)

### Off-Campus Education Programs

#### Work Experience Program

The Work Experience Program is an opportunity for students to develop employability skills while completing high school credits. Students work at an approved work site part time or during the summer in this program. They work with employers and receive 1 credit for every 25 hours of work. All forms must be completed, signed and returned to the Career Centre before a student is accepted into the program. **Transportation is the student's responsibility.**

#### Registered Apprenticeship Program (RAP)

The Registered Apprenticeship Program (RAP) is an opportunity for high school students to earn up to 40 credits towards their high school diploma while counting hours towards their first year apprenticeship in one of Alberta's trades.

The students who have made career choices and commitments to RAP begin their training in any one of the apprenticeship trades while in high school. They spend part of their year in school completing graduation requirements and part in industry as a registered apprentice.

For more information about the trades visit: [www.tradesecrets.alberta.ca](http://www.tradesecrets.alberta.ca)

#### Green Certificate Program

The Green Certificate Program is an apprenticeship-style program that allows students, who live, work or are interested in agriculture, the opportunity to earn credits toward their high school diploma. They will also obtain an industry recognized certificate from Alberta Agriculture. If a student is working in the following areas they may be interested in this program:

- Cow-calf, Feedlot, Dairy, Sheep, Swine, Equine
- Field Crop, Irrigated Crops
- Poultry - Broiler Chicken, Broiler hatching egg, Table egg, Turkey
- Beekeeping
- Greenhouse

For more information visit:

[lethbridgecollege.ca/departments/corporate-and-continuing-education/green-certificate-program](http://lethbridgecollege.ca/departments/corporate-and-continuing-education/green-certificate-program)

#### Special Projects Credits: 3 or 5 (25 hours per credit)

Students in Grade 10 are enrolled in Special Projects 10. Students in Grade 11 are enrolled in Special Projects 20. Students in Grade 12 are enrolled in Special Projects 30. All levels of Special Projects must be completed outside of regular class time unless permission is granted from school Administration.

These classes are designed to recognize learning undertaken by a student or by a small group of students. The purpose is to encourage students to become involved in the selection, planning, and organization of their own programs in specific interest areas. Students should pursue learning, in which they already have a considerable interest and/or ability, which is NOT within the scope of the regular curriculum.

#### Special Project Boundaries

Projects must be primarily student initiated and carried out under supervision.

- Projects must not duplicate any class offered within the school.
- Projects may not be awarded for student activities that would be considered a normal part of extracurricular activities. (e.g. team sports, yearbook).
- Continuing enrollment may not be approved unless learning outcomes vary from year to year, or demonstrate increased level of proficiency.
- The student must submit a brief description to the special projects coordinator within the first two days of classes. A detailed Special Projects Learning Proposal must be submitted in the first two weeks of classes.

#### Career Centre

The CCH Career Centre provides career support and advice for any high school students. It is located on Campus East in room 154. Resources are also available in the E-Learning Centre Campus West. Please drop by the Centre to learn more about the services provided.

##### Services provided are:

- Registering for all Off-Campus Programs
- Job Board
- Post-secondary program view books and information
- Scholarship information
- Resume and cover letter writing information
- Workshops
- Newsletter

## CCHS Programs (continued)

Students interested in participating in any of the Off-Campus Education programs should visit the Career Centre and talk to: **Mr. Boschee** - Off-Campus Education Coordinator (boscheem@holyspirit.ab.ca) or **Mrs. Gurr** - Career Practitioner (gurrw@holyspirit.ab.ca)

### Dual Credit Opportunity

Holy Spirit School Division has teamed up with Olds College, University of Lethbridge and Lethbridge College to offer dual credit opportunities. This innovative program allows students to earn up to 5 High School credits and 3 College credits. Courses are offered twice a year starting in September and February.

#### What are some of the courses that are typically offered?

**Olds College** – Intro to Veterinary Profession, Managing Landscapes, Intro to Sports Management, Accommodation Management, Accounting Principles, Applied Ecology, Producing Horticulture Crops (in the past year they offered 11 different courses)

**Lethbridge College** - Animal Science, Intro to the Criminal Justice System, Engineering Math, Canadian Government, Intro to Psychology, Anatomy and Physiology, Writing for the Workplace, Intro to Indigenous Studies, Intro into the Trades (in the past year they offered 33 different courses)

**University of Lethbridge** – Introduction to Academic Writing (Writing1000)

Introduction to Academic Writing (WRIT 1000) is a foundational course for students to be able to express themselves in writing and to understand their audiences/disciplines. It is one of the greatest skills required in any job. It is not only foundational for academic success, but to better succeed in any labour market situation.

Students work towards completing a comprehensive research paper at the end of term and—in the process—learn to construct a solid research topic, dig through the university library for useful sources, summarize research studies like a pro, and conduct original research of their own to ‘add’ to the research already published on their chosen topic. The course focuses on revealing and explaining the ‘unwritten rules’ of how academic researchers think, how academic research is done, and how academics write about their work in ways that convince others that they know what’s what.

#### Where will the courses be taught and what time will the courses occur?

**Olds College** – These courses are delivered completely online and are asynchronous and can be done when it best fits into a student's schedule. There may be a small number of synchronous classes assigned within these courses to best support students i.e. first class orientation, midterm check in.

**Lethbridge College** – These courses are delivered mainly online asynchronous and can be done when it best suits the student and their schedule. However, there can be some courses i.e. Animal Sciences, Intro to the Trades, that require students go to the College to do Lab work. Labs usually take place on Fridays. There may also be a small number of synchronous classes assigned within these courses to best support students i.e. first class orientation, midterm check in.

**University of Lethbridge** – Course will be primarily taught at Catholic Central with supervised access to the University of Lethbridge.

#### Who will teach the courses?

A contact instructor will teach the course and will be assigned at the time the course is determined to meet the minimum enrollment number.

#### Who can apply for these dual credit courses?

**Olds College** – Students in grade 10 to 12 can apply.

**Lethbridge College** – Students in grade 11 and 12 can apply as some courses have prerequisites i.e. Math 20-1, Eng 20 or Bio 30.

**University of Lethbridge** – Students in grade 12 can apply, but they must have completed English 30-1 with a final mark above 80%. Those students entering into a non-humanities program at the University of Lethbridge will be considered priority. Capacity of this class is 24 students.

### Inclusive Education Program

The Inclusive Education program at Catholic Central High School is a flexible program designed to meet the needs of every student. There are a variety of options available to build their future successfully. Parents or Guardians are encouraged to contact the Associate Principal, Mr. Vercillo, at the school to discuss a program most relevant to their child.

## Core Courses

### Religious Education

**“Go and Make Disciples”:** **Living the Great Commission** is the Program of Religious Education (Roman Catholic) for Alberta Catholic Schools. In each course, RE 15, RE 25, and RE 35, the general outcomes are developed through specific learning outcomes, recommended resources, and teaching time frames.

**Note:** Holy Spirit Division policy requires that every student registered at Catholic Central is enrolled in one religious education course during the year. **Successful completion of Religious Education 35 is required to attend Graduation Ceremonies at CCHS.**

#### **Religious Education 15 Course** (5 credits) (Gr. 10 students - no prerequisite)

The principle aim of **Christ and Culture** is to assist students, with the help of the Gospel, to participate as Christians in the shaping of our culture. The program explores major cultural issues from a Christological perspective. Beginning with their own life experiences, students acquire a deeper and more systematic knowledge of themselves, Christ's message, and the Church. Connections between the Church and contemporary culture are explored in terms of what it means to be a responsible adolescent developing as a member of a Catholic, Christian community while living within the context of a broader culture.

#### **Religious Education 25 Course** (5 credits) (Gr. 11 students - prerequisite: Religious Education 15 - 50%)

**Religious Education 25: Jesus Christ: God's Gift of Salvation** invites students to deepen their relationship with Jesus through a prayerful study of Scripture. Students will explore the Jewish historical, religious, and cultural world into which the Messiah was born and the Old Testament covenant fulfilled.

Using the Gospels as primary sources, the course explores Jesus' birth, early life, and ministry; his preaching of the Kingdom of God; his special teachings, particularly the parables; and his miracles. It then focuses on the scriptural accounts of his death and Resurrection, and the Ascension, and their central significance for the church's understanding of Jesus as the Christ, the Son of God.

#### **Religious Education 35 Course** (7 credits) (Gr. 12 students - prerequisite: Religious Education 25 - 50%)

**Religious Education 35: In Search of the Good** challenges students to understand themselves as moral persons called to discipleship by living the way of Christ. Through an examination of ethical theories, the revelation of Sacred Scripture, and the lived experience and teaching of the Catholic Church, the course invites students to mature as active participants in their faith. At the heart of catechesis is the human search for happiness as the completion of the superabundant love of God. The same tension which exists between the revelation of God's love and the explorations of human reason are worked out in the areas of freedom, justice, human relations, ecology, reconciliation, life in community and political life.

