

HARRY AINLAY HIGH SCHOOL
2011 – 2012

COURSE DESCRIPTION BOOKLET



“In Omnibus Excelsior” – in all things excellence

2011 – 2012

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GENERAL INFORMATION

*This booklet helps you plan your years at Harry Ainlay High School.
You must choose the appropriate courses within your range of ability and interests.
You must also aim to complete your high school diploma successfully in three years.*

HIGH SCHOOL DIPLOMA

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

100 credits minimum and include the following:

- **English Language Arts** – 30 Level
 - English Language Arts 30-1 or 30-2
- **Social Studies** – 30 Level
 - Social Studies 30-1 or 30-2
- **Mathematics** – 20 Level
 - Pure Mathematics 20, Applied Mathematics 20 or Mathematics 24
- **Science** – 20 Level
 - Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20
- **Physical Education** 10 (minimum 3 credits)
- **Career and Life Management** 20 (3 credits)
- **10 Credits in any combination from:**
 - Career and Technology Studies (CTS)
 - Fine Arts
 - Second Languages
 - Physical Education 20 and/or 30
 - Locally developed/acquired and locally authorized courses in CTS, Fine Arts or Second Languages
 - Two 35-level courses from any trade in the Registered Apprenticeship Program
- **10 credits in any 30-Level Courses – In addition to a 30-level English Language Arts and a 30-level Social Studies course:**
 - Locally Developed/Acquired and Locally Authorized Courses
 - 3000 Series; Advanced Level in Career and Technology Studies Courses
 - 35-level Work Experience
 - Two 35-level courses from any trade in the Registered Apprenticeship Program

Credits are earned with a minimum mark of 50% in a course.

THREE YEAR HIGH SCHOOL

Grade 10 students are advised that their registration will be limited to three years in an Edmonton Public High School. If students require a fourth or fifth year to complete their high school programs, they will be required to attend Centre High School operated by Metro Community College.

CREDIT SYSTEM

Each high school course is assigned a credit value based upon access to the number of hours of instruction below:

1 credit	25 hours of instruction or 1 module
3 credits	75 hours of instruction or a half course
5 credits	125 hours of instruction or a full course

COURSE NUMBERING SYSTEM

Grade 10	Course numbers begin with the number 1 <i>e.g. English 10-1, Design Studies 10</i>
Grade 11	Course numbers begin with the number 2 <i>e.g. English 20-1, Pure Mathematics 20, Foods 20</i>
Grade 12	Course numbers begin with the number 3 <i>e.g. English 30-1, Pure Mathematics 30, Computer Technology 30</i>

GRADING SYSTEM

A	80% - 100%	Credits awarded in all subjects
B	65% - 79%	Credits awarded in all subjects
C	50% - 64%	Credits awarded in all subjects
F	0% - 49%	No credits awarded

INSTRUCTIONAL FOCUS

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

“In Omnibus Excelsior” – in all things excellence

CHARACTER EDUCATION AT HARRY AINLAY CHARACTER COUNTS!

This initiative recognizes and brings to the forefront the virtues that develop and nurture kind, caring and responsible citizens. It has become a large community venture to help make these positive connections.

At Harry Ainlay, we focus on six virtues: respect, responsibility, honesty, forgiveness, fairness and integrity. Throughout the year we highlight these virtues through discussion, daily quotations, teachable moments and modeling acceptable behaviors.

Harry Ainlay Titans “do the right thing even when no one is looking”.

STUDENT SERVICES & CAREER CENTRE

At Harry Ainlay High School we help our students make meaningful career connections. With this priority in mind, we opened a new Career Centre in Spring 2010 dedicated to empowering every student to achieve academic and career success, social growth and personal wellness. The Career Centre is home to both counselors and Work Experience/RAP coordinators.

The work of the counsellors falls into three main categories:

1. Educational Counselling

- registration and orientation of new students
- appropriate course selection
- high school diploma requirements.

2. Post-Secondary and Career Counselling

- career interest inventories (www.alis.gov.ab.ca and www.careercruising.com)
- A.C.T. Now! (Ainlay Career Thursdays)
- information about universities, colleges and technical schools
- transcripts, scholarship information and applications.

3. Personal Counselling

- personal health and safety
- family and peer relations including conflict management
- responsible decision-making.

Work Experience/RAP Coordinators facilitate vital career related programming:

1. Off-campus opportunities

- on the job learning and experience
- volunteer and paid placements for high school credits
- Work Experience, Health Internship Program and Register Apprenticeship Program (RAP)
- For more information, see Work Experience or RAP coordinators in the Career Centre.

2. Work Experience

- qualify if you have a part-time job or volunteer at a specific location
- minimum of 75 hours required for 3 credits
- apply each school year (including summers)
- earn up to 15 credits towards your high school diploma.

3. Health Internship Program

- open to Grad 11 students who are interested in the opportunity to job shadow medical professionals (in medicine, nursing and pharmacy) in hospitals and health centres for six weeks during the summer
- application process begins early in the Grade 11 year
- competitive process – selection is based on character, academics, attendance, references and interests.

4. Registered Apprenticeship Program (RAP)

- students in Grade 10, 11 or the first semester of Grade 12 may register for this program
- RAP allows you to:
 - earn credits towards your high school diploma
 - earn a competitive wage
 - complete the first year of a registered apprenticeship in the skilled trades.
- RAP trades in Alberta include:
 - Automotive/Mechanical – Auto Service Technician, Heavy Equipment Technician/Motorcycle Mechanic, Autobody Painter/Prepper, Parts and Logistics
 - Construction – Carpenter, Bricklayer, Electrician and Glazier
 - Culinary Arts – Chef and Baker
 - Fabrication/Manufacturing: - Pipefitting, Structural Steel and Plate Fitter, Welder, Machinist and Millwright
 - Cosmetology – Hairstylists
 - And many more, see www.tradesecrets.org for more information.

SCHOOL RESOURCE OFFICER

Harry Ainlay High School, and most other high schools in Edmonton, continue to work in partnership with Edmonton Police Services to foster a positive relationship between police officers and students.

A member of the Edmonton Police Service is assigned to assist students in a variety of ways. These services include legal advice and classroom presentations.

This officer’s role is to assist students, to improve police and school communication and to enhance the safety and security of the school environment.

LIBRARY SERVICES

The library program is an integral part of every Harry Ainlay High School student’s education. Through collaborative planning and teaching, Harry Ainlay High School teachers and our teacher librarian stimulate students to become active and independent learners. Library instruction supports the

curriculum and develops initiative, critical thinking and self-reliance. Library staff assists teachers and students with up-to-date information technology, in addition to high-quality traditional formats in all languages of instruction. The library program maintains an up-to-date library web page which provides access to curriculum specific web resources. Classes have access to the library through flexible scheduling. Individual students and teachers may access staff and resources during class (if bookings allow), during breaks and after school hours.

STUDENT COUNCIL EXECUTIVE

This group of representatives organizes special events and activities designed to complement curricular programs and meet student needs. In May, the president is elected. The vice president and Grade 11 and 12 representatives are selected. Grade 10 representatives are selected in the fall.

The officers are:

- President
- Executive Assistant
- Vice President – External Affairs
- Vice President – Internal Affairs
- Vice President – Public Relations
- Vice President – Titan Life

Interviews are used to select Grades 10, 11 and 12 representatives who serve on each of four boards (External, Internal, Public Relations and Titan Life). These boards will also include members from the Class Executive Council. This Council is composed of all interested students, as well as elected homeroom representatives.

STUDENT ACTIVITIES

Co-curricular activities are an important part of life at Harry Ainlay. In addition to clubs and teams, there are many leadership and service opportunities. Student Council membership allows full participation in all of these co-curricular activities.

Throughout the year, various events take place in the Rotunda. In addition to Student Council theme weeks such as Week of the Titans and Christmas Week, there is a Culture Fest highlighting the diversity within our school, Aloha Ainlay, the Junior High Leadership Conference, A Touch of Class and various other activities that add to the fun for all Titans.

Exemplifying Titan Pride and Titan Tradition are the Titan Volleyball and Tri-Provincial Basketball Tournaments. These events develop leadership skills, school spirit and give us the chance to show what Harry Ainlay is all about to Edmonton and much of Canada!

STUDENT ORGANIZATIONS

Harry Ainlay offers a wide variety of experiences through participation in student-organized clubs and events. The

specific clubs in operation during any school year depend upon student interest and the availability of staff advisors. If you would like to start your own club, you must be a Student Council member and complete an application form found in Room 511.

- | | |
|------------------------------------|---|
| • Anime Club | • Improv Team |
| • Ainlay Accessories | • Jazz Choir |
| • Ainlay Book Club | • Link Crew |
| • Amnesty International | • Math Competitions |
| • Awards Board | • Our E.R.A. |
| • Battle of the Bands | • S.O.B.A. |
| • CAPPIES | • School Reach/Smart Ask |
| • Character Connections | • Science Olympics |
| • Citadel Theatre's Students' Club | • Seminar on the United Nations and International Affairs (SUNIA) |
| • Crystal Growing Club | • Symphonic and Jazz Bands |
| • Culture Fest | • Tech Theatre Club |
| • Dance Club | • Titan Athletic Board |
| • Debate and Speech | • Titan Volleyball Tournament |
| • Encounters With Canada | • Titanic |
| • Frankfurt Exchange | • Titans International |
| • Grad | • Titans of the Round Table |
| • High School Model United Nations | • Touch of Class |
| • Hollywood History Club | • Tri-Provincial Basketball Tournament |
| | • Video Team |

TITAN LINK CREW

Titan Link Crew is Harry Ainlay's method of connecting incoming students with current Titans. *Link Crew* provides another leadership opportunity for students. Crews of incoming Grade 10 students are led through activities designed to welcome, enrol, orient and "link" them to Harry Ainlay. Link Crew leaders are Grade 11 or 12 students who attend a training session over the summer and make contact with the incoming Grade 10's to invite them to Orientation Day. Link Crew leaders make follow-up contacts with their crews at various times during the school year to keep the connection current.

INTERSCHOOL ATHLETICS

- intramurals and interschool sports opportunities for all students
- flexible programming for elite athletes
- 281 city championship teams since 1966
- 43 provincial championship teams since 1966
- 2008-2009 City Champions in Men's Golf, Jr. Men's Volleyball, Sr. Men's Volleyball, Badminton, Sr. Men's Basketball, Cheerleading and Sr. Women's Soccer
- 2008-2009 ASAA Provincial Champions in Sr. Men's Volleyball, Badminton, Cheerleading, 12 individual ASAA Provincial Gold medals between the sports of Cross Country, Track & Field, and Wrestling
- 2009-2010 (to date) City Champions in Jr. Women's Volleyball, Jr. Men's Volleyball, Sr. Women's Volleyball, Sr. Football, individual cross country
- 2009-2010 (to date) ASAA Provincial Champions in Sr. Women's Volleyball

The *royal blue, black and white* uniforms of Harry Ainlay have long been symbols of TITAN pride and excellence.

Women's Golf	Junior Women's Basketball
Men's Golf	Junior Men's Basketball
Cross Country Running	Senior Women's Basketball
Junior Football	Senior Men's Basketball
Senior Football	Badminton
Cheer Team	Water Polo
Junior Women's Volleyball	Senior Women's Soccer
Senior Women's Volleyball	Senior Men's Soccer
Junior Men's Volleyball	Junior Men's Soccer
Senior Men's Volleyball	Women's Rugby
Swimming	Men's Rugby
Curling	Men's Handball
Wrestling	Women's Handball
Track & Field – Indoor/Outdoor	

ELITE ATHLETES

Harry Ainlay High School is committed to providing flexible timetabling for those elite athletes who compete at a provincial, national and/or international level. Student athletes who register at Harry Ainlay and identify themselves as elite athletes to their respective assistant principal will work with an Elite Athlete advisor from Student Services. The Elite Athlete advisor will help each student athlete to plan the most flexible school program that is compatible with the demands of their training and competition schedules.

INTRAMURALS

The Harry Ainlay Athletic Council organizes a lunch-hour activities program. Friendly competition is combined with a chance to meet new people, have fun and stay in shape.

PLANNING YOUR TIMETABLE

At Harry Ainlay we believe our students are most successful when they take maximum advantage of the opportunities available to them. To assist students in making the most of their high school years, Harry Ainlay operates on the principle that all students should be full-time students. Grade 10 students are expected to enroll in a full program which is the equivalent of eight full courses. Grade 11 and 12 students must enroll in a minimum of 35 credits or 7 full courses each year.

SUMMER SCHOOL

Harry Ainlay students wishing to register for a Grade 10, 11 or 12 Summer School course for the summer of 2011 must register directly with Metro Continuing Education as has been done in the past. Information regarding courses and fees for Summer School will be available by March 2011.

Summer School is offered to allow students to repeat a course, to take a course that will not fit during the regular school year or to make space for additional courses in the following school

year. Students who attend Summer School will be expected to maintain the required number of credits during the regular school year.

REMEMBER: Grade 10 students are expected to have a full schedule.

ENROLMENT

The 2011-2012 enrolment process for students occurs in April. The course selection is based on student performance-to-date and any Summer School courses the student is registered for at the time. Changes to course selections may be made based upon improved performances identified on the final report card or changes to Summer School registration. All changes to course selections must be made by early July to ensure a proper timetable in September.

ENROLMENT SCHEDULE

Please check SchoolZone for registration information.



**Harry Ainlay Education Planner
Alberta High School Diploma Requirements**



Grade 10

1	English 10-1 OR English 10-2	5
2	Social 10-1 OR Social 10-2	5
3	Science 10 OR Science 14	5
4	Math 10 Common OR Math 10-3	5
5	Phys. Ed 10	3 or 5
6	Option 1	
7	Option 2	
8	Option 3	
9		
10		

Total Gr. 10 Credit = _____

Grade 11

1	English 20-1 OR English 20-2	5
2	Social 20-1 OR Social 20-2	5
3	Biology 20 Chemistry 20 Physics 20 Science 20 Science 24	5
4	Math 20-1 Math 20-2 Math 20-3	5
5	Calm	3
6	Option 1 OR Additional Science	
7	Option 2	
8		
9		
10		

Total Gr. 11 Credits = _____

Grade 12

1	English 30-1 OR English 30-2	5
2	Social 30-1 OR Social 30-2	5
3	30 Level Course	5
4	30 Level Course	5
5	Option 1 OR Additional Science	
6	Option 2	
7		
8		
9		
10		

Total Gr. 12 Credits= _____

**Post Secondary
Requirements**

1	
2	
3	
4	
5	
6	
7	
8	
9	

Career Ideas

- 1 _____
- 2 _____
- 3 _____

Total High School Credits = _____ (100 Minimum)

COURSE DESCRIPTIONS



INTERNATIONAL BACCALAUREATE

What does the International Baccalaureate Program at Harry Ainlay offer?

The IB program at Harry Ainlay is a rigorous, two-year academic enrichment program offered to students who embrace learning and are interested in challenging themselves with content that requires robust critical analytical skills, intellectual curiosity, open-mindedness and risk-taking. The program’s increased depth, breadth and internationally-minded curriculum seeks to develop balanced and knowledgeable global citizens of good character.

The IB program at Harry Ainlay aims to meet the various individual needs of students who want to pursue a post-secondary education. It is a well-established program with particular emphasis on the development of the whole person. A demanding curriculum, dynamic classroom environment, individual instruction, dedicated and creative teachers who seek to deliver high quality learning experiences that relate directly to real life add to the inspiring and well-rounded education offered through the IB program at Harry Ainlay. Finally, the flexible timetabling opens opportunities for the students to pursue extracurricular activities and to become actively involved in the school’s life and culture.

Grade 10 is a pre-IB year. The focus of instruction is on skills that prepare students to enter the IB program in Grade 11 and to complete it successfully. Students can choose to pursue the IB Diploma or IB Certificate route depending on their career goals and academic interests. Both routes can gain advanced placement and university transfer credit for the IB courses completed successfully.

For more detailed information about IB at Harry Ainlay and the value of this program, please visit the IB Program link on www.ainlay.ca or visit www.ibo.org for general information about IB.

Grade 10 – Pre-IB	Grade 11 – IB Diploma	Grade 12 – IB Diploma
English 10-1 pIB	English 20-1 IB	English 30-1 IB
Social Studies (History)10 -1 pIB	World Literature 35IB (3 credits)	Social Studies (History) 30-1 IB
Math 10C pIB	Social Studies (History) 20-1 IB	World History 30 IB(3 credits)
Math 20 pIB	Math 30 IB	Math 31 IB
Science 10 pIB	Biology 20 IB or Physics 20 IB	Biology 30 IB or Physics 30 IB
Physical Education 10 pIB (3 or 5 credits)	Biology 35 IB or Physics 35 IB (3 credits)	Chemistry 30IB
	Chemistry 20IB and Chemistry 35 IB (5 + 3 credits)	Theory of Knowledge 35IB
An International Language: French 10 pIB, FLA 10 pIB for immersion students, German 10 pIB, Japanese 10 pIB or Spanish 10 pIB	An International Language: French 20 IB, FLA 20 IB for immersion students, German 20 IB, Japanese 20 IB or Spanish 20 IB	An International Language: French 30 IB, FLA 30 IB for immersion students, German 30 IB, Japanese 30 IB, or Spanish 30 IB
One 5-credit option (eg. Art 10 pIB, Theatre Arts 10 pIB, Music 10 pIB or a second International language) or any 5-credit CTS course	The classic design for an IB Diploma includes a Fine Arts course: Art 20 IB, Music 20 IB or Theatre Arts 20 IB, <u>or</u> students can also choose a second IB science (20 IB and 35 IB) <u>or</u> a second International Language (20 IB).	The classic design for an IB Diploma includes a Fine Arts course: Art 30 IB, Music 30 IB or Theatre Arts 30 IB, <u>or</u> students can also choose a second IB science (30 IB) <u>or</u> a second International Language (30 IB).
One 3-credit option is also available	One 3-credit option or one 5-credit option may be available	One 5-credit option or two 3-credit options
CALM 20 for pre-IB students (3 credits, by seminar)		

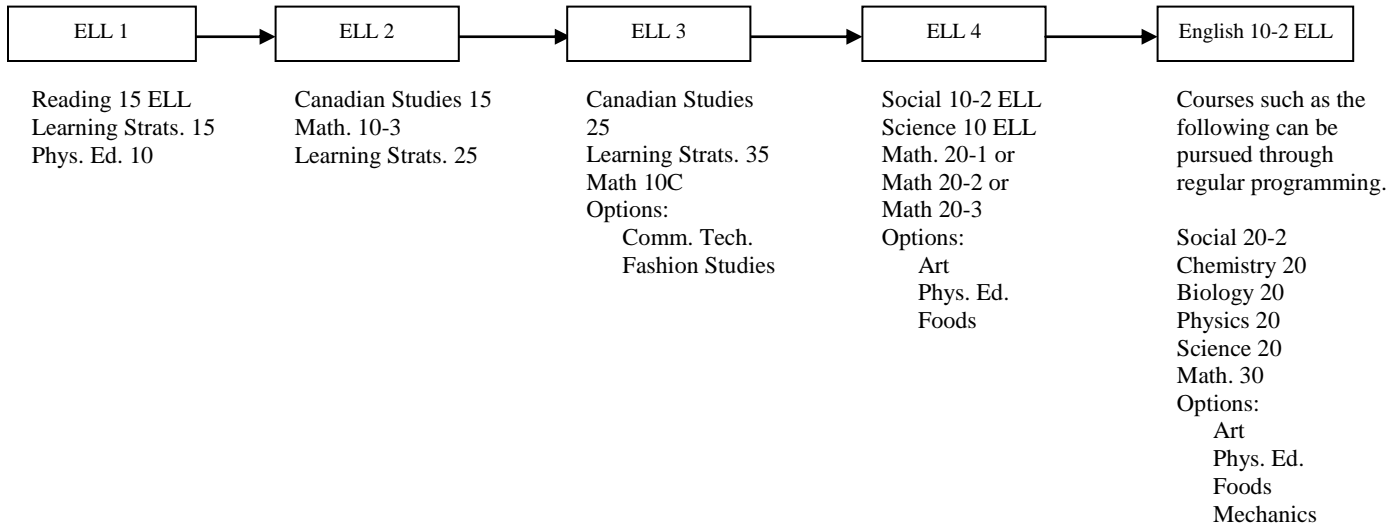
NOTE: There are several other courses which can be studied outside of the regular timetable (e.g., Leadership)

Home Of The Titans - Where Character Counts!

