WINSTON KNOLL COLLEGIATE

COURSE CALENDAR

2018-2019

"Where Tradition Meets the Future"

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COURSE CALENDAR

INTRODUCTION

In many important ways high school represents a significant step toward preparing for the future - a preparation that requires careful planning to ensure that many options are available to the student.

KEEPING OPTIONS OPEN

Following grade 12, students may decide to enter the work force directly; they may want to attend a technical institute; or they may wish to enter university. Regardless of the decisions made, students will find that entry into the world of work or enrollment in post-secondary education depends to a large extent on their high school education including marks achieved and subjects completed.

DECIDING WHAT TO TAKE

Each Spring students choose their courses for the following term. Conversations with parents, friends and teachers can provide valuable information regarding subjects to take during grade 10, 11, and 12. Student interest and ability should be taken into account. In addition to preparing for a future occupation, developing life-long interests should be continued in high school by registering in carefully selected electives. Another key information source is the guidance department. Throughout high school, guidance personnel can offer students assistance in career planning and helping students to choose classes that will match their goals.

When students and parents are selecting classes for grade 10, 11 and 12, they should do so for the three-year block of time taking into consideration plans for the future, regardless of how tentative the plans may be. The high school planner in myBlueprint.ca can be a useful resource to aid in that forward planning.

CREDIT REQUIREMENTS

In order to graduate from grade 12, students must accumulate a minimum of 24 credits during grades 10, 11 and 12. The Department of Education specifies which subjects must be taken. The graduation requirements are listed on page 13 of the Registrar's handbook that you can find at http://publications.gov.sk.ca/details.cfm?p=73979.

During high school, students and parents are given the freedom to select a three-year course of study. However, if students decide to further their education, they will have to meet the subject requirements set by the university or technical institute that the student chooses being admitted to that institution. The guidance department is well aware of these requirements and encourages students to use its resources.

Students at Winston Knoll Collegiate can elect to take more than30 credits during grades 10, 11 and 12. In addition to TAG, all grade 10 students will carry ten subjects; grade 11 students must carry at least nine; grade 12 students must carry a minimum of eight subjects. Prerequisites are required for many courses. A complete list of pre-requisites for Saskatchewan High School courses can be found at http://publications.gov.sk.ca/deplist.cfm?d=11&c=5117.

Although meeting all graduation requirements is the responsibility of the students and parents, the staff and administration of Winston Knoll Collegiate are more than happy to offer guidance in this process of choosing a high school program. Various sources of information are available to students; tapping all of them can better prepare students for their futures in the work place or at institutions of higher learning.

Recognizing that goals change over time should reinforce in our minds that all we can presently do is choose wisely and keep options open for the future.

During our regular 5 period school day students can earn a maximum of 5 credits each semester. Opportunities for more credits can be earned through regularly scheduled Early Bird classes. Noon Hour classes, or After School classes.

ARTS EDUCATION

Arts Education 9

The Arts Education program offered at Winston Knoll Collegiate encourages students to understand and value the Arts throughout life. The students are exposed to all of the arts education strands: Dance, Drama, Music and Visual Art. They spend approximately 2 to 3 weeks learning in each area before rotating to the next. All areas are structured within three components: Creative/Productive, Cultural/ Historical, and Critical Responsive.

Drama 10

Creative drama is an integral part of the Drama 10 course of study. Students will learn to create script and perform scenes as well as how to improvise. Students are introduced to scenes from existing plays, and collaborate with classmates to collectively write and produce a drama.

Drama 20

Students in Drama 20 need not have had any prior drama experience. In this class students will explore a relevant social issue using various strategies and focusing on commitment and credibility. They will be expected to create characters from a variety of stimuli and will present their characters in monologues. Improvisation is a part of this course as is scripted scene work.

Drama 30

Drama 30 students will build on the skills learned in previous years. They will continue to work on characterization skills as well as scripted scenes and improvisation. In Drama 30, however, students will be expected to write a one-act play and to study a period of theater history and present a scene representative of that period.

Arts Education 10/20/30 and Theatre Arts 20/30

In these classes students will receive either an Arts Education 10/20/30 credit or a Theatre Arts 20/30 credit, depending on their area of focus. In Arts Education, students will be introduced to the various strands of Arts Education, including Drama, Dance, Visual Art, and Music. The fall musical will be the production in which students will perform skills learned in all strands.

Theatre Arts is an introductory course. Students will become familiar with the technical aspects of the theatre, such as the principles of stage lighting, sound, set construction, make-up and wardrobe. Students will develop technical skills involved in each of these areas through a module based on practical experience.

This class will be offered at 7:30 am in the fall semester. Participation in the musical is mandatory. Please note that a significant extra curricular component is also necessary to the success of the production.

Band 9/10/20/30

This class is for students at Winston Knoll Collegiate who have skills and an interest in playing in a Symphonic Band or Wind Ensemble. Students must have previous playing experience. Performances will include festivals, clinics, and concerts throughout the year as well as a trip in the spring of the school year. This is a non-semestered class, offering students at the 10/20/30 levels, 1 credit per year as a noon hour class. Students enrolled in Symphonic Band or Wind Ensemble are eligible to play in an ensemble such as Jazz Band.

Music 10/20/30 – Band Techniques & Band Techniques 9

The Band Techniques class is intended for students to help them in their instrumental playing ability and musicianship. This class will allow them to further their skills musically, technically, and become more proficient on their instruments, through every day practice. This is a class that will definitely improve the skills of students and help with the music that is rehearsed in regular Band rehearsals through a variety of different methods, which include; Sight Reading, Method Books, Solo's and Ensembles, Theory and Ear Training. This credit class is run as an early morning class.

Music 10/20/30 - Piano Techniques

Grade 10 Piano will introduce students to the fundamentals of music and basic keyboard techniques. Students will learn note and rhythm reading, scales, chords, and music theory geared to the level of their abilities. Students will work independently on assigned repertoire and are encouraged to work at their own pace. The course is intended for beginner level piano students that want to learn basic piano skills.

Instrumental Jazz 10/20/30

This class is available to students that are enrolled in either Symphonic Band or Wind Ensemble. Performances will include festivals, clinics, and concerts throughout the year, including "All that Jazz" night, as well as a Jazz Trip. This is a non-semestered class,that runs at 3:30 once a week, offering students at the 10/20/30 levels, 1 credit per year. Students must also enroll in Band 10/20/30 (noon) in order to register for Instrumental Jazz.

