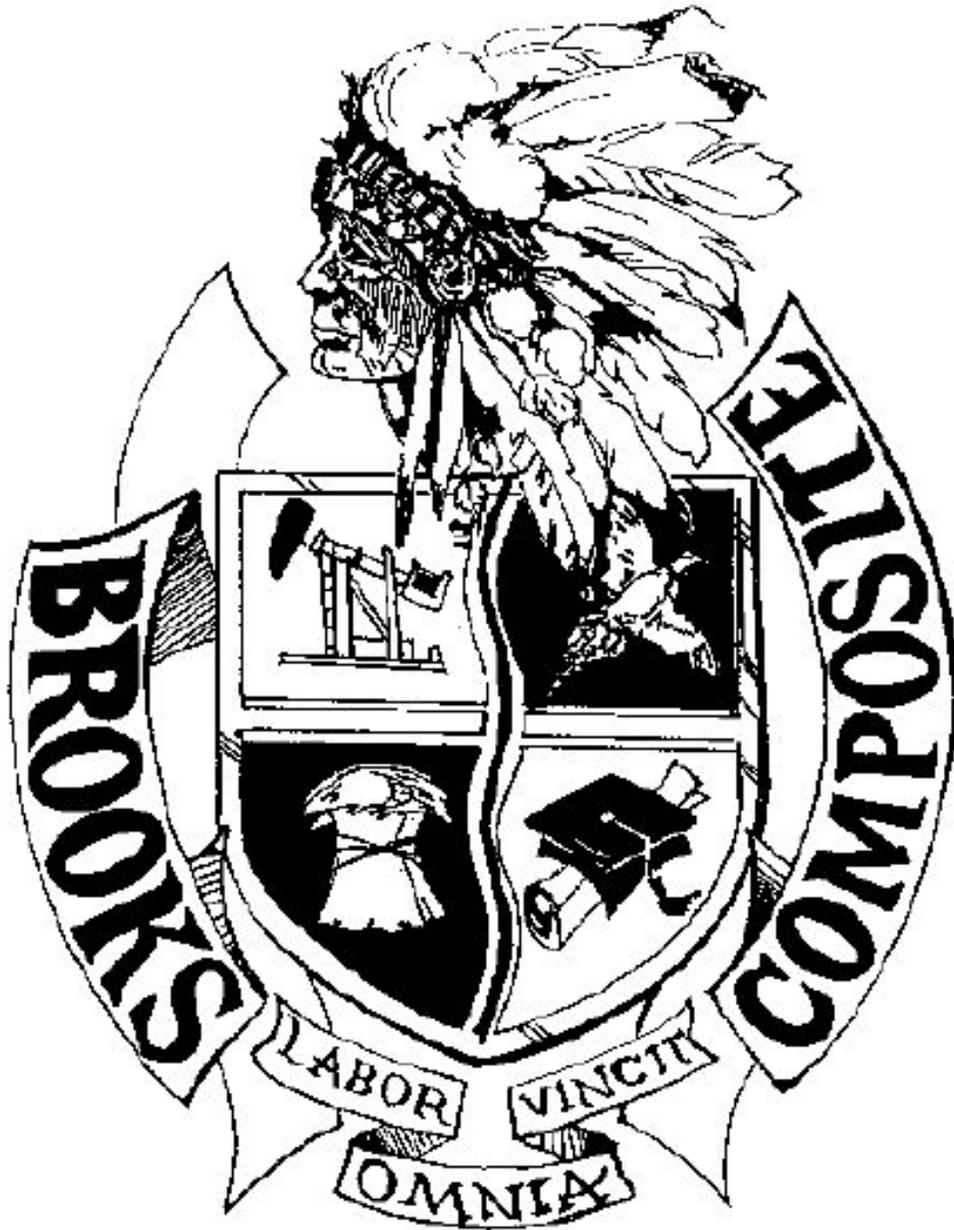


# BCHS Handbook



"Striving to achieve, while daring to dream"

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PRINCIPAL'S MESSAGE

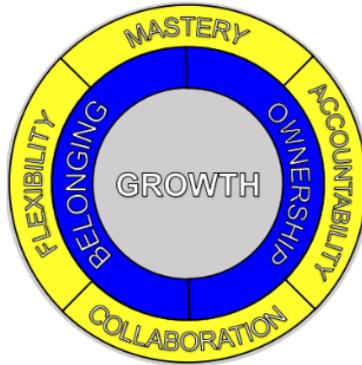
On behalf of everyone associated with Brooks Composite High School, I would like to extend a sincere welcome to each and every student. I hope that you take full advantage of the strong curricular programs and exceptional extracurricular opportunities we offer. As you continue to make school a priority and take advantage of what we have to offer, I know that your stay at BCHS will be a positive stepping stone to your future.

The staff of Brooks Composite High School is committed to provide each student with the best educational experience possible. We would encourage each student will take full advantage of the many programs/courses offered at BCHS. We think it's important that all students are able explore a variety of interests that will assist them in exploring possible career paths. As you begin to peruse the contents of this handbook we would like to point out that in addition to the requirements of Alberta Education, BCHS also has its own requirements of our students.

Finally, I would like to extend an open invitation to parents to continue being involved in your child's education throughout high school. There is considerable evidence that the more involved parents are, the better students achieve. The staff of BCHS would like to continue to encourage and support parental involvement during the school year. Your input is always welcome and our doors are always open to you.

A handwritten signature in black ink, appearing to read 'G. Petley-Jones', with a long horizontal line extending to the right.

G. Petley-Jones  
Principal  
BROOKS COMPOSITE HIGH SCHOOL



**Core Beliefs:**

- All students can learn and all students inherently want to succeed.
- Teachers and instruction have the greatest impact on student learning.
- High level instruction is driven by:
  - Multiple, high-impact instructional strategies.
  - True collaboration
  - Purposeful planning
  - Specific, timely feedback

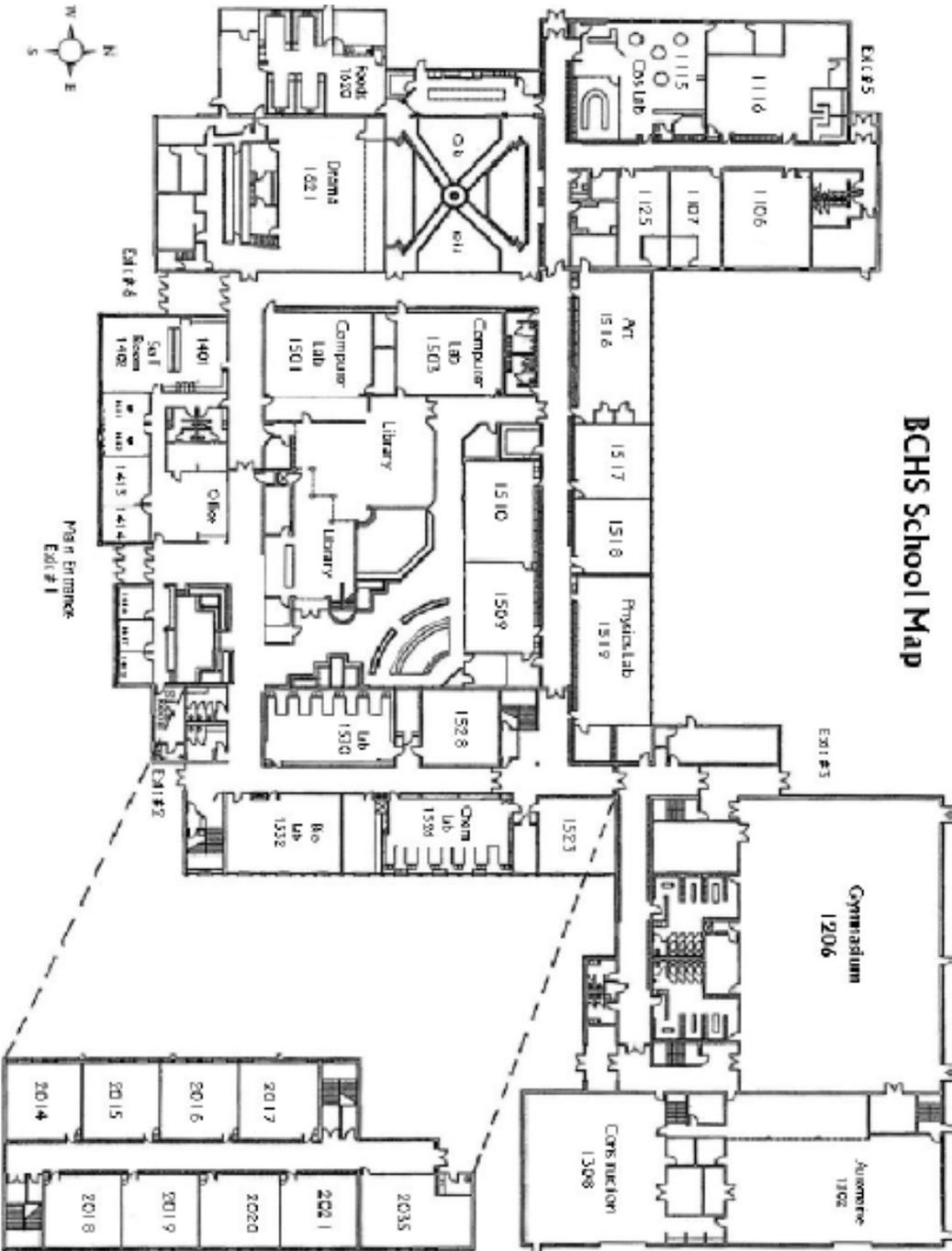
**Mission:**

*The mission of Brooks Composite High School is to build a school community that supports all learners. Our school community will ensure that students achieve at a high standard, both academically and vocationally.*

**Vision:**

- We believe in improving student achievement at BCHS.
- We believe BCHS is a safe and caring school where meaningful connections are made.
- We believe the benefits of Professional Learning Communities at BCHS will be seen in improved student learning and meaningful connections with students and each other.

