

**ONOWAY
JUNIOR/SENIOR
HIGH SCHOOL**

EMPOWERING LEARNERS

Senior High Registration and
Course Guide
2020-2021

For students entering Grades 10, 11, 12

Core Courses account for 56 of the required 100 credits for a High School Diploma in the Province of Alberta.

All students must complete:

15 credits in both English and Social Studies including a 30 level course in each
10 credits in Science and Math including a 20 level course in each
3 credits in CALM and 5 credits in Physical Education 10

The Options are elective courses, they may be used to earn the remaining forty-four credits in addition to the core credits to complete requirements.

Option courses are based on teacher availability and student enrollment.
Options ***may not*** always be available for selection in any given year.

The Cores

English

High School English Language Arts courses are designed to improve communication skills in six areas - listening, speaking, viewing, reading, writing, and representing. English is one of the core courses that students must take at all grade levels. Through the completion of English courses at Grades 10, II, and 12 levels, graduates are either preparing for continued academic studies or improving their communications skills for the world of work. All English courses are five credits. English 30-1 and 30-2 are diploma exam courses.

English 10-1, 20-1, 30-1

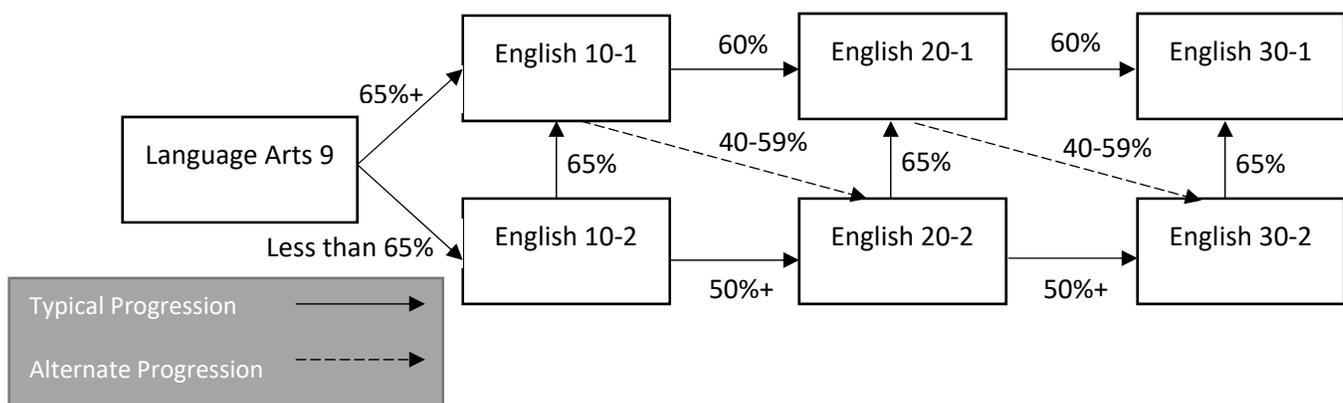
This program is for students who have demonstrated strengths in their use of language and their understanding of print and nonprint texts. The -1 signifies the 'higher level' sequence. In English 10-1, 20-1 and 30-1, students study literature and writing that is both complex and formal. Print and nonprint

Texts become increasingly more involved at each grade level. Students will write both personal responses and literary compositions based upon the works they have studied. Students begin with the study of the analytical formal essay at the English 10-1 level; they hone their skills through additional practice at the English 20-1 level, and should become proficient at more complex writing tasks at the English 30-1 level. In English 30-1, serious works of literature are emphasized, making the course demanding and challenging. The student's final grade for English 30-1 is weighted 70% teacher awarded mark and 30% diploma exam mark. The English 10-1, 20-1 and 30-1 route demands a considerable amount of reading, homework and study time. English 30-1 is a course intended for students who wish to enroll in degree programs at the post-secondary level.

English 10-2, 20-2, 30-2

This program is for students who need to strengthen their use of language and their understanding of texts. The -2 signifies the 'minimum level' required for graduation. In English 10-2, 20-2, and 30-2 students study literature and writing that is less rigorous in nature than that studied in the more academic route. Texts are generally of a higher interest level and are relatively simple to read and analyze; composition is more personal in nature. The student's final grade for English 30-2 is weighted 70% teacher awarded mark and 30% diploma exam mark. The English 10-2, 20-2, and 30-2 route demands a moderate amount of reading, homework, and study time. English 30-2 is a course intended for students who wish to enroll in a diploma program at post-secondary institutions or who choose to enter the work force following graduation.