ELL PROGRAM

(English Language Learners)

Students are assessed in mathematics, reading comprehension and writing then placed in the appropriate ELL level based on those results. Upon successful completion of Eng. 10-2 ELL, students are integrated into regular programming.



ELL 1

Through listening, speaking, reading and writing, students learn basic language skills. They learn beginning reading and writing levels and work on vocabulary acquisition, grade level sight words and how to sound out words (decoding skills).

ELL 2

Students at this level learn to talk to each other and participate in classroom discussions. They read simple books on their own, write one or two paragraphs, use punctuation (periods and capitals), and use decoding skills without prompting.

ELL 3

At this level students start to develop their own academic language. They are involved in casual conversations, interviews and discussions. They learn to give oral presentations on research topics, as well as respond to reading with interpretation and reflection (critical thinking skills). They are able to retell and summarize stories they have read. Overall, they are developing both academic and functional vocabulary skills.

ELL 4

Students continue to develop their academic and functional skills in preparation for ELL English 10-2. Students learn to communicate in a wide variety of everyday situations in school. They read a variety of literature and learn to write personal responses to literature. Simple essay writing with a beginning, middle and end is the focus as well.

Canadian Studies 15

Vocabulary development and activities related to Canada.

Canadian Studies 25

Vocabulary development and activities related to Canada. Emphasis is placed on writing skills and using background knowledge.

ELL Science 10

Academic vocabulary and language development are the focus along with the Science 10 curriculum.

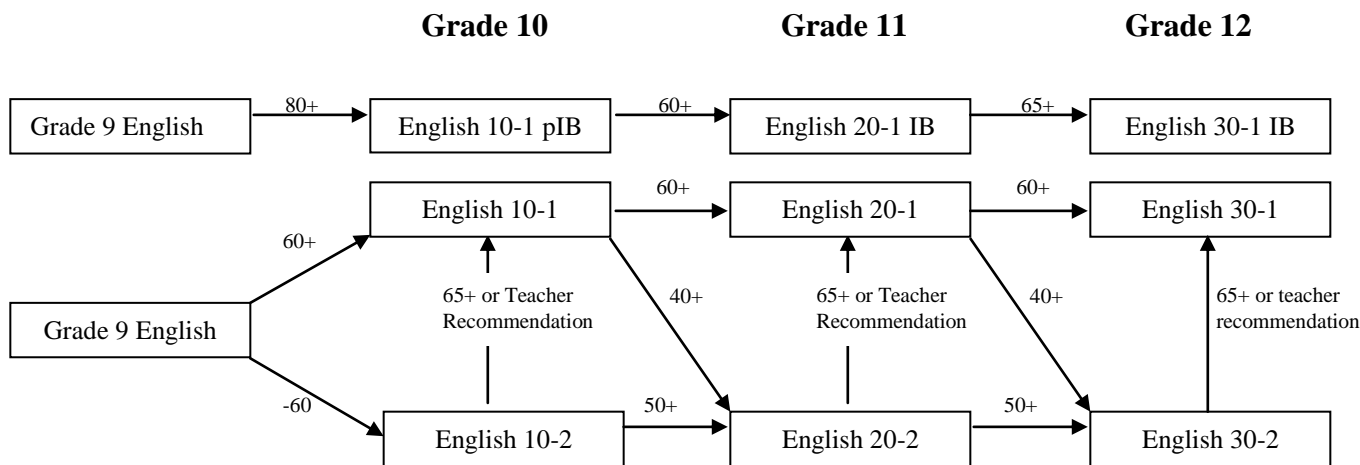
ELL Learning Strategies

Study and school skills are the main focus. An introduction to North American culture, social skills and vocabulary are built through games and journaling. Emphasis is placed on developing social speaking skills.

ENGLISH

The English program provides an integrated approach to skill and concept development in the language arts of reading, writing, listening, speaking, representing and viewing. The primary objective of the program is the development of clear and original thought and expression essential to academic, personal and vocational confidence, satisfaction and success.

RECOMMENDED PREREQUISITE MARKS



English 10-1 pIB (Harry Ainlay pre-IB Diploma)

This course is designed to lay the foundations for an advanced study of literature. It presents the essential literary concepts, conventions and genres necessary for more sophisticated interpretation and appreciation of literature. Students are expected to explore ideas through writing and discussion.

English 10-1

5 Credits

Prerequisite: 60% in Grade 9 Language Arts

In the English 10-1 program, a student relates literary experience to personal experience; develops competence in presenting ideas in written and oral form; understands and identifies theme; recognizes stylistic devices; and learns to identify errors in grammar, usage, punctuation and spelling.

English 10-2

5 Credits

Prerequisite: Less than 60% in Grade 9 Language Arts

In the English 10-2 program, a student produces personal and exploratory writing; proofreads writing for errors; reads literature to expand experience vicariously; distinguishes between fact and opinion; observes courtesies of group discussion; and responds with increasing sensitivity to material he/she reads, listens to and views.

English 10-2 (Cornerstone)

5 Credits

Prerequisite: Recommendation from present school teacher/counselor/coordinator or in consultation with the Harry Ainlay Special Needs Department Head.

This course follows the same program of studies as the regular English 10-2 but is designed for students with identified learning difficulties/disabilities. Students who enroll in this course will be required to enroll in Reading 15.

Reading 15

3 Credits

Prerequisite: None

(Required for all students enrolled in English 10-2)

Reading 15 is a required course for those students entering high school at a reading level that is below grade level expectations as well as ELL and/or those students who find they are having difficulty successfully comprehending the wide variety of curricular text structures which they face on a daily basis.

Students in this course will have the opportunity to develop the necessary competencies and strategies that apply to reading. This will include developing an understanding of what reading is, as well as, building strategies and useful tools needed to comprehend a wide variety of texts for both academic and recreational purposes.

The course design is purposeful and specific so that the teacher can work with students on an individual or small group basis to provide effective reading instruction. This model of organization is based on the most recent reading research, which includes the concepts of assessment for learning and differentiated instruction, which have demonstrated proven results in student success.

English 20-1

5 Credits

Prerequisite: 60% in English 10-1

In English 20-1 a student builds and expands upon those skills and concepts developed in English 10-1. He/she learns to write a convincing argument in support of a clearly defined thesis; relates literary concepts such as theme, point of view and tone to the overall effect of a piece of literature; and becomes acquainted with the work of major Canadian authors.

English 20 IB* Higher Level

5 Credits in English 20 -1

Prerequisite: 60% in English 10 pIB

This course is a study of literature drawn from a variety of genres and periods. It provides extensive practice in the close reading and critical analysis of literature needed for IB assignments and examinations. Students are expected to explore ideas through writing and discussion.

World Literature 35 IB* Higher Level

3 Credits

This course accompanies English 20-1 IB. It includes a comparative study of selected World Literature in translation. Students have the opportunity to choose topics independently for World Literature papers and to design an oral presentation to fulfill the requirements of the IB program. Completion of these assignments is a prerequisite for enrollment in English 30-1 IB. TOK curriculum links will also be addressed.

*** Students are required to enroll in both English 20-1 IB and World Literature 35 IB**

English 20-2

5 Credits

Prerequisite: 50% in English 10-2

Building upon skills developed in English 10-2, the 20-2 student learns to write for different audiences and purposes; to plan compositions before writing; to examine values and ideas expressed through literature; to correct errors in his/her writing; to discuss purpose and effect of print and image; and to express thoughts clearly and with confidence.

English 30-1 IB Higher Level

5 Credits in English 30-1

Prerequisite: 65% in English 20-1 IB

English 30-1 IB continues the study of English Literature and World Literature in translation. It includes an intensive study of poetry, a Shakespearean play and several novels. Students will fulfill IB internal assessment criteria with two written examinations and an oral examination.

Please note: All IB English courses require students to meet the text study and text creation requirements mandated by The Alberta Program of Studies for each respective course.

English 30-1

5 Credits

Prerequisite: 60% in English 20-1

In addition to building upon and enriching those skills and concepts developed in English 10-1 and 20-1, an English 30-1 student learns to clearly present his/her point of view in a literary essay; to understand and evaluate literary techniques; to distinguish life from literature; and to develop mature interpretive skills.

Completion of English 30-1 requires the writing of a provincial diploma examination.

English 30-2

5 Credits

Prerequisite: 50% in English 20-2

As well as improving upon skills and concepts developed in English 10-2 and 20-2, an English 30-2 student learns to write clear functional prose; to appraise values and ideas in literary selections; to distinguish between emotional appeal and reasoned argument; to respond clearly to visual communication and to increase facility in discussion.

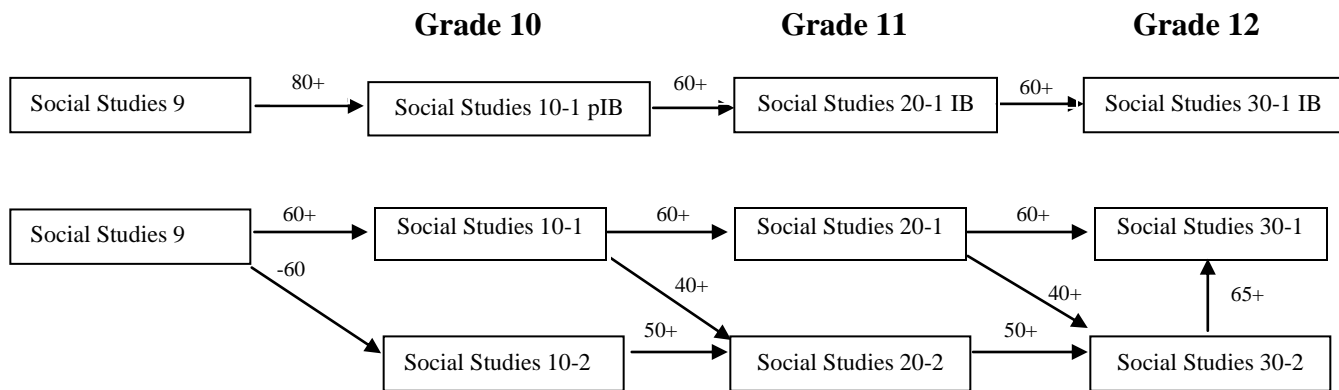
Completion of English 30-2 requires the writing of a provincial diploma examination.

SOCIAL STUDIES

The purpose of the Social Studies program is to help students develop the key values and attitudes, knowledge and understanding, and skills and processes necessary for students to become active and responsible citizens. The program concentrates on enabling students to develop an understanding of who they are, what they want to become, and the society they want to live in.

Social Studies 10-2→20-2→30-2 has been developed as an alternative course sequence to accommodate students whose learning needs are not met by the Social Studies 10-1→20-1→30-1 sequence. The 10-2→20-2→30-2 sequence maintains the same emphasis on effective citizenship, critical thinking and social responsibility. However, Social Studies 10-2→20-2→30-2 is differentiated on the basis of instructional methodology, evaluation techniques, learning resources and complexity of language used in course content.

RECOMMENDED PREREQUISITE MARKS



Social Studies 10-1 pIB (*Harry Ainlay Pre-IB Diploma*)

5 credits in Social Studies 10-1

Prerequisite: 80% in Grade 9 Social Studies

This course explores multiple perspectives on the origins of globalization and its impact on peoples. Attention is placed on both oral and written communication with a particular emphasis on historical inquiry. Students will examine the effects of globalization on the local community, the nation and the world, including the impact on Aboriginal and Francophone communities.

Social Studies 10-1

5 Credits

Prerequisite: 60% in Grade 9 Social Studies

Perspectives on Globalization

Students will explore the origins and impacts of historical, cultural, economic and political globalization. The course examines the extent to which citizenship and individual and collective identity is influenced by the processes of globalization.

Social Studies 10-2

5 Credits

Prerequisite: Less than 60% in Grade 9 Social Studies

Living in a Globalizing World

Students will explore the origins and impacts of historical, cultural, economic and political globalization. Students will study how globalization affects their lives and how they will fit into an interdependent and interconnected world.

Social Studies 10-2 (Cornerstone)

5 Credits

Prerequisite: Recommendation from present school teacher/counselor/coordinator or in consultation with the Harry Ainlay Special Needs department Head.

This course follows the same program of studies as the regular Social Studies 10-2 but is designed for students with identified learning difficulties/disabilities. Students who enroll in this course will be required to enroll in Learning Strategies 15.

Social Studies 20-1 IB Higher Level History (Europe)

5 Credits in Social Studies 20-1

Prerequisite: 60% in Social Studies 10-1 pIB

This course explores multiple perspectives on nationalism and its various manifestations in modern history. Studies range widely and include an examination of the French Revolution and Napoleonic era, the World Wars, and the effects of nationalism on our contemporary world. Students will be introduced to the rudiments of the Historical Investigation, the principal research project undertaken in their senior year. TOK curriculum links will also be addressed.

Social Studies 20-1

5 Credits

Prerequisite: 60% in Social Studies 10-1

Perspectives on Nationalism

Students will explore issues relating to the complexities of nationalism and the influence of nationalism on regional, international and global relations will be examined through multiple perspectives.

Social Studies 20-2

5 Credits

Prerequisite: 50% in Social Studies 10-2

Understandings of Nationalism

Students will explore historical and contemporary understandings of nationalism in Canada and the world. Different forms of nationalism will be examined from different perspectives.

Social Studies 30-1 IB* Higher Level History (Europe)

5 Credits in Social Studies 30-1

Prerequisite: 60% in Social Studies 20-1 IB

In this course students will analyze the causes, practices and effects of war, particularly in the 20th century. As well, the origins, ideology, form of government, organization, nature and impact of authoritarian and single-party states will be studied. Attention will be given to developing a comprehensive understanding of the evolution of modern liberal thought and the tenets of competing ideologies. The Historical Investigation, a major research project, will be undertaken in the first semester.

World History 30 IB* Higher Level

3 Credits

This course complements Social Studies 30-1 IB and endeavors to augment the student's understanding of trends affecting the world in the past century. A particular emphasis is placed on international relations from 1918 to 1936. Considerable attention is given to historical interpretation and the analysis of documents.

***Students are required to enroll in both Social Studies 30-1 IB and World History 30IB.**

Theory of Knowledge 30IB (TOK)

3 Credits

Theory of Knowledge is at the core of the IB Diploma Program. It is meant to allow students to practice the skills and attitudes they have been developing throughout the program, showing that they have become independent, reflective, open-minded, knowledgeable and principled thinkers. The course is designed to teach students to make connections and deepen their understanding of the ways humans gain knowledge, while critically assessing the subject specific knowledge they have obtained, and developing self-awareness. It consists of three major units: The Nature of Knowledge, The Ways of Knowing and the areas of Knowledge. Theory of Knowledge encourages lateral thinking and is the "art of wondering" about the human place in an interdependent universe. Students are challenged to develop their critical thinking skills and express them in both verbal and written form. Students will complete an oral presentation and an essay on a prescribed title.

In Grade 11, Theory of Knowledge will be presented through curricular links to subject areas. Additional speakers and seminars will be scheduled in Period 5.

In Grade 12, TOK 30 IB is a mandatory course for full IB Diploma candidates, but may be chosen as an elective by IB Certificate candidates.

Social Studies 30-1

5 Credits

Prerequisite: 60% in Social Studies 20-1

Perspectives on Ideology

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 be undertaken. This course will encourage students to respond to emergent global issues.

Completion of Social Studies 30-1 requires the writing of a provincial diploma examination.

Social Studies 30-2

5 Credits

Prerequisite: 50% in Social Studies 20-2

Understandings of Ideologies

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 be undertaken.

Completion of Social Studies 30-2 requires the writing of a provincial diploma examination.

PSYCHOLOGY

The objective of the 3-credit courses in Psychology is to expose students to this fascinating field of study. Each Psychology course will touch on a variety of topics that are studied and researched by practicing psychologists. Textbooks, videos, supplemental resources and articles are used to enhance the study of problems and conditions related to Psychology. Both courses provide students with a better understanding of human behavior and will help to improve personal self-awareness.

General Psychology 20

3 Credits

No prerequisite

This course deals with the study of abnormal psychology and how this applies/relates to adolescence. The course also explores some of the treatments and therapeutic approaches used in the helping professions. Time will be spent focusing on the problems and issues of adolescence in addition to a study of the basic learning principles that guide behavior.

How information is acquired, stored and retrieved, and memory function will also be part of the curriculum. Videos and Hollywood movies will supplement the text and other outside sources may be shared to enhance discussion. To enhance the learning environment, it is essential that students be willing to participate in group discussions, activities and presentations. Throughout the semester there will be a variety of presentations, debates, textbook work and library research assignments on topics related to the field of Psychology.