Choral 9/10/20/30

This class is for students at Winston Knoll Collegiate who have an interest in singing. No previous experience is required. Students are separated into two groups, Junior Choir (Grades 9 and 10) and Senior Choir (Grades 11 and 12). Senior Choir meets on Tuesday and Thursday from 12:20-1:05. Junior Choir meets on Monday and Wednesday from 12:20-1:05. Students will study and perform repertoire of varied historical and musical style. Practical vocal skills will be developed as they relate to choral performances. The Choir participates in festivals and concerts throughout the year as well as the annual Band/Choir trip in the spring of the school year. This is a non-semestered class offering students at the 10/20/30 levels, 1 credit per year.

Dance 10, 20, 30

In Dance 10, 20, and 30 students will have the opportunity to learn a variety of dance genres and techniques. All three components of arts education are included in this course (creative/productive, cultural/historical, and critical/responsive). Student dance-making (choreography) is an essential part of Dance 10, 20, and 30 so students will learn about improvisation, preparation of quality performance, and group collaboration skills. The core module of this course is dance in response to social and global issues. Students will research dance as a method of social awareness and create their own choreography to bring attention to an issue of their choice. The following additional modules will be included in this course: technology and dance, dance in movies/film/video, dance as a part of culture and life, and world dance. **Note- to achieve the 30 level credit, there is also an independent study component.

Guitar 10/20/30

The specific aim of the guitar class is to enable students to communicate effectively through instrumental music and to understand and value a variety of musical expressions throughout life. Through learning to play guitar students will acquire the skills, abilities, understandings and attitudes necessary to express themselves musically as individuals and as members of an ensemble. They will

be able to make informed decisions both as producers and consumers of music, and understand the role of music in daily life.

Vocal Jazz 10/20/30 – Singing Techniques

These programs are an extension of the Choral 10, 20, 30 curricula which enable students to experience music through singing and to understand and value a variety of musical expressions. Vocal Jazz 10, 20 and 30 are intended to develop in students an understanding and appreciation of Vocal Jazz through practical skills and creative work. Students will receive a comprehensive study of jazz music, a universal art form conceived in North America. Classes will offer students a thorough study of Vocal Jazz through musical literacy, creative and practical performances, and analysis and interpretation. Students taking Vocal Jazz must also be enrolled in Choral 10, 20, or 30.

Visual Art 10/20/30

Recommended prerequisite: It is recommended that students complete Visual Art 10 prior to enrolling in Visual Art 20 or 30.

The Visual Arts courses are based on a broad definition of "Visual Arts" which includes fine arts, traditional arts, craft, commercial and functional arts. Students participate in a variety of projects while learning cultural/historical aspects of the arts and exploring various skills and mediums.

The grade 10, 11 and 12 Visual Art program offered at Winston Knoll Collegiate aims to meet the following goals. Students will:

- respect the uniqueness and creativity of themselves and others
- increase their visual literacy
- understand the contributions of the arts and artists to societies and cultures, past and present
- gain a lasting appreciation of art forms experienced as participant and as audience
- recognize the many connections between the arts and daily life

Winston Knoll Collegiate art students will have the opportunity to build upon prior skills and knowledge at each level and develop an appreciation of visual art. Opportunities to use community resources, technology and subject integration will exist at each level.

BUSINESS AND COMPUTER EDUCATION

Information Processing 10

The focus of this course is the development of a variety of computer-based skills for a student's personal use. Touch keyboarding skills will be further developed. Instruction and experience in the following areas, at an introductory level, develops students' computer application skills that are vital in today's technological world: word processing, spreadsheets, databases, presentation and web page design.

Information Processing 20

This level of Information Processing has a business focus. Students will examine the role of an employee in the Information Age. Instruction in a wide variety of intermediate level document production will be available. Data input skills are continually improved. Instruction and experience, at an intermediate level, develop students' skills in: business documents, spreadsheets, web development and desktop publishing.

Information Processing 30

The course has a managerial focus and therefore students are presented with opportunities to make decisions within the realm of computer based assignments. Content areas include advanced work in word processing in Microsoft Office and the integration of spreadsheets and databases. Web development and desktop publishing are also part of this course.

Career and Work Exploration 20

This course provides students with an opportunity to focus on their career development process. Students are assisted with determining their strengths, aptitudes and interests and connecting them to career possibilities. Content in WHMIS and Occupational Health and Safety is also offered. With this information, students then proceed to experience two valuable work placements of approximately 30 hours each. Introductory information on the Labour Standards Act, resumè development and educational planning complete this program.

Entrepreneurship 30

This course provides students with the opportunity to develop entrepreneurial attitudes, skills and abilities through experiences in research and planning a venture and classroom presentations. This course of study will cover:

- Examining entrepreneurial careers
- Researching and developing ideas and opportunities
- The role that entrepreneurs have in our society and economy
- Business plans
- Evaluating risks and being able to solve possible problems that may arise in running a business
- Organizations that assist young entrepreneurs
- Present venture plans/ideas

Accounting 10

This is an introductory Accounting course that teaches basic accounting concepts and procedures for a service business organized as a proprietorship. Areas to be covered include: the 8 Steps in the Accounting cycle, T-Accounts, Basic Accounting Equation, GAAP, Journalizing Transactions, Banking, and Financial Statements. If time permits there will be mini units covered on Simply Accounting, and Careers in Accounting. There is no prerequisite for this class.

Accounting 20

Recommended prerequisite: Accounting 10

This course starts off with a brief review of the Accounting 10 curriculum as a refresher. The students will learn the skills required to keep accurate records for a Merchandising business. Areas to be covered include: Journalizing Purchases, Cash payments, Sales, and Cash receipts, Posting to General and Subsidiary ledgers, Payroll, distributing Dividends and Taxes.

Accounting 30

Recommended prerequisite: Accounting 20

This course introduces students to Managerial Accounting. So far in the other courses the students have been learning the Financial side of Accounting and now they have the opportunity to see Accounting from a different angle. The areas of study include: Management decisions, Analysis of Financial Statements, Budgeting, Partnerships, Uncollectible Accounts, Depreciation, Accounting for Inventory, Income Tax and Simply Accounting if time permits. Students will leave this course highly prepared for an introductory Accounting course at a post-secondary level.

Personal Finance 30

With the increasing debt loads of students and the rising number of personal bankruptcies, the need for financial management skills is greater than ever. This course has been created in order to address this growing concern, and provide students with a broad base of knowledge and skills related to personal financial management.

The areas covered during the course are relevant to high school students and cover issues and topics will be encountered in the future – whether students pursue post-secondary education or enter the workforce. This course seeks to give students the knowledge and skills they need to be financially literate, and to operate successfully in the business world and their personal lives.

