

STRATHMORE HIGH SCHOOL REGISTRATION GUIDE

www.StrathmoreHighSchool.com



SHS VISION & BELIEFS

At Strathmore High School, we have several beliefs:

- Learning is a lifelong experience.
- All students should be treated with dignity

PRINCIPAL'S MESSAGE

Welcome to Strathmore High School. I hope that you find the information in this booklet helpful as you begin to make choices for high school and your future. This past year has been a return to in person learning and to the day-to-day rigors of being in class.

Once again, we see the importance of having students complete their assignments, accept responsibility for their learning, and give a consistent effort, but also the importance of attending classes as regularly as possible. This booklet will certainly outline for you all the programs available to students at Strathmore High School, both academically and in our extra-curricular programs.

We are proud of the extensive programs that we are able to offer to students and look forward to the traditions and opportunities that we have always been able to offer. It is through these diverse experiences that students grow not only

and provided with a safe and respectful learning environment.

- High school students are expected to assume increasing levels of personal responsibility for their learning and behavior.
- It is important to provide students with a diverse selection of courses, instructional techniques and co-curricular options so that each student can develop his/her potential.
- The school must maintain high academic and behavioral standards and encourage all students to achieve to their greatest potential.
- Students achieve their greatest potential when there is a close working relationship between parents, students and teachers and when students have excellent attendance.
- Parents, teachers and students have an important role to play in managing the school.

as learners, but as people. I want to take this opportunity to encourage students to make the most of all that Strathmore High School has to offer.

The process of selecting a program for high school is now the next step in building your future. Choose a program that will match your goals, but also one that will give you the most options beyond high school. The courses that we offer at SHS continue to change in order to meet the rapidly changing needs of our students and society. Choose a program that will satisfy a well-rounded education in order to keep as many doors open as possible.

On behalf of the entire staff, I wish you all the very best as you begin your high school journey.

Kyle Larson
Principal
Strathmore High School



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SHS MISSION

Empowering a community of accomplished and caring citizens.

GENERAL INFORMATION



The purpose of this registration booklet is to help you select courses at Strathmore High School that are suitable to your goals, abilities, and degree of preparation. In your planning, we encourage you to discuss your

program with your parents, counselor, teachers and Teacher Advisor.

Please study the information provided to become familiar with the requirements for a High School Diploma.



PROGRAM PLANNING (General Information For All Grades)

1. Plan your program by taking into account your past school marks, prerequisites and requirements for a high school diploma.
2. Check with your counselor and with post-secondary resources to be sure your high school program includes the courses you need to continue your education in your field of interest.
3. A student takes a minimum of four courses in a semester. All students are expected to plan for 105 credits in their three-year program. This is to ensure that a student will still graduate with the 100 required credits, even if a course is failed.
 - Grade 10 students must take a full load (no spare periods)
 - Grade 11 students must take a full load (no spare periods)
 - Grade 12 students must be registered in the appropriate courses to meet all graduation requirements, and have 6 of 8 blocks filled.



GLOSSARY OF TERMS

Credits: Each course is assigned a credit value. Half semester (also called quarter courses) generally have a 3 credit value and full semester courses have a 5 credit value. Career and Technology Studies courses are composed of a package of 1 credit modules. To receive credits in a course or module a student must achieve a final mark of 50%.

Prerequisites: A student must obtain a minimum of 50% to proceed to the next course in the sequence. Most Grade 11 and 12 courses have a prerequisite course.

Course Sequence: Courses in most subject areas form a sequence demanding increased knowledge and skill, eg. Social Studies 10-1, 20-1, 30-1 or Art 10, 20, 30.

Provincial Diploma Examinations:

Diploma examinations based on the Grade 12 curriculum are written in English 30-1, English 30-2, Social Studies 30-1, Social 30-2, Mathematics 30-1, Mathematics 30-2, Biology 30, Chemistry 30, and Physics 30. Students registered in these courses must write the diploma examination with the final mark calculated as follows: the school mark constitutes 70% and the examination mark constitutes 30%.

Semester: a five month period of time. There are two semesters – semester one is from late August until the end of January, and semester two is from February until the end of June.

Quarter: a 10 week period of time. There are two quarters in each semester, and four quarters in a full year. Typically, 3 credit courses are completed during a quarter.