Personal Psychology

3 Credits

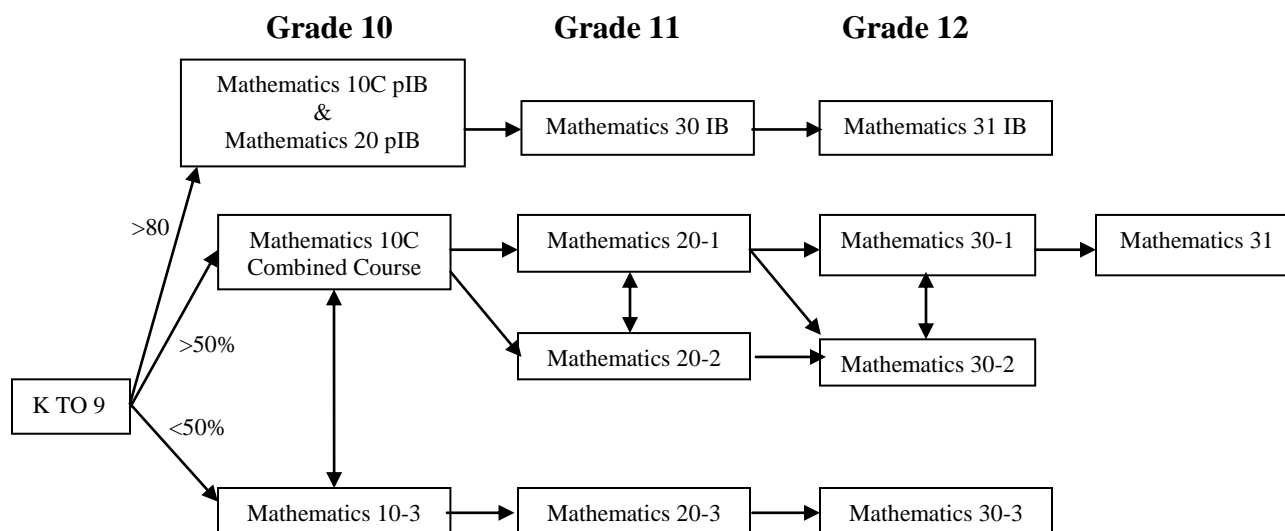
No prerequisite

This course deals with the social science of psychology with a particular focus on the psychological development of the individual. Students will examine different theories of personality development, study the intricacies of the brain, investigate theories of intelligence as well as explore how the environment impacts human behavior. The textbook, videos, along with articles from journals and newspapers will be used to enhance the learning of course content and to encourage discussions. Learners will complete group presentations, participate in debates, textbook work and library research assignments on topics related to the field of Psychology.

MATHEMATICS

Starting in September 2010, the province is implementing a new math curriculum. This program will be rolled out over the next three years, beginning with Grade 10 courses being offered in 2010, Grade 11 courses being offered in 2011, and Grade 12 courses being offered in 2012.

New Curriculum Flow Chart



Note: The 20 level courses will be implemented in September 2011 and the 30 level courses will be implemented in September 2012.

Mathematics 10C (Combined Course)

5 Credits

A combined course is the starting point for the “-1” course sequence and the “-2” course sequence. Each topic area requires that the students develop a conceptual knowledge base and skill set that will be useful in both subsequent course sequences. The topics covered within a course sequence are meant to build upon previous knowledge and to progress from simple to more complex conceptual understandings.

Mathematics 10-3

5 Credits

This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force.

Mathematics 10-3 (Cornerstone)

5 Credits

Prerequisite: Recommendation from present school teacher/counselor/coordinator or in consultation with the Harry Ainlay Special Needs Department Head.

This course follows the same program of studies as the regular Math 10-3 but is designed for student with identified learning difficulties/disabilities. Students who enroll in this course will be required to enroll in Learning Strategies 15.

Mathematics 10 pIB

5 Credits in Mathematics 10 Combined

This sequence is intended for those who excel in mathematics. An accelerated pace allows the courses in the IB sequence to extend, enrich and supplement the outcomes covered in Mathematics 10 Combined. Students will take Math 20-1 IB in second semester.

“-1” Course Sequence

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; measurement; relations and functions; trigonometry; and permutations, combinations and binomial theorem.

“-2” Course Sequence

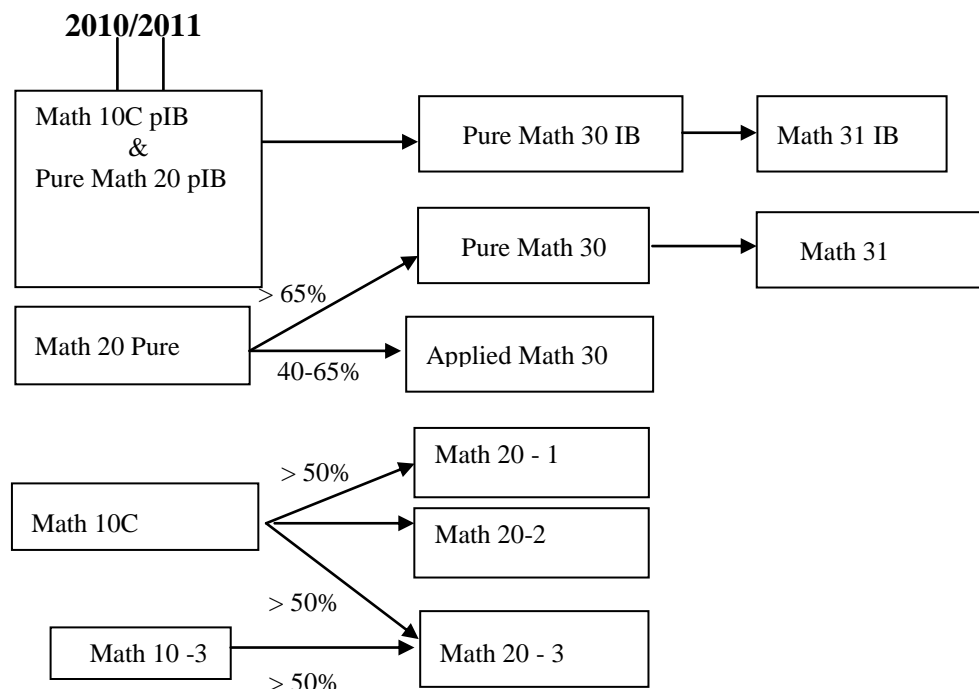
This course sequence is designed to provide students with the mathematical understandings and critical thinking skills identified for post secondary studies in programs that do not require the study of calculus. Topics include: geometry; measurement; number and logic; logical reasoning; relations and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

CALCULATORS

The Mathematics diploma exams require students to have a graphing calculator. We recommend that students in Math 10C have a graphing calculator so that they have the opportunity to

become proficient in its use. Graphing calculators must be on Alberta Education's approved list. Check their website or with your teacher for recommendations

The following is a list of possible course selections for students who were registered in a high school math program during the 2010-2011 school year.



Mathematics 20 -1

5 Credits

Prerequisite: 60% in Mathematics 10C

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

Mathematics 20 -2

5 Credits

Prerequisite: 50% in Mathematics 10-C

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

Mathematics 20 -3

5 Credits

Prerequisite: 50% in Mathematics 10 -3

This course sequence is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into the majority of trades and for direct entry into the work force. The particular topics covered in this course are measurement, geometry, reasoning, trigonometry, ratios and income.

Pure Mathematics 30

5 Credits

Prerequisite: 60% in Pure Mathematics 20

This is the concluding course in this sequence. Topics covered are a functions tool kit, exponential functions and logarithms, trigonometric functions of angles, trigonometric functions of real numbers, trigonometric equations and identities, permutations and combinations, probability, statistics and conic sections. Completion of Mathematics 30 Pure requires the writing of a provincial diploma examination.

Applied Mathematics 30

5 Credits

Prerequisite: 50% in Applied Mathematics 20

This is the concluding course in this sequence. Topics covered include matrices and pathways, finance and spreadsheets, patterns and fractals, vectors, statistics and probability and design.

Completion of Applied Mathematics 30 requires the writing of a provincial diploma examination.

Pure Mathematics 30 IB Standard Level

5 Credits in Pure Mathematics 30

Prerequisite: 60% in Pure Mathematics 20 pIB

In this course, the study of functions continues with the introduction of polynomial, trigonometric, exponential and logarithmic functions. The course also includes geometric sequences and series, transformations, conic sections, permutations and combinations, normal distribution, expectation and probabilities. Students will complete a portfolio assignment. TOK curriculum links will also be addressed.

Mathematics 31

5 credits

Prerequisite: 65% in Pure Mathematics 30

This course is designed for highly motivated, academic students who wish to pursue a beginning course in calculus. Mathematics 30 Pure must be taken as a pre or co-requisite course. The topics of polynomial functions, series and sequence and trigonometry from the Pure Mathematics program are applied in this course. Proficiency in these topics is strongly recommended to ensure success in Mathematics 31.

Mathematics 31 IB Standard Level

5 credits in Math 31

Prerequisite: 60% in Pure Mathematics 30 IB

The Mathematics 31 IB course introduces the fundamental processes of calculus, the derivative, the integral and their application to problem solving and graphing. Students will complete a portfolio assignment.

CALCULATORS

The diploma exams in Pure/Applied Mathematics 30 require students to have a graphing calculator. We recommend that students in the Pure and Applied Mathematics streams also have a graphing calculator in Grades 10 and 11 so that they have the opportunity to become proficient in its use. Graphing calculators must be on Alberta Education's approved list. Check their website or with your teacher for recommendations.

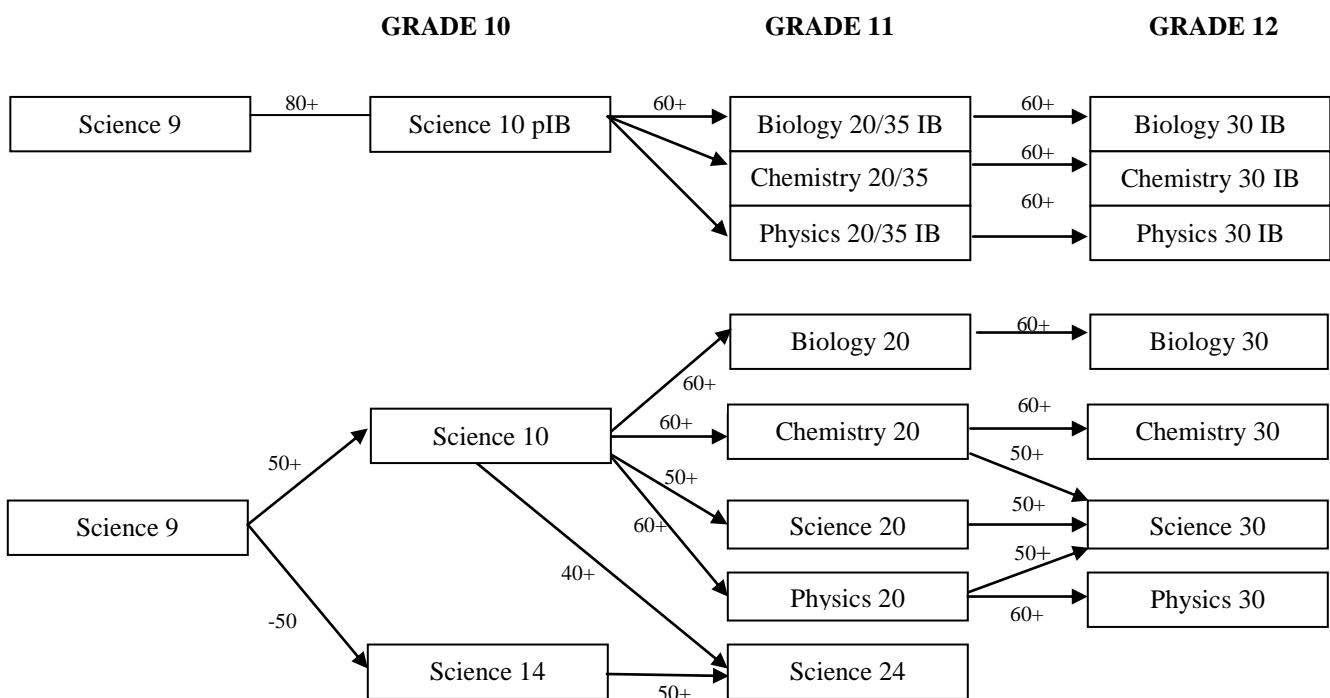
SCIENCE

The science programs at Harry Ainlay present logical, consistent and internationally accepted methods of investigating, describing and explaining the world around us. The biology, chemistry, physics and science programs focus on learning about the natural world (science) along with man-made products and processes (technology). Student evaluation will concentrate on mastery of the scientific concepts, as well as the development of acceptable laboratory skills and the understanding of the nature of science and science-technology-society interactions. The goal of these science programs is to provide the student with sufficient background to make meaningful decisions in a society which is progressively more dependent on science and technology.

All Harry Ainlay science courses are centered on four general learner expectations:

- Attitudes: an enthusiasm for, and a continuing interest in, science
- Knowledge: an understanding of the fundamental concepts of science
- Skills: scientific inquiry and appropriate use of technology
- Science, technology and society (STS) connections: how scientific knowledge develops, solving problems and making choices.

RECOMMENDED PREREQUISITE MARKS



- Science 30 is now accepted by all Alberta post-secondary institutions.
- Students may take the Science 20/30 stream and combine it with one or two of the other science disciplines (Biology, Chemistry, Physics), provided the prerequisite marks are achieved.
- Students in Physics 20 or Chemistry 20 achieving a final mark between 50-59% should consider Science 30. Students with only Biology 20 do not have sufficient background to be successful in Science 30.

Science 10 pIB (Harry Ainlay Pre-IB Diploma)

5 Credits in Science 10

Prerequisite: 80% in Grade 9 Science

development of laboratory skills and scientific communication.

Science 10 pIB is intended to provide an introduction to the study of biology, chemistry and physics. This course covers units in the regular Science 10 program. Most concepts are studied in greater depth. The course also focuses on the

Science 10

5 Credits

Prerequisite: 50% in Grade 9 Science

Science 10 is the prerequisite for all students intending to study any academic science at the Grade 11 or 12 levels. Proficiency in mathematical skills at the junior high level is required for success in Science 10. The units of study include: Cycling of Matter in Living Systems, Energy Flow in Global Systems, Energy Flow in Technological Systems and Energy and Matter in Chemical Change.

Science 14

5 Credits

Prerequisite: None

Recommended for students with less than 50% in Grade 9 Science.

Science 14 is a general science course that introduces students to relevant, practical and concrete applications of science concepts. The units of study include: Investigating Matter and Energy in Living Systems, Investigating Matter and Energy in the Environment, Understanding Energy Transfer Technologies, and Investigating Properties of Matter.

Science 14 (Cornerstone)

5 Credits

Prerequisite: Recommendation from present school teacher/counselor/coordinator or in consultation with the Harry Ainlay Special Needs Department Head.

This course follows the same program of studies as the regular Science 14 but is designed for students with identified learning difficulties/disabilities. Students who enroll in this course will be required to enroll in Learning Strategies 15.

Biology 20 IB* - Higher Level

5 Credits in Biology 20

Prerequisite: 60% in Science 10 pIB

Biology 20 IB continues to build on biological concepts including ecology, energy exchange in the biosphere, ecosystems, biochemistry, enzymes, cell respiration and photosynthesis. It also studies human systems including muscles, digestion, circulation, immunity, respiration and excretion. Laboratory skills continue to be practiced, leading students to the designing of their own labs when presented with a biological problem. All students will complete a Group IV Project. A lab portfolio will be generated.

Biology 35 IB* – Higher Level

3 Credits

This course accompanies Biology 20 IB. Course curriculum includes: evolution, inorganic evolution, origins of life, classification, phylogeny, plant science, plant evolution and human evolution as well as other IB extensions. This course continues to build on laboratory skills in a biological setting. All students will complete a Group IV Project. A lab portfolio

will be generated. TOK curriculum links will also be addressed.

*** Students are required to enroll in both Biology 20 IB and Biology 35 IB**

Biology 20

5 Credits

Prerequisite: 60% in Science 10

This course builds on the biology concepts introduced in Science 10. The underlying theme of this academic course is energy, equilibrium, matter and systems. The units of study include: Energy and Matter Exchange in the Biosphere, Ecosystems and Population Change, Photosynthesis and Cellular Respiration and Human Systems.

Chemistry 20 IB* – Standard Level

5 Credits in Chemistry 20

Prerequisite: 60% in Science 10 pIB

Chemistry 20 IB students will study bonding, organic chemistry, stoichiometry, solutions and gas laws. Equilibrium and acid-base reactions are also introduced at this level. A variety of laboratory activities are done with the student keeping permanent records in a laboratory portfolio that will be generated until the end of Grade 12. All students will complete a Group IV project.

Chemistry 35 IB* – Standard Level

3 Credits

This course accompanies Chemistry 20 IB. Course curriculum includes IB extensions to bonding and organic. This course continues to build on laboratory skills in a chemical setting. Additional lab reports will be added to the IB lab portfolio. TOK curriculum links will also be addressed.

*** Students are required to enroll in both Chemistry 20 IB and Chemistry 35 IB**

Chemistry 20

5 Credits

Prerequisite: 60% in Science 10

This course builds on the chemistry concepts introduced in Science 10. Students are given the opportunity to explore and understand the natural world and to become aware of the profound influence of chemistry on their lives. The units of study include: Diversity of Matter and Chemical Bonding, Gases, Matter as Solutions, Acids and Bases and Quantitative Relationships in Chemical Changes.

Physics 20 IB* – Standard Level (or Higher Level)

5 Credits in Physics 20

Prerequisite: 60% in Physics 10 pIB

Physics 20 IB continues to build on the understanding of energy and motion initiated in Science 10 pIB. Students will study forces including the force of gravity. Circular motion and other types of periodic motion, including waves, will be

discussed in detail. Examples from everyday technologies such as CD-ROMs, amusement park physics and satellite motion will be incorporated. Laboratory investigations are an important part of this course and a lab portfolio will be generated. All students will complete a Group IV project.

Physics 35 IB* – Standard Level (or Higher Level)

3 Credits

This course accompanies Physics 20 IB. Course curriculum includes: circuits, optics, digital technologies, thermal physics, some environmental applications and other IB extensions. This course continues to build on laboratory skills and student physics lab portfolios will be expanded. TOK curriculum links will also be addressed.

***Students are required to enroll in both Physics 20 IB and Physics 35 IB**

Physics 20

5 Credits

Prerequisite: 60% in Science 10

This course builds upon the physics concepts introduced in Science 10. A more in-depth analysis of the physics that governs our world is explored. The units of study include: Kinematics, Dynamics, Circular Motion, Work and Energy, Oscillatory Motion and Mechanical Waves.