Topics include: Decision Making and Money Skills, Intro to Budgeting, Income and Taxation, Banking Services, Saving and Investing, Credit and Credit Cards, Renting/Buying and Insuring (Big Ticket Items), and Consumer Protection.

WELLNESS AND PHYSICAL EDUCATION

Health and Career Education 9

This rotation, as part of a comprehensive school health program, will promote a solid foundation for maintaining a healthy and balanced lifestyle. The aim is to develop confident and competent students who understand, appreciate, and apply health knowledge, skills, and strategies throughout life.

Wellness 9

The main emphasis of this program is participation. Students will spend time in our fitness center, gymnasium, on the track and in the classroom. The key is to be active and to have 'fun'. Classroom topics include: alcohol and drugs, sexuality, STI's, fitness, nutrition and self-worth.

Wellness 10

The emphasis of this course is to develop an awareness of healthy lifestyles and the pursuit of wellness as a lifelong behavior pattern. Topics include: AIDS, nutrition, anatomy, fitness components, stress management and volunteerism. The students will spend time in the gym, fitness center and classroom.

Physical Education 20/30

The purpose of these courses is to develop an awareness of the various leisure time activities available in our community. Emphasis will also be placed on physical fitness. An understanding of the rules and strategies involved in activities will be developed.
Note that students who take outdoor pursuits 20 cannot take physical education 20 and students who take outdoor pursuits 30 cannot take physical education 30

Outdoor Pursuits 20 & 30

The goal of this course is to develop an appetite for lifelong learning in an outdoor setting through a variety of outdoor activities and the development of skill. Outdoor activities include Quinzee building, winter camping, x-country skiing, snowshoeing, canoeing & kayaking as well as hiking, mountain biking and summer camping. Technical skills you will learn include outdoor living, clothing, safety, budgeting and planning, orienteering and geocaching. Life skills include teamwork, group dynamics, communication, problem solving, goal setting, personal achievement, mentorship and responsibility. The course also includes fitness, conditioning, nutrition, mental training and toughness. You will also learn about UNESCO, the provincial and national parks systems, flora & fauna, animal safety and the rules of Leave No Trace.
Note that students who take physical education 20 cannot take outdoor pursuits 20 and students who take physical education 30 cannot take outdoor pursuits 30.

Exercise Science 30

Exercise Science is a comprehensive introduction to physical education and kinesiology, featuring Canadian content. Both the textbook and student workbook contains photographs of prominent Canadian athletes and richly illustrated anatomical illustrations and charts. Each unit of the text features a comprehensive glossary of terms, key concepts for each section, and informative interest boxes on current sporting events and controversies.

This course focuses on the study of human movement and on the systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sports, and the factors that influence an individual's participation in physical activity.
The course prepares students for university programs in physical education, kinesiology, recreation, and sports administration.

All work will be done in the classroom setting; this is not an active class.

LANGUAGES

French 9

French 9 reviews all the components taught in elementary school and continues to use a communicative/experiential approach. Throughout the semester students will be focusing on the basic communication skills of listening, speaking, reading, writing, viewing and presenting. Without omitting written skills, there is a focal point on conversation and its use in every day French. One of the main themes is a French survival unit that includes map reading, ordering in a restaurant and using basic questions in order to survive in a French milieu. Another theme is an art unit that incorporates vocabulary, grammar structures and group activities.

French 10

Recommended prerequisite: French 9

French 10 balances oral and written French equally and is based on a thematic communicative/experiential approach. This course emphasizes the concurrent development of oral communication, reading, and writing skills, using a broad-based theme such as travel. Students will be expected to use their growing French vocabulary to create presentations, answer basic questions, and generate conversations with their classmates. Students will be introduced to new verb tenses and will expand on their previous vocabulary and grammar skills.

French 20

Recommended prerequisite: French 10

French 20 balances oral and written French equally and is based on a thematic communicative/experiential approach. This course enables students to practice spoken French in communicative situations and puts more emphasis on creating and sustaining conversations with peers. The principle broad-based theme of study is treasures and memories. The final project consists of assembling a memory box highlighting one's childhood personality, favourite activities, toys, a memorable moment and family celebrations and traditions. Other themes include healthy lifestyles, friendship and school life. Students will be introduced to new verb tenses and will expand on their previous vocabulary and grammar skills.

French 30

Prerequisites: French 10 & French 20

French 30 balances oral and written French equally and is based on a thematic communicative/experiential approach. Students will be taught primarily in French and expected to converse in French as much as possible. The principle broad-based theme of study is the creation of a film. In groups students will create a 5-10 minute film to present to the class. The film will be accompanied by a script, story board, publicity and more. In addition, students will be expected to create and record answers to questions once a month as part of an audio lab. We culminate four years of French learning with a unit on French culture and time in the kitchen making crepes and poutines.

Spanish 10

This course is an introduction to the Spanish language and culture. It is organized around four themes: Family and Self, School, Daily and Leisure Activities, and Arts and Entertainment. While students work through these themes, they will be developing speaking, listening, reading and writing skills. The language will be practiced through interactive activities and presentations. Grammar will be introduced as necessary to complete the activities. Students will learn greetings and farewells, describing yourself and family, numbers, days and months, weather, telling time, birthdays and ages, and daily schedules.

Spanish 20

Recommended prerequisite: Spanish 10

This course is a follow up to Spanish 10. Students will continue to build on vocabulary and skills learned in Spanish 10. Oral as well as written skills will be improved. The course is organized around five themes: Friends, Daily Activities, Health and Physical Education, Travel, Consumerism (spending habits, shopping, clothes). While students work through these themes, they will continue to develop speaking, listening, reading and writing skills. The language will be practiced through interactive activities and presentations. Grammar will be introduced as necessary to complete the activities. Verbs in the present, present progressive, future and past tenses will be introduced.

Spanish 30

Prerequisites: Spanish 10 & Spanish 20

Spanish 30 has a balance between oral and written work. This course continues to build on what has been learned in Spanish 10 and 20. The course is organized around themes including Friends and Self, Work and School, Arts and Entertainment, and Mass Media and cultural studies. Students will continue to learn grammar through projects within these themes. They will learn imperfect and preterit tenses, the conditional tense, and idiomatic and set expressions. Cultural differences among Spanish-speaking countries will also be explored.

TECHNOLOGY

Practical and Applied Arts 9

The Grade 9 Practical and Applied Arts program is intended to give the students an introduction to a variety of PAA areas. They will spend approximately 2 to 3 weeks in each area before rotating to the next. The student will receive an introduction into Woods, Keyboarding/Computer familiarization, basic Computer Assisted Drafting and Design, Communication Production Technology, and Food Technology. Classes are structured primarily to enable the student to have hands on experience.