The purpose of the Faith in Action service project, the Christian service component of RE 35 is to encourage students to use their talents and abilities to help others. The program is designed to fit individual situations and release time is provided during the Religious Education 35 course to accommodate scheduling of service hours. Hundreds of students from Catholic Central High School have contributed substantially to the benefit of our community through the program and have expressed high praise and gratitude for the experience it provided for them. Community Volunteerism 1080/ 2080 (Faith in Action) is living proof that the words of St. Francis of Assisi remain so true: “It is in giving that we receive”.



#### **Prayer to St. Joseph**

Blessed Joseph, husband of Mary, be with us this day.  
You protected and cherished the Virgin; loving the child Jesus as your son,  
you rescued him from the danger of death.  
Defend the Church, the household of God, purchased by the blood of Christ.  
Guardian of the Holy Family, be with us in our trials.  
May your prayers obtain for us the strength to flee from error  
and wrestle with the powers of corruption so that in life  
we may grow in holiness and in death rejoice in the crown of victory. Amen.



## Core Courses (continued)

### English

#### Credit in English 30-1 or 30-2 is required for a High School Diploma

Route A: English Language Arts 10-1, 20-1, 30-1

Route B: English Language Arts 10-2, 20-2, 30-2

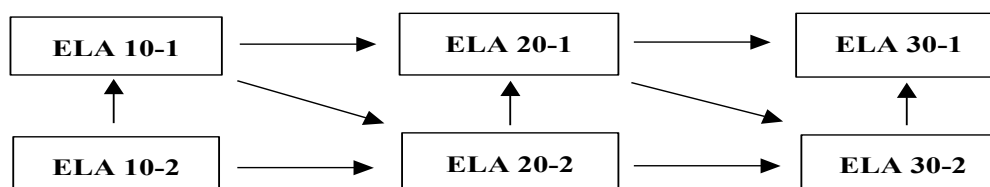
#### Route A:

This is an academic program suitable for students planning to attend a university.

#### Route B:

In this program, the emphasis is more on communication than on literature. This program is acceptable for entrance to a number of vocational, technical, and college level programs.

Students planning to attend university would normally follow Route A. Route B represents the minimum requirements for a high school diploma .



#### English Language Arts 10-1 (5 credits) prerequisite: Language Arts 9 - 60%, recommended 65%

English 10-1 introduces students to the academic stream of English Language Arts. The emphasis in the academic stream is placed on developing critical and analytical reading skills. Students expand their knowledge of the basics of author technique that they learned in earlier grades and learn to apply a deeper awareness of literary devices, including visual literacy. Within the six strands of Language Arts (reading, writing, speaking, listening, viewing and representing), students are encouraged to make personal connections through inquiry to the literature they study, which includes Shakespearean plays, short stories, poetry, non-fiction, novels, and film. In ELA 10-1, it is expected that students will become proficient in the conventions of writing and to self-edit their written work.

#### English Language Arts 20-1 (5 credits) prerequisite: English 10-1 - 50%, recommended 60%

Building on the critical and analytical skills acquired in English 10-1, students enrolled in English 20-1 will strengthen their skills in literary analysis, especially in the form of the literary essay. Classroom activities still involve the six strands of English Language Arts (reading, writing, speaking, listening, viewing, and representing) and still encourage personal connections with literature through inquiry; however, students will increasingly assess author technique and use this awareness to inform their own text creation by experimenting with rhetorical devices and structures for a particular effect. The literature in ELA 20-1 is more thematically complex than the content of 10-1, although it includes the same genres: Shakespearean plays, short stories, poetry, non-fiction, novels, and film.

#### English Language Arts 30-1 (5 credits) (prerequisite: English 20-1 - 50%, recommended 60%)

The classroom activities in ELA 30-1 still include the six strands of ELA (reading, writing, speaking, listening, viewing and representing), but the emphasis on literary analysis is paramount, along with a heightened expectation of independence from the students. Literature is more complex, lengthy and evocative, and the expectations for individual inquiry are advanced. Students will study Shakespearean plays, short stories, poetry, non-fiction, novels, film, subtle nuances and symbolism. Credit in ELA 30-1 is necessary for university entrance.

#### English Language Arts 10-2 (5 credits) (no prerequisite)

This course emphasizes the skills of listening, viewing, reading, speaking and writing as they relate to the needs of everyday life, with every attempt being made to integrate these areas. Through the use of a wide variety of appropriate materials, students are expected to increase both their interest and skill in understanding and interpreting ideas, and in expressing them in clear, accurate and effective speech and writing.

## Core Courses (continued)

### English Language Arts 20-2 (5 credits) (prerequisite: English 10-1 - 40%, 10-2 - 50%)

This course emphasizes the development of practical skills in reading, writing, listening, speaking, viewing and representing. Students will study a variety of literature including the novel, short stories, poetry and modern drama. In addition to literature responses, students study functional writing, such as letters and speeches, as well as visual literacy and responses to media.

### English Language Arts 30-2 (5 credits) (pre-requisite: English 20-1 - 40%, 20-2 - 50%)

This course is a continuation of the English 10-2, 20-2 series with the emphasis on the improvement of fundamental skills in reading, writing and other forms of communication. The basis for the refinement of these skills is the study of such literary forms as the short story, the essay, the novel, drama and poetry.

## French Language Arts

French Language Arts 10-20-30 are a continuation of French language courses for students who have been enrolled in the French Immersion program in elementary and junior high school.

### French Language Arts 10-1 (5 credits) Prerequisite: FLA 9 60% (recommended 65%)

FLA 10-1 is a continuation of the French Immersion program. This is an academic course designed to help students in the French Immersion program perfect and master the French language. The course will assist students in the development of the four key areas of language learning: oral comprehension, and production, written comprehension and production. The course will also allow the students to analyze and delve into novels, plays and films. Students are expected to communicate in French at all times during this course.

### French Language Arts 20-1 (5 credits) Prerequisite: FLA 10-1 50% (recommended 60%)

This course builds on what the students have learned in FLA 10. The expectations are that the students will be more advanced and have a better grasp of all of the aspects of the language learning outlined above. Students will continue to advance their knowledge and appreciation of contemporary works of French literature and film. This level also builds on the students' fundamentals from previous levels (French grammar etc.) Students are expected to communicate in French at all times during this course.

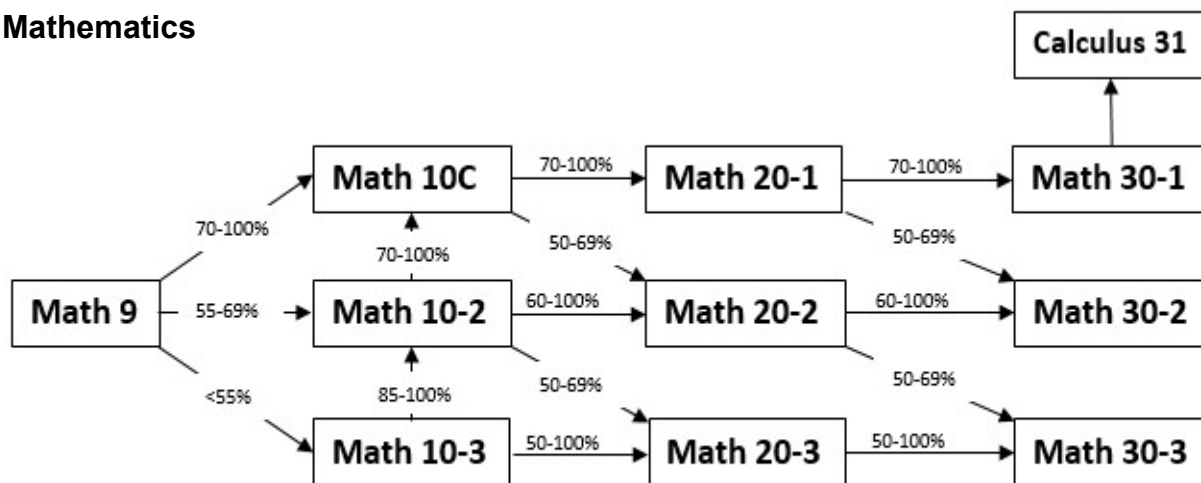
### French Language Arts 30-1 (5 credits) Prerequisite: FLA 20-1 50% (recommended 60%)

This course represents the culmination of the high school French Immersion program. The students will demonstrate a strong proficiency and grasp of the oral and written components of Canada's other official language. Students will be assisted in developing their creative and imaginative sides in the French language, and they will also be encouraged through a variety of activities and exercises, to further their ability to analyze and understand various forms of literature, while continuing to strengthen fluency of communication in French through speaking, listening, reading and writing. FLA 30-1 is strongly recommended for students wishing to study at a French university.