# BCHS School Map



| Monthly Calendar   |     |     |     |     |     |     | Teacher Days | Student Days              | Dates & Details |   |
|--------------------|-----|-----|-----|-----|-----|-----|--------------|---------------------------|-----------------|---|
| <b>August 2019</b> |     |     |     |     |     |     | 4            | 0                         | 25-29           | Grasslands Google Summit                          |
| Sun                | Mon | Tue | Wed | Thu | Fri | Sat |              |                           | 26 - am         | New teacher orientation/staff organizational time |
| 4                  | 5   | 6   | 7   | 8   | 9   | 10  |              |                           | 26 - pm         | Admin Council/staff organizational time           |
| 11                 | 12  | 13  | 14  | 15  | 16  | 17  |              |                           | 27              | Staff organizational time                         |
| 18                 | 19  | 20  | 21  | 22  | 23  | 24  |              |                           | 28              | Welcome Back & PD                                 |
| 25                 | 26  | 27  | 28  | 29  | 30  |     | 29           | Staff organizational time |                 |   |
| <b>Sept 2019</b>   |     |     |     |     |     |     | 20           | 19                        | 2               | Labour Day Holiday                                |
| Sun                | Mon | Tue | Wed | Thu | Fri | Sat |              |                           | 3               | Classes start                                     |
| 1                  | 2   | 3   | 4   | 5   | 6   | 7   |              |                           | 20              | School-based Professional Learning                |
| 8                  | 9   | 10  | 11  | 12  | 13  | 14  |              |                           |                 |   |
| 15                 | 16  | 17  | 18  | 19  | 20  | 21  |              |                           |                 |   |
| 22                 | 23  | 24  | 25  | 26  | 27  | 28  |              |                           |                 |   |
| 29                 | 30  |     |     |     |     |     |              |                           |                 |   |
| <b>Oct 2019</b>    |     |     |     |     |     |     | 22           | 21                        | 11              | Lieu Day for Parent-Teacher Conferences           |
| Sun                | Mon | Tue | Wed | Thu | Fri | Sat |              |                           | 14              | Thanksgiving Day                                  |
| 6                  | 7   | 8   | 9   | 10  | 11  | 12  |              |                           |                 |   |
| 13                 | 14  | 15  | 16  | 17  | 18  | 19  |              |                           |                 |   |
| 20                 | 21  | 22  | 23  | 24  | 25  | 26  |              |                           |                 |   |
| 27                 | 28  | 29  | 30  | 31  |     |     |              |                           |                 |   |
| <b>Nov 2019</b>    |     |     |     |     |     |     | 20           | 18                        | 4               | District Inservice Day                            |
| Sun                | Mon | Tue | Wed | Thu | Fri | Sat |              |                           | 11              | Remembrance Day                                   |
| 3                  | 4   | 5   | 6   | 7   | 8   | 9   |              |                           | 12              | Lieu Day for Prof. Learning Communities           |
| 10                 | 11  | 12  | 13  | 14  | 15  | 16  |              |                           |                 |   |
| 17                 | 18  | 19  | 20  | 21  | 22  | 23  |              |                           |                 |   |
| 24                 | 25  | 26  | 27  | 28  | 29  | 30  |              |                           |                 |   |
| <b>Dec 2019</b>    |     |     |     |     |     |     | 15           | 14                        | 2               | Prof. learning day - interschool/school-based PD  |
| Sun                | Mon | Tue | Wed | Thu | Fri | Sat |              |                           | 25-31           | Christmas Break                                   |
| 1                  | 2   | 3   | 4   | 5   | 6   | 7   |              |                           |                 |   |
| 8                  | 9   | 10  | 11  | 12  | 13  | 14  |              |                           |                 |   |
| 15                 | 16  | 17  | 18  | 19  | 20  | 21  |              |                           |                 |   |
| 22                 | 23  | 24  | 25  | 26  | 27  | 28  |              |                           |                 |   |
| 29                 | 30  | 31  |     |     |     |     |              |                           |                 |   |
| <b>Jan 2020</b>    |     |     |     |     |     |     | 20           | 20                        | 1-3             | Christmas Break                                   |
| Sun                | Mon | Tue | Wed | Thu | Fri | Sat |              |                           | 6               | Classes resume for students                       |
| 5                  | 6   | 7   | 8   | 9   | 10  | 11  |              |                           | 31              | Semester 2 begins                                 |
| 12                 | 13  | 14  | 15  | 16  | 17  | 18  |              |                           |                 |   |
| 19                 | 20  | 21  | 22  | 23  | 24  | 25  |              |                           |                 |   |
| 26                 | 27  | 28  | 29  | 30  | 31  |     |              |                           |                 |   |
| <b>Feb 2020</b>    |     |     |     |     |     |     | 19           | 14                        | 3               | District Inservice Day                            |
| Sun                | Mon | Tue | Wed | Thu | Fri | Sat |              |                           | 17              | Family Day  |
| 2                  | 3   | 4   | 5   | 6   | 7   | 8   |              |                           | 18              | Lieu Day for Prof. Learning Communities           |
| 9                  | 10  | 11  | 12  | 13  | 14  | 15  |              |                           | 19              | Lieu Day for Parent-Teacher Conferences           |
| 16                 | 17  | 18  | 19  | 20  | 21  | 22  |              |                           | 20-21           | ATA Teachers' Convention                          |
| 23                 | 24  | 25  | 26  | 27  | 28  | 29  |              |                           |                 |   |
| <b>March 2020</b>  |     |     |     |     |     |     | 22           | 21                        | 9               | Interschool Professional Learning                 |
| Sun                | Mon | Tue | Wed | Thu | Fri | Sat |              |                           |                 |   |
| 1                  | 2   | 3   | 4   | 5   | 6   | 7   |              |                           |                 |   |
| 8                  | 9   | 10  | 11  | 12  | 13  | 14  |              |                           |                 |   |
| 15                 | 16  | 17  | 18  | 19  | 20  | 21  |              |                           |                 |   |
| 22                 | 23  | 24  | 25  | 26  | 27  | 28  |              |                           |                 |   |
| 29                 | 30  | 31  |     |     |     |     |              |                           |                 |   |
| <b>April 2020</b>  |     |     |     |     |     |     | 16           | 16                        | 10-12           | Easter Break                                      |
| Sun                | Mon | Tue | Wed | Thu | Fri | Sat |              |                           | 20              | Classes resume for students                       |
| 5                  | 6   | 7   | 8   | 9   | 10  | 11  |              |                           |                 |   |
| 12                 | 13  | 14  | 15  | 16  | 17  | 18  |              |                           |                 |   |
| 19                 | 20  | 21  | 22  | 23  | 24  | 25  |              |                           |                 |   |
| 26                 | 27  | 28  | 29  | 30  |     |     |              |                           |                 |   |
| <b>May 2020</b>    |     |     |     |     |     |     | 20           | 19                        | 15              | School-based Professional Learning                |
| Sun                | Mon | Tue | Wed | Thu | Fri | Sat |              |                           | 18              | Victoria Day                                      |
| 3                  | 4   | 5   | 6   | 7   | 8   | 9   |              |                           |                 |   |
| 10                 | 11  | 12  | 13  | 14  | 15  | 16  |              |                           |                 |   |
| 17                 | 18  | 19  | 20  | 21  | 22  | 23  |              |                           |                 |   |
| 24/25              | 25  | 26  | 27  | 28  | 29  | 30  |              |                           |                 |   |
| <b>June 2020</b>   |     |     |     |     |     |     | 20           | 20                        | 28              | Last day of school                                |
| Sun                | Mon | Tue | Wed | Thu | Fri | Sat |              |                           |                 |   |
| 7                  | 8   | 9   | 10  | 11  | 12  | 13  |              |                           |                 |   |
| 14                 | 15  | 16  | 17  | 18  | 19  | 20  |              |                           |                 |   |
| 21                 | 22  | 23  | 24  | 25  | 26  | 27  |              |                           |                 |   |
| 28                 | 29  | 30  |     |     |     |     |              |                           |                 |   |
| <b>Total Year</b>  |     |     |     |     |     |     | 198          | 182                       |                 |   |



**LEGEND**

- Staff organizational day - no students
- District Inservice - no students
- Lieu Day for PLCs - no school
- School-based Prof. Learning - no students
- Classes start or resume for students
- Interschool Prof Learning - no students
- In Lieu Day for P-T Conferences - no school
- Semester Two Begins
- Teachers' Convention - no school
- Last Day of School
- Holiday for staff and students

**Number of Days Per Semester**

| Sem          | Operational | Instructional |
|--------------|-------------|---------------|
| Avg          | 4           | 0             |
| Sept         | 20          | 19            |
| Oct          | 22          | 21            |
| Nov          | 20          | 18            |
| Dec          | 15          | 14            |
| Jan          | 19          | 19            |
| <b>Total</b> | <b>100</b>  | <b>91</b>     |

**Sem 2: Operational Instructional**

| Month        | Operational | Instructional |
|--------------|-------------|---------------|
| Jan          | 1           | 1             |
| Feb          | 19          | 14            |
| Mar          | 22          | 21            |
| Apr          | 16          | 16            |
| May          | 20          | 19            |
| June         | 20          | 20            |
| <b>Total</b> | <b>98</b>   | <b>91</b>     |
| <b>YEAR</b>  | <b>198</b>  | <b>182</b>    |

**AB Ed. & Board Required Instructional Hours**  
 Kindergarten - 475 hours per year  
 Grades 1-9 - 900 hours per year in each grade  
 Grades 10-12 - 1000 hours per year in each grade

## Graduation Requirements in Alberta

### Alberta High School Diploma

The Alberta High School Diploma requires a 100-credit program. The allocation of these credits and the eligibility of courses are outlined in Chart 1.

### Certificate of Achievement

The Certificate of Achievement is a graduation document for those students who enter the knowledge and employability occupational courses. Chart 2 outlines the certificate of achievement requirements. The requirements for entry into post-secondary institutions and workplaces likely require additional and / or specific courses including a high school diploma.

### Certificate of School Completion

The School Leaving Certificate is a graduation document for students enrolled in the Special Ed Program. This certificate is issued by Alberta Education but may not be recognized by local employers and appropriate post-secondary programs.

### Diploma Exams

Provincial diploma examinations have been developed for the following courses: English 30-1, English 30-2, Social Studies 30-1, Social Studies 30-2, Mathematics 30-1, Mathematics 30-2, Mathematics 30-3, Biology 30, Chemistry 30, Physics 30 and Science 30. These examinations are course-specific, based on the required content of each of these courses.

To receive credit in these courses, students are required to write provincial diploma examinations and obtain a final course mark of 50% or better. Students who write diploma examinations will be provided with a statement of results showing three marks for each examination subject. The three marks will indicate (1) the school-awarded mark, (2) the diploma examination mark, and (3) a final course mark based upon a 70-30 weighting of (1) and (2). Students may appeal their diploma examination mark by requesting that their examination be rescored or by re-writing the examination at subsequent administration.

Students can receive accommodations when writing diploma exams if they have used the same accommodations throughout the course. Therefore, it is imperative that teachers work closely with the Learning Support teachers to establish a comprehensive list of accommodations that students use throughout the semester in order to access the same accommodations on Diploma Exams.

Find more information including exam dates please go to the Alberta Education page:

<https://www.alberta.ca/diploma-exams-overview.aspx>

## ALBERTA HIGH SCHOOL DIPLOMA: GRADUATION REQUIREMENTS (ENGLISH)

The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

100 CREDITS  
including the following:

ENGLISH LANGUAGE ARTS – 30 LEVEL

(English Language Arts 30-1 or 30-2)

SOCIAL STUDIES – 30 LEVEL

(Social Studies 30-1 or 30-2)

MATHEMATICS – 20 LEVEL

(Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3)

SCIENCE – 20 LEVEL<sup>1</sup>

(Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)

PHYSICAL EDUCATION 10 (3 CREDITS)<sup>2</sup>

CAREER AND LIFE MANAGEMENT (3 CREDITS)<sup>3</sup>

10 CREDITS IN ANY COMBINATION FROM

- Career and Technology Studies (CTS) courses
- Fine Arts courses
- Second Languages courses
- Physical Education 20 and/or 30
- Knowledge and Employability courses
- Registered Apprenticeship Program courses
- Locally developed courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses<sup>4</sup>

10 CREDITS IN ANY 30-LEVEL COURSE  
(IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS  
AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE)<sup>5</sup>

These courses may include

- 30-level locally developed courses
- Advanced level (3000 series) in Career and Technology Studies courses
- 30-level Work Experience courses<sup>6</sup>
- 30-level Knowledge and Employability courses
- 30-level Registered Apprenticeship Program courses
- 30-level Green Certificate Specialization courses
- Special Projects 30

## CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS (ENGLISH)

The requirements indicated in this chart are the minimum requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

80 CREDITS<sup>①</sup>  
including the following:

ENGLISH LANGUAGE ARTS 20-2 OR 30-4

MATHEMATICS 10-3 OR 20-4

SCIENCE 14 OR 20-4

SOCIAL STUDIES 10-2 OR 20-4

PHYSICAL EDUCATION 10 (3 CREDITS)<sup>②</sup>

CAREER AND LIFE MANAGEMENT (3 CREDITS)<sup>③</sup>

5 CREDITS IN

- 30-level Knowledge and Employability occupational course, or
- Advanced level (3000 series) in Career and Technology Studies courses,<sup>④</sup> or
- 30-level locally developed course with an occupational focus

AND

5 CREDITS IN

- 30-level Knowledge and Employability Workplace Practicum course, or
- 30-level Work Experience course,<sup>⑤</sup> or
- 30-level Green Certificate course,<sup>⑥</sup> or
- Special Projects 30

OR

5 CREDITS IN

- 30-level Registered Apprenticeship Program (RAP) course<sup>⑦</sup>

## Academic Recommendations

Student Name \_\_\_\_\_

Your child is recommended for the following courses for Brooks Composite High School.