Practical and Applied Arts A10

Students will concentrate their studies on five main areas. Electrical will concentrate on introductory residential wiring, including lights and plug ins. Introduction to power tools such as circular saws, jig saws, reciprocating saws, routers, drills and drivers. Framing walls and blueprint reading is the third area. Students will be introduced to floor tiling installation including mortar and grouting. Lastly, landscaping will concentrate on laying paving stones.

Practical and Applied Arts A20

Recommended: Practical and Applied Arts A10 or Construction 10

This is an intermediate course on residential construction. Power tools will be reviewed and used during the semester. Students will wire a room and learn about how a circuit is hooked up to an electrical panel. The framing unit will include building stairs, building half walls and roofing. Students will install vertical tiling (backsplash). Plumbing will deal with repair and replacing faucets, taps and toilets. Landscaping will be concerned with design and installation of shrubbery.

Practical and Applied Arts A30

Recommended: Practical and Applied Arts A20

This is the advanced course in residential construction. Students will use various power tools associated with the construction industry. Electrical wiring will be looked at in greater detail including how to read the electrical code book for Saskatchewan. Students will develop a greater understanding of framing including roof styles and shingling. Plumbing will look at the rough-in of sinks, toilets and faucets. Students will have the opportunity to install drywall, learn how to repair damaged drywall and learn how to mud and tape.

Commercial Cooking 10

This course is an introduction to the Culinary Arts trade. Students get “hands on” experience preparing food for Winston’s, our school cafeteria, dividing their time equally between the restaurant and the classroom/cooking lab. As well, students study culinary theory and apply their knowledge by partaking in many “hands on” cooking labs. Areas of focus are equipment and technology, knives & small wares, seasonings and flavorings, cooking techniques, Garde’ Manager basics, baking techniques, quick breads, cookies, pies and pastries. Students are also introduced to the many Culinary Professions the trade has to offer. Students receive their Food Safety Level 1 certificate which increases their chances of employment in the food industry having gained knowledge of safe food handling practices. Students receive their WHMIS certificate through interactive exercises and tests.

Commercial Cooking 20

Recommended prerequisite: Commercial Cooking 10

This course continues to build on what students have learned in Commercial Cooking 10. Students will continue to build on knowledge learned in Safety and Sanitation Principles and HACCP Applications as well as equipment, technology and cooking techniques. Areas of culinary focus in this course are breakfast cookery, hot and cold sandwiches, stocks and sauces, soups and appetizers, pasta and grains, fruits, vegetables and legumes, yeast breads and rolls, cakes, cake decorating and specialty desserts. Students' time continues to be equally divided between Winston's and the classroom/cooking lab as done in the previous course.

Commercial Cooking 30

Recommended: Commercial Cooking 20

This course continues to build on culinary skills developed in Commercial Cooking 10 and 20. Senior students take on a more active leadership role in Winston's participating in catering projects. Students spend more time on entrepreneurial projects in the areas of Food Service Management and career opportunities. Areas of culinary focus in this course are on creating menus, standards, regulations and laws, using standardized recipes, cost control techniques, meat cookery with beef, lamb, pork, veal, poultry, fish and shellfish. Students' final project in this course is to create and present a 3 course International Cuisine to the class. Students' time continues to be equally divided between Winston's Restaurant and classroom/cooking lab as done in the previous courses.

Communication Media 10

Multi-Track Non-Linear Editing – using a non-linear editing suite such as Final Cut (Pro) students will create a variety of projects from movies to commercials to Rockstar videos.

Image Manipulation – students will be introduced to the multiple image types available in a program such as Photoshop. They will then be able to manipulate the various properties of .gif, .jpg, .bmp, and .png image types.

2D Game Design – using manipulated graphics and a 2 dimensional game design program such as Multi Media Fusion 2 students will create a multi-level school based game.

Stop Motion Animation – Students will use a camera to create a stop motion animation project. The project will then be edited in Adobe Première Pro.

Communication Media 20

Communication Media 20 will provide the student with experiences in the graphic and multi media areas. Students will learn basic functions and operating procedures for audio and mixing equipment. Working as production teams, the students will use video cameras and video editing equipment to produce their own video complete with sound and special effects.

Communication Media 30

Communication Media 30 will provide the student with opportunities to expand on Communication Media 20 training and develop a more extensive video production project. Students will take a look at documentary film making and produce their own documentary. Students will work as production teams, varying duties, to co-ordinate the final project.

Photography 10

In this course students will learn about the art of photography from the basics of composition to more advanced concepts in post-production. Students will explore various image making techniques from using available light to creating their own lighting scenarios. Photography is a rewarding hobby or an exciting career. In photography you will learn to express yourself through the images you create of the world around you. Students interested in photography class will need to bring a digital camera to class.

Photography 20
This course continues to develop proficiency and skills with basic image editing and software to improve digital images and manipulate photographs for a defined purpose. Students will discuss the need for societal standards and cultural sensitivity in photography and learn to critique photographic work. They will also develop the skills and processes used by photojournalists and in commercial photography.

Construction and Carpentry 10
Students will focus on basic power tools, joinery and theory. Students will work through several small learning projects before completing a couple of smaller projects that will be assigned by the teacher using the basic joinery theory taught. A major focus will be placed upon shop and workplace safety, and an introduction to the operation of a woodshop environment. An introduction to apprenticeship in the workforce may be investigated.

Construction and Carpentry 20
Recommended prerequisite: Construction and Carpentry 10
Construction and Carpentry will focus on the operation of a woodshop environment. Emphasis will be placed on safety, power tool techniques, wood joinery, and cabinetry. Students will work through several small learning projects, before completing a major project assigned by the teacher.

Construction and Carpentry 30
Recommended: Construction and Carpentry 20
Construction and Carpentry 30 is a continuation and expansion of the woodshop environment, with emphasis on more advanced techniques and wood theory. Students will learn: miter and mortise and tenon joints; advanced power tools and some construction modules. Students will work through a variety of small learning projects, before completing a major project assigned by the teacher.

Graphic Arts 20
Graphic Arts 20 is an exciting course that provides students the opportunity to acquire knowledge and skills that are used in Graphic Arts and the Design Industries. Students will apply these skills using many different mediums including airbrushing, printmaking, digital technologies such as Photoshop, and printmaking, as well as traditional styles of art making.