## Core Courses (continued)

### Mathematics



10 credits in Mathematics are required for a High School Diploma

### Course Sequences

**“-1” Course Sequence** is for students who plan to enter post-secondary programs such as engineering, mathematics, sciences, select business studies, or other programs that require advanced math skills. The sequence is a co-requisite for Mathematics 31 and may be required for post-secondary calculus courses.

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

**“-2” Course Sequence** is for students wishing to study at the post-secondary level in diverse fields, including arts programs, civil engineering technology, medical technologies, and select apprenticeship programs. This path will fulfill most students' needs. Mathematics-2 is designed with a great deal of flexibility, so that the student can switch sequences in Grade 11 or Grade 12 should his or her interests change.

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

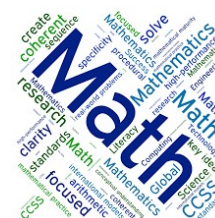
**“-3” Course Sequence** is for students who want to apprentice in a trade or enter the workforce directly after high school.

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

### Math 10C (5 credits)

The content covered for this course is: SI and Imperial units of measure and conversions, Surface Area and Volume of 3-D objects, Trigonometric Ratios and Right Triangles, Polynomial Expressions and Factoring, Irrational Numbers, Slope, Lines and Line Segments, Linear Relations, Domain, Range, Functions, and Systems of linear Equations.

**Recommended Prerequisite:** 70% in Math 9.



## Core Courses (continued)

### Mathematics (continued)

#### Math 10-2 (5 credits)

This course is a streamlined version of Math 10C designed to enable students who wish to pursue Math 20-2 and Math 30-2 to do so more easily. It is aimed at students from Math 9 who scored in the 55%-69% range, or those students whose career aspirations require Math 30-2 (such as Nursing and Engineering Technology programs for example).

It includes the full curriculum from Math 10C, but with (a) an emphasis on those elements that will follow in Math 20-2 and Math 30-2, and (b) a de-emphasis on those elements not required for Math 20-1, Math 30-1 and Calculus.

**Recommended prerequisite: 55% in Math 9. Students placed in or elect to pursue “Math 10-2” will not be permitted to move into the “-1” stream without having taken Math 10C.**

#### Math 10-3 (5 credits)

The content covered for this course is: SI and Imperial units of measure and conversions, Applications of SI and Imperial units to length, area, volume, capacity, mass, temperature, 2-D and 3-D objects; Spatial Reasoning, Pythagorean Theorem, Convex Polygons, Trigonometric Ratios, Angles, Parallel and Perpendicular Lines; Currency Exchange and Income; and Manipulation and Application of Formulas.

**The prerequisite for Math 10-3 is 55% or below from Math 9. If you have completed Math 10-3, you may try Math 10-2 with a mark above 85% and with teacher recommendation, or continue on to Math 20-3.**

#### Math 20-1 (5 credits)

Course content for Math 20-1 includes: absolute value, radical, quadratic, and rational functions and equations, trigonometry of angles in standard position, sine law, cosine law, polynomial factoring, systems of equations, quadratic inequalities, reciprocal functions, and arithmetic and geometric sequences and series.

**Recommended prerequisite: 70% in Math 10C.**

#### Math 20-2 (5 credits)

Course content for Math 20-2 includes: properties of angles in triangles, cosine law, sine law, inductive and deductive reasoning, radical expressions and equations, normal distribution, confidence intervals, quadratic functions, and a mathematics research project.

**Recommended Prerequisite: 50% in Math 10C or 60% in Math 10-2**

#### Math 20-3 (5 credits)

Course content for Math 20-3 includes: surface area, volume and capacity, trigonometry involving more than one triangle, problems involving scale, representations of 2-D and 3-D objects, puzzles that involve numerical reasoning, personal budget, compound interest, financial institution services, credit card and loans, slope, proportional reasoning, bar graphs, histograms, and line and circle graphs

**Prerequisite: 50% in Math 10-3.**

#### Math 30-1 (5 credits)

Math 30-1 includes the study of exponents and logarithms, trigonometry, relations and functions, permutations, combinations, and the binomial theorem. Students must write a Provincial Diploma exam worth 30% of their grade to complete this course.

**Recommended Prerequisite: 70% in Math 20-1.**

#### Math 30-2 (5 credits)

Math 30-2 includes the study of logical reasoning, probability, relations and functions. Students must write a Provincial Diploma exam worth 30% of their grade to complete this course.

**Recommended Prerequisite: 50% in Math 20-1 or 60% in Math 20-2.**

## Core Courses (continued)

### Mathematics (continued)

#### Math 30-3 (5 credits)

Math 30-3 includes the study of measurement, geometry, numbers, algebra, statistics and Probability.

**Prerequisite: 50% in Math 20-3**

#### Math 31 Calculus (5 credits)

Math 31 is the most advanced high school mathematics course and is designed for students who are presently taking or have completed Math 30-1. Math 31 emphasizes the practical and theoretical aspects of differential and integral calculus.

Students **do not** write a Provincial Diploma Exam at the completion of this course. Math 31 is required for admission into the Faculty of Engineering, Faculty of Science (Honours and Specialization Math or Physics), and strongly recommended before entering a Faculty whose program contains an introductory Calculus course.

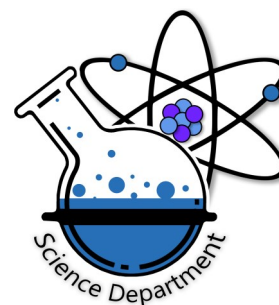
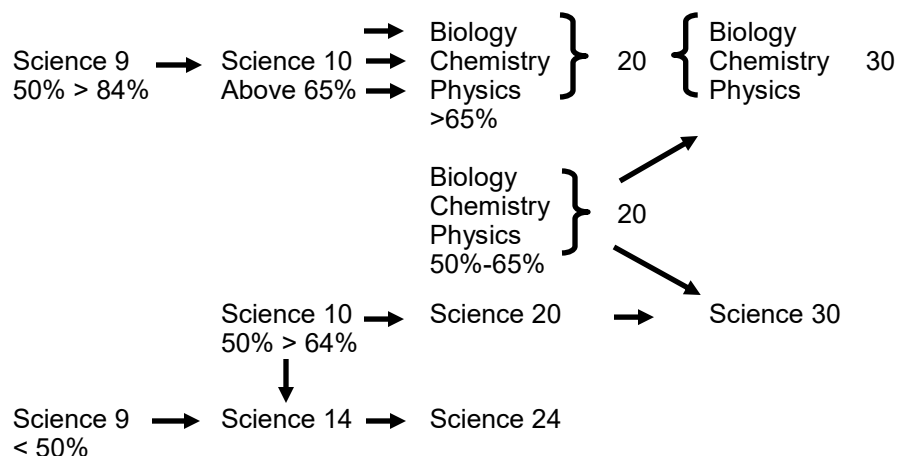
**Recommended Prerequisite: 70% in Math 30-1**

## Sciences

### 10 credits in Science are required for a High School Diploma

The senior high school programs will help students attain the scientific awareness needed to function as effective members of society. Students will be able to pursue further studies and careers in science, and have a better understanding of themselves and the world around them.

Students focus on learning the big interconnecting ideas and principles: 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.



#### Science 10 (5 credits)

This academic program provides students with a unified view of the biological, chemical, physical and earth sciences and an awareness of the connections among them. Science 10 is the prerequisite for all the academic sciences. Prerequisite: Science 9 - 50% Recommended Prerequisite: 65% in Math 9

The four topics covered are:

- Matter and Energy in Chemical Changes
- Energy Flow in Technological Systems
- Cycling of Matter in Living Systems
- Energy Flow in Global Systems



## Core Courses (continued)

### Biology 20/30 (5 credits each)

This academic program explores the interactions of living systems with one another and their environment. In Biology the underlying theme is energy and matter exchange. In Biology 30, the emphasis is on adaptation and change.

**Biology 20** Prerequisite: Science 10 - 50% (recommended: Science 10 - 65%)

Biology 20 consists of four units of study:

- Energy and Matter Exchange in the Biosphere
- Ecosystems and Population Change
- Photosynthesis and Cellular Respiration
- Human Systems



**Biology 30** Prerequisite: Biology 20 - 50% (recommended 65%)

The four topics covered are:

- Systems Regulating Change in Human Organisms
- Cells, Chromosomes and DNA
- Reproduction and Development
- Change in Populations and Communities

### Chemistry 20/30 (5 credits each)

This academic program is designed to study matter and its changes. Students, through the study of Chemistry 20-30, are given an opportunity to explore and understand the natural world and made aware of the profound influence of chemistry on their lives.