Science 20

5 Credits

Prerequisite: 50% in Science 10

This course is aimed for students achieving between 50-59% in Science 10 or students who are interested in an overview of Science. The units of study include: Changes in Living Systems, The Changing Earth, Changes in Motion and Chemical Changes.

Science 24

5 Credits

Prerequisite: 50% in Science 14 or 40-49% in Science 10

Science 24 continues to focus on helping students understand principles behind the natural events they experience and the technology they use in their lives. The units of study include: Disease Defense and Human Health, Understanding Common Energy Conversion Systems, Motion Change and Transportation Safety and Applications of Matter and Chemical Change.

Biology 30 IB – Higher Level

5 Credits in Biology 30

Prerequisite: 60% in Biology 20 IB

This final course in Biology will cover the human nervous, endocrine, reproductive systems and fetal development. Cell division, molecular genetics, classical genetics, population genetics and population ecology topics will also be covered. Students will do a review of previously studied IB related

material prior to May examinations. A lab portfolio will be generated.

Biology 30

5 Credits

Prerequisite: 60% in Biology 20

This course continues to explore the interactions of living systems with one another and with their environment. Emphasis in this academic course is equilibrium and systems. The units of study include: Nervous and Endocrine Systems, Reproduction and Development, Cell Division, Genetics and Molecular Biology, and Population and Community Dynamics.

Chemistry 30 IB – Standard Level

5 Credits in Chemistry 30

Prerequisite: 60% in Chemistry 20 IB

This final course in Chemistry examines energy, electrochemistry, the two IB Options; chemistry in industry and technology and Human Biochemistry, as well as reviewing the organics, equilibrium, and acid-base chemistry studied in the regular Chemistry 30 program. Students will be asked to create their own laboratory designs at this level, which are part of the IB internal assessment laboratory portfolio.

Chemistry 30

5 Credits

Prerequisite: 60% in Chemistry 20

This course continues to study matter and its changes. Students will continue to explore and understand the impact of chemistry in their lives and the world around them. The units of study include: Thermochemical Changes, Electrochemical Changes, Chemical Changes of Organic Compounds, and Chemical Equilibrium Focusing on Acid-Base Systems.

Physics 30 IB – Standard Level (or Higher Level)

5 Credits in Physics 30

Prerequisite: 60% in Physics 20 IB

This final course in Physics begins with a study of impulse and momentum, electrical forces, magnetic forces and fields, the nature of matter, nuclear and particle physics. The basic physics governing the working of all modern electronics will also be studied. Technologies such as television, electric motors, generators, speakers and radio are constantly used to illustrate and explore physics. This course provides a firm foundation for those wishing to pursue further studies in areas such as architecture, engineering, dentistry, medicine or any other endeavour that relies on modern technology. Laboratory investigations are an important part of this course and IB lab portfolios will be expanded.

Physics 30

5 Credits

Prerequisite: 60% in Physics 20

This course builds upon concepts in Physics 20 with themes including: change and systems; energy and matter; and diversity and matter. The units of study include: Momentum and Impulse; Forces and Fields; Electromagnetic Radiation; and Atomic Physics.

Science 30

5 credits

Prerequisite: 50% in Science 20 or 50% in Chemistry 20 or Physics 20

This course is intended for students who want to enhance their understanding of the scientific principles behind the natural events that they experience, and the technology that they use, in their daily lives. The units of study include: Living Systems Respond to their Environment, Chemistry and the Environment, Electromagnetic Energy and Energy and the Environment. Successful completion of this course may be used for entrance into post secondary institutions.

Completion of a 30 level science course requires the writing of a provincial diploma examination.

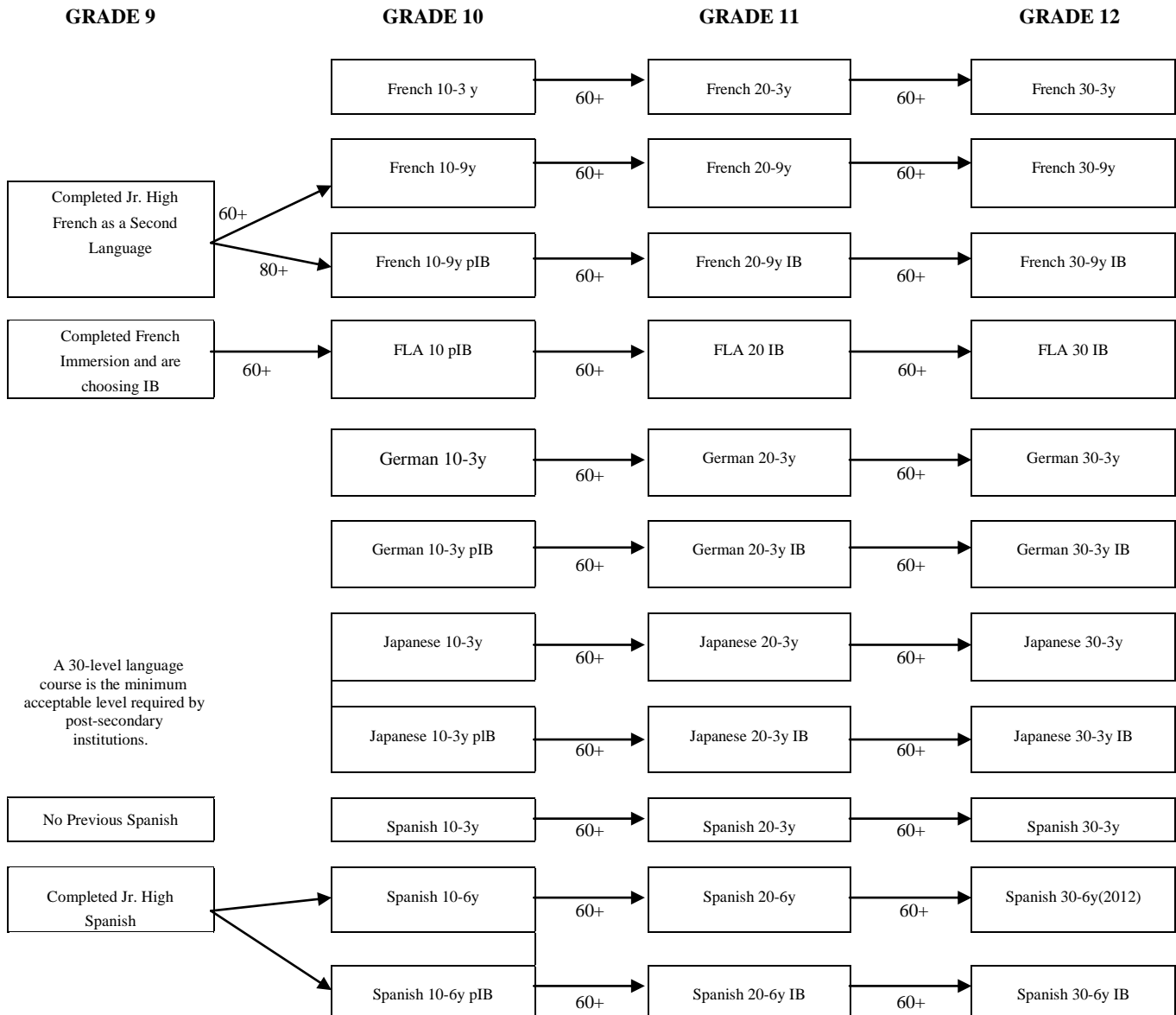
INTERNATIONAL LANGUAGES

Harry Ainlay High School offers four second language programs: **French, German, Japanese and Spanish**. The minimum requirement for the French 9y programs and the Spanish 6y programs is a successful completion of respective junior high language programs. However, other language courses require no background. The International Baccalaureate students have choices of **French 10-9y pIB (Language B)**, **German 10-3y pIB (Ab initio)**, **Japanese 10-3y IB (Ab initio)** and **Spanish 10-6y IB (Language B)**.

The 30 level language courses provide the required credits for entering many post-secondary institutions. Therefore, it is highly recommended that students complete a 3 year sequence of the courses. In order to advance to the next level and continue successful language learning at Harry Ainlay, it is suggested that students attain a mark of **60% or higher** in the previous level. Students whose achievement is between 50% and 59% will need the subject teacher's recommendation in order to advance.

Students with some previous second language may contact us for placement advice..

RECOMMENDED PREREQUISITES



The focus of the IB Second Languages courses is developing fluency in the use of a second language that also results in an increased intercultural awareness. Students enrolled in these courses consider a variety of texts and use the languages they learn to respond to a wide range of ideas and topics. The emphasis is on the acquisition of receptive, productive, and interactive skills that will allow students to acquire a native speaker's understanding of the contextual and cultural conventions employed in diverse communicative situations, from everyday informal exchanges to literary texts.

FRENCH

French 10-3y

5 Credits

Prerequisite: None

This course is designed for absolute beginners. Students will engage in various language and cultural experiences that allow them to develop basic communicative competencies in French.

French 10-9y

5 Credits

Prerequisite: 60% in 6th year of French or teacher's recommendation.

Students will continue to develop language skills and knowledge of culture in the following fields of experience: activities, shopping, vacations, fine arts and safety.

French 10-9y pIB (*Harry Ainlay Pre-IB Diploma*)

5 Credits in French 10-9y

Prerequisite: 80% in Gr. 9 French Program

Students not meeting these requirements must register in German 10-3y pIB or Japanese 10-3y pIB which are offered at a beginner level. French 10-9y pIB focuses on the development and use of basic grammar for everyday speech, basic skills and emphasis on correctness of simple sentence structures as used in description, in summarization, or in the sharing of information.

French Language Arts 10 pIB (*Harry Ainlay Pre-IB Diploma*)

5 Credits in FLA 10

Prerequisite: 80% in FLA 9

This course is designed for immersion students who wish to enroll in the IB program in Grade 11 and requires considerable fluency in all aspects of the French language. One novel, one play and several short stories and poems are the literary components of this course. Prime objectives include oral fluency, additional knowledge of grammar and the study of idiomatic expressions.

French 20-3y

5 Credits

Prerequisite: 60% in French 10-3y

The aim of this course is to allow students to communicate with other French speakers in a more complex fashion. In this course, students will continue to develop language skills and cultural knowledge so that they may expand their basic communicative competencies in French.

French 20-9y

5 Credits

Prerequisite: 60% in French 10-9y or teacher's recommendation

Reading and writing skills are increasingly emphasized as the oral language base becomes broader. Oral and written communication advances from highly structured to more unstructured situations. Some of the themes are senses and feelings, close friends, fad and fashions, and consumerism.

French 20-9y IB – Language B – Standard Level

5 Credits in French 20-9y

Prerequisite: 60% in French 10-9y pIB or teacher's recommendation

Vocabulary development, grammar and language study, oral and written composition, reading and listening activities taken from authentic French sources will be studied. In discussions, an emphasis will be on "La Francophonie dans le Monde" as required for IB. TOK curriculum links will also be addressed.

French Language Arts 20 IB – Language B – Standard Level

5 Credits in FLA 20

Prerequisite: 60% FLA 10 pre-IB

This course emphasizes grammar study, composition and oral presentations. Students will continue their study of literature through plays, novels and other literary genres. TOK curriculum links will also be addressed.

French 30-3y

5 Credits

Prerequisite: 60% in French 20-3y

In this course, students explore and use a variety of French words, phrases, expressions and interjections related to familiar contexts and language experiences, in modeled, structured, guided and sometimes non-guided situations. French oral and written communication skills are being enhanced. The units are based on the themes of weather, tourism and job seeking.

French 30-9y

5 Credits

Prerequisite: 60% in French 20-9y or teacher's recommendation

The aim of this course is to increase reading and writing skills, to build vocabulary, and to increase oral and written accuracy through structured exercises and free composition. A supplementary reader is used in class and additional books, magazines and newspapers are made available for the

student's enjoyment. Some themes studied are the world of work, travel and tourism, and the role of the media.

French 30-9y IB – Language B – Standard Level

5 Credits: French 30-9y

Prerequisite: 60% in French 20-9y IB or teacher's recommendation

In grammar study, students will reach or surpass the oral and write language requirements for IB, review and expansion of what was previously learned in French 10-9 pIB and French 20-9 IB with some new concepts. Continued exposure to authentic French reading and listening material will occur. Four formal oral assessments will be completed and will constitute the IB Oral component which is worth 30% of the overall grade for this IB course.

French Language Arts 30 IB – Language B – Standard Level

5 Credits in FLA 30

Prerequisite: 60% in FLA 20

This course includes the grammar study, readings and oral component of French 30IB. The study of several novels and/or two plays is the core of this course. Students will also study several smaller literary selections and discussion of the works will become more abstract and philosophical. A greater emphasis will be placed on the precision of vocabulary usage. Four formal oral assessments will be completed and will constitute the IB Oral component which is worth 30% of the overall grade for this IB course.

GERMAN

German 10-3y

5 Credits

Prerequisite: None (Students with considerable German background may be granted advance placement into German 20-3y or 30-3y based on an interview with the teacher.)

Students will learn how to express themselves in a variety of different areas: personal information, free-time activities, schooling, money and shopping, food and beverages. Students will gain an understanding of basic sentence structure and other grammatical aspects. Students will also learn various aspects of the culture, history and geography of German-speaking countries.

German 10-3y pIB*(Harry Ainlay Pre-IB Diploma)

5 Credits in German 10-3y

Prerequisite: None

This course is designed for beginners and gives an introduction to contemporary spoken and written German. Students will learn how to express themselves in the areas of: personal information, free-time activities, food and drink, etc. Students will gain an understanding of basic sentence structure and other grammatical aspects. Students will also learn various aspects of the culture, history and geography of German-speaking countries.

***Language B level is available for students with sufficient background in the language in Grade 11.**

German 20-3y

5 Credits

Prerequisite: 60% in German 10-3y or 10-3y p IB or teacher's recommendation

Students will continue to learn how to express themselves in a variety of different areas: festivals and celebrations, family, traveling, daily routines, pets, etc. Although much emphasis is still on spoken German, there will be an increased emphasis on reading comprehension and writing skills. Exposure to cultural aspects, history and geography of German-speaking countries is also continued.

German 20-3y IB Ab Initio* - Standard Level

5 Credits in German 20-3y

Prerequisite: 60% in German 10-3y pIB or teacher's recommendation.

This is the first year of the two-year German IB Ab Initio course. Students will be exposed to a variety of experiences and culture: transportation, the home, health, the city, daily routines, celebrations, etc. Students will read and write lengthier texts and investigate more complex grammatical aspects. TOK curriculum links will also be addressed.

***Language B level is available for students with sufficient background in the language.**

German 30-3y

5 Credits

Prerequisite: 60% in German 20-3y or 20-3y IB or teacher's recommendation

A refinement of spoken German, as well as reading and writing skills are emphasized. Students will be exposed to a variety of experiences and culture: the city (Vienna), media, sports and health, clothing, relationships and the home. Students may also explore some German literature such as fairytales, short stories, etc.

German 30-3y IB Ab Initio* - Standard Level

5 Credits in German 30

Prerequisite: 60% in German 20-3y IB or teacher's recommendation.

This is the second year of the two-year German Ab Initio course. Students will be exposed to a variety of experiences and culture: descriptions and clothing, the German school system, jobs and work, media, literature, etc. Students will continue to refine their language skills, regularly read articles, write various types of texts and participate in group discussions. Students will complete various oral projects throughout the year including a final oral exam which is worth 30% of the overall IB grade. They will also write practice exams to prepare for the written examination in May.

***Language B level is available for students with sufficient background in the language**

JAPANESE

Japanese 10-3y

5 Credits

Prerequisite: None

This course is designed for absolute beginners and aims at a basic command of Japanese. Phonetic symbols called Hiragana will be studied and Katakana will be introduced in the second semester. The students will gain an understanding and appreciation for the Japanese culture and people. The modules studied in the course are self, family/friends, school, daily activities, food and shopping.

Japanese 10-3y pIB* (*Harry Ainlay Pre-IB Diploma*)

5 Credits in Japanese 10-3y

Prerequisite: none

This Pre-IB Diploma course is designed for absolute beginners and aims at a primary command of Japanese. Basic vocabulary and sentence structures are studied through the lexical fields of self, people around us, food, school and shopping. The Hiragana and Katakana writing systems will be introduced.

*** Language B level is available for students with sufficient background in the language in Grade 11.**

Japanese 20-3y

5 Credits

Prerequisite: 60% in Japanese 10-3y or 10-3y pre-IB or teacher's recommendation

This course will continue to develop and refine the knowledge, skills and attitudes expected in Japanese 10-3y. Students will be able to use three different writing systems, Hiragana, Katakana and some Kanji for reading and writing. Study of the Japanese people and their culture is continued. The cultural modules are home and community, school life, weather, fashion, shopping, and vacation and travel.

Japanese 20-3y IB - Ab Initio* - Standard Level

5 Credits in Japanese 20-3y

Prerequisite: 60% in Japanese 10-3y pIB or teacher's recommendation.

This is the first year of the two-year Japanese ab initio course. Students will develop their comprehension and communication skills through a variety of resources and classroom activities. 70 Kanji characters are introduced in addition to new vocabulary and structures. Study of Japanese culture is continued. TOK curriculum links will also be addressed.

***Language B level is available for students with sufficient background in the language.**

Japanese 30-3y

5 Credits

Prerequisite: 60% in Japanese 20-3y or 20-3y IB or teacher's recommendation

This is a continuation of Japanese 10-3y and 20-3y. Sentence structures, vocabulary and knowledge of Kanji characters will be further developed. Cultural studies remain an important component. The modules are celebrations and traditions, entertainment, communications, the world of work, and arts and literature.

Japanese 30-3yIB – Ab Initio* - Standard Level

5 Credits in Japanese 30

Prerequisite: 60% in Japanese 20-3y IB or teacher's recommendation.

This course is the continuation of Japanese 20-3y IB. Students will further develop their skills through units such as media, world of work, arts and literature, traveling in Japan, and environmental issues. 100 Kanji characters, additional vocabulary and sentence structures will be introduced in order to meet the IB curriculum requirements. Students will complete various oral projects throughout the year including a final oral exam which is worth 30% of the overall IB grade. They will also write practice exams to prepare for the written examination in May.

***Language B level is available for students with sufficient background in the language.**

SPANISH

Spanish is the official language in more than twenty countries and the third most spoken language in the world. Considered one of the easiest languages to learn, it plays an increasingly important role in our global society. Students who choose to study Spanish open the door to exciting opportunities.

Spanish 10-3y

5 Credits

Prerequisite: None (Students who have taken some Spanish in elementary or junior high school or who speak Spanish at home should speak to a Harry Ainlay Spanish teacher for placement.)