Graphic Arts 30
Graphic Arts 30 is a dynamic course that further expands the skills that are learned in Graphic Arts 20. Students will work with many different mediums that are used in Graphic Arts including airbrushing, printmaking, digital technologies such as Photoshop, and printmaking, as well as traditional styles of art making. The focus of the class will be “real world” and based on what the Graphic Arts Industry currently needs. Through these assignments students will become familiar with career opportunities that can be pursued after high school.

Life Transitions 30

As the name suggests, this course is about identifying, planning for, and coping with the challenges of change. Change is responsible for the transitions you will encounter throughout life. Life is full of uncertainties, but the process of change is certain. Acquiring the skills, knowledge, and attitudes to cope effectively with change will help you to lead a happier, healthier, and more fulfilling life.

Units of study include, but are not limited to:

- **Self-reflection** – developing ones self-concept and how this influences life decisions.
- **Physical** & **Mental Health** – Understanding and how to navigate the Saskatchewan Health Care System, HIV/AIDS & STI's, understanding stress and how to manage, self-care.
- **Financial Literacy** – Personal budgets, financing, loans, taxes, credit cards.
- **Career Planning** – Exploration into both part-time employment, and long term career, community organizations that provide career planning. Exploration into post-secondary options.
- **Healthy Relationships** – establishing what it means to be in a healthy relationship, consent, decision making. Sexual health and family planning.

Learning material, including activities and assignments, will provide you with the opportunity to:
• develop a positive self-concept and the skills necessary to maintain it.
• develop the attitude and skills to grow with change.
• acquire and practice the skills needed to progress from dependence to independence.
• apply knowledge and skills to take charge of your life in achieving and maintaining a positive lifestyle
• examine, reflect, and act upon your personal goals and level of well-being in managing your life as a purposeful, contributing member of society.

Functionally Integrated Academic Program (FIAP)

The FIAP program is designed to provide education in the areas of practical academics, personal management, work experience and leisure.

The program emphasizes teaching in the natural environment at school and in the community.

Integration is an integral key component of the program, providing opportunities for students to enhance social, physical and academic skills.

The goal of the program is to prepare students for working and living in the community. The program assists students in developing positive, well balanced lifestyles in order to improve the quality of life experienced by each individual student.

SCIENCE

Science 9

Science 9 is a broad look into several key areas of scientific study, including life science, physical sciences, and Earth and space science. The following units will be covered:

- Reproduction and Human Development:

- Process of and influences on genetic transfer
- Cellular reproductive processes
- Processes of sexual and asexual reproduction in plants and animals
- Human reproduction technologies

- Atoms and the Elements
  - Physical and chemical properties of matter
  - Development of the atomic model
  - Pure substances and the Periodic Table
- Characteristics of Electricity
  - Static charge and current electricity
  - Relationships of voltage, current, and resistance in series and parallel circuits
  - Operating principles of electrical devices
  - Small and large scale production of electrical energy in SK
- Exploring our Universe
  - Motion and characteristics of solar system bodies
  - Formation and evolution of the solar system and the universe
  - Examine how cultures understand and represent astronomical function
  - Technologies and programs for exploring the universe

Science 10

Science 10 is the only option to take at this level, however, at times, students may wish to take a 20 level science in grade 10. Only those students with exceptionally strong science skills should be encouraged to take a 20 level science course in grade 10.

Knoll ScienceTrek 10

Knoll ScienceTrek is a field-based science program for students who prefer to learn through hands-on, out-of-school experiences. The program will encourage an understanding of the diversity of science, and the impact of science on human culture and the environment. Students will gain credits in Science 10 and Wildlife Management 10. The motion unit of science will be taught by moving – skiing, hiking, swimming, canoeing. The chemical reactions unit will be taught through experiments to understand the chemicals in our indoor and outdoor environments. The climate and ecosystems unit will be taught by going outside and identifying the animals and plants as well as human impact in the natural spaces nearby our school and city. You will learn more about hunting and fishing and how wildlife is managed in Saskatchewan.

Post-graduation plans related to this class would include working as a fish and wildlife technician, forestry technician, or park warden across Western and Northern Canada. You might work for conservation authorities, First Nation communities, forestry companies, exploration and resource companies, government agencies, etc

Physical Science 20

Prerequisite: Science 10

This class combines chemistry and physics to investigate the foundations of chemistry including the generation of compounds through formula and nomenclature; development of the mole concept, balancing equations and stoichiometric relationships between reactants and products; heating and cooling through the use of the kinetic molecular theory, calorimetry and Hess' Law; the characteristics and properties of waves, light, mirrors, lenses and refraction; and the mathematics involved in these areas. Student inquiry will guide independent research to help students better understand various physical science related career paths. The skills acquired in Physical Science 20 are applied to new content in Chemistry 30 and Physics 30. Very strong math skills are suggested.

Health Science 20

Prerequisite: Science 10

This course will challenge students to look at the health science field from holistic and analytic perspectives to provide a basis for making sound personal health choices. Students will examine the range of philosophies that guide health care and consider ethical decision within those contexts. Understanding the basic anatomy and physiology of the human body will provide a context for studying the normal and abnormal functioning of various body systems and the tools and techniques used to diagnose those systems. Students will also investigate the range of health science careers and post-secondary programs available. Reading and comprehension skills will be an asset in this course along with an understanding of basic math skills.

Environmental Science 20

Prerequisite: Science 10

Students will examine local and global environmental issues while considering the effects of human actions and a growing global population on the climate and environment, as well as the effects of the environment on human health. They will explore the mechanisms and importance of aquatic and terrestrial ecosystems and the sustainability of past and current practices and technologies humans have developed to live with and within the environment. Although sustainable models will be considered this is not a course in environmentalism but on evidence-based science focused on the relationship between humanity and our environment. Skills in critical thinking and research would be helpful.

Knoll ScienceTrek 20

Knoll ScienceTrek is a field-based science program for students who prefer to learn through hands-on, out-of-school experiences. The program will encourage an understanding of the diversity of science, and the impact of science on human culture and the environment. Students will gain credits in Environmental Science 20, Outdoor Pursuits Phys-Ed 20, and either Wildlife Management 20/30 or Photography 20.

This program promotes lifelong outdoor pursuits such as hiking, biking, swimming, skiing, and canoeing with a possibility of an overnight backpacking experience. You will learn about the air, water, soil, and society by going outside and identifying the animals and plants as well as human impact in the natural spaces nearby our school and city. You will learn more about hunting and fishing and how wildlife is managed in Saskatchewan.