**Chemistry 20** Prerequisite Science 10 - 50% (recommended 65%)

Chemistry 20 consists of four units of study:

- The Diversity of Matter and Chemical Bonding
- Gases as a Form of Matter
- Matter as Solutions, Acids and Bases
- Quantitative Relationships in Chemical Changes.



**Chemistry 30** Prerequisite: Chemistry 20 - 50% (recommended 65%)

The four topics covered are:

- Thermo-chemical changes
- Chemical equilibrium focusing on acid-base systems
- Electrochemical changes
- Chemical changes of Organic Compounds

### Physics 20/30 (5 credits each)

This academic program, designed to study matter and energy and their interactions, helps students understand the physics principles behind the natural events they experience and the technology they use in their daily lives.

**Physics 20** Prerequisite: Science 10 - 50% (recommended 65%)

The four topics covered are:

- Kinematics
- Dynamics
- Circular Motion, Work and Energy
- Oscillatory Motion and Mechanical Waves

**Physics 30** Prerequisite: Physics 20 - 50% / Recommended Physics 20 - 65% Math 20-1 - 60%

The four topics covered are:

- Momentum and Impulse
- Forces and Fields
- Electromagnetic Radiation
- Atomic Physics

## Core Courses (continued)

### Science 20/30 (5 credits each)

The Science 20-30 program is designed for the student interested in science, but does not require science courses for post-secondary education. Science 30 can be used as an admission subject for certain post-secondary programs.

#### Science 20 Prerequisite Science 10 - 50%

The four topics covered are:

- The Changing Earth
- Chemical Changes
- Changes in Living Systems
- Changes in Motion

#### Science 30 Prerequisite Biology 20, Chemistry 20, Physics 20 or Science 20 - 50% Recommended Math 20-1 or Math 20-2

The four topics covered are:

- Living Systems Respond to Their Environment
- Chemistry in the Environment
- Electromagnetic Energy
- Energy and the Environment

### Science 14/24 (5 credits each)

This general program allows students to meet the credit requirements in science for an Alberta High School Diploma and also provides opportunities for transfer into the academic program. The focus is on helping students understand the scientific principles behind the natural events they experience and the technology they use in their lives.

#### Science 14

The four topics covered are:

- Properties of Matter
- Energy Transfer Technologies
- Matter and Energy in Living Systems
- Matter and Energy in the Environment

#### Science 24 Prerequisite Science 14 - 50%

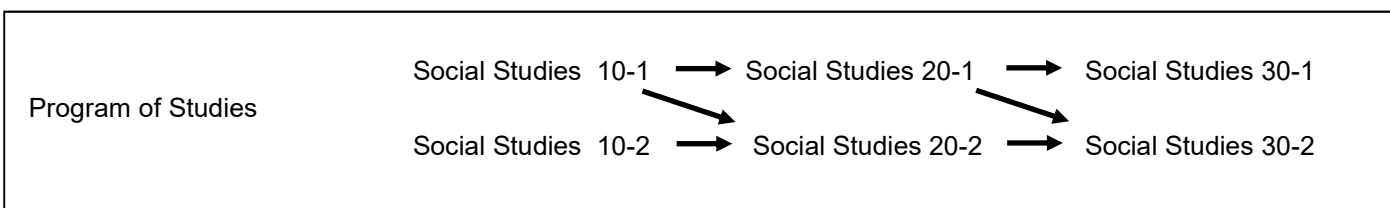
The four topics covered are:

- Applications of Matter and Chemical Change
- Understanding Common Energy Conversion Systems
- Disease Defence and Human Health
- Motion, Change and Transportation Safety.

## Social Studies

The “-1 program” is generally for students planning to enrol in post-secondary programs at four year degree granting institutions. The “-2 program” primarily is for students planning to enter a 2 year diploma institution or other post-high school training programs.

**Credit in Social Studies 30-1 or 30-2 is required for a High School Diploma**



## **Core Courses (continued)**

### **Social Studies 10-1: Perspectives on Globalization (5 Credits)**

Prerequisite: Social Studies 9 - 60%, recommended 65%

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

### **Social Studies 10-2: Living in a Global World (5 credits)**

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

### **Social Studies 20-1 - Perspectives on Nationalism (5 Credits)**

Prerequisite: Social Studies 10-1 - 50%, recommended 65% Social Studies 20-2 - 50%, recommended 65%

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

### **Social Studies 20-2 - Understandings of Nationalism (5 Credits)**

Prerequisite: Social Studies 10-1 or 10-2 - 50%

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

### **Social Studies 30-1 - Perspectives on Ideology (5 Credits)** Prerequisite: Social Studies 20-1 - 50%, recommended 65% or Social Studies 30-2 - 50%, recommended 65%

Overview: Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues. This understanding will enable students to effectively investigate, analyze and evaluate government policies and actions and develop individual and collective responses to contemporary local, national and global issues.

### **Social Studies 30-2 - Understandings of Ideologies**

(5 credits) Prerequisite: Social Studies 20-2 - 50%

Overview: Students will examine the origins, values and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the viability of the values of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

## Core Courses (continued)

### Physical Education

The aim of the CCH Physical Education program is to enable students to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. All PE classes are co-ed.

A minimum of three (3) PE credits must be achieved for a student to qualify for a High School Diploma. Students are strongly advised to obtain the minimum requirement in grade 10.

#### **Physical Education 10 and CALM - PE 10 (3 credits) -CALM (3 credits)**

This course is the basic PE 10 program supplying sufficient credits in compliance with the Alberta Education requirement for a high school diploma. Students will be introduced to individual and team lifetime and leisure activities with emphasis on participation, attitude, attendance, knowledge of theory, fitness principles as well as physical and leadership skills.

#### **CALM is an Alberta Education requirement for a high school diploma**

The goal of this course is to enable students to think, decide, plan and manage all aspects of their life. The CALM program focuses on personal development in the following three areas:

- **Personal Choices** - applies an understanding of the dimensions of health, and understanding the dynamic interplay of these factors in managing personal well-being.
- **Resource Choices** - explores options, makes responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrates commitments to others.
- **Career and Life Choices** - develops and applies processes for managing personal, lifelong career improvement.

**This graduation requirement course will be taken in Grade 10 in conjunction with PE 10.**

Students will have a choice between **Physical Education 20/30 Competitive** and **Physical Education 20/30 Non-competitive**. Both courses allow students to use the 10 potential credits towards their CTS requirement for high school graduation. Please note: PE 20/30 Competitive is highly recommended for students looking to pursue programs in the area of Physical Education and/or Kinesiology. Possible career opportunities include athletic therapist, fitness trainer, physical therapist, sports psychologist, and physical education teacher. The primary distinction between the **Physical Education 20/30 Competitive** class and the **Physical Education 20/30 Non-competitive class** lies in the nature of the activities and the emphasis placed on competition. This class is for grade 11 and 12 students only.

Prerequisite: PE 10 - 75% grade and an excellent record of attendance

#### **Physical Education 20/30 Competitive (5 credits at each level):**

- **Sports Specific Training:** The curriculum might emphasize skill development and training in specific sports/activities that are competitive and/or high intensity.
- **Competition Emphasis:** The focus might be on challenging students in physical and mental capacities with regard to athletics, fitness, and sport.
- **Nature of Activities:** The type of activities would be of higher intensity such as running, CrossFit, and fast-moving sports.
- **Performance Assessment:** Assessment may include evaluating students based on their individual and team performance in competitive settings.

#### **Physical Education 20/30 Non-competitive (5 credits at each level):**

- **Holistic Physical Fitness:** The curriculum may prioritize a broader range of physical activities that contribute to overall fitness and well-being. This could include activities like circuit training, yoga, fitness exercises, dance, and recreational type games.
- **Inclusive Approach:** Non-competitive classes may focus on creating an inclusive environment where students of different abilities and interests can participate comfortably. The emphasis may be on enjoyment, personal improvement, and fostering a lifelong appreciation for physical activity, nutrition, and overall health.
- **Individual Progress Assessment:** Assessment in non-competitive classes may be more individualized, focusing on each student's progress toward personal fitness goals. It could involve self-assessment, reflection, and feedback on personal development.

In summary, the key difference lies in the orientation towards competition. Competitive PE classes center around formalized sports, competition, and performance improvement, while non-competitive classes emphasize a broader spectrum of physical activities, personal well-being, and a more inclusive and cooperative environment. Both approaches have their merits and can cater to different preferences and goals of students.