Percentages are only a suggestion.



Mathematics

To successfully obtain a high school diploma, students must have a minimum of grade 11 math.

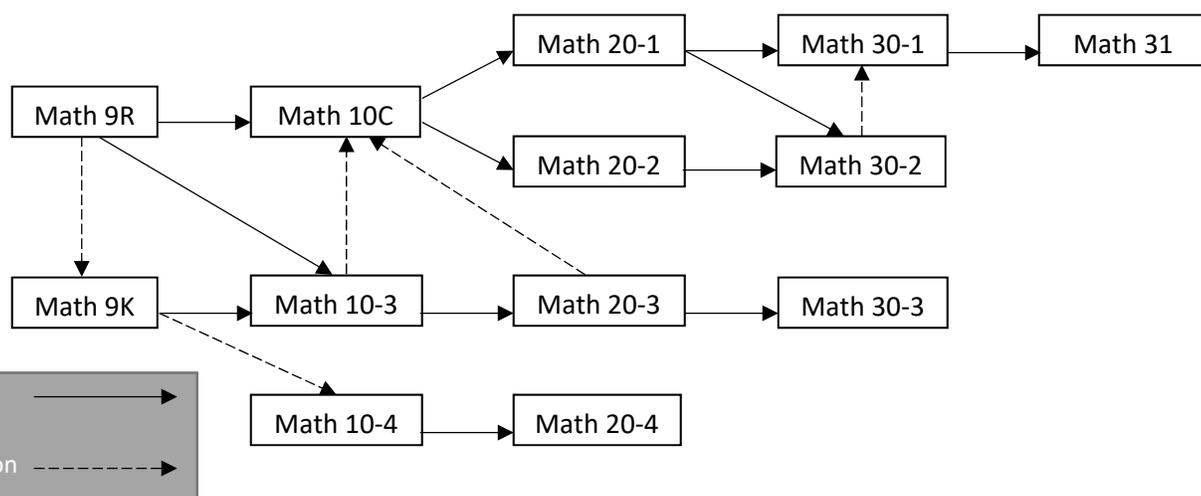
Mathematics 10C: This course was designed for those students who have successfully completed the Regular Mathematics 9 program, it is recommended that students have earned 65% or higher in Math 9. After the completion of this course students will choose their course sequence for grade 11. It is recommended that a student with a mark of 65% or better in Math 10C choose the 20-1 route, while a student with a mark between 50% to 65% in Math 10C choose the 20-2 route.

Mathematics 10-3: This course was designed for those students who did not successfully complete or struggled with the Regular Mathematics 9 program and for those students enrolled in the Knowledge and Employability program in Grade 9.

Mathematics 20-1 and 30-1: Precalculus This course sequence is for those students who are interested in careers emphasizing mathematics or sciences. Entry into post-secondary programs at universities, colleges and technical institutes where further study of mathematics is needed, may require these courses. Topics in this sequence include permutations and combinations, relations and functions, sequences and series, and trigonometry. This course sequence is demanding, fast-paced, and the most difficult.

Mathematics 20-2 and 30-2: Foundations of Math This course sequence is for those students who are interested in careers in a wide variety of areas, entry into post-secondary programs, may require these courses. Topics in this sequence include relations and functions, equations, probability, statistics and trigonometry. This sequence is designed to fill the needs of most students.

Mathematics 20-3 and 30-3: This course sequence is for those students who are interested in trades or direct entry into the workforce. Topics in this sequence include finance, geometry, measurement and trigonometry. This sequence is designed to supply students with the necessary skills needed to be successful in the workforce and may aid entry into apprenticeship programs.



Social Studies

The Social Studies Curriculum at the High School level in Alberta has been designed to reflect the needs of students in the 21st century while taking into consideration current research on teaching and learning for students. The major distinctions between the Social Studies 10-1, 20-1, 30-1 and the 10-2, 20-2 and 30-2 courses are in the areas of organization for instruction, teaching strategies, resources and evaluation. Research, inquiry and analytical skills as well as reading, writing, discussion, debate and presentation skills are emphasized in a more complex and formal form in the --1 program. Social 30-1 is used to qualify for university entrance. Social 30-2 is accepted as a prerequisite to study in technical schools and some college programs. Students must complete all three levels of Social Studies and write the diploma exam and the completion of either one of the Social 30 courses. The Diploma exam is worth 30% of the student mark.