These recommendations are made by the student's Grade 9 teachers in consultation with Brooks Junior High School Administration and Learning Support teams, and the Administration at Brooks Composite High School.

***These recommendations are based on the following criteria:***

- Attendance
- Work/Study Habits
- Current Academic Achievement

### **Recommendation:**

English \_\_\_\_\_

Social \_\_\_\_\_

Math \_\_\_\_\_

Science \_\_\_\_\_

Please sign and date this document as an acknowledgment of the programming that your child is recommended for.

\_\_\_\_\_  
Parent Name (Print)

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

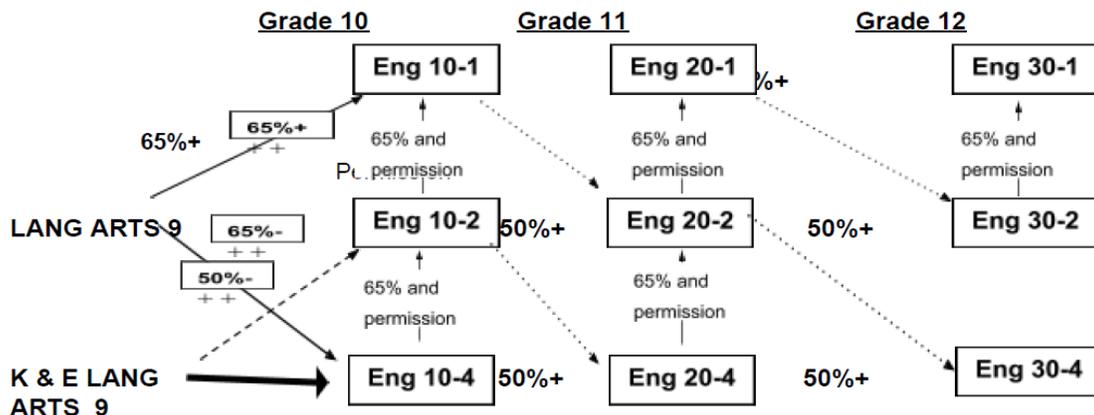
For more information about Alberta High School Diploma Graduation Requirements please refer to the following: <https://education.alberta.ca/media/3531736/alberta-high-school-diploma-graduation-requirements.pdf>

If you have any questions in regards to these recommendations, please call Brooks Composite High School at (403) 362-4814 to schedule a meeting with an administrator for the week of June 24-28th. ***These meeting are by appointment only.***

Course Descriptions:  
ENGLISH LANGUAGE ARTS:

English, at the high school level, revolves around the integration of the six Language Arts strands. These strands are: writing, reading, viewing, speaking, representing and listening. Through exposure to and utilization of these skill areas, the student will be required to learn concepts which form the foundation for an understanding and appreciation of verbal, nonverbal, and visual communication. The goal of the high school English program is to produce effective and efficient communicators.

**PROGRAM FLOW ENGLISH**



**ACADEMIC STREAM:** (English 10-1, 20-1, 30-1)

Preamble: English 10-1, 20-1, 30-1 are five credit courses requiring sequential study. These courses are specifically designed for the College/University bound student. There is a heavy stress on communication skills and emphasis is placed on the interaction with literature.

**SPECIFIC COURSES**

English 10-1 (5 credits)

No prerequisite, but a strong recommendation that students have obtained at least 65% in Language Arts Nine or English 10-2. The course stresses concepts that form a foundation for an understanding and appreciation of literature. The course is structured around basic writing skills, the essay, the novel, short stories, poetry, modern and Shakespearean plays, visual media, film, and media texts. Major pieces of writing are required during the term.

English 20-1 (5 credits)

Prerequisite 50% plus in English 10-1 (60% recommended) or 65% in English 20-2 (with principal's permission). The course is concerned with theoretical aspects of literature and the study of the various genre of literature. Major papers are required that explore understanding and appreciation of literature.

English 30-1 (5 credits)

Prerequisite 50% plus in English 20-1 (60% recommended) or 65% in English 30-2 (with principal's permission). The course is designed as a preparatory study for students planning to continue their education at a post-secondary institution. The course concentrates on written expression and the student will be required to attain an in-depth level of understanding of literary theory. The course culminates in a two-part Provincial Diploma Examination.

**REGULAR STREAM:** (English 10-2, 20-2, 30-2)

Preamble: English 10-2, 20-2, 30-2 are sequentially arranged five credit courses. The purpose of this stream is to provide the student with a positive Language Arts experience and to prepare the student to be an effective communicator in the working world.

**SPECIFIC COURSES**

English 10-2 (5 credits)

No prerequisite.

This course is designed to integrate language and literature skills, and to increase the effectiveness of the student as a functional communicator. Structurally, the course is arranged in a series of thematic units that include at least one novel and a modern play.

English 20-2 (5 credits)

Prerequisite is 50% plus in English 10-2 OR special permission of the principal if mark is 40-49% in English 10-1.

This course attempts to expose the student to a variety of communication forms within the six language arts, to expose the student to more Canadian content, to improve the student's writing, to expose the student to literature for enjoyment and understanding, and to improve speaking and listening skills. Structurally, the course is arranged in a series of thematic units that include at least one novel and a modern play.

English 30-2 (5 credits)

Prerequisite is 50% plus in English 20-2 OR special permission of the principal if mark is 40-49% in English 20-1.

This course attempts to integrate language and literature skills and increase the student's effectiveness as a communicator. Structurally the course is arranged in a series of thematic units that include at least one novel and a modern or Shakespearean play. English 30-2 culminates in a two-part Provincial Diploma Examination.

**KNOWLEDGE AND EMPLOYABILITY PROGRAM**

English 10-4 (5 credits)

Entry-level English for students in the Transition Program.

The course is designed to develop student self-esteem and confidence with the communication process. Particular attention is given to developing skills and attitudes to enhance communication in the workplace and the community at large. The course is structured along the themes, (a) Between You and Me (b) Beside and Beyond (c) Media Madness, and (d) The World of Work.

English 20-4 (5 credits) Prerequisite 50% in English 10-4.

The course focuses on the development of skills, attitudes and concepts that will allow students to meet the communication demands in the home, school, workplace and community. The course is thematically arranged along the units (a) Conflicts and Choices (b) Speaking Out (c) Write On (d) The World of Work and (e) Print Media.

English 30-4 (5 credits) Prerequisite 50% in English 20-4

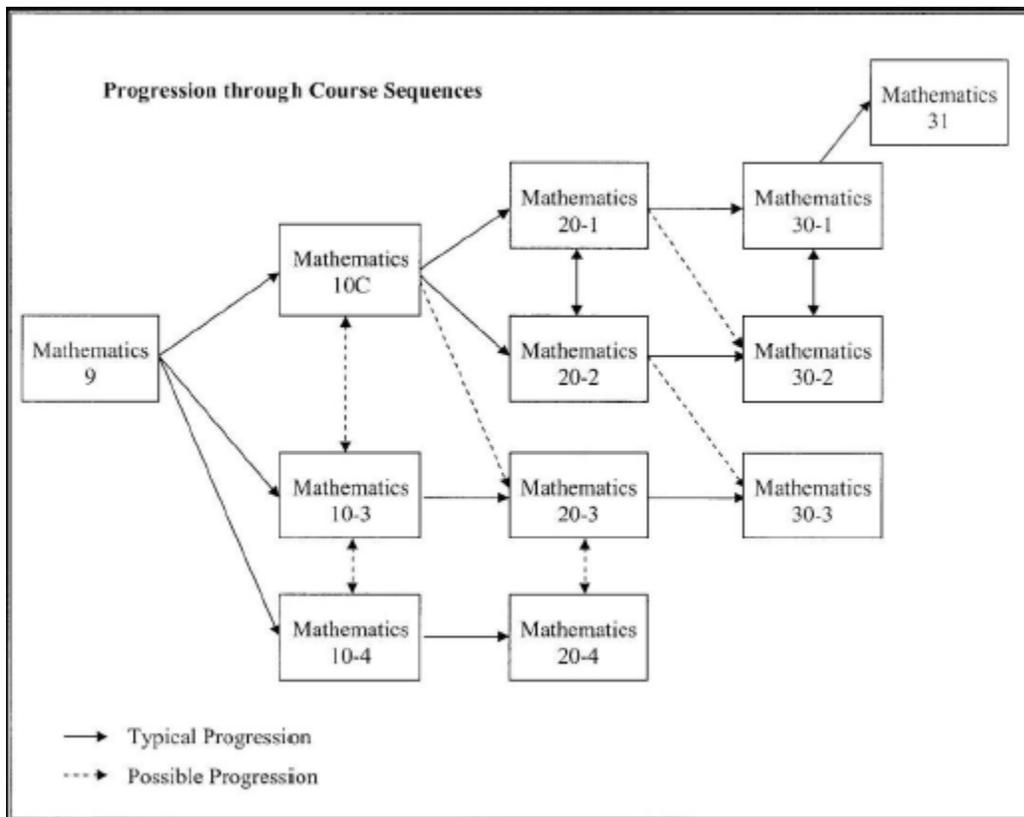
This course is designed to prepare students for entry-level vocational competence in English or movement into further educational opportunities. The course is thematically arranged to develop skills and concepts in self-awareness, communication, non-print media and the world of work.

Course Descriptions:  
MATHEMATICS

All mathematics courses at the high school level are 5-credit courses. Students must achieve a mark of 50% or higher to receive credit for course completion. In order to earn a High School Diploma, students must earn a minimum of 10 credits in Math, and 5 of these credits must be earned in a Grade 11 course.

Calculators

A graphing calculator is required for Mathematics 10C, 20-1, 20-2, 30-1 and 30-2. The recommended graphing calculator is the TI-84 or TI-84+ (Texas Instruments). If you choose to purchase a different graphing calculator, you will experience difficulties in following the examples that are done in class.



### Mathematics 10C (5 Credits)

This course is for students who want to take either the 20-1 or 20-2 course sequence. In order to register in Mathematics 10C, a student must have achieved a mark of 50% or higher in Mathematics 9. If a student fails Mathematics 9 and wishes to take Mathematics 10C, the student must first complete Mathematics 10-3 with a passing grade before allowed to register in Mathematics 10C.