In Spanish 10-3y, students will gain an appreciation of the rich Spanish culture and of the people who speak the language while learning to speak this popular language themselves. This is a task-based course involving the learning of grammar, vocabulary and communication skills which lead to a command of basic spoken Spanish. High-interest activities including projects, games, music, dance and movies are incorporated into the lessons. No previous Spanish is required. However, the desire and willingness to participate are essential.

Spanish 10-6y

5 Credits

Prerequisite: 60% in junior high Spanish or teacher's recommendation

This course builds on the vocabulary and grammar learned in junior high while introducing new concepts in more varied and meaningful situations. Themes studied are pastimes, daily activities and living spaces. Conversation skills will be developed and there is a strong focus on task-based activities.

Spanish 10-6y pIB (*Harry Ainlay Pre-IB Diploma*)

5 Credits in Spanish 10-6y

Prerequisite: 80% from a junior high Spanish program

This course is recommended for persons with sufficient background (at least 3 years in junior high Spanish courses). Students who do not meet these requirements must register in German 10-3y pIB or Japanese 10-3y pIB which are offered at a beginner level. There is a strong focus on grammar used in everyday communication, development of basic reading skills and written composition with an emphasis on sentence structures used in description, summarization and information sharing. Students will also develop fluency of speech in everyday conversational situations.

Spanish 20-3y

5 Credits

Prerequisite: 60% in Spanish 10-3y or teacher's recommendation

This course continues basic oral and written communication in less structured situations, applications of basic skills, as well as, new vocabulary and grammar concepts in more varied and meaningful situations. Oral work is emphasized as is the development of a solid grammatical base. Themes studied are: touring Spain and Latin America and describing activities; sports and pastimes; weekend outings; food and restaurants; daily activities; and living spaces. We'll also make some interesting piñates!

Spanish 20-6y IB – Language B - Standard Level

5 Credits in Spanish 20-6y

Prerequisite: 60% in Spanish 10-6y pIB or teacher's recommendation.

Grammar, vocabulary exercises, newspapers, magazines and websites will be used to further develop vocabulary. Students will increase their use of the Spanish language through oral and written work. They will explore the Spanish speaking world by studying the culture and history of Spanish speaking nations. This course will prepare students for the intense grammar study and oral examinations that will be required for successful completion of Spanish 30-6y IB. TOK curriculum links will also be addressed.

Spanish 30-3y

5 Credits

Prerequisite: 60% in Spanish 20-3y or teacher's recommendation

In this course, oral and written communication will become more sophisticated and more spontaneous. Conversational skills will be stressed and a strong desire to communicate in the target language is essential. Ideas will be expressed coherently in such situations as career exploration, professions and the work place. Other themes will be entertainment, leisure activities and customs in the Spanish-speaking world.

Spanish 30-6y IB – Language B - Standard Level

5 Credits in Spanish 30-6y

Prerequisite: 60% in Spanish 20-6y IB or teacher's recommendation.

This course expands upon topics learned in 20-6y IB and involves grammar study to reach or surpass the oral and written requirements for IB. Students will also access various reading materials including a novel, short stories, newspaper articles, as well as complete oral projects in preparation for the IB oral internal assessment that accounts for 30% of the final IB grade.

FRENCH IMMERSION PROGRAM

General Information

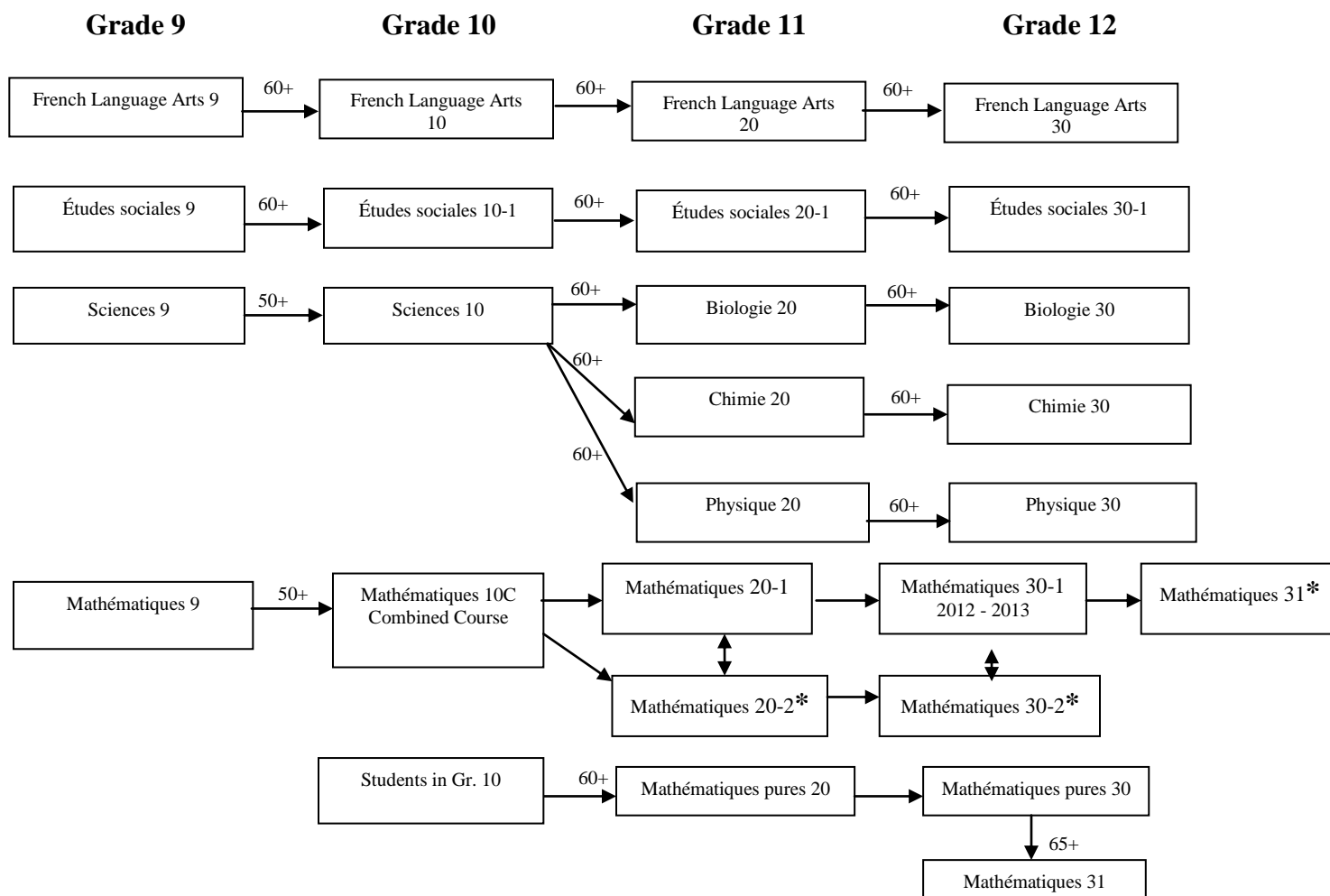
The French Immersion program at Harry Ainlay School offers a variety of courses.

*Numbers permitting

In Grade 10, students in the French Immersion Programs must take all 4 core courses in French.

The following courses are available in the French Immersion Program and are offered annually **where numbers permit**.

RECOMMENDED PREREQUISITES



FRENCH IMMERSION

Students at Harry Ainlay who complete requirements for the continuing French immersion and late immersion programs are eligible for a district French Immersion Certificate.

In addition to this certificate of accomplishment, Edmonton Public Schools will also facilitate the writing of the DELF and DALF exams. This official French Language Diploma will assist students who wish to have international recognition of their language skills.

All information for these programs can be found on the district website at <http://www.epsb.ca/policy/hgaf.ar.shtml>

French Language Arts 10

5 Credits

Prerequisite: 60% in Grade 9 immersion or equivalent or teacher's recommendation

This course requires considerable fluency in all aspects of the French language as a prerequisite. Novels, plays and several other genres of literacy are components of this course. One of the prime objectives is oral fluency and considerable time is spent in this area. Additional knowledge of grammar and the study of idiomatic expressions are other important elements.

French Language Arts 20

5 Credits

Prerequisite: 60% in French Language Arts 10 or teacher's recommendation

This course continues to emphasize grammar study, compositions and oral presentations. Students continue their study of literature through plays, novels, films and other literary genres.

French Language Arts 30

5 Credits

Prerequisite: 60% in French Language Arts 20 or teacher's recommendation

The study of a novel and a play is the core of this course, as well as, several smaller literary selections. The discussion of the various works becomes more abstract and philosophical at this stage. Greater emphasis is also placed on the precision of the vocabulary used. French Immersion students enrolled in the IB program should take French Language Arts 30 IB.

Completion of FLA 30 requires the writing of a provincial diploma examination.

Études sociales 10-1

5 Credits

Prerequisite: 60% in Études sociales Grade 9

Perspectives on Globalization

Students will explore the origins and impacts of historical, cultural, economic and political globalization. The course examines the extent to which citizenship and individual and collective identity is influenced by the processes of globalization.

Études sociales 20-1

5 Credits

Prerequisite: 60% in Études sociales 10-1

Refer to Social Studies 20-1 for description.

Études sociales 30-1

5 Credits

Prerequisite: 60% Études sociales 20-1

Refer to Social Studies 30-1 for description.

Sciences 10

5 Credits

Prerequisite: 50% in Sciences 9

Sciences 10 is the prerequisite for all students intending to study any academic science at the Grade 11 or 12 level. Unit A is entitled Energy and Matter in Chemical Change and has a Nature of Science emphasis. Unit B is Energy Flow in Technological Systems and has a Science and Technology emphasis. Unit C is Cycling of Matter in Living Systems with a Nature of Science emphasis. Unit D is Energy Flow in Global systems with a Social/Environmental emphasis.

Biologie 20

5 Credits

Prerequisite: 60% in Science 10

This course builds on the biology concepts introduced in Science 10. The underlying theme of this academic course is energy, equilibrium, matter and systems. The units of study include: Energy and Matter Exchange in the Biosphere, Ecosystems and Population Change, Photosynthesis and Cellular Respiration and Human Systems.

Chimie 20

5 Credits

Prerequisite: 60% in Science 10

This course builds on the chemistry concepts introduced in Science 10. Students are given the opportunity to explore and understand the natural world and to become aware of the profound influence of chemistry on their lives. The units of study include: Diversity of Matter and Chemical Bonding, Gases, Matter as Solutions, Acids and Bases and Quantitative Relationships in Chemical Changes.

Physique 20

5 Credits

Prerequisite: 60% in Science 10

This course builds upon the physics concepts introduced in Science 10. A more in-depth analysis of the physics that governs our world is explored. The units of study include: Kinematics, Dynamics, Circular Motion, Work and Energy, Oscillatory Motion and Mechanical Waves.

Biologie 30

5 Credits

Prerequisite: 60% in Biology 20

This course continues to explore the interactions of living systems with one another and with their environment. Emphasis in this academic course is equilibrium and systems. The units of study include: Nervous and Endocrine Systems; Reproduction and Development; Cell Division, Genetics and Molecular Biology; and Population and Community Dynamics.

Chimie 30

5 Credits

Prerequisite: 60% in Chemistry 20

This course continues to study matter and its changes. Students will continue to explore and understand the impact of chemistry in their lives and the world around them. The units of study include: Thermochemical Changes; Electrochemical Changes; Chemical Changes of Organic Compounds; and Chemical Equilibrium Focusing on Acid-Base Systems.

Physique 30

5 Credits

Prerequisite: 60% in Physics 20

This course builds upon concepts in Physics 20 with themes including: change and systems; energy and matter; and diversity and matter. The units of study include: Momentum and Impulse; Forces and Fields; Electromagnetic Radiation; and Atomic Physics.

Mathématiques 10C (Combined Course)**For Grade 10 students in 2010-2011**

5 Credits

ThisA combined course is the starting point for the “-1” course sequence and the “-2” course sequence. Each topic area requires that the students develop a conceptual knowledge base and skill set that will be useful in both subsequent course sequences. The topics covered within a course sequence are meant to build upon previous knowledge and to progress from simple to more complex conceptual understandings.

Mathématiques 20-1

5 Credits

Prerequisite: 60% in Mathématiques 10C

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

Mathématiques pures 30

Only for Grade 12 students in 2011-2012

5 Credits

Prerequisite: 60% in Mathématiques pures 20

This is the concluding course in this sequence. Topics covered are a functions tool kit, exponential functions and logarithms, trigonometric functions of angles, trigonometric functions of real numbers, trigonometric equations and identities, permutations and combinations, probability, statistics and conic sections. Completion of Mathematics 30 Pure requires the writing of a provincial diploma examination.

Mathématiques 31

Only for Grade 12 students in 2011-2012

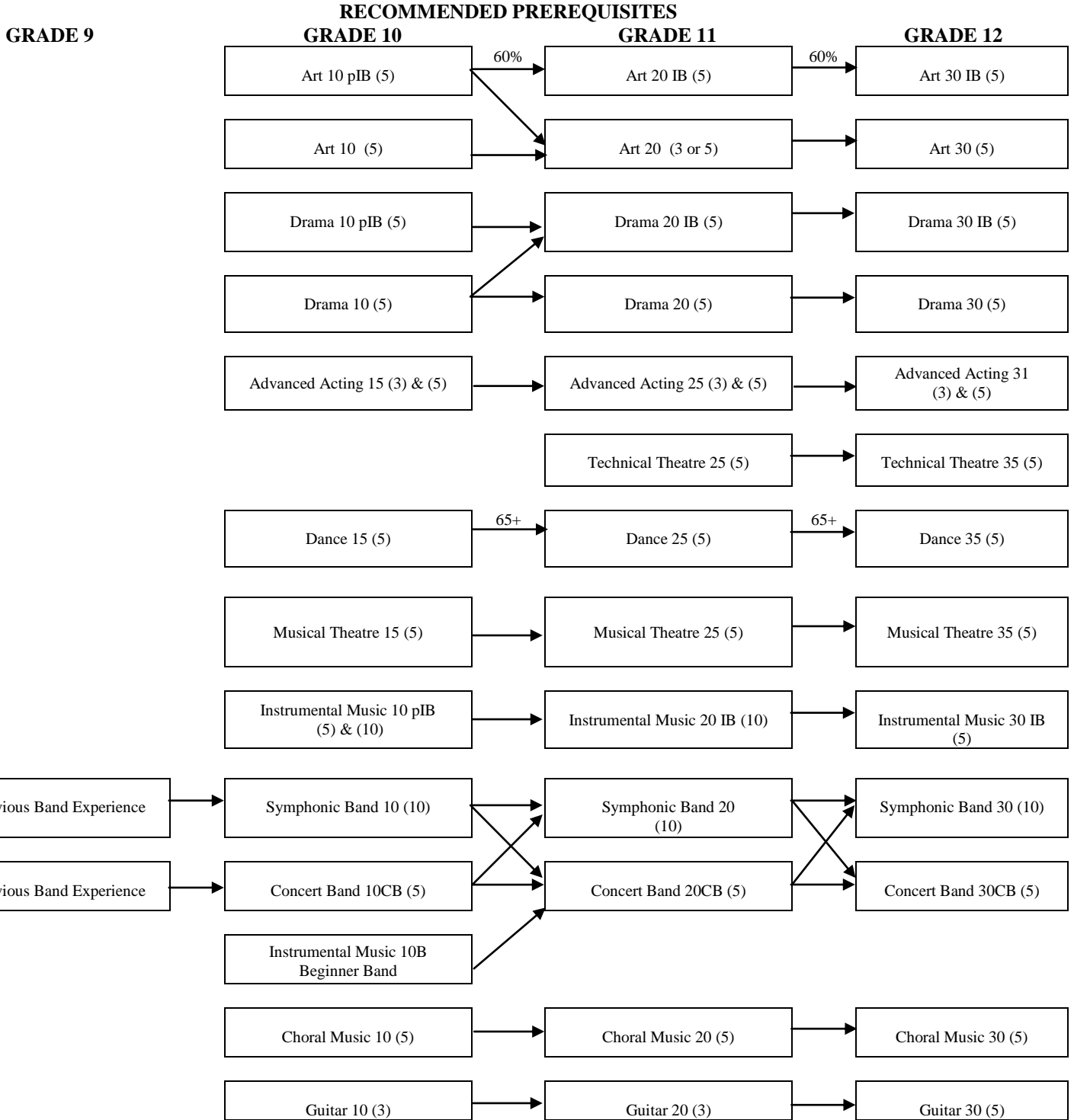
5 credits

Prerequisite: 65% in Mathématiques pures 30

This course is designed for highly motivated, academic students who wish to pursue a first course in calculus. Mathematics 30 Pure must be taken as a pre or co-requisite course. The topics of polynomial functions, series and sequence and trigonometry from the Pure Mathematics program are applied in this course. Proficiency in these topics is strongly recommended to ensure success in Mathematics 31.

FINE ARTS

The Fine Arts give students the opportunity to develop their creative potential. The Fine Arts are fundamental to full human development and provide the essence of a comprehensive education. **Art, drama and music at the 30 level can be used for university entrance, high school diploma and category "C" requirements.** Join Us!



ART

Students considering careers in the following fields require an Art Portfolio for admission to post-secondary institutions: Artist, Graphic Design (this involves the designing of CD's, websites, books, magazines, logos; anything involving advertising and corporate identity), Industrial Design (furniture and objects), Architecture, Theatre/Set Design, Fashion Design, Film Making, Photography, Animation, Illustration, Landscape Architecture and many more specialized programs. An art portfolio can be achieved by taking Art 10, 20 and 30.

A portfolio is a collection of student artwork that demonstrates the student's skills, knowledge and creativity. Portfolios must include observational drawing of real, three-dimensional form and space. It must also include work that demonstrates an understanding of the Principles and Elements of Art and Design (colour, space, value, line shape, form texture, movement, unity, variety, emphasis, contrast, proportion and pattern.) Computer generated art (animation, photoshop, desktop publishing, etc.) is generally **not** accepted as part of a portfolio.

NOTE: Students in the International Baccalaureate Program are strongly encouraged to consider Art as their Group 6 subject choice.

Art 10 pIB (Harry Ainlay Pre-IB Diploma)

5 Credits in Art 10

Prerequisite: None

This preparatory course is meant to develop the artistic skills and discipline necessary for Art 20 IB and Art 30 IB. This course covers the curriculum found in Art 10.

Art 10

5 Credits

Prerequisite: None

This is an introductory studio class designed to give the students a sound understanding of the Principles and Elements of Art and Design. Students are exposed to a variety of art techniques and materials. Basic instruction is given in drawing three-dimensional form, painting, sculpture and compositional design.