## Core Courses (continued)

### Off-Timetable Course

#### Physical Education 20 and Physical Education 30

##### PE 20 and PE 30 Elite - 5 Credit Course

Students interested in this program will need to contact Mr. Leroux at school, cell 403-308-3490 or [leroux@holyspirit.ab.ca](mailto:leroux@holyspirit.ab.ca). Once an initial discussion has occurred there will be an online form to complete by the student before admission is granted into this course.

Students pursuing excellence in a sport or activity that is outside of CCH extracurricular sport/activity might be best suited for the PE 20 & PE 30 Elite Program. This course is geared towards students involved with track & field, swimming, gymnastics, dancing, judo, skiing, climbing clubs, golf and possibly other individual sports. Furthermore, the Lethbridge United Junior Prospects Hockey League team will be taking this course.

Students often experience conflict between the required training, practicing, competing, performing, rehearsing and their educational needs and schedule. Through the individual's particular sport, activity and supplementary time with a teacher off the timetable students will be able to meet the PE 20 or PE 30 requirements.

Depending on the student athlete's sport the PE Elite program might be for one quarter or continue all year long. For example a student involved with a rigorous sports program might complete PE 20 Quarter 1 and continue on with PE 30 in Quarter 2. Students will need to be clearly motivated to their sport/activity and committed to this PE Elite program.

#### Benefits to Students:

- students able to complete a course off-timetable that would not have fit on their regular schedule
- opportunity to capitalize on outcomes/curriculum for PE 20/30 that is completed through their off-campus sport/activity, community partnership with organizations in Lethbridge
- gives students the ability to use PE 30 towards post-secondary application/entrance marks

### Summer PE 10 and CALM (6 credits)

Attendance everyday is crucial as the course is compressed into a set number of days. Physical Education 10, in the summer, is for students entering grade 10. Existing grade ten and eleven students may be admitted only with the approval of an administrator. Placement in the class will be determined using the following criteria.

**First Priority** will be assigned to students who are in French Immersion and are planning to take a full complement of Science courses (Biology, Chemistry and Physics) at the grade 11 and 12 levels, as well as Math 30 and Math 31.

**Second priority** will be assigned to students planning to take a full complement of Science (Biology, Chemistry and Physics) at the grade 11 and 12 levels, as well as Math 30 and Math 31.

Any available seats will be given to the remaining students who request this course. Admission will be based on the other course requests of the individual student.





# Career & Technology Studies - CTS

## CTS Clusters

A cluster is a group of CTS courses that represents occupations and broad industry commonalities. Clusters in CTS are aligned with the National Occupational Classification (NOC) and function as an organizing tool for the CTS program.

### Clusters:

- helps students choose curriculum and occupational fields for which they have interest and aptitude
- provides a context for selecting courses specific to a pathway
- helps connect students with exploratory courses of study, allowing students to gain general, transferable skills
- helps students to develop specialized skills and knowledge through pathways
- Focuses on teaching and learning by relating similar knowledge, linking shared skills, guiding career exploration,
- allows students to make informed career choices, associating common interests and linking education with relevant real-world experiential activities

## The Five Clusters

### Business, Administration, Finance & Information Technology (BIT)

The focus of the BIT cluster is for students to develop and apply important knowledge, skills and attitudes so they can implement efficient systems and strategies of management and marketing and use electronic technologies to collect, structure, manipulate, retrieve and communicate information within individual, family, workplace, community and global contexts.

### Health, Recreation & Human Services (HRH)

The focus of the HRH cluster is for students to develop and apply important knowledge, skills and attitudes so they can provide care and services for individuals and groups in a variety of industries, such as health care, recreation, cosmetology, the food industry and the legal system.

### Media, Design & Communication Arts (MDC)

The focus of the MDC cluster is for students to develop and apply important knowledge, skills and attitudes so they can provide well designed and aesthetically effective communication solutions.

### Natural Resources (NAT)

The focus of the NAT cluster is for students to develop and apply the knowledge, skills and attitudes to work individually and collectively, as private citizens and as members of the work force, toward the conservation and responsible use of energy and natural resources.

### Trades, Manufacturing & Transportation (TMT)

The focus of the TMT cluster is for students to develop and apply important knowledge, skills and attitudes relative to the manufacture and assembly of products from individual components and the processing of raw materials into products.

### CTS courses are taught in modules and are designated with a number

- 1 - introductory level
- 2 - intermediate level
- 3 - advanced level

A student will earn one credit for each module.

Advanced modules can be used for admission to select post-secondary institutions.

## CTS COURSES AND FEES

*Please note that CTS courses have varying amounts of school fees attached to them so that we may run rigorous and relevant programming and hands-on learning experience. We endeavor to provide exceptional programs and student fees play a role in our ability to do so. These fees go towards transportation, community facility bookings, guest speakers, classroom resources for hands-on activities, and other consumables (materials students use).*

## Career & Technology Studies - CTS (continued)

### Sports Medicine

#### **Sports Medicine 15** (5 credits) Recommended Prerequisites: 65% in Science 9

The purpose of the SM 15 course is to Provide students with an opportunity to learn about sport injuries, first aid care and professions related to sports medicine.

The course will also include anatomy and physiology material.

Furthermore, students will become familiar with the prevention, care and rehabilitation of athletic injuries.

Students will be certified in Standard First Aid CPR-C by a certified First Aid instructor. Approximately \$75.00 of the \$95.00 course fee goes toward this valuable certification.

1 credit modules:

- HSS 1010 - Health Services Foundations
- REC 1020 - Injury Management I
- HCS 2020 - First Aid/CPR with AED
- HCS 1050 - Musculoskeletal System
- HCS 1080 - Cardiovascular System



#### **Sports Medicine 25** (5 credits)

Mandatory Prerequisite: Sports Medicine 15

The purpose of the SM 25 course is to prepare prospective student trainers with a basic understanding in the area of prevention and immediate care of athletic injuries.

The course will also include study components with the body, prevention, assessment and treatment of injuries.

Furthermore, students will understand basic taping principles and apply them to specific injuries.

Students will also apply theory learned in class to lab situations.

1 credit modules:

- REC 1030 - Technical Foundations for Injury Management
- CCS 2040 - Integrative Health
- REC 2020 - Injury Management 2
- HCS 2120 - Pain and Pain Management
- REC 2030 - Anatomy of Joints

#### **Sports Medicine 35** (5 credits)

Mandatory Prerequisite: Sports Medicine 25

Sports Medicine 35 is a unique course and the final step in the Sports Medicine progression of courses.

Sports Medicine 35 students will be applying knowledge gained with anatomy and injuries from SM 15/25 and apply them to a series of student directed projects.

Students will be working independently with a series of balanced and checks to ensure students are using their time effectively.

In-depth analysis and discussion on issues in sport that are prevalent in our current national and international sporting culture.

1 credit modules:

- REC 3020 - Injury Management III
- HCS 1070 - Respiratory System
- HSS 3020 - Mental Health and Wellness
- REC 2910 - REC Project B
- HCS 1910 - HCS Project A

## Career & Technology Studies - CTS (continued)

### Sports Performance

**Sports Performance 15** (5 credits) Course open to Grade 10, 11 & 12 students  
Recommended Prerequisites 65% in both Science 9 or Science 10

**There will not be a Sports Performance 25 or 35 course offered in 2022-2023.**

Sports Performance is 50% theory and 50% activity based.

Sports Performance will provide students opportunities to learn components of athletic development as it relates to improving performance in sport.

Students will explore and learn about strength training, personal fitness plans, nutrition, sport psychology and experience group exercise activities.

Daily attendance and a commitment to participation and classroom theory is crucial to being successful in this unique class. At times, students will experience rigorous activity as we apply classroom theory to actual physical activity.

1 Credit Modules:

- REC 1040 - Foundation for Training I
- REC 1050 - Sports Psychology I
- REC 2010 - Nutrition for Rec Activities and sport
- REC 1045 - Group Exercise Trends
- REC 1910 - REC Project A



### Construction Technologies (up to 5 credits)

Our Construction Technologies program allows our students to investigate and develop important knowledge, skills and attitudes relative to the design, construction and maintenance of buildings and other related products. Students are provided with a broad base of relative theory and practice that builds daily living and career-specific skills. Successful completion of modules in this strand is intended to provide students with the skills and experience required for entry-level employment or for pursuing post-secondary education in the field of carpentry.

- This course focuses on a "hands on" approach. Students will have the opportunity to work with hand and power tools to construct projects in order to complete each module.
- Students will safely transform common wood materials into useful products.
- Students will have the opportunity to take home the projects created within the program.