### Mathematics 10-3 (5 Credits)

This course is for students who plan to enter the workplace directly or enter the levels one to three trades. Students achieving marks lower than 50% in Mathematics 9 are required to register in Mathematics 10-3.

### Math 20-3 - Prerequisite – 50%+ in Math 10-3 or 40%+ in 10C

In this course emphasis is placed on mathematics related to the consumer and the trades. It has 5 units: Measurement (surface area, volume and capacity), Geometry (trigonometry and scale), Number (number puzzles and financial math), Algebra (formulas, slope and proportion) and Statistics )

### Math 20-2 - Prerequisite – 50%+ in Math 10C

The topics in this course include Measurement (rates and scale with 3-D objects), Geometry (angles, triangles and trigonometry), Number and Logic (proofs, reasoning, number puzzles, radicals), Statistics (distribution and confidence intervals), Relations and Functions (quadratic functions and equations), as well as a Research Project on the history of Mathematics.

### Math 20-1 - Prerequisite – 50%+ in Math 10C-60% recommended

The content of this course includes: Algebra and Number (absolute value, radical and rational expressions and equations), Trigonometry (coordinate trigonometry and laws), Relations and Functions (polynomial, absolute value, quadratic, nonlinear systems, inequalities, sequences, series and reciprocal functions).

### Math 30-3 - Prerequisite – 50%+ in Math 20-3 or 40%+ in Math 20-1 or Math 20-2

The content in this course includes: Measurement, Geometry, Number, Algebra, Statistics, and Probability.

### Math 30-2 - Prerequisite – 50%+ in Math 20-2 or 40%+ in Math 20-1

The content in this course includes: Logical Reasoning, Probability, Relations and Functions, as well as a Mathematics Research Project.

### Math 30-1 Prerequisite – 50%+ in Math 20-1- 60% recommended

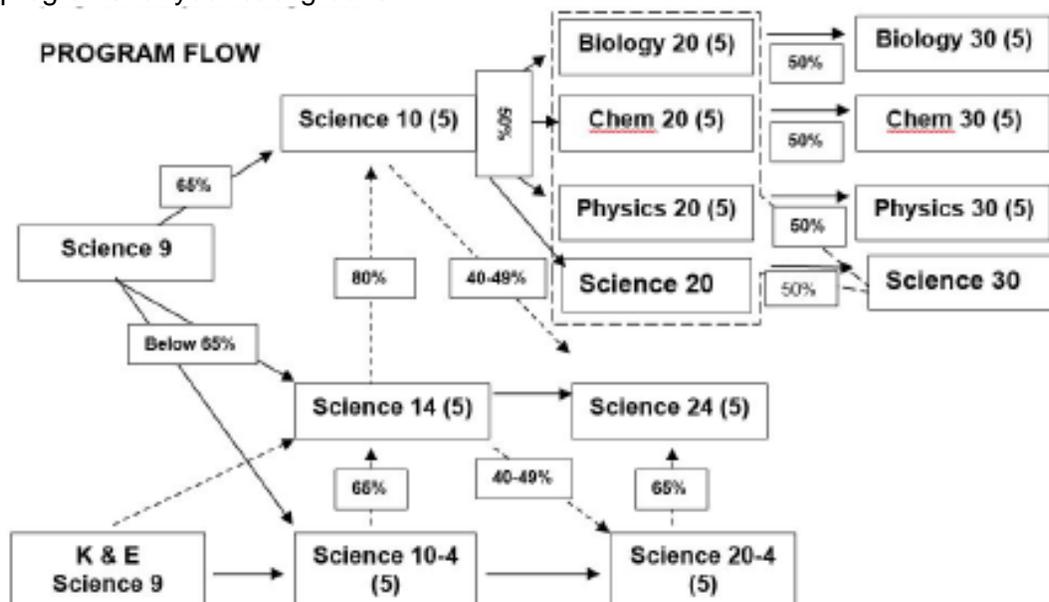
The content in this course includes: Trigonometry, Relations and Functions, Permutations, Combinations and Binomial Theorem.

### Math 31 – Prerequisite or Co-requisite 50% in Math 30-1

The course emphasizes the theoretical and practical developments of topics in the Algebra of Functions, Trigonometry, Limits, Differential and Integral Calculus up to a standard acceptable for entry into all first year programs in mathematics, science, engineering and business.

Course Descriptions:  
SCIENCES

In order to meet graduation requirements leading to a High School Diploma, all students entering Grade 10 must obtain a minimum of ten credits in high school science. Success in academic sciences is closely related to a student's achievement in both math and sciences. Homework is designed to reinforce concepts developed in class; as a result, successful completion of homework is necessary for success in academic science courses. The following flow chart and information should help to determine the most appropriate type of science programs for your background.



COURSE DESCRIPTIONS

Science 10 (5 Credits)

Students registering for Science 10 will be entering an integrated academic course that helps students better understand and apply the fundamental concepts and skills that cut across Biology, Chemistry, and Physics. It is prerequisite for all 20 level Science courses. Primarily, the focus will be qualitative to help students understand the scientific principles behind the natural events they experience and the technologies they use daily in their lives. It encourages enthusiasm for the scientific enterprise and develops positive attitudes about Science as an interesting human activity with personal meaning. It develops in students the attitudes, skills, and knowledge to help them become capable of and committed to setting goals, making informed choices and acting in ways that will improve their own lives and that of their communities.

Science 14 (5 Credits)

This is the first course in the Science 14-24 program. This is a general science course, suitable for satisfying the science requirements for a High School Diploma. The science 14-24 program was designed to emphasize the interrelationships between science, technology and society. This program involves life science, physical science, and societal issues. This course is designed for students that have less than 65% in Science 9.

Science 10-4 (5 Credits)

This course is restricted to students who are in the integrated occupational program / transitional program. It includes four units consisting of systems of the human body, chemistry for the consumer, using systems and technologies, and managing the environment and resources.

Science 24 (5 Credits) - Prerequisite 50% in science 14

This is the second course in the science 14-24 programs. This course consists of 4 units with a total of 8 modules. The completion of science 24 will fulfill the science requirements for a high school diploma.

Science 20-4 (5 Credits) - Prerequisite - 50%+ in Science 10-4

This course is the final science course in the IOP / transition program. It includes four units consisting of technology at work, understanding our environment, using materials and products, and life forms and changes. There is no elective unit.

Biology 20 (5 Credits) - Prerequisite – 50%+ in Science 10 – 60% recommended

This course is the study of life. This course is a follow up to the living matter concepts of Science 10 and consists of four units of study, including: Energy and Matter Exchange in the Biosphere, Ecosystems and Population Change, Photosynthesis and Cellular Respiration and Human Systems (including, Digestion, Circulatory, Excretory, Respiratory and Muscular Systems). A Field Study is a new required activity for this course.

Chemistry 20 (5 Credits) - Prerequisite – 50%+ in Science 10 – 60% + Recommended

This course is a continuation of Science 10 concepts dealing with matter and change. Topics include: a) The Diversity of Matter and Chemical Bonding, b) Forms of Matter: Gases, c) Matter as Solutions, Acids and Bases, d) Quantitative Relationships in Chemical Changes. A solid background in the chemistry unit and a basic math background is useful.

Physics 20 (5 Credits) - Prerequisite – 50%+ in Science 10 – 60% Recommended

This course encompasses an expansion of the concepts of motion and energy from Science 10. Topics included are a) Kinematics, b) Dynamics, c) Work, Energy and Circular Motion d) Oscillatory Motion and Waves. Considering the nature of the topic, mathematics skills should also be considered when selecting this program. (

Science 20 (5 Credits) - Prerequisite – 50%+ in Science 10 – 60% + Recommended

- Unit 1: Chemical Changes
- Unit 2: Changes in Motion
- Unit 3: The Changing Earth
- Unit 4: The Changes In Living Systems

Biology 30 (5 Credits) - Prerequisite of 50% in Biology 20 – 60% recommended

The curriculum will draw connections between the four units in Biology 20 and the following topics: Nervous, Endocrine and Reproduction Units, as well as, Genetics and Population Studies.

Chemistry 30 (5 Credits) - Prerequisite - 50%+ in Chemistry 20 – 60% + Recommended

This course deals with the application and expansion of concepts from Chemistry 20. Topics include: a) Thermo chemical Changes, b) Electrochemical Changes, c) Chemical Changes of Organic Compounds, d) Chemical Equilibrium focusing on Acid-Base Systems. Success in this course relies on a solid background in Chemistry 20 and a basic math background.

Physics 30 (5 Credits) - Prerequisite - 50%+ in Physics 20 - 60% Recommended

This is designed for students who wish to further their studies in science or science-related fields after high school. Many students planning to enter a science-related technical program will require this course. A good math and physics background at the grade 11 level is strongly suggested. Content in the course includes: Conservation laws (energy and momentum), Electric forces and fields, Magnetic forces and fields, structure and nature of the atom, wave and particle theories (modern physical theories).

Science 30 (5 Credits) - Prerequisite – 50%+ in any 20 level science course – 60% + Highly Recommended

This is a diploma exam course.

- Unit 1: Living Systems Respond to their Environment
- Unit 2: Chemistry in the Environment
- Unit 3: Electromagnetic Energy
- Unit 4: Energy and the Environment

Forensics 25 (3 Credit) - Science 10 pre-requisite /Co-Requisite required

Forensic Science is the study of scientific concepts and technologies related to solving crime in society. Through the study of forensic science techniques, students are given the opportunity to explore and further understand how basic scientific concepts apply specifically to this unique field of study.

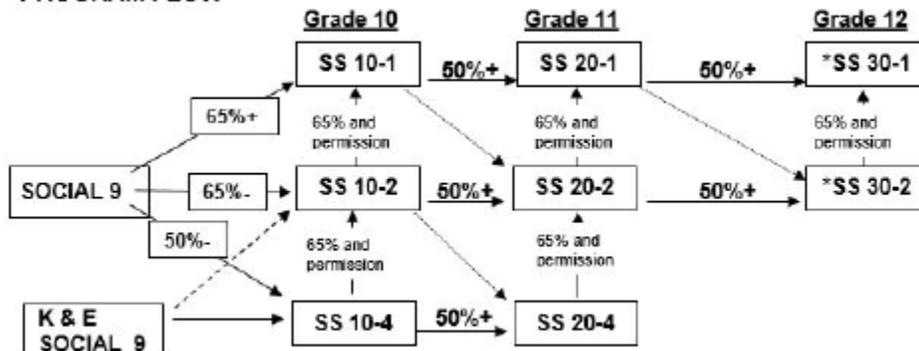
Forensics 35 (3 Credits) - Prerequisite – 50% + in Forensics 25 is required

Continuation of Forensic Science, which is the study of scientific concepts and technologies related to solving crime in society. Learn about forensic anthropology and entomology; forensic toxicology; ballistics; police protective equipment; police dogs; arson investigation; and criminal profiling. You'll also analyze real-life crime cases, including the Romanov remains, the Washington sniper shootings, Clifford Olson, Ted Bundy, Geoffrey Dahmer, and others.