Art 20 IB – Standard Level* or Higher Level Visual Arts

5 Credits in Art 20

Prerequisite: 80% in Art 10 pIB

Students will follow teacher directed assignments designed to develop their creativity, improve their visual literacy and continue to improve their artistic production skills. The aims of the visual arts course at HL and SL are to enable students to:

- investigate past, present and emerging forms of visual arts and engage in producing, appreciating and evaluating these
- develop an understanding of visual arts from a local, national and international perspective
- build confidence in responding visually and creatively to personal and cultural experiences
- develop skills in, and sensitivity to, the creation of works that reflect active and individual involvement
- take responsibility for the direction of their learning through the acquisition of effective working practices.

Students will be expected to:

- respond to, and analyze critically and contextually, the function, meaning and artistic qualities of past, present and emerging art, using the specialist vocabulary of visual arts
- develop and present independent ideas and practice, and explain the connections between these and the work of others
- explore and develop ideas and techniques for studio work through integrated contextual study and first-hand observations
- develop and maintain a close relationship between investigation and a purposeful, creative process in studio work
- produce personally relevant works of art that reveal evidence of exploration of ideas that reflect cultural and historical awareness
- develop and demonstrate technical competence and artistic qualities that challenge and extend personal boundaries (Option A) and technical competence and self-direction (Option B).

Art 20

3 or 5 Credits

Prerequisite: 50% in Art 10

Art 20 is an intermediate level studio course that builds on the skills and knowledge learned in Art 10. A strong emphasis is placed upon experimentation with various media and materials. Student research includes planning for artwork as well as research into the historical, critical and cultural issues and context of art production. An emphasis will be placed on developing student's visual literacy. Art 20 students will follow teacher directed projects intended to encourage them to produce artwork of personal significance and expression.

Note* It is highly recommended that students planning on taking Art 30 take 5-credit Art 20.

Art 30 IB – Standard Level* or Higher Level Visual Arts

5 Credits in Art 30

Prerequisite: 60% in Art 20 IB

Students are self-directed with the teacher functioning as advisor for investigation workbooks and studio work. Studio and investigation are integrated, meaning that the workbook is

the starting point in terms of research and planning for all studio production.

Learning Outcomes:

- develop the skills and techniques of investigation—both visual and written
- relate art to its cultural and historical contexts
- explore art concepts
- explore art elements
- develop and use the processes of art criticism and analysis
- develop confidence and expertise in the use of various media
- extend their knowledge of design
- share their work with an audience through displays and exhibitions or presentations
- extend individual investigation to inform practical work
- make connections between ideas and practice—both their own and others.

*Standard Level Option A is recommended for most students. Higher Level should only be attempted by those students who require Higher Level to complete their IB Diploma or by those who wish to pursue Art or Design as a career. Higher Level and Standard Level Option B is also available to those students who enjoy art research more than art production.

Art 30

5 Credits

Prerequisite: 50% in Art 20

Art 30 is an advanced studio course that builds on the knowledge and skills developed in Art 20. Students in this course are expected to work at an independent level on both teacher-directed and student-directed problems. Research is a significant part of this course as students develop a body of work that expresses their personal vision of the world.

Drama 10 pIB (Harry Ainlay Pre-IB Diploma)

5 Credits – Drama 10

Prerequisite: An interest in theatre arts and a willingness to try the unfamiliar. **It is not necessary to have previously taken drama.**

This is course intended to develop confidence, concentration, creativity and communication skills within the context of the theatre craft. There is an emphasis on ensemble work and the origins of theatre.

Drama 10

5 Credits

Prerequisite: None

Drama 10 is designed as an introductory course for students interested in studying all aspects of theatre. Students will participate in a variety of experiences intended to develop confidence, concentration, creativity and communication skills. The theatre disciplines studied are: Movement, Speech, Improvisation, Technical Theatre and Theatre Studies.

Specific attention is paid to the origins of theatre and ensemble work.

Drama 20 IB – Standard Level* or Higher Level Theatre Arts

5 Credits in Drama 20

Prerequisite: Drama 10 pIB

The four components to the IB theatre are: Theatre in the making, Theatre in performance, Theatre around the world and the independent project portfolio. Students will work with forms of theatre from a variety of cultures, traditions and historical contexts with a focus on becoming reflective and critical practitioners in theatre while researching, performing and devising theatre. Students will learn about the roles of the playwright, actor, director, designer and critic through research and practice. Analysis skills are a major focus in the course. Development of an independent project portfolio begins at this level. TOK curriculum links will also be addressed.

Drama 20

5 Credits

Prerequisite: 50% in Drama 10

Students will learn about the roles of the playwright, actor, director, designer and critic through practical research and performance opportunities. Scene work from various historical periods are studied. Play analysis skills are a major focus in the course.

Drama 30 IB – Standard Level* or Higher Level Theatre Arts

5 Credits in Drama 30

Prerequisite: Drama 20 IB

Students' individual ability to be creative and imaginative and to communicate in dramatic form will be challenged and extended through theoretical and practical content of the course. It lays the foundation for further study in theatre and performing arts, as well as non-theatrical pursuits, by developing discipline and refining communication and group-work skills. (IB Theatre Syllabus) The class company is responsible for all elements – production, direction, design, construction, acting and management – of their One Act play festival. Theatre 30 IB students complete a research investigation, practical performance proposal and their project portfolio to be sent away for external assessment.

***The Standard Level course is recommended for most students. Higher Level should only be attempted by those students who require Higher Level to complete their IB Diplomas or by those who wish to pursue theatre as a career.**

Drama 30

5 Credits

Prerequisite: 50% in Drama 20

This is a continuation of the Drama 20 program, only in greater depth and completeness. It includes: Directing the

One Act Play, script analysis, concepts, designs, models, technical staging and the total process through to the performance. The class company is responsible for all elements - production, direction, design, construction, acting and management of their one act play festival.

Technical Theatre 25

5 Credits

This course is designed to provide students with the practical knowledge that will help them to create the elements for preparation and presentation of a production. Students will develop an appreciation of artistic teamwork that will help to prepare them for community and post-secondary performances. Theatre 25 students will be expected to accept the position of assistant stage manager as a major objective in their completion of this fine arts offering.

Technical Theatre 35

5 Credits

Prerequisite: Technical Theatre 25

Technical Theatre 35 will continue to develop skills in pre-production, rehearsals, management, post production, team building and show run. The practical nature of each of the elements is designed to prepare students for post-secondary and professional performance experiences. Students will be expected to stage-manage a production at some point in the Theatre 35 course.

Advanced Acting 15/25/35

3 Credits (75 hours) or 5 Credits (125 hours)

Prerequisite: Entrance to the course is by audition.

All productions of full length and one act plays are cast from open auditions. The course is available to students involved with theatre production outside the regular school day.

Dance 15/25/35 – Please Note: Student are required to follow the sequence of courses offered regardless of their previous dance experience.

Dance 15

5 Credits

Prerequisite: None

Students do not need to have any previous dance experience to take Dance 15. Students will explore a wide range of dance forms including Creative Dance, Jazz, Ballet, Modern, Tap and Folk. Other aspects studied are choreography, history, body image, fitness and dance appreciation. Develop strength, poise, flexibility and confidence as a dancer through process and performance.

Dance 25

5 Credits

Prerequisite: 65% in Dance 15

Further work in the disciplines of Creative Dance, Jazz, Ballet, Modern, Tap and Folk Dance will continue at a higher skill

level. The course will include historical studies of each dance form. Other aspects covered are composition, anatomical principles, fitness and dance appreciation. Students will be introduced to techniques for auditioning and careers in dance.

Dance 35

5 Credits

Prerequisite: 65% in Dance 25

Students will study both the historical context and technique of Creative Dance, Jazz, Ballet, Modern/Contemporary Dance, Tap and Folk Dance. Composition work will culminate in public performance outside class. Other elements include dance criticism, fitness programming and performance.

Musical Theatre 15

5 Credits

Prerequisite/co-requisite: One of:

Drama 10,

Band/Choral/Music 10,

Dance 10,

Audition, interview &

department approval

Musical Theatre 15 is a course centered on group activities allowing students to share their particular strengths in music/dance or drama while developing new skills.

Students will be introduced to music notation, ear training, healthy vocal sound production, dance terminology and steps, and acting techniques. Integration of the three disciplines is the core of Musical Theatre. Students will have the opportunity to work individually and in groups. Various vocal and dance styles will be explored and the history of musical theatre researched.

Musical Theatre 25

5 Credits

Prerequisite: Musical Theatre 15

Musical Theatre 25 empowers the students with more choice and awareness by being more student-initiated and focused on small group activities. Students will be guided to select repertoire, begin to create choreography and be allowed to take on the role of peer coach, e.g. dance captain, section leader or technical coordinator.

Musical Theatre 35

5 Credits

Prerequisite: Musical Theatre 25

Musical theatre 35 provides individual students the opportunities to build on Musical Theatre 25 skills with more opportunities to choreograph, direct and coach. Solo and ensemble work is an expectation as is the preparation of a portfolio upon completion of the course.

International Baccalaureate Music

The two main streams of IB Music, Group Performance and Solo Performance are offered at Harry Ainlay at the Standard Level. This means that students have the choice of studying IB Music as part of the Music Department performing groups, or studying music as a supplement to their instrument or voice study with a private teacher.

The art of music demands that the educated musician and music lover be able to recognize and articulate musical elements realized in diverse examples of music making. This course encourages students to develop creatively their knowledge, abilities and understanding through performance, analysis and composition.

Music 10 pIB

Prerequisite: prior acceptance by music director

To enroll in the Group Performance option, students must be enrolled in Symphonic Band, Concert Band or Choral Music in Grade 10.

Music 20 IB

Prerequisite: Music 10 pIB or approval of the music director.

To continue in the Group Performance option, students must be enrolled in Symphonic Band, Concert Band or Choral Music in Grade 11.

Music 30 IB

Prerequisite: Music 20 IB or approval of the music director

Students now must choose Group Performance or Solo Performance. Group Performance candidates must be enrolled in symphonic Band, Concert Band or Choral Music and their performance mark will be determined from the assessment of two or more public performances of the ensemble. Solo Performance candidates must be taking private lessons and their performance mark will be based on their performance in a solo recital presented with other solo Performance candidates.

Students will complete a Musical Investigation paper and will also study:

- The history of Western music (Middle Ages to the present).
- Music of indigenous peoples of selected non-western cultures.
- The elements of music.
- The evolution and interpretation of notational systems.
- The prescribed work(s) as designated by IBO.

Music 10, 20 and 30 (Choral Music)

5 Credits

Prerequisite:

Music 10 - none

Music 20 - 50% in Music 10

Music 30 - 50% in Music 20

This course provides the opportunity for students to develop their musical talents through a choral experience. Emphasis is placed on the development of individual vocal technique and the ability to sing in parts. A wide variety of choral music and style is studied. Selected out-of-school performances are required.

Music 10, 20, 30 (Symphonic Band)

10 Credits (5 credits in Instrumental Music & 5 credits in General Music)

Music 10 - A minimum of two years study of a band instrument

Music 20 – 50% in Music 10

Music 30 – 50% in Music 20

Symphonic Band is a course aimed at increasing the proficiency level of students who have had a minimum of two years study on a band instrument, whether privately or at a junior high school. To maximize the individualization of instruction, classes are divided into three groups (based on instrument type) which meet every second day. In addition, these three sections combine on alternate days to form the complete Symphonic Band. Through the performance and study of band literature, students increase technical skills and gain competence in performing and appreciating music as an artistic form of expression. Students choosing this program may transfer into the Concert Band at the Grade 11 or Grade 12 level.

Music 10CB, 20CB, 30CB (Concert Band)

5 Credits (Instrumental Music)

Prerequisite:

Music 10 - Previous Band Experience

Music 20 - 50% in Music 10

Music 30 - 50% in Music 20

Concert Band is a course for the continuing band student who has a minimum of two years of study on a band instrument either at a junior high school or through private instruction. Through the performance and study of band literature, students will increase technical skills and gain competence in performing and appreciating music as an artistic form of expression. Students choosing this program have the opportunity to transfer into the Symphonic Band program at the Grade 11 or Grade 12 level.

Music 10A (Introductory Band)

5 Credits (Instrumental Music)

Prerequisite: None

Introductory Band is a unique opportunity for those students who were unable to take advantage of a band program in junior high. In this course, students are able to select an instrument of study (subject to availability) and experience quality musical instruction in a high school band setting. Instruments are available on a rental basis (\$50 per year).

Music 10G (Beginning Guitar)

3 Credits

Prerequisite: None

This course is designed for students with little or no previous musical experience who wish to learn how to play classical guitar. Instruction is given in basic guitar techniques including reading of melodies and rhythms, chording, strumming and finger-picking. Music theory, as it relates to guitar performance, is also covered. This course will be offered in the first semester so Guitar 20 can be taken in the second semester.

Music 20G (Continuing Guitar)

3 Credits

Prerequisite: 50% in Music 10G or with permission of music staff.

This is a continuation of Music 10G and is intended to advance the techniques and knowledge of performance styles

of intermediate level players. If you have already taken some guitar lessons (1 year or more), you should consult the music staff for an audition prior to registration so you can register at this level.

Music 30G (Advanced Guitar)

5 Credits

Prerequisite: 50% in General Music 20G or with permission of music staff.

This course is designed for serious classical guitar students who wish to advance their guitar technique. Performing, as well as advanced theory and chord reading, will be part of this course.

General Music 10E (Music Technology and Composition)

5 Credits

Prerequisite: One year musical study on any instrument

This course concentrates on the study of the current technology of electronics in music and applies this knowledge to composition. The course is for students who have a musical background (piano, guitar, etc) and who are interested in a musical experience in a non-performance based environment. The study and use of synthesizers, samplers, effects processors, multi-track recording, MIDI and computer software will allow students to develop their musical potential. Music theory as it relates to composition is a major component of this course.

PHYSICAL EDUCATION

General Information

The aim of the Physical Education Program is to enable individuals to develop the knowledge, skills, and attitudes necessary to lead an active, healthy lifestyle. The program emphasizes active living, with a focus on physical activity that is valued and integrated into daily life. Successful completion of Phys. Ed. 10 is required to obtain a high school diploma.

Strong evidence exists that physical activity contributes to the overall well being of individuals. People of all ages can substantially improve their health and quality of life by including a moderate amount of physical activity into their daily routines. Participation in physical activity contributes to physical, mental and social well-being providing benefits to the individual and the community.

Required Course

Physical Education 10

5 Credits

The aim of the Physical Education 10 program is to develop physical skills, discover health benefits, learn cooperation and assume responsibility to lead an active way of life. Students will participate in a variety of individual and team sports. Students will also have an opportunity to learn basic first aid and CPR.

Optional Courses

Physical Education 20 (CO-ED)

3 or 5 Credits

Prerequisite: PE 10

The purpose of PE 20 class is to introduce students to a variety of new and exciting sports/activities that they may not have experienced. Some of the activities included in this stream include: billiards, bowling, camping, curling, golf, lacrosse, pickleball, snorkeling, snowshoeing, squash, track biking, wall climbing. Students will have an opportunity to learn valuable leadership skills by carrying out a predetermined number of volunteer hours.

Physical Education 20 FITNESS (CO-ED)

5 Credits

Prerequisite: PE 10

The **FITNESS** stream of PE 20/30 is an excellent class for those who want to maintain a fit and healthy lifestyle. Activities will be structured so that **less time will be spent on traditional team sports and more time will be spent on individual activities**. Sample activities include: golf, tennis, badminton, biking etc. **A large portion of this class will be spent utilizing the Harry Ainlay Wellness Centre where students can work on fitness activities.**

Physical Education 20 (FEMALE)

5 Credits

Prerequisite: PE 10

This course is essentially the same as its CO-ED counterpart with the obvious exception that it will be comprised of all females. Activities and curriculum are delivered in a comfortable environment that meets the needs of many of today's teenage girls. The purpose of PE 20 class is to

introduce students to a variety of new and exciting sports/activities that they may not have experienced. Students will have a chance to participate in activities such as billiards, bowling, camping, curling, golf, lacrosse, pickleball, skiing, snorkeling, snowshoeing, squash, track biking and wall climbing. Students will have an opportunity to learn valuable leadership skills by carrying out a predetermined number of volunteer hours.

Physical Education 30 (CO-ED)

3 or 5 Credits

Prerequisite: PE 20 or PE 20 Fitness

The PE 30 stream continues to offer students a variety of new activities including: beach volleyball, boxing, mountain biking, snorkeling, scuba, cross country skiing as well as traditional team sports. Students will have an opportunity to learn valuable leadership skills by carrying out a predetermined number of volunteer hours. Physical Education 30 (5 credits) may be used as a university entrance course to the Faculty of Physical Education.

Physical Education 30 FITNESS (CO-ED)

5 Credits

Prerequisite: PE 20 or PE 20 Fitness

PE 30 Fitness is a continuation of PE 20 Fitness and is an excellent class for those who want to maintain a fit and healthy lifestyle. Activities will be structured so that **less time will be spent on traditional team sports and more time will be spent on individual activities**. Sample activities include: sports such as golf, tennis, badminton, biking etc. **A large portion of this class will be spent utilizing the Harry Ainlay Wellness Centre where students can work on fitness activities.** Physical Education 30 (5 credits) may be used as a university entrance course to the Faculty of Physical Education.

Sports Performance 15

5 Credits

No Prerequisite

This course is intended to provide learning opportunities for the increasing number of competitive athletes enrolled in high school. We focus on the latest training principles while applying them to our workouts during class time. The training principles that we apply are functional movements, core strength, cross-fit training, balance, muscular strength, cardiovascular endurance, speed and agility. Students will

also learn the importance of athletic high performance, body management, athletic injury prevention/diagnosis, sport psychology, sports nutrition, anatomy, goal setting and personal development. This is an excellent course for bringing your game to another level where our ultimate goal is success!

Sports Performance 25

5 Credits

Prerequisite: Sports Performance 15

This course is a continuation of the Sports Performance 15 curriculum with an emphasis on the analysis of training principles. We build upon the knowledge and skills learned in Sports Performance 15 and strive to increase upon that development. Sports Performance 25 provides an opportunity for athletes to learn practical physical activities as well as theoretical knowledge on training principles, sport psychology, goal setting, anatomy and athletic injury considerations. Students must have credits in Sports Performance 15 to be considered. If there is enough interest, there may be an option to take this class in the morning before Period 1.

Sports Performance 35

5 Credits

Prerequisite: Sports Performance 25

This course is a continuation of the Sports Performance 25 curriculum with an emphasis on specialized programs for each individual athlete. Students will have the opportunity to work on training principles that apply specifically to their target area, while having strong feedback in their practical training. The theoretical knowledge needed for these training principles will be reviewed from 15 and 25 while also learning the latest in athletic research. If there is enough interest, there may be an option to take this class in the morning before Period 1.