Post-graduation plans related to this class would include working as a fish and wildlife technician, forestry technician, or park warden across Western and Northern Canada. You might work for conservation authorities, First Nation communities, forestry companies, exploration and resource companies, government agencies, etc.

Computer Science 20

Prerequisite: Science 10

This class teaches students to use a programming language to develop usable applications for the computer. The programming language will be Visual Basic.

Course content shall include:

- Problem solving methods
  - Algorithms and Pseudo Code
- Program design fundamentals
  - Planning programs
  - Errors/Debugging techniques
- Program experience
  - Controls, data types, variables, functions, procedures, looping, conditional statements and multiple forms
- Problem solving methods
  - Algorithms and Pseudo Code
- Creating Simple Games
  - Jeopardy
  - Click a Mole
  - Yahtzee

Chemistry 30

Prerequisite: Physical Science 20

This course utilizes the basic skills acquired in Physical Science 20 to develop a strong understanding of topics that include materials science and the bonding within substances, chemical equilibrium, acid/base relationships, electrochemistry and organic chemistry. Students choosing to take this course need to be able to synthesize ideas and apply what they are learning to new situations. Concepts are covered quickly and efficiently. This class provides a solid foundation for post-secondary chemistry courses and as such being an active and independent learner is essential.

Physics 30

Prerequisite: Physical Science 20

This course focuses on combining strong mathematical skills with a strong emphasis on lab techniques. The subject areas in this course vary from quantum mechanics to relativity to nuclear physics. This will include a look at many key scientists, such as Einstein, Schrödinger, and Planck. We also examine how matter interacts with gravitational and electromagnetic fields and analyze the forces that affect matter undergoing various types of motion. Students are encouraged to develop strong problem solving skills.

Biology 30

Prerequisite: Environmental Science 20 or Health Science 20

The major themes of this course are to examine the significance of evolution as the key unifying theme in biology and to explore what life is and how it changes over time. Students will examine the organization of life in all kingdoms through the study of biomolecules, cellular processes, and organism function. Through examination of genetics and biotechnology students will learn how information is

stored, transmitted, and expressed among organisms. The use of biological sciences to transform, enhance, and study living things will also be examined. Students in Biology 30 would benefit from a strong background in reading comprehension and ability to grasp abstract concepts.

Computer Science 30

Prerequisite: Computer Science 20

This class will expand the knowledge gained in Computer Science 20 using Visual Basic

- Problem Solving and Programming
- Experience with Programming and Design – Advanced
  - Control Arrays
  - Arrays – One Dimensional
  - Text files – Saving/Loading
  - Gaming Examples (Simon, Frogger, Space Invaders)
  - Introduction to JAVA

MATHEMATICS

Mathematics 9

Mathematics 9 is a full year course with the emphasis on helping students to understand concepts rather than manipulate symbols. Problem solving is the central focus of the course with the intent of having meaningful, relevant, real-world problems that students are able to solve. The major topics taught are: numbers and operations, ratio and proportion, geometry and measurement, data management and algebra.

Math 10 Courses *(it is strongly recommend that grade 10 students take both pathways)*

Workplace and Apprenticeship Mathematics 10

This pathway is designed to provide students with the mathematical understanding and critical-thinking skills identified for the entry into the majority of trades and for direct entry into the work force. Topics include: algebra, geometry, measurement, number, methods of income earning.

Foundations of Mathematics and Pre-Calculus 10

This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into academic post-secondary programs.
Topics include: measurement, algebra (relations and function, trig ratios, irrational numbers, rational exponents, factoring, polynomials, slop of lines, systems of linear equations), relating data and graphs.

Workplace and Apprenticeship Mathematics 20

Prerequisite: Workplace and Apprenticeship Mathematics 10
This pathway is designed to provide students with the mathematical understanding and critical thinking skills identified for entry into the majority of trades and for direct entry into the work-force. Topics include: Problem solving involving metric and imperial measurements, scale drawings, models and views of 3-D objects, numerical reasoning, personal budgeting, compound interest, financial institution services, formula manipulation, slope, proportional reasoning and unit analysis and creating and interpreting data.

Foundations of Mathematics 20

Prerequisite: Foundations of Mathematics and Pre-Calculus 10
This pathway is designed to provide students with mathematical understanding and critical thinking skills identified for entry into academic post-secondary programs. Topics include: Rate applications, scale diagrams, scale factors, perimeter area and volume, properties of angles and triangles, sine law and cosine law, inductive and deductive reasoning, normal distribution, systems of linear inequalities and quadratic functions.

Pre-Calculus 20

Prerequisite: Foundations of Mathematics and Pre-Calculus 10
This pathway is designed to provide students with mathematical understanding and critical thinking skills identified for entry into post-secondary programs (science and math related areas). Topics include: Absolute value of real numbers, operations on radicals, rational expressions, angles in standard positions, trigonometric ratios of angles, sine law and cosine law, factoring, absolute value functions, quadratic functions and equations, systems of linear functions, linear and quadratic inequalities, arithmetic and geometric sequence and series and reciprocal functions.

Workplace and Apprenticeship Mathematics 30

Prerequisite: Workplace and Apprenticeship Mathematics 20

This pathway is designed to provide students with the mathematical understanding and the critical thinking skills identified for entry into the majority of trades, some post-secondary programs and direct entry into the work force. Topics include: limitations of measuring instruments Sine Law and Cosine Law (excluding ambiguous case), problems involving polygons, transformations of 2-D shapes and 3-D objects (translation, reflection, rotation, dilation), logical reasoning via games and puzzles, acquisition of vehicles viability of small businesses, linear relations, measures of central tendency (mode, median, mean, weighted means, trimmed means), percentiles (analysis), and probability problems.

Foundations of Mathematics 30

Prerequisite: Foundations of Mathematics 20

This pathway is designed to provide students with the mathematical understanding and the critical thinking skills identified for entry into postsecondary programs in programs that do not require the study of calculus. Topics include: compound interest and financial decision making, cost analysis, investment portfolio: interest rate, rate of return, total return, numerical and logical reasoning via puzzles and games, simple set theory (Venn diagrams, intersection, union, and complement), conditional statements, assessing validity of probability and odds-based statements, probability of mutually and non-mutually exclusive , dependent and independent events, fundamental counting principal, permutations, combinations polynomial functions (degree < 3), logarithmic and exponential functions, and a sinusoidal functions research project: current event or area of interest related to mathematics.