Course Descriptions:  
SOCIAL STUDIES

Social Studies is the school subject where students develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens. Social studies is the study of people in relation to each other and to their world. It is an issues-focused and inquiry-based interdisciplinary subject that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society. Social Studies will help students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.

**PROGRAM FLOW**



## COURSE DESCRIPTIONS

**Social Studies 10-1: Perspectives on Globalization (5 credits)** Suggested prerequisite of 65% in grade 9 or 65% in Social Studies 10-2.

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

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

No pre-requisite required

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

**Social Studies 20-1: Perspectives on Nationalism (5 credits)**

Prerequisite of 50% in Social 10-1 - Students who have a 50-60% in Social 10 should strongly consider Social 20-2.

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

**Social Studies 20-2: Understandings of Nationalism (5 credits)**

Prerequisite 50%+ in Social 10-2 or Social 10-1.

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, supranationalism and internationalism will be examined from multiple perspectives. Students will develop personal and civic responses to emergent issues related to nationalism.

**Social Studies 30-1 Perspectives on Ideology (5 credits)**

Prerequisite 50% in Social 20-1

Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

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

Prerequisite 50%+ in Social 20-1 or Social 20-2.

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.

## SOCIAL STUDIES 10-4 and 20-4: Knowledge and Employability

Note: There is limited access to this program

### Social Studies 10-4: Living in a Globalizing World (5 Credits)

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

### Social Studies 20-4: Nationalism in Canada and the World (5 Credits) Prerequisite 50%+ in Social Studies 10-4

Students will examine various forms of nationalism and apply their perceptions to their own identity and sense of citizenship. They will investigate the influence of nationalism on historical and contemporary events. Students will explore the impacts of nationalism and efforts to promote internationalism. Examples will be drawn from the study of Aboriginal experiences, Québécois nationalism, Canadian nationalism, international institutions and current events.

## Course Description

### SOCIAL SCIENCES

#### Personal Psychology 20 - (3 credits)

The focus of Personal Psychology 20 includes topics such as heredity, personality, intelligence and behavior, which provides students with a basis for understanding themselves. (No prerequisite)

#### General Psychology 20 - (3 credits)

General Psychology 20 is an introductory course providing a broad base of terminology and knowledge needed to continue psychological studies. Topics such as Principles of Learning, Frustration and Conflict and Behavior Disorders will be studied. (No prerequisite)

#### Abnormal Psychology 35 - (3 credits) – Prerequisite 50% in Personal or General Psychology

The focus of Abnormal Psychology provides an overview of abnormal behavior and the conditions that affect individuals in our society. The sections of the course deal with causal factors and types of disorders as well as assessment prevention and treatment.

## Course Description

### CAREER AND LIFE MANAGEMENT

CALM 20 was designed to give senior high school students opportunities that will enable them to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviors attitudes that contribute to the well-being and respect of others now and into the future. The course consists of three main themes: Personal Choices, Resource Choices and Career and Life Choices. CALM also includes one optional theme, human sexuality, which emphasizes personal and responsible decision making. Use of community venues and guest speakers are a vital part of the course.

Course Description  
PHYSICAL EDUCATION

The intent of the Physical Education Program at Brooks Composite High School is to enable all participants to develop the knowledge, skills and attitudes necessary to lead an active and healthy lifestyle.

Course Description  
ENGLISH LANGUAGE LEARNING – ELL

The goal of the English as a Second Language Senior High School Program of Studies is to provide ELL students with planned, systematic instruction and support that will enable them to speak the English language fluently, further their education and become productive and contributing members of society.

ESL 1121 is equivalent to Level 2. There is no prerequisite for ESL 2. Level 2 is intended for students who have little or no experience with English prior to entering Alberta Schools. Students are ready to move from Level 2 to Level 3 when they reach the goals outlined by Alberta Education.

ESL 1122 is equivalent to Level 3. The prerequisite for ESL 3 is a 50% passing mark in ESL 2. Level 3 is intended for students who have some competency in English and need a program focused specifically on language development for academic learning.

ESL 1123 is equivalent to Level 4. The prerequisite for ESL 4 is a 50% passing mark in ESL 3. Level 4 students can comprehend instruction in most senior high school courses, but may have difficulties in social studies and English language arts that require wider vocabulary, and more cultural and background knowledge. In Level 4, students will learn specific reading strategies that assist with comprehension of new concepts, express ideas in concise written English, and write in response to reading and paraphrase ideas, read a variety of genres, narrative and expository texts.

ESL 3351 ESL English for Academic Success 35-5  
ESL English for Academic Success 35 is a course offered in response to the English Language Learners' needs to build and extend their communicative competence within all aspects of literacy (listening, speaking, reading, writing, representing).

This course is intended for ELLs who have completed ESL course Levels 2, 3, and 4 or are benchmarked at Level 5 on the Alberta Education language proficiency benchmarks. ELL students registered in an ESL class may qualify for accommodations for exams, based on results from a recognized ESL proficiency/Benchmark testing. ELL students who qualify will receive extra time and audio/CD in all courses and tests, except for Part B (reading comprehension) with English 30-1, 30-2, 20-1, 20-2, and 10-1. At the end of each school year, each ELL student must be assessed to track progress in English. The ELL summary is placed in the student's permanent file.

| Course         | Level 1                               | Level 2                                   | Level 3  | Level 4   |
|----------------|---------------------------------------|---|--|---|
| ESL            | ESL 2                                 | ESL 2                                     | ESL 3  | ELS 4   |
| English        | n/a                                   | Expository English<br>15/25               | Expository<br>English 15/25 or<br>English 10-2 or<br>English 20-2      | English 10-2<br>English 10-1<br>English 20-2<br>English 20-1<br>English 30-2<br>English 30-1        |
| Science        | ESL intro to<br>Science 15            | ESL intro to Science<br>15                | Science 10/14  | Science 10/14<br>Science 24<br>Bio 20<br>Bio 30<br>Chem. 20<br>Chem. 20<br>Physics 20<br>Physics 30 |
| Social Studies | ESL into to<br>Canadian Studies<br>15 | ESL into to Canadian<br>Studies 15/25     | ESL into to<br>Canadian<br>Studies 15/25<br>Social 10-1<br>Social 10-2 | Social 10-2<br>Social 10-1<br>Social 20-2<br>Social 20-1<br>Social 30-2<br>Social 30-1              |
| Math           | ESL into to Math                      | ESL into to Math<br>Math 10-3<br>Math 10C | Math 10C<br>Math 10-3<br>Math 20-1<br>Math 20-2<br>Math 20-3           | Math 10C<br>Math 10-3<br>Math 20-1<br>Math 20-2<br>Math 20-3<br>Math 30-1<br>Math 30-2<br>Math 30-3 |

#### Course Description

#### LEVELS - SPECIAL EDUCATION PROGRAM

This program is designed to meet the needs of students whose educational potential may best be achieved through occupational and /or life skills instruction and/or activities. The purpose and major emphasis is to provide students with skills and experiences that will develop their intellectual, social, and vocational aptitudes. It is intended to maximize each student's capacity for independent living, socialization, and the world of work.

#### Program Objectives:

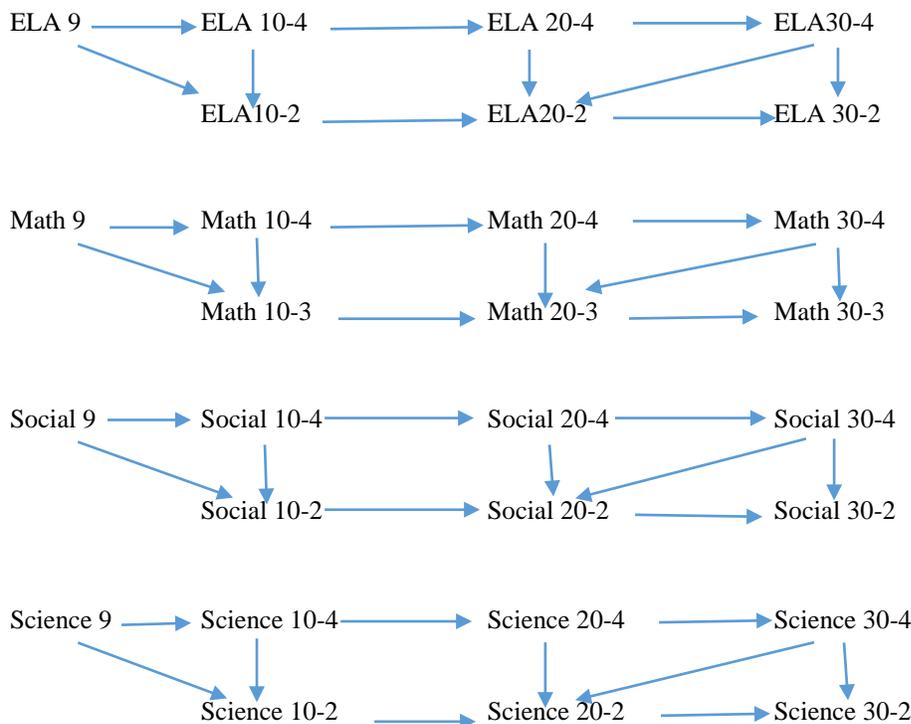
- To maximize academic skill development.
- To maximize development of work ethic and citizenship skills.
- To foster the development of appropriate social-emotional skills.
- To foster the development of skills and values of appropriate vocational training.

Course Description  
**KNOWLEDGE AND EMPLOYABILITY COURSES**

Philosophy and overview

Knowledge and Employability courses are available to students in grades 8 through 12 who meet specific criteria (see chart 2 on page 12). The courses are intended to provide students with opportunities to experience success and become well prepared for employment, further studies, active citizenship and lifelong learning. Knowledge and Employability courses include and promote:

- workplace standards for academic, occupational and employability skills
- practical applications through on- and off-campus experiences and/or
- community partnerships
- career development skills for exploring careers, assessing career skills and developing a career-focused portfolio
- interpersonal skills to ensure respect, support and cooperation with others at home, in the community and at the workplace.



Course Description  
**DUAL CREDIT OPPORTUNITIES**

There are a growing number of opportunities for students to earn accreditation from a post-secondary institution while also earning credits at the high school level. For example, students in our PFO course (see below) will earn credits from the SAIT power engineering program while also earning high school credits. Additional possibilities include students taking a first year university course that also earn them high school credits. There are some ongoing discussions taking place.

Grasslands has signed an agreement with Bow Valley College to offer dual credit to our students. In the first semester we will have access to: Intro to Marketing, Anatomy and Physiology (this is a full year course and will run until April 2020), Medical Terminology I and Interpersonal Relationships and Communication Skills. In the second semester there will be: Intro to Entrepreneurship, Medical Terminology I, Intro to Psychology, Intro to the Criminal Justice System, and Digital Design - Intro to Web Design or intro to Digital Media.

#### Course Description

#### GREEN CERTIFICATE FARM APPRENTICESHIP PROGRAM

It is an apprenticeship-style, competency-based farm training program. Certificates are listed for three job levels -- Farm Technician, Farm Production Supervisor, and Farm manager -- with high school students generally completing only the first level or Technician Certificate. Students may register in any one of the seven specialization areas -- Cow-Calf, Feedlot Beef, Swine, Field Crop, Irrigated Crop, Dairy, or Sheep. The program is operated by Alberta Agriculture, Food and Rural Development in partnership with the farming industry.