Social 10-1 Students will explore multiple perspectives on the origins of globalization and the local, national and international impacts of globalization on lands, cultures, economies, human rights and quality of life. Students will examine the relationships among globalization, citizenship and identity to enhance skills for citizenship in a globalizing world. The infusion of multiple perspectives will This global issues.

course allows students to examine effects of globalization on peoples in Canada and throughout the world, including the impact on Aboriginal and Francophone communities.

Social 20-1 Students will explore the complexities of nationalism in Canadian and international contexts. They will study the origins of nationalism and the influence of nationalism on regional, international and global relations. The infusion of multiple perspectives will allow students to develop understandings of nationalism and how nationalism contributes to the citizenship and identities of peoples in Canada.

Social 30-1 Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

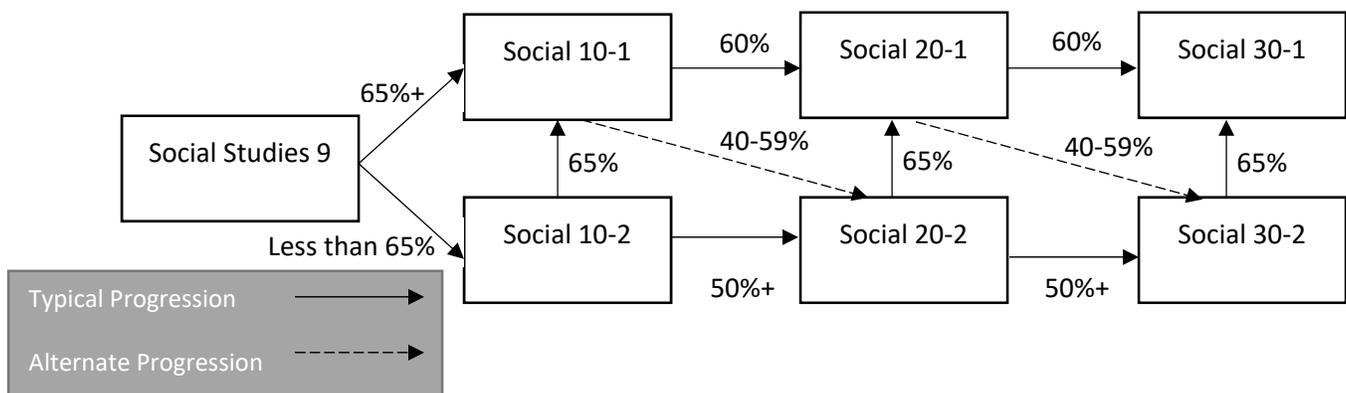
Social 10-2 Students will explore historical aspects of globalization as well as the effects of globalization on lands, cultures, human rights and quality of life. Students will explore the relationships among globalization, citizenships and identity. The infusion of multiple

perspectives will allow students to examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities. Students will develop skills to respond to issues emerging in an increasingly globalized world.

Social 20-2 Students will examine historical and contemporary understandings of nationalism in Canada and the world. They will explore the origins of nationalism as well as the impacts of nationalism on individuals and communities in Canada and other locations. Examples of nationalism, ultra-nationalism, supra nationalism and internationalism will be examined from multiple perspectives. Students will develop personal and civic responses to emergent issues related to nationalism.

Social 30-2 Students will examine the origins, values and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the viability of the values of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

Percentages are only a suggestion.



Science

Science 14 is a basic science program designed for the student planning to enter the workforce directly from high school. Basic scientific knowledge and principles studied include properties of matter, energy transfer technologies, matter and energy in living systems and in the environment. Science 14 is a prerequisite for Science 24.

Science 24 builds on the topics covered in Science 14 and is ideal for the student planning to proceed directly from high school into the workforce. Successful completion can provide an avenue to move into the more academic Science program. Students learn about diseases, health and immunity, technology in transportation, properties of useful materials, and Alberta's energy production technologies. Completion of this course fulfills the basic Science requirements for graduation.

Science 10 is the introductory course in the academic program. Concepts covered include energy and matter as they apply to living things (introductory biology), chemical change (introductory chemistry), motion and energy (introductory physics), and energy in Global Systems (climate change). A final mark of 50% is the minimum, however, a mark of 60% or greater is the recommended prerequisite for entry into Biology 20, Chemistry 20, and/or Physics 20. Students who achieve between 40 to 50% should consider the nonacademic Science 24.