**Areas of study include:**

- Safety (General & Machine Specific)
- Project Planning and Drafting
- Building Construction
- Cabinet Making

**Introductory, Intermediate and Advanced Sections of this class will be offered each year.**

### Food Studies (up to 5 credits)

Whether you are an up and coming Top Chef and want to learn to cook for a career or simply want to learn how to cook for life, Food Studies has something for you. The Career & Technology Studies (CTS) curriculum focuses on all aspects of meal preparation. Areas of study include a variety of food related courses such as: Food Safety, Contemporary Baking, Snacks and Appetizers, Canadian Heritage Foods, Meal Planning, International Cuisine, Bread Products, Dairy Products, as well as Soups and Sauces.

Food Studies is comprised of two levels: Intermediate and Advanced. Each level consists of five different modules that will be completed in the span of the quarter. All levels of the course provide plenty of hands on experience in a modern kitchen setting with lots of opportunity to try many nutritious and delicious recipes.

For those students with a particular passion for cooking and perhaps are considering working in the industry, Registered Apprenticeship Program (RAP) is available for students interested in exploring a culinary career. These students will have the opportunity to qualify for scholarships, reduced tuition fees and job opportunities. If participating in RAP is something that you think you may be interested in, please contact: Mr. Boschee (Holy Spirit Off-Campus Coordinator) or Mrs. Gurr (Career Practitioner).

## Career & Technology Studies - CTS (continued)

### Welding and Fabrication (Up to 5 credits)

Do you like working with your hands? Are you creative? Have you always wanted to try welding? Have you always wanted to build things out of metal? Do you scroll Pinterest looking at projects to build? Are the trades a possible career path for you, but you want to try a few out first before you commit? If you answered “yes” to **any** of these questions, this course is for you! Throughout the quarter we will dive into the basics of welding and fabrication including project design and production. We will tour different manufacturing facilities to see where these trades can take you. Ultimately, you will gain experience in these areas and have fun while you do it! This course will provide students with up to five CTS credits and will be housed at Campus West.

### 3D Digital Design: Games and Fabrication (up to 5 credits)

This class is designed as two streams. Students can decide to do **all** programming using Visual Studio to create Windows-based games applications.

Students will start off using Visual Basic to create an application similar to basic calculators. Students will try to create simple games using C++ (or something similar). They can then decide to do **all** digital design fabrication. Students will use CAD programs like Fusion 360 and AutoCAD to: create, design and draw a 3D part. Students will then learn to program this part for fabrication either via 3D printing or CNC milling. Students will create, design and draw a house plan **or** an architectural drawing, (there may be an opportunity for students to try a little of both).

Intermediate level students will try out programming using the Arduino or Raspberry PI boards to create some simple robotic controls.

Recommended modules:

CSE1110 Structured Programming 1  
CSE1120 Structured Programming 2  
CSE2110 Procedural Programming 1  
CSE3120 Object-Oriented Programming 1  
CSE1240 Robotics Programming I  
CSE2240 Robotics Programming 2  
CSE3240 Robotics Programming 3  
CSEI910 CSE Project A

CSE2910 CSE Project B  
CSE2920 CSE Project C  
DES1020 The Design Process  
DES1040 3D Design I  
DES1050: CAD 1  
DES2055: CAD 2  
DES1910 Des Project A  
DES2910 Des Project B



### Maker Lab Space

***Please note that students who select both Welding and 3D Digital Design will have the opportunity to be enrolled in the Maker Lab Space. Students would need to rank Welding and 3D Digital Design as their 1st and 2nd choices for CTS programming.***

### Welcome to MAKER!!

Do you like to create? Would you consider yourself a “maker”? Are you an innovative person who loves using their creativity to solve problems and develop new things? Do you surf Pinterest looking at all the cool DIY projects? Do you like working with technology? This class is for you!

The definition of a Maker Space is: a place in which people with shared interests can gather to work on projects while sharing ideas, equipment, and knowledge. This is **exactly** what we are aiming to achieve with this class! Guided by your passions, we will seek to design fun projects and meet certain needs by using multiple technologies and processes including CAD/CAM/CNC, electronics, robotics, welding, textiles, fabrication, 3D Printing, and many others. Our innovative and collaborative environment will ensure no one is alone in their pursuits, but that all are part of a larger team seeking a greater good.

Once you decide on a project, you will have the opportunity to take that project from a design concept to the finished product by the end of the quarter. The sky really is the limit of possibilities within this class! Welcome to Maker!



## Career & Technology Studies - CTS (continued)

### Introduction to Trades

Our Intro to Trades program is a hands-on course designed to expose students to the wide world of trades that will be available to them upon entering the workforce. Students will not only get hands-on experience in a multitude of trades including plumbing, electrical, roofing, flooring, hvac, automotive and many others (depending on the ongoing major-project), but they will also have the opportunity to hear from and converse with local entrepreneurs, trade professionals and business owners throughout the quarter via weekly guest-lectures in class.

This course is an excellent opportunity to explore opportunities in exciting industries that are poised for major growth over the coming years. This course also acts as a great first step towards the Registered Apprentices Program (RAP) where students gain credits while working a paying job in the trade of their choice. For more information on this, ask the teacher or contact the Career Center.

### Studio Photography and Publication (up to 5 credits)

Studio Photography and Publication is up to 5 credit CTS course that will concentrate on the technical side of photography and publication. This class will be open to all grade levels. It will suit students who want to learn the techniques of using a DSLR camera right from the studio to post production, to publication and to print. The focus of the course will be on the technical use of the camera, lenses, aperture, shutter, lighting, setup and so much more than just the point-and-shoot cameras.

In the advanced level, students will be working on creating a portfolio via project based assignments. They will be allowed to choose their own topics of interest.

Recommended modules, but not limited to:

COM1005 – Visual Composition

COM1205 – Photography – Introduction

COM1215 – Photography – Exposure

COM1275 – Photography \_ Digital Processing 1

COM2205 – Photography \_ Communication

COM2205 – Photography – Composition

COM2235 – Photography – Lenses

COM3215 – Photo Journalism

COM3205 – Photography – Lighting

COM3225 – Photography – Colour

COM3245 – Photography \_ Outdoor

COM3275 – Photography \_ Digital Processing 2

COM3235 – Black & White Techniques

COM1910 – Project A

COM2910 – Project B COM2920 – Project C

### New Media (up to 5 credits)

Do you love Photoshop, Premiere or After Effects? Want to be a designer, filmmaker, animator or photographer? Then you should check out New Media!

One of the fastest growing industries in the world, New Media gives you a head-start in careers like film, animation, fashion, design and gaming. Students learn the Adobe Suite while working both collaboratively and independently to design, develop and create a wide scope of projects. The course content is presented in an inquiry-based (rather than tutorial-based) classroom learning environment and exploration, innovation, and collaboration with peers are key!

Catholic Central's state-of-the-art New Media lab features sound-proofed Audio Suites, a separate green screen room, and various professional-grade software and hardware. Class projects are tailored to individual interests and students create portfolios of their finished work to use in the future.

If you love making online content, then this class is for you!



## Career & Technology Studies - CTS (continued)

### Business and Entrepreneurship (up to 5 credits)

The class will operate all aspects of a small business in the form of a custom clothing and apparel company. Students will be provided opportunities to be a part of running a business and playing the role of an entrepreneur. Students will take in orders, design, and decorate apparel, invoice customers, and study “the bottom line” in terms of profit vs. loss. All students will create a personal project and fulfill occasional community projects in addition to the in house orders from various departments at CCH. Business operations will include advertising, finance, ordering, production, delivery and customer service. The students will have the opportunity to experience entrepreneurship and business in a variety of ways. Students will earn credits completing modules from many of these CTS strands depending on the project. CCH will give students real world experience focusing on the Entrepreneurial Spirit pillar of the new Alberta Education Framework for Student Learning.

### Pre-Engineering & Introduction to Trades Program (up to 5 credits)

Our Pre-Engineering program offers a hands-on experience to students in a wide range of engineering technologies using industrial quality equipment and software that prepares them for a successful post-secondary education. Additionally, students will have the opportunity to explore current and exciting career paths in technology and engineering, as well as the Trades. The Pre-Engineering program uses a unique blend of project-based team learning experiences combined with individualized learning formats for technical skill development.

#### Modular Learning:

- With a partner, students will navigate through a series of modules in the lab.
- Each of these modules is set-up to represent a major sector of the engineering field.
- Curriculum for these modules is presented through a variety of multimedia, text, virtual and hands-on based learning.
- Students have the flexibility to choose their areas of interest.

#### Module Topics include the following:

- 3-D Modelling / 3-D Printing
- Robotics
- CAD/ CAM
- CNC Machines
- Electrical Circuits
- Residential Wiring
- Pneumatics / Hydraulics
- Manufacturing Processes
- Mechanical Drives
- Structural Design
- Thermal Systems



#### Team-Based Project Skills:

- Students learn how to work in design teams and solve real world problems through team-based projects while supporting project-related curriculum.
- Students work with their teams to complete a series of mini design and logic-based competitions to prepare them for their Master projects.
- Collaboration of individual skills, allow teams to work together to research, design, and fabricate their master projects.