Why take the Green Certificate training? Students who complete the Technician Certificate will receive up to 16 high school credits and may also receive some advance credit from Alberta's agriculture colleges. As well, students with farm skills are in high demand as employment in the agricultural sector is expected to grow by over 50% in the next five years.

Who may enroll in the Green Certificate Program? Students must be at least 15 years old and be registered in high school. This enables grade nine students to begin training during the summer before entry into high school. Students must have a career interest in the agriculture or agri-food sector. They must possess appropriate work ethic and responsibility qualities and they must be able to locate a cooperative training site and trainer which may be their home farm. Students enrolled in the Green Certificate Program must successfully complete AGR 3000 (Farm Safety)

#### Course description

#### COMPLEMENTARY COURSES

**Art** (cost recovery for larger projects) - In Art 10 you will learn to think and work like an artist. You will learn about basic drawing skills; how to work with different materials, such as acrylic paint, watercolour paints, collage, pastels, clay, and other 3D sculpture materials; and how turn your own ideas into amazing works of art. This is the course for you if you love art, drawing, and being creative.

**Business Technology** - Business Technology is a CTS option that provides the opportunity for students to explore their entrepreneurial spirit. Students will be exposed to a variety of business operations while maintaining close ties to the world of technology. If you are looking for a flexible and highly applicable option for future careers, this is the course for you!

**Choral Music** - Forget what you thought you knew about choir! If you enjoy singing and want to experience the power of singing with a group, then give Choral a chance! In this course you will have the opportunity to sing a variety of styles of songs, learn how to read music, and improve your own skills.

**Computer Science** - This course will provide you with an introduction to computers and computer coding. You will learn to hard code in HTML language and start to learn the syntax rules and concepts in other beginning programming language. With this knowledge you will be able to troubleshoot and solve problems. If you love computers and want to get a better understanding of how computers work, take this course!

**Construction** (\$10 + cost recovery on some materials) - Introductory construction focuses on developing skills with both hand tools and larger equipment. As those skills develop, students can choose to move into more focused strands of carpentry such as cabinet-making, wood art and enhancement, or actual construction projects.

**Cosmetology** (\$10-\$40 depending on module choices) - Cosmetology can be a fun and rewarding class choice. This course teaches you all about braiding, blow drying, facials, makeup and manicuring. The Cosmetology industry is always changing and you will learn about new trends, techniques and products in Cosmetology and Esthetics fields

**Design Studies** (\$10) - This course introduces students to the art of design using computer software programs. Following the design process, students will produce 2D and 3D designs. Take this if you love computers, are creative, and enjoy hands on learning.

**Drama** - Do you like to play games? Do you like to pretend you are someone else? That's what Drama 10 is all about. In addition to honing your acting skills, you will learn secrets of stage and movie sets.

**Fashion Studies** (\$10)- The Fashion program will teach you about your style and what is trending. You will learn how to see fashion styles in a new way, by doing a research project, learning about trends in the past to know. The next credit will teach you basic sewing techniques by hand and with the machine. Redesign, Recycle and Restore will give you great ideas about creating trendy clothing within a low budget.

**Foods** (\$20) - Foods provides an overview to food studies and an introduction to the skills and knowledge of basic cooking and baking. Some of the modules that may be covered in grade 10 are: Milk Products and Eggs, Contemporary Baking, Vegetables and Fruits, and Snacks & Appetizers.

**Forensics** - Are you interested in learning about collecting and preserving evidence at crime scenes? Then Forensics is the class for you! We will investigate a variety of topics including fingerprint analysis, forensic detection of impaired driving, polygraphing, genetics and more! We will also explore occupations and potential career opportunities within the field of forensics.

**French** - In French 10, students will learn the skills to communicate in the French language for daily interactions. We will explore 5 different vocabulary themes throughout the course, basic grammar skills and learn about French culture. Students will get the opportunity to show their creativity through a variety of projects that include everything from designing a menu for your own restaurant, to writing and performing skits.

**German** - Are you interested in German culture, European geography, and acquiring a new language in a fun environment? This class will provide you with a balance of language and culture study through movies, cooking, research, projects, and more! Everyone knows that learning a new language is good for the brain, so why not German?

**Instrumental Music aka Band** (\$50) - Prerequisite: Band 9, or permission from the instructor. This course allows students the opportunity to broaden their knowledge and understanding of music by performing, evaluating, and listening to music, while developing a theoretical knowledge base. Band will require attendance at extra-curricular events such as concerts and band trips.

**Instrumental Jazz aka Stage Band (after school)** - This course will study instrumental styles ranging from early Jazz to modern contemporary music. Stage Band is available to any students in grades 10, 11 or 12 as long as they meet the entry requirement of 2 years of experience on their principal instrument. Stage Band participation will require attendance at extracurricular events such as concerts and band trips. This course should not be confused with Instrumental Music 10, 20 or 30, which is also available.

**Leadership CONNECTIONS** (\$275) - The CONNECTIONS Program empowers students to develop and utilize their personal leadership skills in order to affect positive change. Students will be challenged to expand their awareness of diversity issues, and foster cross-cultural understanding. This is an experiential course that features a camping component to more deeply connect with nature and recognize diverse issues in the environment.

**Please note: In order to receive credit for this course, students must attend a week-long camp that will occur in either October or March.**

**Legal Studies** - Legal studies is a course that covers Canadian law from personal relationships, to police abilities, to criminal activity. We study case studies, and do a film study on the tv show "Making a Murderer" in relation to Canadian law. This course has mock trials, debates, and real life stories that have to do with Law, and Law applying to you.

**Mechanics** (\$10) - Mechanics allows students to get their hands dirty while working on, and learning about, vehicles and engines. The main focus of this introductory course is to teach students how to properly care for and maintain vehicles. Some of the specific systems that students will learn about and work on are: engine fundamentals, ride and control, and electrical.

**Music Composition** - Music is a universal language. In addition to composing music, students will understand basic music structures, become more aware of what they are hearing in music and study the role of music in their lives and in the world. They will study music history, appreciate music in its many forms, and will discover why music is such a big part of our individual and collective lives.

**Multimedia** - Multimedia provides an opportunity for students to explore their creative side while also taking ownership over what direction their creativity will take. Once students have worked through an introductory module, they will have a wide choice of streams to pursue the concepts in the area(s) they find most interesting, including robotics, video production, digital art, and/or many other multimedia platforms.

**Psychology (General)** - An introductory course on understanding human behavior so that you may learn the reasons that underlie why people act and think the way they do. Topics such as Principles of Learning, Frustration, Conflict, and Intelligence will be studied.

**Recreation Leadership** - Recreation Leadership is a course that will allow students to opportunities develop skills useful for sports performance training, coaching, leading fitness and recreation activities; understand sports injury and practice skills used in sports injury management. Some credentials available include; Athletic Injury Management; Foundations for Training; Group Exercise Leader Resistance Training Leader; Sports Nutrition; Sport Taping and Strapping, and Sport Psychology

**Welding** (\$300) - Students develop skills using basic hand tools, electric welding equipment, and oxyacetylene equipment. Using these skills and fabrication processes, students will safely transform common metals in to useful products. This option is offered at the MHC Brooks campus.

**Wildlife** (\$20) - In Wildlife, students will look at local wildlife and how humans influence these populations. The goal is to raise student awareness of wildlife diversity and conservation. This goal is supported by guest speakers and visits to various places such as the Calgary Zoo and Dinosaur Park. In this class, objectives are covered by multiple projects.

**Yearbook/Photography** - If you are interested in photography, journalism, and graphic design, look no further! Sign up for Yearbook to document your school memories with photos, captions, and articles. Get in on the action with a press pass to all school events, and don't let someone else tell your story!

**Yoga** -Yoga is a class that provides students with the opportunity to develop and improve their mobility, well-being, ability to relax, and personal management skills. These skills will help students balance school, work, life, and gain a better sense of identity in a supportive group setting.

#### THE BCHS LEARNING CENTER (In-reach)

BCHS will usually advise that students continue in "regular" programs offered at our school. Access to this program will be limited and will only occur as a result of administration recommendation and/ or after consultation with administration and parents. The learning center may offer courses via distance learning or online learning depending upon availability. Students should be reminded that success in this program is largely dependent upon the discipline of the student to work independently.

**Enrolment in courses through the learning center may occur for a variety of reasons including and as circumstances warrant.**

- The student's performance in previous school work indicates reasonable chance of success in a correspondence course.
- The subject being requested is either not available at the school or will not fit into the student's timetable.
- The student has the normal prerequisite for the course as demanded by the department of education.

## Student Evaluation

At the beginning of each semester each student will receive a copy of a course outline in each course in which he/she is registered. These outlines will contain:

- (a) a statement of course objective
- (b) a description of the criteria used in evaluation
- (c) a weighting formula which will be used in calculation of final marks.

If you require a review of your marks you may appeal, follow the link for procedures:

<https://education.alberta.ca/media/3653366/marks-results-appeals.pdf>

Fee structure:(All fees are subject to change)

Fees are assessed each term to support a small part of the cost of the school program. The remaining portion of the cost is supported by the funds provided by Grasslands Regional Division. A list of school fees can be viewed on our website. Fees are assigned by October and an online payment option is available through School Cash Online

<https://grasslands.schoolcashonline.com/>.

## Volunteer Drivers

All volunteer drivers, including any employees, teachers, parents, trustees or other community members who are driving students in their private vehicles on a volunteer basis for school outings, sports trips or any other activities associated with our schools will be required to sign a **Volunteer Automobile Driver Authorization Form** (See *Appendix*). The School district must be satisfied that that all drivers:

- Are authorized to drive in Alberta,
- Carry the necessary insurance on their vehicle and that the vehicle they are driving is mechanically fit.
- Provide a copy of their valid Driver's license is on file with the school
- Provide a copy of a recent Drivers abstract is on file with the school
- Provide a copy of a recent Criminal record check is on file with the school

## STUDENT DRESS CODE

### General Dress Code

BCHS requests that all students ensure that they are appropriately dressed when attending school, as it is a workplace for students. Inappropriate clothing / accessories include advertisements for drugs or alcohol, offensive material, obscenities (including implied profanity or obscenity) or excessively revealing clothing.

### Hats and Caps

Students are permitted to wear hats or caps in the common areas of the school. Teachers may, at their discretion, ask for students to remove hats, caps, and non-religious headwear within their classrooms.

### Dress Code While Using Gym Facilities

All students using the gym for physical education classes, varsity sports, and Intramural games are required to wear **clean non-marking** running shoes (which must be worn for phys. Ed. only), a T-shirt and shorts or sweat suits. Street clothes are not to be worn while participating in the above activities. Each Phys. Ed. students will be provided with a locker and lock for the semester. All gym clothes must be stored in the locker provided.

## CONTRABAND ITEMS

Any object that is harmful to the safety of others is not allowed on school property. Such items will be confiscated by administration and the student will be subject to the school discipline policy.

## Student Attendance Procedures

Attendance is compulsory. Failure to attend regularly and punctually interferes with the learning of the individual and the group; therefore, students will be encouraged to attend regularly **and** on time. This will, in some instances, require support from parents/guardians and administration.