Biology 20 builds on the concepts of energy and matter learned in Science

10. This is an in depth study of the flow of energy within the human system, the environment in which we live and the importance of maintaining homeostasis. The interconnectedness of the world's ecosystems and the interdependence of the human body are major themes throughout the course. A final mark of 50% in Biology 20 is the minimum, however a mark of 60% or greater is the recommended prerequisite for entry into Biology 30. Completion of this course fulfills the Science requirements for graduation.

Biology 30 continues the study of the human body where Biology 20 left off. Students study body systems that regulate responses to the external and internal environment as well as the body's ability to reproduce at the cellular and multi-cellular level. Finally students look at how changes at the cellular level of organisms can create changes in populations and communities. This course is intended for students who want to pursue post-secondary studies. Students must write a Diploma exam at the completion of this course.

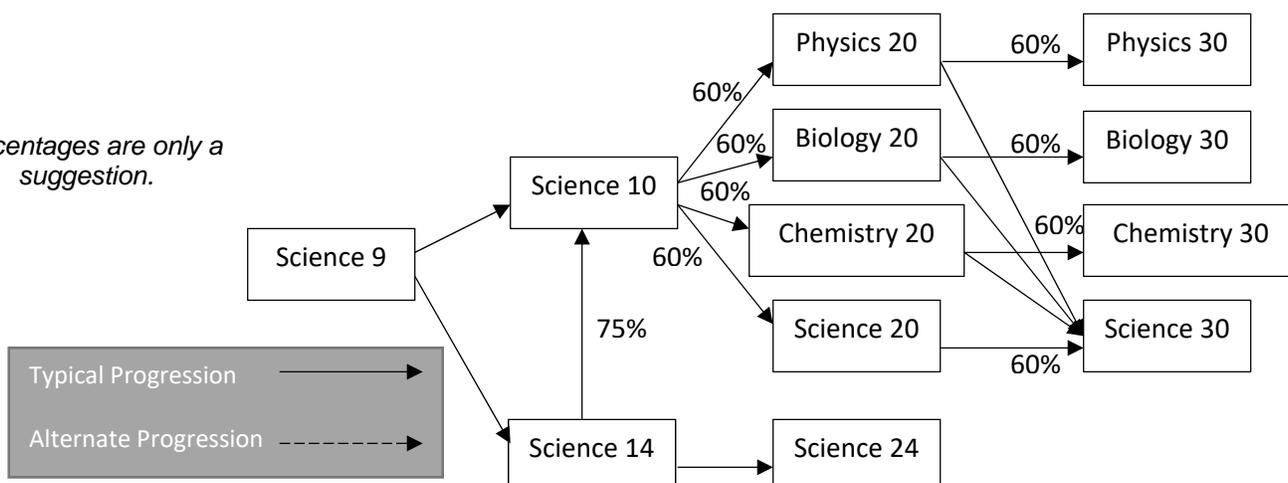
Chemistry 20 expands on the Science 10 concepts of energy and matter in chemical changes. Chemical bonding, gases, solutions, acids and bases are studied in detail. A major component of this course includes quantitative relationships (stoichiometry) in chemical changes. A final mark of 50% in Chemistry 20 is the minimum, however a mark of 60% or greater is recommended for entry into Chemistry 30. Completion of this course fulfills the Science requirements for graduation.

Chemistry 30 further expands on material covered in Science 10 and in Chemistry 20 and is a more detailed, mathematical and theoretical study of matter and energy. Thermo chemical changes, electrochemical changes, organic chemistry and chemical equilibrium focusing on acid-base systems are the major topics covered. This course is intended for students who want to pursue post-secondary studies. Students must write a Diploma exam at the completion of this course.

Physics 20 expands on the Science 10 concepts of energy flow in technological systems. Kinematics, the study of motion, dynamics, the study of the action of forces on objects and the changes in motion they produce, circular motion, energy, and mechanical waves are studied in detail. A final mark of 50% in Physics 20 is the minimum, however a mark of 60% or greater is recommended for entry into Physics 30. Completion of this course fulfills the Science requirements for graduation.

Physics 30 makes use of concepts learned in Physics 20 and expands upon them further. Momentum and impulse, forces and fields, electromagnetic radiation, and atomic physics are studied in detail utilizing theoretical and mathematical models and solutions. This course is intended for students who wish to pursue post-secondary studies. Students must write a Diploma exam at the completion of this course.