HARRY AINLAY WELLNESS CENTRE

Harry Ainlay's Wellness Centre is equipped with new state of the art equipment. The Wellness Centre Coordinator works with individual students, staff and entire classes to promote fitness and healthy lifestyles choices.

The primary focus of the Harry Ainlay Wellness Centre is to provide all students and staff with the opportunity to reach their health and fitness goals and maintain a healthy lifestyle. The Centre offers resources to enhance the physical education curriculum and accelerate the performance of school athletes. As well, the Centre offers a great opportunity for social interaction and the development of positive self-esteem in a low-pressure environment. Students who wish to use the Wellness Centre must become a member. Fees must be paid directly to the cashier in the general office.

We will be offering:

- assistance with physical education curriculum
- personal and sports team program development
- personal fitness/health appraisals
- group and individual instruction of various training principles and techniques
- active supervision
- resources (nutrition, health news, injury prevention/treatment, etc)
- first aid, sport first aid and sport performance instruction
- athletic therapy resources and services

Hours of Operation: Monday to Friday, 8:15am – 5pm

We look forward to your participation!

ATHLETICS

Philosophy

Through Athletics, student-athletes will develop life skills that help them grow into positive and responsible citizens of their community.

Harry Ainlay Athletics will provide an opportunity for student-athletes to develop their individual athletic ability and teamwork while emphasizing the Harry Ainlay Character

Virtues of respect, responsibility, fairness, forgiveness, honesty and integrity.

The athletic program is characterized by the following:

1. Participation is encouraged by maximizing the number and variety of athletic opportunities in extracurricular, intramural and club sports.

2. Participants receive the same treatment as other students. They have no unique privileges nor are they denied rights and opportunities that would be available to them as non-athletes.
3. Sports for men and women are given equal emphasis and the desired quality of competition is similar in all sports.
4. Students are supported in their efforts to reach high levels of performance by providing them with adequate facilities, competent coaching and appropriate competitive opportunities.

Harry Ainlay's program will challenge athletes with realistic goals. Winning merely for the sake of winning will not produce long term positive results. We strive to achieve team and individual goals - that is how we define success.

We offer flexible programming for elite athletes and the royal blue, black and white uniforms of Harry Ainlay have long symbols of TITAN Pride and Excellence.

The Titans have accomplished:

- 290 city championships since 1966
- 45 Provincial championships since 1966
- 2009-2010 City Champions in Sr. Men's football, Jr. Women's Volleyball, Jr. Men's Volleyball, Sr. Women's Volleyball, Sr. Women's Basketball, Badminton, Jr. Women's Handball, Cheerleading plus 15 first place finishers in individual championships.
- 2009-2010 ASAA Provincial Champions in Sr. Women's Volleyball, Sr. Women's Basketball and Cheerleading. 8 individual ASAA Provincial Gold medals between the sports of Cross Country, Track & Field and Wrestling.
- 2010-2011 City Champions in Sr. Men's Volleyball, Jr. Men's Volleyball, Sr. Men's Football, Cheerleading, Jr. Women's Basketball, Sr. Men's Basketball.

CALM 20

CALM 20 CAREER AND LIFE MANAGEMENT

3 Credits
Prerequisite: None

Successful completion of CALM 20 is a requirement for a high school diploma. Students learn about careers, relationships, personal well-being and finances as a means of preparing themselves for independent living.

CALM 20 pIB CAREER AND LIFE MANAGEMENT

3 Credits in CALM 20
Prerequisite: None

Grade 10 Harry Ainlay pIB students will be entitled to fulfill the Alberta Diploma CALM requirement by a seminar-based program that is geared specifically to address the regular Alberta Curriculum. All students will be required to create a reflective CALM journal.

LEARNING STRATEGIES 15 - 25

Learning Strategies is a course of study designed to assist high school students in developing an in-depth understanding of strategies they can use to be successful learners. Through explicit instruction, guided practice and ongoing feedback, students will have the opportunity to apply a broader scope of strategies to maximize their learning and achievement. Learning strategies aids in the transition from junior high to senior high school life, as well as the transition from high school to post-secondary education or to the world of work.

This course is designed to have students become actively involved in their learning and take greater responsibility to plan, monitor and evaluate their learning. It also provides guided assistance to the student in meeting the expectations of other courses. Learning Strategies is recommended for students who have experienced difficulty in one or more subject areas.

Learning Strategies 15 – 25

3 Credits
Prerequisite: None
(Learning Strategies is a required course for any student enrolling in a Cornerstone class)

15/25 level expectations include:

- understanding self as a learner (emphasis in LS 25)
- organizational management
- study skills
- self-advocacy (emphasis in LS 25)
- preparing for evaluation

INDEPENDENT LEARNING PROGRAM

Independent Learning is designed as a self-paced learning program for students for a variety of reasons. The Independent Learning Program provides students with flexibility in achieving credits towards high school completion. Support is given to students one-on-one in the classroom. Entrance into the program is by assistant principal referral only.

LEADERSHIP

TEAM Leadership 15, 25, 35

5 Credits
No Prerequisite

T.E.A.M. (Together Everyone Achieves More) Leadership is a five-credit full-year course available to students who are interested in learning about and developing leadership skills. Grade 10 students register for Leadership 15; Grade 11 students register for Leadership 25; Grade 12 students register for Leadership 35. NOTE: Since no prerequisite is required, a student may take leadership all three years.

Students must meet the following criteria to be eligible for these courses:

- Have a minimum 65% average and no mark below 50%
- Have an exemplary attendance record
- Complete forms which include a field trip permission form and an application form.

Forms will be available at the first leadership meeting in September.

The following units provide the basic framework for this course:

- Servant Leadership Skills
- Communication Skills
- Effective Leadership
- Intrapersonal/Interpersonal Management
- Analyze and Resolve Practical Problems

Students will attend seven seminars over the course of the year (*two full-day field trips, two Saturdays and three after-school*), attend a monthly meeting with their teacher-coordinator, complete three projects and complete 25 hours of volunteering. Practical experience, in school leadership activities (Awards Board, clubs, tournaments, Student Council, Grad Council, etc.) or in community leadership activities (coaching, volunteering, etc.) through their projects and volunteering, offer students realistic opportunities to practice and develop the leadership skills they are learning in the seminars.

CAREER AND TECHNOLOGY STUDIES

Career and Technology Studies (CTS) courses have the following common characteristics:

- an emphasis is placed on learning in an activity setting.
- introductory courses are exploratory and offer a variety of experiences.
- introductory courses are available for either 3 or 5 credits.
- 3-credit courses can be used as a prerequisite to some advanced courses.
- emphasis is on providing a variety of daily life skills.
- content gives an awareness of career opportunities.
- courses can be applied towards the 10 complementary course credits required for a high school diploma.
- topics studied reinforce concepts introduced in core subjects.
- advanced computer technology facilities.
- highly-motivated and well-trained staff.
- CTS courses can be used toward Rutherford Scholarships.

Career and Technology Studies offer an alternative to conventional classroom learning. All courses place an

emphasis on "learning through doing" and are activity centered. Introductory courses are exploratory in nature and allow an opportunity to sample a variety of interests. When an interest is identified, courses at the intermediate and advanced levels can be taken. These become more focused and can allow for development of skills suitable to employment and entry into post-secondary institutions. Some courses include practical customer service activities and opportunities to the workplace. Harry Ainlay students taking CTS have received district, provincial and national awards for achievement on a yearly basis. Many students participate in "Skills Canada" events.

The Alberta High School Diploma requires a minimum of 10 credits in Career and Technology Studies, Fine Arts or International Languages. CTS courses, taken at the advanced level, meet the requirements for an additional 10 credits at the 30-level required for a high school diploma. The Career and Technology Studies strands offered at Harry Ainlay at the Grade 10 level are listed below.

- Communication Technology 10 (3 or 5 credits)

- Computer Course 10 (3 or 5 credits)
- Construction Technology 10 (5 credits)
- Cosmetology 10 (5 credits)
- Design Studies 10 (5 credits)
- Fabrication Studies 10 (5 credits)
- Fashion Studies 10 (3 or 5 credits)

- Foods 10 (3 or 5 credits)
- Automotives 10 (5 credits)

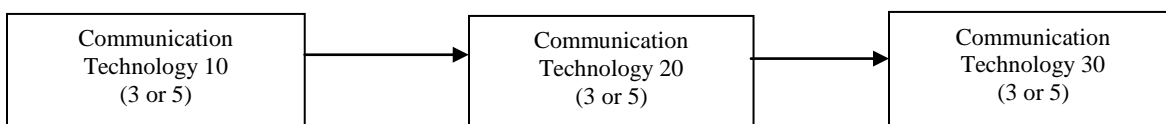
Get your “Career In Gear” with CTS courses!

COMMUNICATION TECHNOLOGY

Communication Technology courses are activity centered and provide opportunities to explore graphic design through projects in desktop publishing and screen printing. Visual imaging is explored through the use of digital cameras and video cameras. Students use industry standard software for creative digital image manipulation of digital photographs and digital video footage. Students develop their own ideas and follow them through to the final production and presentation of their work.

Students completing the Communication Technology program may choose to make direct entry into careers or continue to study at post secondary institutions such as the University of Alberta, NAIT, Grant MacEwan University College and The Alberta College of Art to name a few.

Please Note: The University of Alberta and Grant MacEwan University College have approved Communication Technology 30 as a Fine Arts subject (Group B) to be used for admission to those programs that accept Fine Arts courses. **Students who complete Communication Technology 10 and 20 would be eligible to take Communication Technology 30.**



Communication Technology 10

3 or 5 Credits
Prerequisite: None

This course introduces students to the areas of graphic design, screen printing, digital video production, digital photography and desktop publishing. Activities include printing a T-shirt, taking and mounting photographs, digitally manipulating photographs and producing a video. Students maintain a portfolio of their work.

Communication Technology 20

3 or 5 Credits
Prerequisite: 50%+ is required in at least 3 modules in Communication Technology 10

This intermediate course builds upon skills learned in Communication Technology 10. In digital video, students storyboard, shoot and edit videos that may be entered in local film festivals. In photography, students further develop their knowledge of composition and technical aspects of photography. Student’s photographs are frequently used in the school’s yearbook. PhotoShop is used to manipulate photographs and create multi-layered projects. Adobe

InDesign is used for desktop publishing projects. A two-colour t-shirt project is printed in the Screen Printing unit. Students maintain a portfolio of their work.

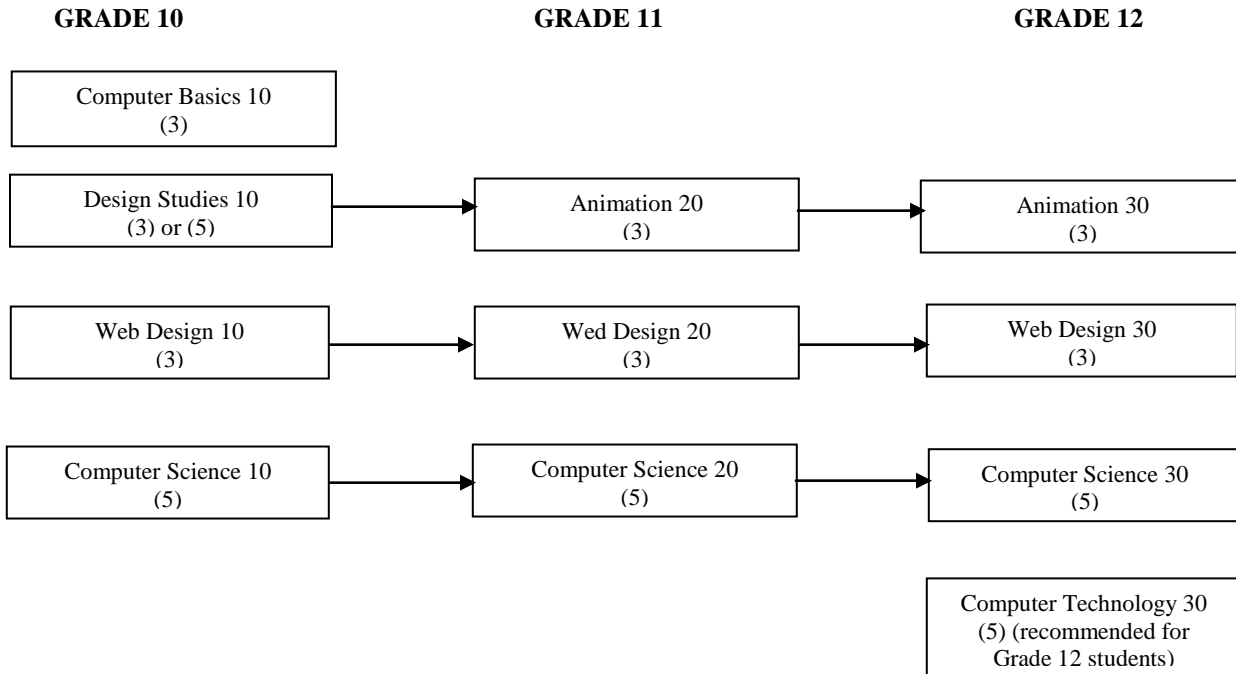
Communication Technology 30

3 or 5 Credits
Prerequisite: 50% + is required in at least 3 modules in Communication Technology 20

This advanced Communication Technology course allows for opportunities to further refine skills in graphic design, digital photography and digital video production. Adobe PhotoShop and InDesign software are used to create a wide variety of projects to industry standards. Senior students are strongly encouraged to submit their video projects to local film festivals. Student photographs are frequently used in the school’s yearbook and students are encouraged to enter their photographs in contests. Post-secondary opportunities in the field of Communication Technology are discussed. Students maintain a portfolio of their work. Communication Technology 30 (5 credits) may be used as an admission subject to university and college faculties that accept a fine art option.

COMPUTER COURSES

The computer and hyper-media technologies are causing a revolution in higher education and the world of work. Employers, colleges and universities expect students to be computer literate. To be successful in this new information society, you will require a good set of computer skills and a basic body of computer knowledge. Give yourself a head start by developing your computer skills in high school. The best way to do this is to enroll in one of the following computer courses.



Computer Basics 10

3 Credits
Prerequisite: None

This course is intended for the student with no computer experience needing survival skills for high school assignments. It will cover an introduction to word processing, graphics tools and spreadsheets using theme based projects.

Animation 20

3 Credits
Prerequisites: Design Studies 10

This course introduces the basics of the animation process including script writing, modeling and animating figures. One of the programs used will be 3D MAX. These simple animation techniques will be used to develop small scale animations.

Animation 30

3 Credits
Prerequisites: Design Studies 10, Animation 20

This computer based course again using 3D MAX will provide enhanced skills so students can develop their digital story telling techniques to plan, prepare and present a complete theme driven animation project for a specific audience.

Web Design 10

3 Credits
Prerequisite: None

This course is designed for the student interested in learning how to design and publish web pages. Basic HTML programming and Dreamweaver will introduce students to creating pages on the World Wide Web. The use of Flash animation will also be explored. Students will design several mock web pages suitable for a variety of client needs.

Web Design 20

3 Credits
Prerequisite: 50% in required 10 level modules

This course is a continuation from the Grade 10 level where students will deal with advanced formatting, including frames, image maps and scripting. Use of sound, animation and video media using Flash, Fireworks and Dreamweaver will be incorporated into student pages. The continued use of web editors and the creation of animation will also be covered in this course. Students may develop a web page for a real client as part of this course.

Web Design 30

3 Credits
Prerequisite: 50% in required 20 level modules

This course is a continuation from the Grade 11 level where students will deal with advanced design concepts and several mock web pages suitable for a variety of client needs. Some advanced coding with JavaScript, PHP or XML may be introduced at this time. Designing web pages for specialized functions like data collection will also be explored. Students may choose to develop a web page for a real client as part of this course.

Computer Science 10

5 Credits

Prerequisites: None

This course introduces the basics of Computer Science theory including logical problem solving and programming structures. Students will be introduced to programming using either ALIC or SCRATCH iconic programming languages and then will use PYTHON as our main language focus. A final project using GAME MAKER or Robotics using RobotC will also be part of this course.

Starting in the 2010-2011 academic year the modules taken in Computer Science 30 becomes part of the Group C course list (with Biology 30, Chemistry 30, Pure Math 30, Math 31, Physics 30 and Science 30) for admission into the University of Alberta. To enter the Faculty of Science or Arts, students can now select any two from Bio, Chem., Physics, Math 31 and CSE(Computer Science 30). By the time currently enrolled Computer Science 10 students finish high school, most post-secondary institutions in Canada will likely have followed through with these same changes.

Computer Science 20

5 Credits

Prerequisites: Computer Science 10

This course continues the skill building in programming language and practices such as re-use of codes, file handling and exceptions, and functions using PYTHON. Short projects will be developed to make codes functional in projects such as games (GAME MAKER) or in Robotics. Students may also be introduced to second programming languages such as PERL OR C#.

Computer Science 30

5 Credits

Prerequisites: Computer Science 20

This course develops skills for object oriented programming, I/O operations and projects to demonstrate the use of different languages. Game simulations, robotics or other practical applications will be used in projects.

Computer Technology 30

5 Credits

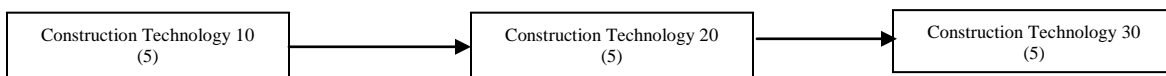
Prerequisite: None

This course will prepare students for the technological world and is recommended for Grade 12 students. Students will explore a variety of different topics that are current with today's technology. The course will include topics such as: an examination of computer components; setting up Local Area Networks (LAN) and peripherals. Other topics include: setting up a home network, security concerns, firewalls and virus protection. In addition there will be an introduction to online personal finance related to stock market and other types of personal investments using research data available on the web.

CONSTRUCTION TECHNOLOGY

The Construction Technology strand is designed to provide an opportunity to develop knowledge, skills and attitudes relative to the design and construction of wood products. Students are provided with a broad base of relevant 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 further post-secondary education. Skills as a carpenter are valuable for personal use or in preparations for a variety of careers.

Note: Students are required to supply their own measuring tapes and purchase materials necessary to complete their projects. Various supplies are available through the school.



Construction Technology 10

5 Credits

Prerequisite: None

This course will be of interest to students who would like to learn to work with wood as a building material. Skill development in the use of hand and power tools is stressed. This level instructs students in general safety, hand tools, portable power tools, set-up and operation of woodworking

machines and in the design, layout and construction of wood projects.