#### Team-Based Master Projects Include:

- Automated Hydraulic/Pneumatic **Can Crusher**
- Single Person **Hovercraft**





## Career & Technology Studies - CTS (continued)

### Forensic Science 25/35 (3 credits at each level)

Forensic science is the application of scientific principles, methods, and technologies for the purpose of solving debates including legal proceedings. Through the study of forensic science, students are given the opportunity to explore how scientific concepts from a variety of disciplines (biology, chemistry, and physics) apply specifically to this unique field. This course will promote the importance of scientific literacy and problem-solving techniques. This class is recommended for Grade 11 and 12 students interested in pursuing careers in Criminal Justice or Psychology. Please note that Science 10 is a prerequisite for Forensic Science 25.

Due to the graphic nature of this course material and its basis on real events, this course may not be suitable for everyone. Both **Introductory Forensic Science 25** and **Forensic Science 35** deals with mature subject matter such as crimes involving varying degrees of injury and/or death. Students must be able to discuss forensic criminal cases in an objective manner, while being sensitive and respectful toward, the negative impact of that crime. Please note that Science 10 is a prerequisite for Forensic Science 25.

#### Overview

##### Introduction to Crime Scenes (FS25)

Types of Evidence and Fingerprint Analysis

Trace Evidence, Body Fluid Evidence, Forensic Detection of Impaired Driving,  
Polygraphing and Document Analysis, Forensic Genetics

##### Forensics 35 has six modules

Forensic Toxicology, Law Enforcement Equipment, Arson and Explosives, Forensic Ballistics,  
Criminal Profiling, Forensic Anthropology and Forensic Entomology

## Fine Arts

### Art

#### Art 10 (3/4/5 credits) (no prerequisites)

This program introduces the students to the language, various media, techniques and social function of art, while developing solid fundamental skills. Students are encouraged to create objects and images that place an emphasis on their understanding of how to produce original works of art.



#### Art 20 (3/4/5 credits) (prerequisite: Art 10)

This studio-based program introduces students to the concepts and skills needed to investigate the art-making process. Students will endeavor to create original works of art while examining exactly what is art, and the role of art and artists within society. The focus of this program is to promote the individual “voice” of the student artist.

#### Art 30 (5 credits) (prerequisite: Art 20)

This studio-based program offers a unique Problem-Based Learning approach to art education. Students will create original works of art by responding to a series of inquiry-based conceptual elements that are designed to heighten their awareness of why we promote professional art production. The focus of this program is to refine personal artistic intention and to provide a solid foundation for students who may wish to pursue post-secondary opportunities in art.

#### Portfolio Art 35 (3/5 credits) (prerequisite: Art 30)

Portfolio Art 35 is designed for students who are interested in continuing their studies of Art at a post-secondary level.

This is a student-directed, individualized studio art program that will allow students to create their own unique works of art and then utilize them in an attractive and functional online portfolio.

#### Studio Art 35 (3 credits) (prerequisite: Art 30)

Studio Art 35 is a course designed for art students who are interested in a serious pursuit of art and will provide the student with additional time and studio space to develop quality art pieces for post-secondary requirements. Students engage in research and work on an individual basis to determine the direction their own creativity might take them.

## Fine Arts (continued)

### Drama

#### **Drama 10** (3/4/5 credits) (no prerequisite)

An introductory course that features instruction in beginning levels of speech, movement, improvisation, theatre studies and a minimum of two technical theatre design modules from lighting, costume, make-up, sound, set and properties. Each quarter, the class produces a final project that features students in all aspects of a production showcasing the term's learning. Evaluation will be on the basis of teacher observation, projects, assignments and objective testing.

#### **Drama 20** (3/4/5 credits) (prerequisite: Drama 10 – minimum of 55%)

An advanced course that builds on the skills introduced in Drama 10, featuring instruction in advanced levels of speech, movement, improvisation and beginning skills in acting, theatre/design and playwriting. This class runs in conjunction with Drama 30 and culminates the year with a student written or chosen production featuring students in all aspects of the production. Evaluation will be on the basis of performance assessment and objective testing.

#### **Drama 30** (5 credits) (prerequisite: Drama 20 - 55%)

An intensive course that expects advanced explorations in script work and acting skills as well as continued development of theatre studies, playwriting and directing that prepare students for and introduces them to post-secondary study. This course runs in conjunction with Drama 20 and students work together to create and produce a play which features their skills in all aspects of the show at the end of the course. Evaluation will be based on performance assessment and objective testing.

### Music

#### **Concert Choir (Choral Music 10/20/30)**

Singers in this course make up our CCH Concert Choir. The performance oriented group is meant to help singers improve as vocalists and as members of an ensemble by focusing on vocal technique, musicality, theory, ear training, and sight singing. Students will study a wide variety of musical styles and repertoire in order to develop their skills as musicians. No experience is required, just those that are willing to participate and learn new skills!

\*Typically, this course is offered as an option off the timetable (Flex and/or Block 5)

#### **Show Choir (Chamber Choir 15/25/35)**

Singers in this course make up our CCH Show Choir. In this treble ensemble, students will study a variety of musical styles and repertoire to develop their skills as musicians and performers. Students wishing to participate in the Show Choir must also be members of the CCH Concert Choir.

\*Typically, this course is offered as an option off the timetable (Block 5)

#### **Concert Band (Instrumental Music 10/20/30)**

This is a performance oriented class for woodwind, brass and percussion, where students study a wide range of musical styles and repertoire in order to develop their skills as musicians and as part of an ensemble. Through the study and performance of band literature and music theory, students will increase technical skills and gain competence in performing and appreciating music as an artistic form of expression.

\*Typically, this course is offered as an option off the timetable (Morning, Flex and/or Block 5)

#### **Other potential areas for music development (currently in planning stages)**

#### **Strings (Guitar & Ukulele)**

The CCH Guitar program is designed for guitarists of all levels and covers reading and playing notes, chord techniques including both open and barre chord styles, fingerpicking and strumming techniques, and the exploration of various musical styles from classical to rock. The opportunity to expand your musical experience is also available to those interested in singing or playing bass guitar, drums, and keyboard. The ability to play guitar is a skill you will use for the rest of your life. Don't miss out. No experience is required for Guitar 15.

\*This course may be offered as an option on or off the timetable.

### Theatre

#### **Musical Theatre 15/25/35** (5 credits)

This course presents an integrated study of drama, dance, and vocal music in rehearsal and production, culminating in a series of performances. A formal audition is required. To earn credits, students in the cast will be part of the school's musical and commit to the process of attending rehearsals for acting, dancing, and singing over the course of the production, performing in their role during the run of the production, and participating in other behind-the-scenes requirements. Students will also complete journal reflections over the course of the production and be responsible for keeping detailed notes about their role, including notations of blocking, characterization, choreography, and singing. The course generally runs after school in quarters two and three every day.

## Custom or Locally Developed Courses

**Music by Private Study** - It is also possible to gain credits for music by private study. Contact a Guidance Counsellor for more information.

### **General Psychology & Sociology 20** (3 credits each) (No prerequisite)

The sections of this course represent an historical overview of psychology and sociology and the varied applications of the sciences to our everyday lives. Students will study principles of learning, memory, the various roles people play in their daily lives, and the impact of emotion on behaviour, as well as the roles that individuals play in society and culture.

### **Abnormal and Personal Psychology** (3 credits each)

This course consists of two modules. The focus of Personal Psychology includes personality theories, heredity vs. environment, and biology and behavior. The Abnormal Psychology module content is based on views of abnormality, causal factors, types of disorders, as well as assessment, prevention, and treatment.

**It is recommended, but not required, that General Psychology & Sociology 20 be completed before enrolling in this course.**

### **Special Projects 10/20/30**

Students may earn high school credits for planning and carrying out special projects of an educational nature to a maximum of five Special Project Credits per grade.

**Note:** Special Projects 30 can only be taken for 5 credits.

Such projects must conform to guidelines set by Alberta Education and must be approved by the Mrs. Polec. The aim is to encourage students to become involved in the selection, planning and organization of activities not within the scope of the regular curriculum. Students will be responsible for obtaining materials needed for special projects at their own expense. Details may be obtained in the office.

## Second Languages & Culture Courses

### **Aboriginal Studies 10**

Aboriginal Studies 10 is a provincial course suitable for all students in Alberta schools. The course is based on perspectives and worldviews of Aboriginal peoples. It includes the study of traditions and history of Aboriginal peoples in Canada, and particularly in Alberta. Student learning outcomes provide opportunities to examine such topics as governmental structures, literature, the arts and the sciences.