Percentages are only a suggestion.



Career and Life

Management (CALM)

Students must take CALM while in high school in order to graduate. This compulsory course is designed to provide students with opportunities and information to make well-informed current and future decisions relating to:

Career Choices - career self-management skills for continued learning and work opportunities beyond high school.

Resource Choices- financial and resource knowledge for planning personal independence.

Personal Choices - current issues and strategies for managing personal well-being. It is recommended CALM be taken in grade 11.

Physical Education

10/20/30

Students must take a minimum of three credits in Physical Education during their high school years. PE 20 and 30 are recommended for students who have a keen interest in fitness and sports. It is hoped that students participating in Physical Education will take active roles in community recreation programs. As the PE program builds with each grade level, emphasis gradually shifts from team sports to individual, dual sports and lifetime leisure sports. The main goal of Physical Education is to promote lifelong learning to develop a physically active lifestyle. Attendance and participation are required to be successful in Phys Ed.

Physical Education 10 is a compulsory course for five credits. The objective of this course is to maintain fitness, develop recreational skills and participate in an active PE program. Students experience

indoor and outdoor team games as well as dual and individual sports.

Physical Education 20 is a continuation of PE 10 with emphasis on higher levels of effort, skill development, and with particular emphasis on leadership development. Much of the content of this course is driven by the passions of the students involved, including team and individual sports, fitness and active living. Students signing up for this course must be interested in being active, working hard, and learning how to lead; this is a class for students who like previous PE classes but want to work and play at a higher level.

Physical Education 30 is a similar in format to PE 20. Students continue to apply and develop skills in team sports, personal fitness and active living.

The Options

Art 10/20/30

Art 10 is suitable for students with little or no previous school art experience, but it will also be challenging for students who already have well developed skills. Students will work with a variety of art processes and materials in order to develop technical ability and to come to and understanding of some of the fundamentals of visual language. This will form a basis for Art 20 and Art 30 where the student will become increasingly concerned with the development and expression of a personal style. Rendering realistic images is often the adolescent's major goal when drawing or painting. To foster a sense of achievement, the Art 10 course aims to help the student develop the skills necessary to draw and paint realistically.

Art 20 is an extension of Art 10 using more advanced applications in the areas of drawing painting and printmaking. There is increased emphasis on experimentation, abstraction and the emotional aspects of visual images.

Art 30 offers students an opportunity to be more experimental in their work. Students are expected to take increasing responsibility for their own artistic development and to demonstrate a growing commitment to personal methods of working and content selection. Student teacher discussion and portfolio marking will be a major part of the evaluation process.

All levels of Art have a heavy emphasis on student developed projects.

Drama 10/20/30

The overall goal of drama is to foster positive self-concept in a student by encouraging them to explore life by the assumption of roles and by acquisition of dramatic skills. The imaginative exploration and reflecting on the consequences. It is the reflection that provides knowledge for self-development.

Drama 10 focuses on Movement, Speech Improvisation and Theatre Studies and Tech, Theory and Design. Drama 20 continues to focus in disciplines for Drama10 with the inclusion of playwriting, memorizing

lines for a one act play and performing the play in front of an audience. Finally, Drama 30 includes all disciplines from Drama 10 and 20 with the inclusion of directing a one act play with Drama 20 students.

French 10/20/30

The French as a Second Language (FSL) courses offer students important cultural, linguistic and career development opportunities. FSL also enables students to better understand francophone cultures in Canada and in other countries of the world. From a beginner intermediate level in French 10-3y to an advanced level by the end of French 30-3y. The overarching goal of this program is, by the end of French 30-3y, students can understand and express themselves in basic situations. The courses taught at OJSH are designed for students who may have but not necessarily need a French background from previous grades.

French 10-3Y (5 credits) provides basic oral, reading and writing skills which are reinforced with interesting thematic units (sports, shopping, community activities ect) that students are sure to enjoy.

French 20-3Y (5 credits) French 20 is for students who successfully complete the French 10 course. More complex grammar structures and vocabulary are studied. Thematic units include shopping, fashion, clubs and friendships.

French 30-3Y (5 credits) The prerequisite is French 20. Students are encouraged to develop their oral skills by engaging in group/project work with their peers. Further development of complex grammar structures through units such as travel, the world of work and the environment.