### Excuse from Attending

Section 13(5) of the Alberta School Act states the following circumstances as excusable absences:

- i. The student is unable to attend by reason of sickness or other unavoidable cause,
- ii. The day is recognized as a religious holiday by the religious denomination, to which the student belongs,
- iii. The principal of the school has suspended the student from school and the suspension is still in effect,
- iv. The student has been expelled from a school and has not been given permission to enroll in another school

### a. **Student/Parent Responsibilities and Regulations Related to This Policy**

- If a student's absence from class or school is excusable; the parents are expected to call and inform the school regarding the absence. We have an answering machine that is on 24hrs a day and 7 days a week.
- If a parent / guardian does not call and inform the school of his / her child's absences, and automated phone system will call home to inform parents of the absence.
- In order to stay on schedule in class, a student is expected to let their teachers know prior to the absence whenever possible. Work can be given ahead of time and can also be picked up by a family member during the course of the absence.
- Students missing due to medical or dental appointments may be required to bring a note from the office of the professional indicating that the appointment did take place.

### Tier 1 Intervention

After 3 unexcused absences in a given class, the teacher will speak to parents to inform the parents about the absences and create an intervention plan to make up the missing lessons/assessments. The teacher will also notify the advisor teacher to help create the intervention plan.

Tier 1 Interventions are designed to support students in making up learning/assessments that they missed. Tier 1 Interventions may include (but are not limited to):

- Mandatory Flex time
- Time spent with the teacher before school, after school or at lunch (at the teacher's discretion)

### Tier 2 Intervention

Subsequent unexcused absences and/or absences where Tier 1 Intervention plans have failed will be reported to Administration. Administration will contact parents and a Tier 2 intervention plan will be created.

Tier 2 Interventions may include:

- Mandatory lunch hour in office
- Mandatory after school in office
- Progressive loss of privileges (teams/clubs)
- In school suspension
- Referral to Wellness Mentor, Prevention Educator, and/or Grasslands Student Support Services

### Tier 3 Intervention

In instances where the Tier 1 and 2 Interventions have failed, and/or the student accumulates further unexcused absences to the point where a student has missed more classes than they are able to make up (approximately 20% of classes), the student will be removed from the class. At this point the student may either be placed into an In-Reach program or, re-enroll in that class the following semester.

Continuous, unexcused absences will be treated as a discipline issue.

### EXPECTED STUDENT BEHAVIOUR AND DISCIPLINARY POLICY

Note: The school may enforce the expectations for student behavior:

- i. On school property at any time
  - ii. During school hours at any place
  - iii. At school co-curricular or extra-curricular activities at any time and at any place
  - iv. Off school property and outside of school hours at any time provided the school administration deem the infraction to be detrimental to the orderly discipline, well-being or reputation of the school or its pupils.
- Students under suspension are responsible for keeping up with schoolwork. They should arrange to pick up and complete all expected work while away.
  - Students under suspension may not be on school property without the consent of school administration and may not participate in extracurricular activities.

Students are expected to comply with these expectations while at school, at a school-related activity or while engaging in an activity that may have an impact on others in the school. (Unacceptable behaviors noted are examples only, not a comprehensive list.)

*Students are expected to develop empathy through guidance from home and school as they mature and to demonstrate this by treating others respectfully. Consequences for disrespectful behavior will depend upon the circumstances.*

### **Respect the Rights of Others in the School**

Students as they mature should understand that Canadians have certain rights guaranteed under the Canadian Charter of Rights and Freedoms; such as freedom of conscience and religion, and freedom of thought, belief, opinion and expression. They also need to develop an understanding of the need to seek a balance between individual and collective rights, freedoms, and responsibilities in the school community. Rights and freedoms are not absolute; they can be limited in order to protect other rights or important national values. For

example, freedom of expression may be limited by laws against hate propaganda or pornography. Individual rights can be limited when the rights of others are infringed upon.

Students shall be made aware of the Alberta Human Rights Act and the prohibition of discrimination on the basis of race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation. Students who engage in bullying or other disrespectful behaviours towards any protected group shall be disciplined

In addition to respecting the persons in the school community, students must also respect others' property. Theft or damage to property shall be reported to parents/guardians and consequences, including restitution, shall be determined.

### ACADEMIC HONESTY / PLAGIARISM

Assignments, quizzes, tests, and exams provide evidence of student learning. All work submitted must be the students' own work.

Academic dishonesty includes cheating (e.g. using someone else's work, using cheat notes), and /or plagiarism. Plagiarism is the copying of assignments or published text including, but not limited to, print, audio, video and electronic sources and submitting it as your own. Plagiarism is considered academic theft and is ethically, morally and legally wrong.

If a student is caught being academically dishonest on any assignment, quiz, test, or exam:

- He or she must re-write/re-do the assignment, quiz, test, or exam under supervision
- A call home will be made by the teacher to notify parents.
- Documentation of the student's actions will be put in his or her file.
- Student will receive consequences through administrative action.

### NO-TOBACCO POLICY

Brooks Composite High School is a "tobacco-free" facility, thus smoking and / or the use of any tobacco product is prohibited on school property at all times. This policy applies to all students, staff and visitors. The purpose of this policy is to ensure that the school fulfils its responsibility of creating and maintaining a healthy environment for all its students, staff and teachers. BCHS upholds its responsibility of respecting the rights of others, including the awareness and prevention of exposure to harmful substances.

### DAMAGE TO SCHOOL PROPERTY

Willful defacement of and damage to school property is contrary to the type of responsibility students are expected to exhibit, and therefore is subject to disciplinary action. Since damage is costly to repair, part of the disciplinary action will require the student or parent(s) to pay for necessary repair or replacement.

### LOCKERS AND LOCKS

Lockers must be kept locked at all times. The purpose of this procedure is:

1. To prevent theft from lockers
2. To prevent abuse of and vandalism to the lockers
3. To maintain a respectable hallway appearance.

Each student will be held responsible for the locker assigned, and the student concerned must rectify any damage or defacement of the locker.

Lockers and locks will be assigned at the beginning of the school year. Students must use ONLY the lockers and locks assigned to them. Each student is responsible for the condition of both items. It is essential that no valuables, including clothes or books, be left in an unlocked locker. Items that are very valuable, including money, should not be kept in lockers under any circumstances. The office will assist you in storing items of this nature. Please report problems with your lockers/locks to the office. The combination to your lock should be kept confidential for your own security.

**NOTE: Lockers are the property of the school and may be searched at any time.**

### Assessment Procedures

Brooks Composite High School assessment/evaluation/reporting practices align with the procedures and philosophies outlined in [Grasslands' Administrative Procedure 825](#).

### Expectations of Students:

- Students are expected to complete all assessments on time.
- If a student fails to complete formative assessments, they will forfeit their opportunity for a rewrite of the summative assessment pertaining to those learner outcomes.
- All summative assessments are to be completed and submitted by the given due date.
- Due to the fast pace of semestered courses, a MAXIMUM extension of one week from the original due date may be allowed as part of a support plan.

### Support Plan for Missing Assessments:

If an assessment has not been submitted on the due date, or is not done to an acceptable level, the following interventions will take place:

1. Unless a contingency plan has already been discussed with the student, they will be expected to complete/submit the assessment by the following class. If this expectation is not met, the grade on the assessment will be recorded as NC-not completed step 2 will take place.
2. The classroom teacher will contact the student's parent/guardian as well as their advisor teacher in order to inform them of the situation and develop a plan to support the student in the completion of their work within the next 3 days (maximum).
3. If the assessment is not submitted following these interventions, the student will be immediately referred by the classroom teacher to Administration for Intervention.

### Expectation of Teachers:

- Teacher will use assessments (formative and summative) to collect data on student mastery of learner outcomes.
- Teachers will set fair and achievable due dates for both formative and summative assessments.
- Teachers will inform students, parents and advisor teachers in a timely manner when assignments have not been submitted.
- Teachers will work with students, parents and advisor teachers to create support plans when assignments are not completed.

- Teachers will maintain consistent expectations for all students regarding assignment completion.
- Teachers will inform Administration in a timely manner if assessment is not submitted following the support plan interventions.

#### Assessment Reporting of Late Assignments:

Once a student has completed an appropriate assessment of the learner outcomes, the NC status of their grade will be replaced with a more accurate representation of their learning. Teachers will determine the new grade of the assessed outcome using the assessment data collected, their professional judgement, and through conversations with the student, parents and administration.

#### Rewrites of Summative Assessments

In the event that a student's performance on a summative assessment is *inconsistent with their demonstrated performance through formative assessments*, the teacher may allow the student an opportunity to demonstrate their understanding on another summative assessment.

The purpose of a rewrite is not to boost a student's grades, but to get a more informed and accurate representation of their achievement level.

(Note: The term "rewrite" will be used universally for assessments that students complete in order to show growth in their understanding of outcomes. As such, a "rewrite" does not necessarily have to resemble the original, summative assessment.)

#### Student Responsibilities:

Students will not be *given* a rewrite; it must be *earned*. In order to earn a rewrite, students must meet a number of conditions set by administration and the teacher. These conditions include student responsibilities both before and after the original summative assessment is administered:

- Pre-assessment:
  - Punctually attend and participate in the instructional classes leading up to the summative assessment.
  - Complete all of the formative assessments that examine the outcomes being assessed on the summative assessment.
  - Submit/perform the assessment on time, on the date it is due/being administered. If a student is absent without documentation (ie. a doctor's note) they will have only one opportunity at the summative assessment.

\* *Students who do not meet the pre-assessment requirements are not eligible for a rewrite.* \*

- Post-assessment:
  - Meet with the teacher to determine an intervention plan leading up to the rewrite.
  - Demonstrate growth in their understanding of the concepts through further, formal or informal formative assessments.

- Complete, and meet the requirements of the intervention plan as outlined by the teacher.

#### Teacher Responsibilities:

- Teachers will provide opportunities for students to receive directed remediation and/or extra help with the expectation that a deeper understanding of learner outcomes is required in order for the grade to improve.
- The conditions which a student must meet in order to be permitted a rewrite must be clearly identified on the course outline, must be consistent for different sections of the same course, and must be consistent for all students.
- Re-writes must take place within a reasonable period of time following the original assessment.
- A student will be permitted only one rewrite for a given set of outcomes within a Unit or General Learner Outcome (GLO).
- Every Specific Learner Outcome (SLO) does not necessarily need to be reassessed.
- Re-writes do not have to match the format or scope of the original assessment. For example: Many of the GLOs/SLOs covered on a topic quiz will most likely show up again on a unit exam. As such, certain sections of the unit exam, and/or possibly the entire exam, may be used as the rewrite opportunity for a set of outcomes.
- Due to their nature and scope, assessments that involve teacher feedback throughout the editing or troubleshooting process (ie. essays, projects, etc) may not be eligible for a rewrites. Rewrites may also not necessarily be provided in those instances where teachers provide access to information during the assessment (ex. open-book exams or in-class essays where student-made outlines are allowed). In these cases, teachers are to use their professional judgement in consultation with Administration.
- Consistent with Alberta Education practice, the higher of the two marks shall be used to calculate an overall grade.

## STUDENT EVALUATION AND REPORTING PROCEDURES

### SUPERVISION OF TERM AND FINAL GRADES

A paper record of all term and final marks are kept on file in the office. Therefore, all teachers will be expected to submit a paper copy of all term and final marks to the office as required by the school administration. Each teacher will be required to use the built in *GradeBook* program that is integrated into our Student Information System. Requests of student's term and final marks will be distributed approximately one week prior to the release date of report cards.