Construction Technology 20

5 Credits

Prerequisite: 50% in required modules in Construction Technology 10

This level builds on the previous skills taught in Level 1 with a focus on furniture and cabinet making. Students increase their skills in general safety, the use of hand tools and portable power tools, set-up and operation of woodworking machines, identification and use of solid wood, sanding and finishing techniques, the application of wood stains and finishes and the construction of furniture and cabinetry.

Construction Technology 30

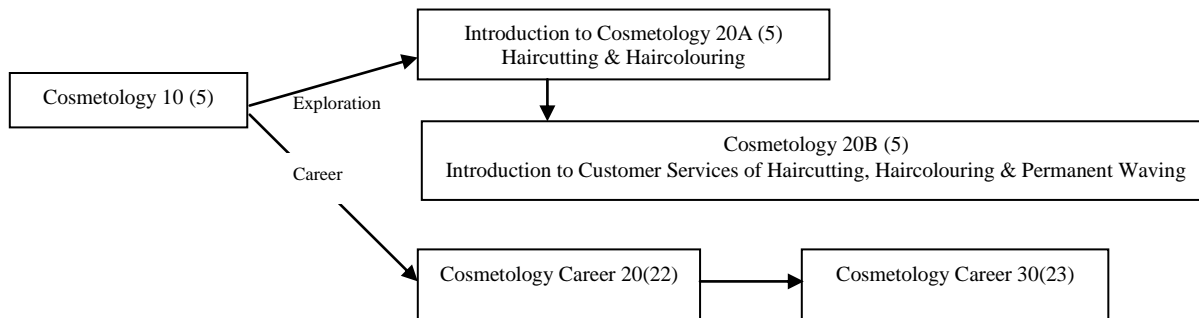
5 Credits

Prerequisite: 50% in required modules in Construction Technology 20

This course is designed to provide students with an in-depth study of advanced furniture making and finishing. In conjunction with the instructor, students will choose their own projects.

COSMETOLOGY

The courses in the Cosmetology program provide students with the opportunity to learn the theory and skills required in this profession. Students learn how to provide service in the care of the human body and methods of enhancing appearance. As well, they develop skills in other customer services which constitute cosmetology. A student wishing to gain advanced standing with the Apprenticeship Branch must complete all 50 courses and then go into an apprenticeship to complete the client work experience hours required. Cosmetology courses are taken as 5 credits for exploration or a 22-credit package in Grade 11 and a 23-credit package in Grade 12 to meet career path requirements.



Cosmetology 10

5 Credits

Prerequisite: None

Cosmetology 10 is a general interest course which involves the learning of the basic techniques of hair styling – braiding, finger waving, blow drying, roller-sets and curl ironing techniques. Other areas of interest to students are skin care (facials), personal grooming practices and hair and scalp care. This class consists of practical experience and applied theory.

EXPLORATION ROUTE GRADE 11

Cosmetology 20A Introduction to Haircutting & Haircolouring

5 Credits

Prerequisite: 50% in required modules in Cosmetology 10

This course consists of both practical and applied theory. Courses consist of haircutting, longhair design, hairstyling techniques, hair and scalp care treatments and haircolouring.

Cosmetology 20B Introduction to Customer Services of Haircutting & Haircolouring

5 Credits

Prerequisite: 50% in required modules in Cosmetology 10

The main content of this course will be temporary, semi-permanent and permanent hair coloring services on clients as well as haircutting on clients. This course applies what was learned in the courses of Cosmetology 20A. Students will also perform services involving hair and scalp care, and permanent waving.

CAREER ROUTE GRADE 11

Cosmetology Career 20

22 Credits

Prerequisite: 50% in required modules in Cosmetology 10

This intermediate hairstyling course will cover all aspects of basic hairstyling and chemical services. Also included will be some esthetic services. Students choosing this route will need to plan well to include another 23 credits at the Grade 12 level and diploma requirements. At the end of the Grade 12 year, they will be eligible to apprentice in a salon.

CAREER ROUTE GRADE 12

Cosmetology Career 30

23 Credits

Prerequisite: 50% in required modules in Cosmetology Career 20.

This senior hairstyling course will concentrate on training hairstylists for the industry. Customer service will be a large component of the course during which students will have the opportunity to perform services for which they were trained in Cosmetology Career 20. In addition, they will take further training in professional customer relations, reception, advanced haircutting techniques, various esthetic services

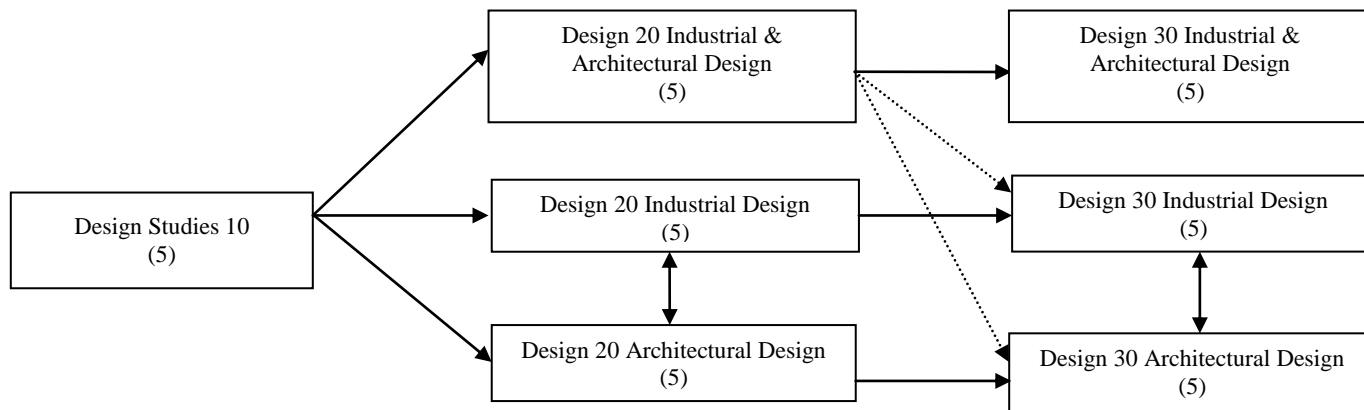
(such as waxing and facials), care and styling of wigs and hairpieces, male facial grooming, advanced coloring techniques and planning/managing their own salon business.

When the students have completed 50 courses of Cosmetology in the program, they may apply for apprenticeship status. At this time, the student may attempt a theory exam that is administered by the Apprenticeship Board. The second phase of the apprenticeship program is completed by working in a salon for 2100 hours. Upon completion, the student will attempt a practical exam also administered by the Apprenticeship Board. Successful completion of this exam is followed by receipt of a Completion of Apprenticeship Certificate and the Journeyman Certificate.

DESIGN STUDIES

Design Studies can be defined as the language of industry, technology and engineering. A large part of the course involves technical drawing and drafting. It helps in the communication of creative ideas and in the development of designs and inventions. These courses are designed to make the student proficient in using technical language, developing creative solutions, abstract thinking, problem-solving and proper work habits.

Students who are planning to go into any technical or engineering programs at a post-secondary level would profit by taking some of these courses. Students who are planning to go into the job market after graduating school would find the design studies professions very attractive.



Design Studies 10

5 Credits

Prerequisite: None

The general objective of this course in Design Studies is to provide students with exploratory experiences that sample various kinds of drawings used within industry. The activities will enable the student to make an informed decision about further studies in Design Studies. Computer Aided Design (CAD) is also introduced at this level.

Design Studies 20 – Industrial Design

5 Credits

Prerequisite: Design Studies 10

This course concentrates on the various concepts and techniques involved in the preparation of final drawings using a CAD (Computer Aided Design) program. Students will be introduced to a Computer Numerical Controlled (CNC) router and a 3D printer to manufacture prototype models. Inventor

(Autodesk Software) and MasterCam will be introduced at this level.

Design Studies 20 – Architectural Design

5 Credits

Prerequisite: Design Studies 10

This is an introduction to Architectural Drawings dealing with design, materials, building standards and working drawings as they pertain to simple residential buildings. Students will design their own set of house plans and will be introduced to basic rendering/presentation software. Revit and Impression (Autodesk software) are introduced at this level.

Design Studies 20 – Industrial & Architectural Design

5 Credits

Prerequisite: Design Studies 10

An exploratory pathway for students who would like to gain experience in Industrial and Architectural Design.

Design Studies 30 – Architectural Design

5 Credits

Prerequisite: Architectural Design 20

This second course in Architectural Drawing has an emphasis on design. This course is an introduction to multi-unit buildings and residential 3D drawings. The architectural drawings in CAD deal with material, building standards, details and preliminary working drawings. 3D designs using Revit and 3D Max will be the focus of this course.

Design Studies 30 - Industrial Design

3 or 5 Credits

Prerequisite: Industrial and Architectural Design 20

The second course in Industrial Design will provide an advanced experience in CAD. Mechanical prototyping and design will be the focus. Inventor and MasterCam software will be used at this level. Re-engineering of projects is an integral part of this level.

Design Studies 30 – Industrial & Architectural Design

5 Credits

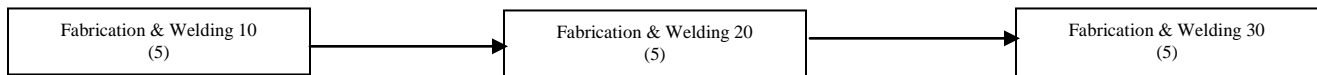
Prerequisite: Design Studies 10

An exploratory pathway for students who would like to gain experience in Industrial and Architectural Design.

FABRICATION STUDIES

Do you like to work with your hands building things? Would you like to be in high demand with the potential to earn an above average income? Then learn how to weld! Skilled welders work in a wide variety of industries. Welding is also a valuable asset as you move into other related careers. Welding is also for the aspiring hobbyist or the artist who wants to explore the possibilities of what welding and metalworking can become for them personally. Regardless of your motivation for wanting to weld and work with metal, this program is designed to provide the fundamental skills needed to practice this craft safely and efficiently

Note: All of these courses will encompass safety procedures for the appropriate equipment/processes. Also note that a high emphasis will be placed on demonstration of skills through active participation in this course.



Fabrication & Welding 10

5 Credits

Prerequisite: None

This will be an introductory, yet extensive, course that will offer the students exposure to theoretical knowledge and allow them to safely try their hand at operating many of the major pieces of equipment within our shop. The course is set up for those interested in the trade as well as those simply exploring this as an option.

Fabrication and Welding 20

5 Credits

Prerequisite: Fabrication & Welding 10

This course will give the student the opportunity to develop and demonstrate skills beyond those learned in Fabrication & Welding 10. This course includes print reading and theory will be applied in the rest of the modules. The majority of the

time in this course will be placed on the practical aspects of skill acquisition. Students must be highly motivated to learn and participate in a high-energy and enthusiastic shop setting. This course will include customer service and approved personal projects

Fabrication and Welding 30

5 Credits

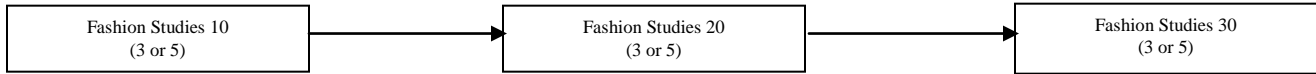
Prerequisite: Fabrication and Welding 20

This course will build upon the skills set in Fabrication and Welding 20. In addition, the students will acquire more in-depth knowledge of the process of welding and fabrication according to the industry standards. Students will learn these industry standards through the application of skills relating to customer service. Students will be actively involved in customer service projects as well as approved personal projects.

FASHION STUDIES

Fashion Studies involves the study of clothing and textiles within the fashion industry, life skills and personal creativity. This course is focused on sewing techniques to produce garments and accessories. Students can choose from the following emphasis: Design, Production or Costuming.

Fashion Studies 10, 20 and 30 is also offered in the morning before the regular timetable begins. If you are having problems fitting fashion in to your timetable, why not join us at 8 am. Students can work at all levels of Fashion Studies to design and create beautiful, one of a kind garments.



Fashion Studies 10

3 or 5 Credits

Prerequisite: None

Have you always wanted to design and construct unique one of a kind garments and accessories? This course gives students hands-on experience in producing and constructing clothing and accessories. Students will have an opportunity to make skirts, yoga pants, bags and a top or dress.

Fashion Studies 20

3 or 5 Credits

Prerequisite: 50% in required modules in Fashion Studies 10

Fashion Studies 20 is an intermediate level course. Emphasis will be placed on more complex production skills as well as flat pattern drafting and creating your own style of clothing. We will investigate specialty fabrics, quilting and pattern design.

Fashion Studies 30

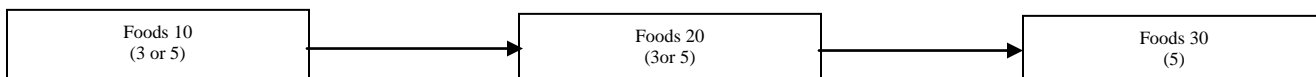
3 or 5 Credits

Prerequisite: 50% in required modules in Fashion Studies 20

Fashion Studies 30 is an advanced level course with emphasis placed on more complex production skills including tailoring, couturier techniques and specialty fabrics.

FOODS

Want to be the envy of the school? Enroll in Foods early and experience the joy of learning how to bake delicious recipes in a class with your peers. Expand your culinary baking talents that stretch your knowledge and taste buds from basics to gourmet delights. Your friends will beg you to share.



Foods 10

3 or 5 Credits

Prerequisite: None

Food is one of our most basic personal needs. This course will help you develop an interest in foods and an awareness of its nutritional importance. Whether your emphasis is to acquire valuable life skills or to pursue a career in the food service industry this course should interest and inspire you. Emphasis will be placed on skills, management of resources, safe and sanitary food handling practices and nutrition while studying each food group from Canada's Food Guide.

Foods 20

3 or 5 Credits

Prerequisite: 50% in Food Basics in Food Studies 10

Students will study the more advanced techniques of food preparation in this course. Emphasis will be placed on nutrition, preparation and presentation, management and social and cultural influences.

Foods 30

5 Credits

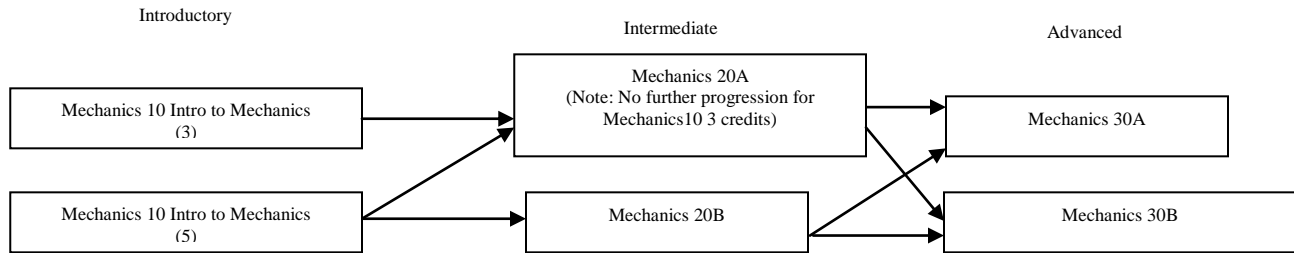
Prerequisite: 50% in food Basics in Foods 10

Students will learn concepts and principles of advanced preparation techniques. Emphasis is placed on preparation and presentation of food. Catering is done for some school related special events.

AUTOMOTIVES

Upon successful completion of this program, students will be well prepared to be a competent consumer or enter the automotive industry. Starting jobs in this industry lead to a career as a mechanic, parts person, sales person or position in management. Many small and large automotive related businesses were started with someone with an interest in cars and an entrepreneurial spirit. Interested in a career like engineering? Here is a program that will provide hands-on experience for professionals who design systems that are durable, effective and even repairable!

This is a program that provides real world skills for everyone with plans for the future.



Mechanics 10 Introduction to Mechanics

3 Credits

Prerequisite: None

These practical courses include a wide range of activities and repair concepts providing an introduction to the terms and knowledge that you need in the shop. The classroom and shop work lays a foundation of knowledge and experience important to vehicle owners and those preparing for more challenging automotive technology tasks and knowledge. Practical work may include shop cars and customer work maintenance. Completing this course provides a good understanding of how a vehicle works. The 3 credit course is a condensed version and as a result DOES NOT complete all the prerequisites needed for all advanced mechanics courses. Students completing Mechanics 10 3 credit may advance only to the Mechanics 20A without further additional coursework.

Mechanics 10 Introduction to Mechanics

5 Credits

Prerequisite: None

These practical courses include a wide range of activities and repair concepts providing an introduction to the terms and knowledge that you need in the shop. The classroom and shop work lays a foundation of knowledge and experience important to vehicle owners and those preparing for more challenging automotive technology tasks and knowledge. Practical work may include shop cars and customer work maintenance. Completing this course provides a good understanding of how a vehicle works. The 5 credit course allows FULL completion of the prerequisites needed to continue into Mechanics 20 and beyond.

Mechanics 20A Ride and Control

5 Credits

Prerequisite: 50% in at least 3 modules in Mechanics 10 (Mec. 1015, Mec. 1020, Mec. 1100)

This course covers the maintenance, diagnosis and repair of front ends and other related systems. After learning about steering and suspension, the students will learn about power assist systems, wheel alignments and braking. This hands-on course engages students in a wide range of customer service work.

Mechanics 20 B Powertrains and Fuel

5 Credits

Prerequisite: 50% in at least 3 modules in Mechanics 10 (Mec. 1015, Mec. 1020, Mec. 1130)

This course covers the maintenance, diagnosis and repair of fuel and emission control systems. As well as study of modern fuel systems, students will also be introduced to alternate fuels and propulsion systems expected to modernize personal travel. Practical work will include fuel system service, emission diagnosis and repair, and basic vehicle tune-up as well as an introduction to basic electrical testing techniques.

Mechanics 30A Electrical and Engine Controls

5 Credits

Prerequisite: 50% in at least 3 modules in Mechanics 10 & 20

After a review of basic electronics in Mechanics 20B, students in this course will cover ignition systems, the operation of vehicle sensors and Modern Electronic Control Units (ECU's – "Computers"). On Board Diagnostic Systems (OBD2) will also be covered. Practical work will include basic wiring, reading of wiring diagrams and repairs resulting from computer diagnostics.

Mechanics 30 B Engines

5 Credits

Prerequisite: Successful completion of required Mechanics 10 and 20 modules.

This advanced level course covers engine support systems, engine diagnosis, removal, teardown and repair operations. Unit repair as well as customer service work is a major component of this course.