Pre-Calculus 30

Prerequisite: Pre-Calculus 20

This pathway is designed to provide students with the mathematical understanding and the critical thinking skills identified for entry into post-secondary programs that require the study of calculus. (Science and math related areas). Topics include: degrees and radians unit circle ,six trigonometric ratios (degrees and radians) ,sine, cosine, and tangent functions trigonometric equations (degrees and radians), trigonometric identities, operations and composition of functions (function notation), transformations of graphs and equations, logarithms, factoring beyond degree 2 (integral coefficients), polynomial functions (degree < 5), radical functions, rational functions fundamental counting principal, permutations, combinations, binomial theorem.

Calculus 30

Prerequisites: Pre-Calculus 30 (can take PreCal 30 and Calculus 30 concurrently if necessary). Calculus is an advanced mathematics class designed for students who plan to attend a post-secondary institution that requires additional math preparation. This course is an introduction to the basic concepts of calculus. Topics of study include limits, derivatives, integrals and their applications to solve problems and graphing. This course should be considered by students who achieve at a high level in mathematics or who will be taking calculus in university.

Modified Mathematics 11

(Administration Approved only)

This course is intended for students who have difficulty achieving all of the objectives in the regular Math 10 course but require math credits for graduation. This course is accepted by some post-

secondary institutions. Students who elect to take this course will go on to take Math 21. There is no 30 level course in this stream. The topics studied include: basic algebraic skills, budgeting and wages, linear equations, linear functions, variation and angles and polygons.

Modified Mathematics 21

Prerequisite: Any Math 10 or Math 11 (Administration Approved only)

This course is intended for students who have difficulty achieving all of the objectives in the regular Math 20 course but require math credits for graduation. This course is accepted by some post-secondary institutions. There is no 30 level course in this stream. Topics of study include polynomial and rational expressions, irrational numbers, credit, loans, taxes, probability, angles and polygons and circles.

SOCIAL STUDIES

Social Studies 9
Students in grade 9 Social Studies will study the roots of our society and develop their categorizing, classifying, generalizing and inferring skills. Major concepts include time, change, causality and culture.

Social Studies 10
The goal of Social Studies 10 is to help students understand the basic organizations of industrialized, democratic societies. The course outlines the basic organization of Canadian society and then provides some other examples to give students a basis for comparison. Topics of study include: political decision-making, economic decision-making, ideologies and decision-making, international economic decision-making, and international political decision-making.

History 10
The History 10 program looks at historical links to the modern world. Topics of study can include; The French Revolution, Political Ideologies, Imperialism, and International Relations, culminating in World War I.

Native Studies 10
The aim of Native Studies 10 is to help students gain both knowledge and an understanding of First Nations, Metis and Inuit cultures and people in Canada. The unique histories of these Aboriginal people are part of our collective past and present reality. Native Studies 10 focuses on the social organizations of these three groups of Aboriginal people and develops concepts such as identity and worldview, community and kinship, treaty rights and governance and economics.

Social Studies 20
The goal of Social Studies 20 is to help students understand the global issues facing humanity in the 21st century. The course examines issues like human rights, population, wealth and poverty, environment and world governance. Students will examine the current state of these issues and alternative viewpoints for dealing with these issues.

History 20
The goal of grade 11 history is to help students understand the major issues facing humanity at the end of the twentieth century. The course will examine the conditions, ideas, and events of the twentieth century that lead to current social issues. Issues of study may include: World War I and its effects on traditional order and values, attempts to achieve national security and international peace in the interwar years and why it failed, the decline of colonial powers and its impact, World War II and the emergence of two superpowers and the effects of these competing ideologies, and finally the historic background to contemporary issues such as environment, population growth and human rights.

Native Studies 20
The survival of the world's Indigenous peoples is a testimony to their strength, knowledge, and determination to exist and control their own destinies. In Native Studies 20, students will be introduced to the many Indigenous peoples around the world that co-exist with the non-Indigenous members of their own society. You will study topics such as: Indigenous Human Rights, Self-Government, Education, Poverty, Racism, and Social Justice. The goal of Native Studies 20 is to not only have students understand the issues that exist in our world today, but to try and find the best possible options that will help us reach a world that supports the co-existence of all cultures.

Psychology 20
Psychology 20 is the study of human behavior and mental processes in a social context. Students will be challenged to better understand themselves as individuals and as a part of the large social context of their families, friends, and citizens of Canada.

Social Studies 30
The aim of Social Studies 30 is to help students understand the major issues facing Canadians in the 21st century. Students will examine issues like social change throughout Canadian history, the relationships between people and the geography, cross-cultural relationships, the governance of Canadian society, and Canada's role within the global community. Students will examine the current state of these issues and alternative viewpoints for dealing with these issues within Canadian society.

Native Studies 30
It is impossible to fully understand Canada's diverse history, identity, and culture without a complete understanding of Canada's Aboriginal population. In Native Studies 30, students will dissect the factors that impact the identity of Canada and Canadian compared to the differing identities of First Nations Metis, and Inuit peoples in Canada. Students will learn about Canada's government structure and its impact on Aboriginal peoples, economic development, the geography of Canada, culture, and social development. The goal of Native Studies 30 is to not only have students understand Canada's Aboriginal peoples, but to try and find the best possible options for reconciliation amongst all people living in Canada.

Psychology 30
Psychology 30 is the study of human development through the life span stages in the physical, cognitive, socio-emotional and spiritual domains. Students will learn about human growth and changes in behavior associated with age, including the various stages of development from conception to old age, and apply this knowledge to investigate issues in their everyday lives.

Law 30
The Law 30 course is designed to assist students to become active, informed and productive citizens who know and understand their legal rights and responsibilities. The abstract nature of law is made relevant through the study of the concrete application of law to current legal issues in Canada and the global community. Topics may include: foundations of Canadian legal system, criminal and civil law, family law, employment and labor law, contract and consumer law, environmental law, and international law.

ENGLISH

An Effective English Language Arts Program:

- provides meaningful contexts that address "big ideas" and questions for deeper understanding
- focuses on grade-specific outcomes to achieve the K-12 aim and goals of the program
- focuses on language and helps students understand how it works
- teaches students through powerful cognitive and communication strategies
- includes a range of texts (oral, print, and other forms)
- encourages student inquiry, social responsibility and personal agency, and self-reflection

Grade 9 English – Language Arts

In grade 9 students will be expected to build on their skills across the continuum of eight essential outcomes; Listening, Speaking, Reading, Writing, Viewing, Representing, and Assessing and Reflecting.
This course is planned around five units for the year with at least one unit based on each of these contexts: personal philosophical: social, cultural, historical; imaginative and literary; communicative; and environmental and technological.