Music

Instrumental Music 10/20/30 (Class Band)

The three courses, Music 10, 20, 30 are combined into one ensemble class (band) called High School Band. Although each is a course in and of itself, all three run concurrently. The pre-requisite for Music 10 is successful completion of Grade 9 Band (or in special situations- consent of the music teacher). Each course continues to

develop student understanding and appreciation for music through increasing their playing skills and techniques while providing instruction in theory, ear training, history, and performance of music. Daily home practice and attendance at concerts and class rehearsals are critical to success in the class and are requirements of the course. The course is centered around instruction on wind and percussion instruments contained in the concert band.

General Music 10/20/30 (Honours Band)

High school students who have reached a high level of musicianship in junior high band are eligible to join the Honours Band and receive credits in General Music 10, 20, 30. Entrance is by auditions which take place each September. Upon successful completion, the student would be invited into the band which rehearses solely outside of the school timetable (before school, noon hours, and occasionally after school). The largely performance-based band consists of highly committed musicians from grades 9 through 12. Many performances for school functions, community, and festival engagements, as well as travelling, are keys to the success of this ensemble.

Chamber Ensembles 15/25/35 (Chamber Ensembles and Jazz Band)

This course is specifically geared to those students playing wind instruments, percussion, bass guitar or electric guitar, who have already accomplished a high enough level of musical skill and musicianship to be successful in small self-directed ensembles formed by the music teacher. Students interested in taking Jazz Band should enroll in Chamber Ensembles 15/25/30 as the Jazz Band operates as part of this class. In this course, high levels of self-discipline, responsibility and teamwork skills are critical to the success of the student and his/her fellow ensemble members. Scheduled class time for this course runs after school on one specified day of the week throughout the entire school year. Please consult with the music teacher prior to registering in this course for further information and details on ensembles offered.

CTS Applied Robotics

Students will explore the fundamentals of robotics through the design and programming of complex autonomous and semi-autonomous robots.

This course is offered based on student interest and teacher availability.

CTS Automotive Mechanics and Fabrication 10/20/30

This strand of Career and Technology Studies provides the opportunity to increase knowledge and skills related to the design and maintenance of transportation vehicles. Whether a student plans to prepare for a work-related role in the industry or simply wants to be an informed owner/operator of a vehicle, the Automotive Mechanics program should be viewed as an excellent educational opportunity for all secondary students. This program is open to all high school students.

Mechanics 10 is designed for students who have no previous automotive experience. Emphasis will be placed on but not limited to:

- 1) Mechanics Tools and Materials
- 2) Vehicle Service and Care
- 3) Engine Fundamentals
- 4) Engine Components, Diagnosis and Alternative Design
- 5) Electrical Fundamentals
- 6) Student Choice

Mechanics 20 will help students recognize the wide range of related career opportunities within automotives. Emphasis will be placed on but not limited to:

- 1) Vehicle Maintenance
- 2) Lubrication and Cooling
- 3) Fuel and Exhaust Systems
- 4) Emission Controls
- 5) Student Choice

Mechanics 30 will demand a higher level of expertise and will prepare students for entry into the work place or a related post-secondary program. Emphasis will be placed on but not limited to:

- 1) Engine Replacement
- 2) Engine Reconditioning 1
- 3) Engine Reconditioning 2
- 4) Engine Diagnosis
- 5) Drive Train Repair
- 6) Student Choice

Fabrication 10/20/30

This strand of Career and Technology Studies provides the opportunity to increase knowledge and skills related to the trade of Welding and the processes and design involved in fabrication. Whether a student plans to prepare for a work-related role in the industry or simply want to increase their personal fabrication skills, the fabrication program should be viewed as an excellent educational opportunity for all secondary students. The mechanics program is open to all high school students. Fabrication is designed for any students who have no previous welding experience or students who want to build on previous experience and knowledge in fabrication. In this course students will learn to use hand and power tools to shape, form, and fuse metal. Students will develop skills in many different welding and cutting processes, as well as design and construct challenging projects.

CTS Business Education 10/20/30

Business Studies is a 5 credit course. Students planning a career in business administration, accounting, or plan to own their own business as a business owner or professional, should enroll in this course. Areas of study include: Marketing and Management, Accounting and Communication Strategies. Students identify basic management and marketing concepts and describe retail merchandising strategies of value. They become familiar with financial statements and generally accepted accounting principles and they learn how to prepare for the process of starting a business.