STUDENT HANDBOOK

Students do not receive a Student Handbook. However, information on school rules, class times, diploma requirements, school fees, attendance policies, late policies, awards and extracurricular activities is posted on the school website.

www.strathmorehighschool.com

ALBERTA HIGH SCHOOL DIPLOMA REQUIREMENTS

To attain an Alberta High School Diploma, a student must:

- Earn a minimum of 100 credits
- Complete and meet the standards of the following courses :
 - ▷ English 30-1 OR 30-2
 - ▷ Social Studies 30-1 OR 30-2
 - ▷ 10 credits in any 30-level courses other than ELA 30-1 OR 30-2 and SS 30-1 OR SS 30-2
 - ▷ Math at a 20 level
 - ▷ Biology 20 OR Chemistry 20 OR Physics 20 OR Science 24 OR Science 14 & 10
 - ▷ Physical Education 10
 - ▷ Career and Life Management (CALM)

- ▷ 10 credits, in any combination, from:
 - Career and Technology Studies OR Fine Arts OR
 - Second Languages OR
 - Physical Education 20 AND/OR
 - Physical Education 30 OR
 - Locally developed/acquired and locally authorized courses in CTS, fine arts OR second languages.



NOTE

Strathmore High School requires students to register in a minimum of 105 credits

KNOWLEDGE & EMPLOYABILITY PROGRAM

The Knowledge and Employability program is a specialized program for students that require educational experiences that focus on developing reading, writing and mathematics literacy, and employability skills in occupational settings. Knowledge and Employability program students will achieve a Certificate of Achievement rather than a High School Diploma.

This program is coordinated by Mr. Brad Steele. Further questions or inquiries should be directed to him.

The requirements for a Certificate of Achievement are:

- Earn 80 credits
- Complete and meet the standards of the following courses:
 - English 30-4 OR English 20-2
 - Math 20-4 OR 10-3
 - Science 20-4 OR 14
 - Social 20-4 OR 10-2
 - Physical Education 10 (3 credits)
 - Career and Life Management 20 (CALM)
- 5 credits in 30 level K&E occupational course OR 30 level CTS course
- 5 credits in 30 level K&E workplace practicum course OR a 30 level work experience OR a 30 level Green Certificate course OR 5 credits in a 30 level Registered Apprenticeship (RAP) course

Knowledge and Employability Program
Three Year Outline

Grade 10	Grade 11	Grade 12
English 10-4	English 20-4	English 30- 4
Social Studies 10-4	Social Studies 20-4	Option classes and/or upgrading
Math 10-4	Math 20-4	Option classes and/or upgrading
Science 10-4	Science 20-4	Option classes and/or upgrading
Physical Education	Career and Life Mgmt (CALM)	Option classes and/or upgrading
Option classes	Option classes	Option classes and/or upgrading
Work experience (1/2 days in second semester)	Work experience (1/2 days in second semester)	Work experience (1/2 days in second semester)

The courses that make up the Knowledge and Employability program provide students with opportunities to enter into employment or continue their education.

Opportunities to upgrade from the K&E certificate program to a High School Diploma program are available, usually during the grade 12 year.

GRADE 10 REGISTRATION

Expectations

High school students are expected to take on a great deal of responsibility. Students who are most satisfied and successful demonstrate two habits:



- Attend regularly. This is a requirement of enrollment.
- Make good program choices. Once you select a course you are expected to complete the course (“decide and abide” rule).
Even if you make some changes

in your overall plan as you move through high school, it is important to plan carefully. It is your future.

You should be aware that graduation from high school does not automatically guarantee entrance to a specific post-secondary institution. Information regarding specific entrance requirements can be obtained from our guidance counselors or the institutions themselves. Advice is available to assist you with educational and career planning. You and your parents are encouraged to contact our Student Services Department if you have questions.

CORE (ACADEMIC) COURSES

All Grade 10 students must register in the following courses:

- English Honours, English 10-1, 10-2 or 10-4
- Social Studies Honours, Social Studies 10-1, 10-2 or 10-4
- Math Honours, Math 10C, Math 10-3, Prep Math 10 or 10-4
- Science Honours, Science 10, 14 or 10-4
- Physical Education 10 (3 or 5 credits)

In some subject areas there are courses of varying degrees of difficulty. Students should realize that no course is “better” than another course. Courses are either suitable or unsuitable in terms of a student’s current achievement. A glance at the flow charts for English, Social Studies, Mathematics and Science will confirm that students are not prevented from changing their program level, if their *achievement* warrants the change.