Suggested themes and issues include: All That I Am – The Search for Self; Conflicts, Challenges, Issues, and Choices – Doing the Right Thing; Indigenous and Norse narratives; Exploring Love, Loyalty and Relationships; Surviving and Conquering; Looking Beyong – Imagining New worlds and the Future.

GRADE 10 -12 OUTCOMES:

Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.
Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.
Assess and Reflect (AR). Students will extend their abilities to assess and reflect on their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers; and set goals for future improvement.
These outcomes are applied to the specific themes of each course below

THEMES:

ELA A10

The Challenges of Life (Explaining the World through our Foundational Stories; Destiny and Challenges of Life; Human Existence; Decisions)
The Mysteries of Life (The Joys of Mind, Body, and Spirit; Mysteries of the Human Brain and Imagination; Mysteries of this World and Beyond; The Fantastic)

ELA B10

Equity and Ethics (Who and What is Right?; Empowerment; Degrees of Responsibility; Rights and Responsibilities; Justice and Fairness)
The World Around and Within Us (Humans and the Natural World; World Communities and Perspectives; Self, Family, Friends, and Our Choices)

Film Project
ELA 10 A and Communications Media (2 hours). This course blends outcomes in both classes to provide a creative environment for students. The final project is a film that is written and produced by the students.

ELA 20
Starting Out – Beginning and Becoming (The Past and the Present; Triumphs and Trials; Discovery and Disillusionment; Relationships with Family and Others; Celebrations and Rites of Passage)
Moving Forward – Establishing and Realizing (Turning Points and Transitions; Evolving Roles and Responsibilities; Opportunities and Obstacles; Risks and Rewards; Beliefs and Goals)

Creative Writing 20
Prerequisite: English Language Arts A10 or B10
Creative Writing 20 provides opportunities for students refine their expressive writing skills and abilities beyond those developed in the required English Language courses. The course presupposes the expressive writing is a unique way of thinking, and is a means of constructing and conveying meaning.

Students in Creative Writing 20 are encouraged to explore and develop their own ideas. They are also encouraged to explore many different ways of conveying meaning through writing, and to see how methods and styles vary within cultures and time periods. Through experience in creative writing, students are encouraged to see connections between their own writing, the writing of others, and the broader world around them.

Note: This is an elective course and does not fulfill the ELA 20 requirement.

ELA A30
Canadian Perspectives: Distinct and Rich (Define the Individual, Negotiate the Community; Celebrate the Glorious, Acknowledge the Scandalous; Shift Centres, Blur Margins; Understand Beliefs, Initiate Action)
Canadian Landscapes: Diverse and Dynamic (Natural and Constructed; Psychological and Physical; Historical and Contemporary; Personal and Societal)

ELA B30
The Search for Self (Sense of Self; Ideals; Joy and Inspiration; Doubt and Fear)
The Social Experience (Dealing with Universal Issues; Ambition, Power, and the Common Good; Social Criticism; Addressing the Issues)

Pre Advanced Placement & Advanced Placement Classes

About the Advanced Placement Program® (AP®)

The Advanced Placement Program® enables willing and academically prepared students to pursue college-level studies - with the opportunity to earn college credit, advanced placement, or both - while still in high school. AP® Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college.

AP-Psychology 30

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

Grade 9 Pre-AP English Language Arts

The Pre AP English Language Arts 9 program offers students the opportunity to study English literature and composition at a challenging level. Reading and writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Creative writing assignments are also included to help students develop an appreciation for the writing process. Writing instruction focuses on developing and organizing ideas in clear, coherent and persuasive language. This course is a preparation course for the Grade 10 and 11 Pre AP courses offered. Students are advised to enroll in the Pre AP courses if they are planning to take AP English in Grade12.

AP English Language Arts A30 and B30

Students who wish to take this course will complete the Special Registration form for AP English. These students will complete the regular English A30 and B30 courses and do additional work in order to prepare for the AP examination in May. Students in this program will be expected to do an intensive amount of reading, writing, research and discussion. Much emphasis will be placed on improving student ability to analyze prose and poetry, to recognize and appreciate various styles of writing, and to further develop composition skills. In addition, there will be a reading list to be completed during the summer months prior to the beginning of classes. Students, therefore, should have an interest in literature and have a desire to prepare for the AP examination. Students who earn a qualifying score on an AP Exam are typically eligible to receive university credit and/or placement into advanced courses in university.

Pre-AP 20L – Studio Art

The Pre-AP Program in Studio Art is intended for highly motivated and artistically skilled students considering submitting a portfolio during their grade 12 year. The class is an opportunity for students to continue learning and honing art skills while beginning their AP portfolios. Students considering this class will need to apply for admission through the studio art instructor.

AP-Advanced Placement Visual Art 30L – Studio Art

Recommended prerequisite: Visual Art 30 highly recommended by the instructor
The AP Program in Studio Art is intended for highly motivated and skilled students who are seriously interested in the study of art. Students should be made aware that AP work involves significantly more commitment and accomplishment than the typical high school course and that the program is not for the casually interested. It is highly recommended that AP students have a previous art course. Students considering this class will need to apply for admission through the studio art instructor.

Pre-AP Math

The College Board believes that Pre-AP is based on the following two important premises. The first is the expectation that all students can perform well at rigorous academic levels. The second important premise of Pre-AP is the belief that we can prepare every student for higher intellectual engagement by starting the development of skills and acquisition of knowledge as early as possible. The Pre-AP math courses are used to help prepare students for the grade 12 AP Calculus Exam. In the Pre-AP program, students work on challenging material with like-minded individuals. A major focus is placed on building a classroom community where students feel comfortable and confident with being challenged to expand their knowledge and skills to the next level. This creates a powerful opportunity for all students to acquire the knowledge, concepts, and skills needed to engage in a higher level of learning.

- In grade 10 students would take Pre AP Foundations of Math and PreCalculus 10 in semester 1 and Pre AP Foundations of Math 20 in Semester 2.
- In grade 11 students would take Pre AP PreCalculus 20 in semester 1 and Pre AP PreCalculus 30 in semester 2
- In grade 12 students would take AP Calculus 30 and Calculus 30L which is a 2-credit yearlong program

Pre AP Science

Pre AP Science will offer the same course content the regular science courses, however, it will be at an accelerated pace creating time for enrichment, extension and application of these concepts. Strong math skills are essential.

This is a Physical Science pathway that leads to Chemistry 30 and/or Physics 30 in grade 12. In grade 11 students would take the Pre AP Physical Science 20 course. They may also choose to take a regular Health Science 20 or Environmental Science 20 if they plan on taking in Biology 30 in grade 12,