This course is offered based on student interest and teacher availability.

CTS Communication Technology 10/20/30 (COM TECH)

This course can provide you with a broad awareness of the impact that presentation and communication technology, print, photography, and media design and application have in every aspect of your life. The CTS Communication Technology strand provides an opportunity for you to explore the following presentation and communication techniques: photography, printing, audio/video

production, animation, digital design. media design and analysis, script writing and photojournalism.

CTS Construction Technology 10/20/30

Construction Technology at OJSH provides hands-on experience into possible career opportunities instructed by a journeyman red seal carpenter. Con-Tech is offered at the Introductory, Intermediate, and Advanced level stages (10/20/30 respectively) and allows students to explore interests in building construction, cabinetmaking, and/or furniture making. Students are taught safe work practices, related theory, and are then provided the opportunity to apply that learning in a shop environment with hands-on skills. There are a variety of modules/credits to choose from. Some modules will be chosen by the instructor to provide required prerequisites and skills, while others may be chosen by the student to suit personal interest. There are a total of 54 possible modules throughout Con 10/20/30. This course is best geared toward students with an interest in construction, and a motivation to improve. Details on these modules can be found at "TMT POS Alberta", or the Alberta Education website.

CTS Cosmetology 10/20/30

Students taking Cosmetology 10 will compete studies in three module areas EST (Esthetics), HSA (Hair Stylist Apprenticeship) and COS (Cosmetology). Students at the 20 and 30 level will have the opportunity to focus their skills more in the HSA modules if they wish, which may afford them credit and tuition reduction if they choose to pursue hair studies.

CTS Food Studies

10/20/30

Foods 10 (5 credits: no pre-requisites)

This introductory course is designed to provide students with a broad overview of the basic principles of nutrition and food preparation. Emphasis is placed on safety, basic measurement, practical application and technique development.

The five main modules include:

- * Food Basics
- * Contemporary Baking
- * Fast Foods and Convenience Foods
- * Snacks and Appetizers
- * Meal Planning 1

Foods 20 (6 credits: pre-requisite:

Food Basics) Advanced techniques in the selection and preparation of foods in each of the food groups will be studied. A detailed study of calories and fat content found in various foods; yeast application and theory; high protein meat alternates; separation preparation and poultry safety. Some specifics to be covered include: vegetables and fruits, fish and poultry, basic meat cookery, milk products and eggs, international cuisine and bread products.

Foods 30 (5 credits: pre-requisite:

Food Basics) Students will learn how to adopt nutritional information for individual needs and special diets throughout the life cycle. Advanced food preparation techniques will be employed in all areas including creative baking, yeast products, nutrition and digestion, advanced meat cookery and entertaining with food.

Dual Credit

Dual Credit is an opportunity for students to earn College level certification and high school credit. Students have to apply and meet the criteria of the college and courses and complete exams and practical work. Many courses are off site, so students need to have transportation, and work with administration to develop a workable timetable. Students are usually in Grade 12. Currently OJSH has dual credit opportunities with Norquest College, Northern Lakes College and Nait.

This course is offered based on student interest and teacher availability.

Early Learning and Childcare 30

This is a 5 credit 30 level course. Grade 11 and 12 students who have successfully completed a work experience placement may be eligible for this program. Students complete a series of 5 online modules and 65 hours of work experience at an approved placement.

This course is offered based on student interest and teacher availability.

Gateway Academy Outreach

The OJSH Gateway Academy Outreach is located at 5108-49th Avenue and is open during regular school days and school hours. Senior High students choosing this alternate schooling arrangement must first meet with Mr. Lobo, OJSH principal, who may suggest the program be blended with OJSH courses. All courses follow Alberta curriculums. Along with core courses, Gateway Academy facilitates courses are not always offered at OJSH. All courses successfully completed apply to graduation requirements and there is no distinction made between courses offered on campus at OJSH or those delivered at Gateway Academy. Eligible students may also take the core courses in the Knowledge and Employability program to achieve a Certificate of High School Completion. Students and their parents are assisted in setting individual learning goals and determining completion dates. Students attending Gateway Academy are self-motivated, responsible individuals who are willing to take ownership of their studies. The Gateway Academy teacher and educational assistant often work one on one with students who may need more instruction, and or time, on particular courses. However, as each student is working at his or her own pace on various courses, students must also be able to work independently in this quiet and focused learning environment. It is ideal for those students wishing to accelerate their studies or those who are completing high school studies while remaining employed.