The four themes in Aboriginal Studies 10 are:

- Origin and Settlement Patterns
- Aboriginal Worldviews
- Political and Economic Organization
- Aboriginal Symbolism and Expression.

### **Aboriginal Studies 20**

Aboriginal Studies 20 is a provincial course suitable for all students in Alberta schools. The course focuses on Indigenous people from a Canadian and Alberta perspective. It includes the study of policies, legislation, conflict and cultural change.

The four themes in Aboriginal Studies 20 are:

- The Métis: Conflict and Cultural Change
- Treaties and Cultural Change
- Legislation, Policies and Cultural Change
- Schooling and Cultural Change.

### **Aboriginal Studies 30**

Aboriginal Studies 30 is a provincial course suitable for all students in Alberta schools. Students will gain a greater understanding of the current issues facing Aboriginal peoples worldwide. Aboriginal Studies 30 enables students to demonstrate an understanding of the issues of Aboriginal rights and self-government, Aboriginal land claims, Aboriginal peoples in Canadian society and Aboriginal world issues.

The four themes in Aboriginal Studies 30 are:

- Aboriginal Rights and Self-government
- Aboriginal Land Claims
- Aboriginal Peoples in Canadian Society
- Aboriginal World Issues.

## Second Languages & Culture Courses

### **French as a Second Language** (5 credits)

The FSL program is based on “Communicative Proficiency Levels.” Students entering grade 10 from the Junior High School French as a second language program will begin in the FSL 10 class and proceed to FSL 20 in grade 11 and FSL 30 in grade 12. The components of each proficiency level include communication (listening and speaking, reading and writing), experiences and culture. Topics of study include daily tasks and activities, as well as a study of French language and culture locally, within Canada, and internationally. Students taking FSL at Catholic Central should have a minimum of 2-3 years of French as a Second Language in Elementary and/or Junior High School.

### **Japanese - Language and Culture 10, 20, 30 (3Y)** (5 credits)

A major world cultural asset is Japan. With the emergence of Japan as a new world leader in trade, science, technology and investment, its interaction with the rest of the world is increasing. Japan has a long and illustrious past but also has the repository of a wealth of tradition in the arts, history, religion, sports and other cultural areas. Japan continues to make significant contributions to world culture and is also expanding its role in world politics. Thus, there is a growing need for us to communicate and function in Japanese cultural settings as they compete and interact in a variety of travel, education, leisure, political and job-related contexts. The Japanese Language and Culture 10-3Y and 20-3Y courses answer this need. The program integrates knowledge, skills and subject material to give students the abilities and attitudes necessary to communicate in Japanese. These courses focus on developing fundamental Japanese language skills and cultural awareness in order for students to be able to apply their linguistic competency in various situations and communication models.

### **Spanish 10, 20, 30-3Y** (5 credits) (prerequisite Spanish 10 - none) (prerequisite Spanish 20 - minimum 50% in Spanish 10) (prerequisite Spanish 30 - minimum 50% in Spanish 20)

Spanish is truly a world language, spoken by more than a quarter of a billion people in over 22 countries. Learning Spanish is useful because many employers are now hiring employees with a second language and because people are going abroad more frequently to visit or to work. The Spanish 10, 20, 30 programs are designed to introduce students to Spanish and Hispanic cultures and customs. In all three levels of Spanish the students will read, write, speak, listen, view and represent the language.

They will also:

- use Spanish in a variety of situations for a variety of purposes
- use Spanish effectively and competently
- acquire the knowledge, skills and attitudes to be effective global citizens
- use various strategies to maximize the effectiveness of learning and communication

## Post Secondary Learning

Learning opportunities beyond senior high school include: university college, technical institutes, apprenticeships, technical training programs and on-the-job training. At each senior high school grade level, students select courses to meet graduation requirements and build toward their future plans for further education and work/career goals. A senior high school diploma does not guarantee entrance into post-secondary programs. School staff are available to assist students in applying to post-secondary institutions. Students are responsible for becoming aware of post-secondary entrance requirements, application procedures and deadlines.



## Contacts

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## ***Important Dates 2024-2025***

January 15	Registration for 2024-2025 school year opens for all HS4 students.
February 1	Registration for all new students to HS4.
February 7 & 8	Parent information evenings for new and grade 9 students.
February 12 - 16	Grade 9 Course Selection at schools.
February 26 - March 8	Next Year Grade 11 & 12 Course Selection
March 15	Registration For All Grades Due
<b>Link for Registration</b>	<b><a href="https://www.holyspirit.ab.ca/schools/registration">https://www.holyspirit.ab.ca/schools/registration</a></b>

**Please check our website at  
[www.cch.holyspirit.ab.ca](http://www.cch.holyspirit.ab.ca) for  
August dates and school opening information.  
Follow us on Twitter and Instagram.**

**Cougar Core Covenants**

**Passion** - a sincere love for the sport

**Selflessness** - a team attitude

**Fun** - a sense of enjoyment every time the team gathers

## Alexander Rutherford Scholarship

Students can earn a maximum of \$2500 toward their post-secondary education through Alexander Rutherford Scholarships when they enrol in post-secondary. A list of the approved subjects at each grade level is found in the chart below.

### COURSE REQUIREMENTS

Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>Average of 75% to 79.9% in 5 subjects - \$300</li> <li>Average 80% or higher in 5 subjects - \$400</li> </ul>	<ul style="list-style-type: none"> <li>Average of 75% to 79.9% in 5 subjects - \$500.00</li> <li>Average 80% or higher in 5 subjects - \$800.00</li> </ul>	<ul style="list-style-type: none"> <li>Average of 75% to 79.9% in 5 subjects - \$700.00</li> <li>Average 80% or higher in 5 subjects - \$1,300.00</li> </ul>
<b>One of:</b> <ul style="list-style-type: none"> <li>English Language Arts 10-1, 10-2</li> <li>Français 10, 13 or 10-2</li> </ul>	<b>One of:</b> <ul style="list-style-type: none"> <li>English 20-1, 20-2</li> <li>Français 20, 23 or 20-2</li> </ul>	<b>One of:</b> <ul style="list-style-type: none"> <li>English 30-1, 30-2</li> <li>Français 30, 30-2</li> </ul>
<b>At least two of:</b> <ul style="list-style-type: none"> <li>Mathematics 10C</li> <li>Science 10</li> <li>Social Studies 10, 10-1 or 10-2</li> <li>A language other than one used above in Grade 10</li> </ul>	<b>At least two of:</b> <ul style="list-style-type: none"> <li>Mathematics 20-1 or 20-2</li> <li>Chemistry 20</li> <li>Physics 20</li> <li>Science 20</li> <li>Biology 20</li> <li>Social Studies 20-1 or 20-2</li> <li>A language other than the one used above at the Grade 11 level</li> </ul>	<b>At least two of:</b> <ul style="list-style-type: none"> <li>Mathematics 30-1, 30-2 or 31</li> <li>Science 30</li> <li>Biology 30</li> <li>Chemistry 30</li> <li>Physics 30</li> <li>Social Studies 30-1, or 30-2</li> <li>A language other than the one used above at the Grade 12 level</li> </ul>
<b>Any two courses</b> with a minimum three credit value at the Grade 10 level (1000 or 4000 series) including those listed above and combined introductory CTS courses.	<b>Any two courses</b> with a minimum three credit value at the Grade 11 level (2000 or 5000 series) including those listed above and combined intermediate CTS courses.	<b>Any two courses</b> with a minimum three credit value at the Grade 12 level (3000, 6000 or 9000 series) including those listed above and combined advanced CTS courses.
<b>CTS Courses:</b> Three 1-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: <ul style="list-style-type: none"> <li>all courses must be from the same level e.g. Introductory, Intermediate or Advanced,</li> <li>courses can be from different streams or subject area, e.g. computer courses with welding courses, and</li> <li>marks will be averaged at the appropriate level.</li> </ul>		<b>Note:</b> <ul style="list-style-type: none"> <li>French and Français are not the same course, and are not interchangeable,</li> <li>A course cannot be repeated after a higher level course has been taken in the same sequence,</li> <li>Averages are not rounded up for scholarship purposes,</li> <li>The value of the scholarship is calculated on the overall average in 5 designated courses as listed under each grade level,</li> <li>All courses listed on an official Alberta Transcript of High School</li> <li>Achievement are acceptable (excludes Driver's Education), and only marks obtained before the start of post-secondary study can be used,</li> <li>Courses with a "Pass" on a high school transcript are equivalent to a 50% mark,</li> <li>CALM course can be taken in any grade, but the final mark will be calculated in Grade 11.</li> </ul>