### REPORT CARDS

Teachers will enter student marks directly into *Gradebook*. These marks will include ongoing, reporting term marks, diploma exam school awarded marks and final marks.

In addition to submitting marks for each reporting period, teachers are expected to enter written comments for each student on the first report card of each semester. Report cards must be shared with the administrative assistant. Marks can be accessed at any time though Parent Portal, final report cards are available for pick up at the office and therefore will not be mailed home at the end of the year.

## FINAL EXAMS

Students will be required to complete a comprehensive final written or practical exam in all core subjects *unless individually exempted by the school principal*.

- Division-wide comprehensive common assessments will be locally developed for those not writing diploma exams.
- Final examinations will account for 30% in grades 10-12.
- The final examination will be congruent with curriculum outlined in the current Program of Studies.
- The school administration will develop and retain a complete summary of all final standings awarded to students.
- Graded final examinations will be stored at the school as follows: for January finals-until the end of February and for June finals-until the end of July unless the mark has been appealed.

### Use of Cell Phones:

Students are permitted to bring their cell phone to school. We embrace the potential that cell phones can be used as a technological learning tool in the classroom. We encourage teachers to implement the use of cell phones when appropriate into their lessons. As a result, individual teachers will establish guidelines regarding appropriate cell phone use in their classes which will be communicated through the course outline.

As a general rule, *cell phones must not interfere with the learning environment*. Cell phones may be used as an instructional tool. Students who continually use cell phones inappropriately may be referred to the Administration who reserve the right to confiscate phones until parents are notified.

## HIGH SCHOOL REDESIGN.

High School Redesign is a province-wide initiative focused on three outcomes:

- engaged students
- high levels of achievement
- quality teaching

High School Redesign is about more than simply shifting a timetable. It's about shifting mindsets. While the timetable shift opens the door for schools to create flexible learning environments, the mindset shifts leads to changes in practice that ensure the flexible learning environments are used to support increased student engagement in learning, improved student achievement and enhanced teacher practice.

The shift in mindset to a focus on student-centered learning happens as a number of key practices are put in place, including:

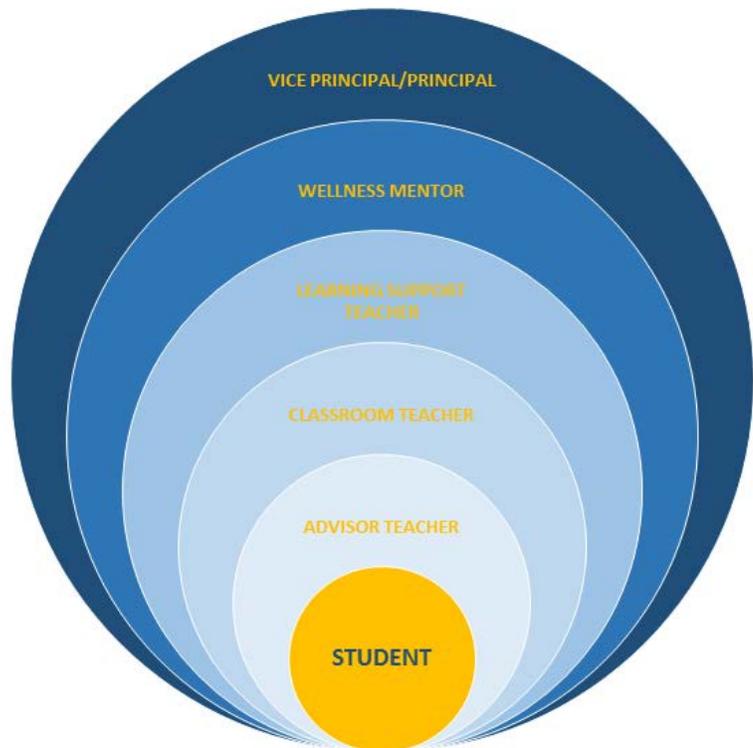
- personalizing learning
- developing meaningful relationship
- creating rigorous and relevant learning opportunities; and supporting mastery learning

## BCHS SCHOOL-PARENT ADVISORY COUNCIL (SAC)

In keeping with the Education Act, and Grasslands Public Schools Policy on the matter of School Councils BCCHS recognizes the importance of developing and maintaining an effective School Advisory Council for the purpose of supporting the school, advising school personnel with respect to general educational and community matters, and providing liaison between the school and the community.

### **BCCHS Pyramid of Support (Behavior)**

The Student Conduct Policy at Brooks Composite High School aligns closely with Grasslands' [Administrative Procedure 905](#).



## COUNSELLING SERVICES

BCCHS offers a wide range of student services. These include:  
Wellness Mentors – FSLW – Mike Heninger & Kasey Murphy  
Career Counselling – Myrna Ferris  
Alcohol/Drug Counselling – Tracey Materi  
Leadership Resiliency Program (LRP) – Denise Racz and Tia Argue

Students, parents and staff have access to this new team concept of counselling at BCCHS. Although individuals have specific assignments, there is obvious overlap to meet the needs of students. Students can make appointments with counsellors through the office. Staff is encouraged to stay in contact with the counselling department to ensure they are up to date with individual students and the resources available to them.

## Procedure for Student Referral to Administration

- a) After reasonable intervention by the classroom teacher, a student is referred to Administration. Please contact the Administration immediately giving the exact nature for the referral. Reasonable attempts include trying to resolve the problem with the student and if necessary, with the student's parents.
- b) Following each referral, follow-up will be given to the respective teacher.

## Student Responsibilities

The Education Act states that a student, as a partner in education, has the responsibility to:

- attend school regularly and punctually,
- be ready to learn and actively engage in and diligently pursue the student's education,
- ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- respect the rights of others in the school,
- refrain from, report and not tolerate bullying or bullying behavior directed toward others
- in the school, whether or not it occurs within the school building, during the school day
- or by electronic means,
- comply with the rules of the school and the policies of the board,
- co-operate with everyone authorized by the board to provide education programs and other services,
- be accountable to the student's teachers and other school staff for the student's conduct,
- and
- positively contribute to the student's school and community.

## PROCEDURES

Students are expected to comply with school rules and expectations while on school property, at a school-related activity or while engaging in an activity that may have an impact on others in the school. Interventions and responses, for unwanted behaviours will be progressive will always protect the dignity of the students. The goal is to respond to inappropriate student behavior as needed, but also foster positive behaviours in order to reduce the occurrence and recurrence of negative behaviours. The Tiers of Intervention can be described as follows:

Tier 1: Behaviours that interfere with normal classroom operation and personal student success; Classroom teachers, students, parents, and advisor teachers work together to resolve issues. The focus in Tier 1 is on supporting and educating students so that they may learn and demonstrate appropriate behaviours, and experience success.

Tier 2: Behaviours that interfere with providing an orderly school environment in which to work and be successful. These behaviours can be characterized as more serious in nature, or as defiance (continued “Tier 1” behaviours). Administrators will be notified of the previous interventions and will work with students, parents and teachers within a Collaborative Response Model. Responses in Tier 2 are more consequence-based and/or may involve more intensive supports from specialized school/district staff.

Tier 3: Behaviours that are illegal, put the safety of school community members at risk, or show continuous and/or significant disregard for student responsibilities (as per the Education Act). These behaviours require immediate referral to school administration as they are beyond the purview of classroom teachers. Senior Administrators, Grasslands support services, the RCMP, and any other appropriate agencies may also be brought in to work with the student and their family.

### School Responsibilities

Discipline plans are expected to be progressive and age appropriate, as outlined above.

#### a) Yearly Review

Each school will provide the superintendent with a copy of their student conduct policies complying with the division policy and administrative procedure, for yearly review. The school's expectations and related student conduct policies will be included in the school handbook, and shall make reference to programs or approaches used in school-wide intervention and discipline. This information shall be communicated to each student and parent/guardian at the beginning of the school year and posted on the school website.

#### b) Requirements of School and Classroom Discipline Practices

In each school, the principal shall ensure that there is a pyramid of interventions for student behavior and work with staff and district support services to ensure that, in each classroom, discipline practices are fair, consistent, and clearly communicated with students and parents.

#### c) Informed Students

Students must have prior knowledge that failure to meet the expectation will result in interventions and/or consequences that may include:

- i. problem solving, monitoring or reviewing expectations with the student and possible reprimand.
- ii. involvement of parents or guardians.
- iii. review of the pyramid of interventions and the suitability of current programming  
with the possibility for a recommendation for student assessment(s) in the area(s) of  
cognitive, behavioral, mental health, and/or medical.
- iv. removal of privileges.
- v. in-school suspension.

vi. out-of-school-suspension

vii. restitution for property damage to an individual or the Division.

viii. alternative interventions. In such cases, the alternative interventions must be supported by the student, parent/guardian, and school administrator(s).

Alternative interventions may include:

- Student transfer to another program or another school
- Involvement of the school resource officer or RCMP.
- Removal from a course, program, bus or school.

#### d) Suspension Process

Suspension is the removal of a student from: the classroom, a course, the school, school property, school activities or bus.

Teacher - A teacher may suspend a student for one class period as provided for in the Education Act Section 36(1).

Principal - If other progressive disciplinary actions have proven ineffective, or if the student misconduct is serious enough to warrant suspension, the principal may suspend a student for up to five days as provided in the Education Act Section 36(3). The principal shall inform parents immediately, inform parents in writing of the circumstances, and provide an opportunity for a meeting with parents. Due process must provide for appropriate notification and opportunity to be heard. The more severe the infraction and possible consequences, the more structured the notification procedure and hearing.

#### e) Expulsion Process

If the principal has found that other progressive disciplinary actions have proven ineffective and the student misconduct is serious enough to warrant a recommendation for expulsion, the principal shall follow the process outlined in the Education Act Section 36 or 37 and as referenced the Grasslands [Administrative Procedure 905](#).

If a principal is recommending expulsion, the principal shall refer the recommendation to the Student Conduct Committee through the deputy superintendent. Within 10 school days of the original suspension, the Student Conduct Committee will meet and review the case. The parent/guardian and student will be notified and invited to attend. The superintendent shall chair a meeting of the Student Conduct Committee and communicate the decision of the Committee to the student, parent/guardian, and principal first verbally and then in writing as soon as possible after the meeting.

## Violence Threat Risk Assessment (VTRA)

For any student conduct situation involving weapons, violence, or threat-making behavior, school-based Violence Threat Risk Assessment (VTRA) teams will be convened prior to a student being suspended or expelled from the building. VTRA protocols will be followed to ensure the risk of further violence or self-harm have been identified and minimized.

The principal shall discipline students who use or sell alcohol, prescription drugs for other than the prescribed use, or illegal drugs, in connection with any school event.

Anything not found in this document can be found on our website including but not limited to, bell times, school calendar, fees, parent portal etc. <http://bchs.grasslands.ab.ca/>

### Resources for Parents and Students

<https://studentaid.alberta.ca/scholarships/alberta-scholarships/>

<https://alis.alberta.ca/>

<http://bchs.grasslands.ab.ca/>

<https://grasslands.schoolcashonline.com/>

[https://www.alberta.ca/writing-diploma-exams.aspx?utm\\_source=redirector](https://www.alberta.ca/writing-diploma-exams.aspx?utm_source=redirector)

<https://www.alberta.ca/education.aspx>

<https://public.education.alberta.ca/PASI/myPass/welcome>