If flexibility is a requirement for success, Gateway Academy may be the solution to check out.

Green Certificate

The Green Certificate Program provides students with opportunities to enter a variety of agriculture-related, structured learning pathways as a part of their senior high school program and to earn a credential leading to a career in agribusiness.

Students learn on the job, under the direction of experienced farm personnel and under the supervision and administration of Alberta Agriculture and Forestry and Alberta Education. Students completing all three courses in a specialization, to the standards specified, would earn the technician level Green Certificate for that specialization, which is issued by Alberta Agriculture and Forestry.

The Green Certificate currently has 11 specializations:

- Cow Calf Beef Production
- Dairy Production
- Feedlot Beef Production
- Field Crop Production
- Irrigated Field Crop Production
- Sheep Production
- Swine Production
- Beekeeper Production
- Equine Production
- Greenhouse Production
- Poultry Production

Students can earn up to 16 credits in this program.

Students should speak to Ms. Dundas for further information on this program.

Independent Studies

OJSH offers students another choice for option courses. Independent Studies allows students to pursue interests beyond our current offerings and gives students an option when choices are limited by their current schedule. Students can choose from a list of courses, ranging from 1, 3, or 5 credits. Independent Studies is a self-paced program requiring good organization and time management skills. Students who choose this option will be assigned a class in which to work on their selected course and will be supervised by a staff member. OJSH is working with the Alberta Distance Learning Centre (ADLC) to offer a variety of courses.

Psychology Personal and General Psychology 25

Psychology is offered as two consecutive 3 credit courses: Personal Psychology and General Psychology. The first unit in personal psychology includes research methodology, and personality development and types. The second unit covers societal behavior and constructs, perception, defense mechanisms, and conflict. The third unit examines intelligence, nature vs. nurture and gender roles. In General Psychology, unit one covers the concepts of thinking and learning. Unit two considers adolescent issues such as bullying and drug use. Finally, in unit three, students conduct and present research on disorders, neurosis, and psychosis.

This course is offered based on student interest and teacher availability.

Students can take RAP and Work Experience after school and during school breaks ie:

- **Easter Break**
- **Summer Break**
- **Christmas Break**

Please see the co-ordinator for more information.

Registered Apprenticeship Program

(RAP) Apprenticeship is on the job training under the supervision of a skilled tradesperson combined with classroom training. Apprenticeship is an effective way of providing skilled workers in the trades. Students and employers report that apprenticeship has a number of advantages.

For example:

- Hands on up-to-date training. Concepts are often easier to learn through practical experience with the latest industry practices.
- Opportunities to earn while you learn. An apprentice receives a pay cheque.
- The promise of a good career. Acquiring a trade is a solid beginning for any career path. Apprentices develop skills that industry needs – the skilled trades are virtually always in demand.

Traditionally, apprenticeships in Alberta began after students graduated from high school. However, some students identify their career interests at an earlier age and are ready to get started and practicing their trade. RAP is an ideal program for these students.

RAP students divide their time between an approved work site and their high school. They take regular courses core courses in order to earn their Alberta High School Diploma or Certificate of Achievement. RAP students are both full time students and registered apprentices.

The time a RAP student spends at school and on the work site can be flexible. The student, school and employer jointly agree to a suitable schedule.

RAP students are expected to continue their apprenticeship after graduation.

All apprentices are required to take a period of technical training (formal instruction) after completing each year of their apprenticeship. The RAP apprentices technical training is delayed until they have completed high school and completed the required number of hours of workplace learning.

RAP students are paid at least minimum wage.

Work Experience 15/25/35

Prerequisite HCS 3000

Work Experience 15/25/35 are separate courses for credit that provide experimental learning activities undertaken by a student as an integral part of a planned school program under the cooperative supervision of a teacher-coordinator and employer.

Work Experience courses are components of an off campus education program. These courses like other off campus education opportunities allow student to:

- Apply in the workplace, knowledge, skills and attitudes acquired through other course work.
- Discover their career interests and aptitudes in meaningful work sited in business, industry, government and community service.

Work experience courses also provide opportunities for the school and its community to combine resources for further the students personal development, career planning and employability skills through placements in off-campus work stations of work sites. Work Experience course at each level may be offered for 3 - 10 credits. Each course is time based: on 25 hours per credit and a student may enroll in Work Experience 15, 25, or 35.