Changing Course Levels

If students and parents want to change the level of course in which a student is registered, the following steps should be taken:

- The student should work hard to raise his/her mark in the Gr. 9 course.
- The student may take a summer school preparation course to review the Grade 9 material and improve achievement in the course. The student should then book an appointment to see a counselor at SHS to change the course level. (Bring your report from summer school with you.)
- If the student has been unable to raise his/her mark at the Junior High or in summer school, we would recommend the student take the lower level of the course. The student and parent can make an appointment with a Guidance Counselor at SHS if they want to discuss this recommendation.

COMPLEMENTARY (OPTION) COURSES

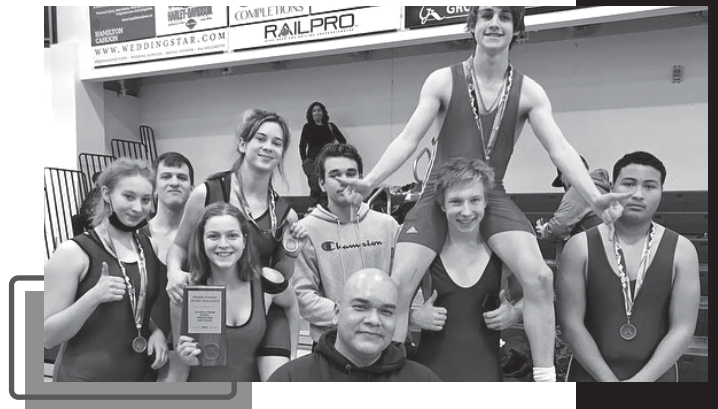
All Grade 10 students must register in complementary courses. Pick your top seven choices and put them in numerical order from 1 to 7 (1 is your top choice for a complimentary course.) We are not always able to give you your top 3 choices so please put your choices in order carefully. Your choices will be understood as a commitment from the beginning of the semester to the end. Because our classes are very full, there is rarely any room to change courses. There is a one-week time period after the beginning of the semester in which you may request a change in any course. If this change cannot be made, you will be expected to remain in the course (“decide and abide” rule). Unless there are extraordinary circumstances, no application for course changes or drops after this deadline will be accepted and students will be expected to complete the course.

PLEASE CHOOSE YOUR COURSES CAREFULLY!

The best indicator of success in a Grade 10 course is the achievement (mark) and effort in the Grade 9 course.

REGISTRATION SUMMARY

1. During the school year, guidance counselors will meet with the Grade 9 classes to discuss high school programs and courses.
2. In April your teachers will look at your progress and make a recommendation regarding your Grade 10 placement in each of (a) English Language Arts (b) Social Studies (c) Mathematics and (d) Science. You will be registered in Grade 10 courses according to your achievement in Grade 9 courses. You will also select and rank 7 options at this time. Every attempt will be made to give you your 3 top options, but sometimes this is not possible. You should discuss these selections with your parents and counselors to be certain that all questions are answered.
3. A timetable will be created that reflects the academic and complementary course selections.
4. Beginning in May, parents will phone the school to make an appointment to meet with one of the Guidance Counsellors. This appointment will occur late May and should be attended by both the parents and the Grade 9 student.



SCHOOL FEE SCHEDULE

Mandatory Fees

Spartan Fee - \$10.00

Lock - \$9.00

Grad Fee – amount to be determined

Extracurricular – amount dependent on activity
ie: sports teams, ski trips, chosen field trips

Optional Fees

Weight Room - \$100.00 (Sept - June)

Weight Room - \$50.00 (Feb - June)

Yearbook - \$45.00

School fees are paid on-line through the School Cash Online system. The link can be found on the homepage of the Strathmore High School website: www.strathmorehighschool.com

ENGLISH

The English Program at Strathmore High School is composed of two routes: the -1 and the -2 route. The English 10-1, 20-1, and 30-1 route is designed for students who wish to enroll in a *degree* program at a post-secondary institution following high school graduation. The English 10-2, 20-2 and 30-2 route is intended for students who wish to enroll in a *diploma* program at a post-secondary institution or who wish to enter the labour force following graduation.

English 10-1 – 5 credits

Prerequisite: Grade 9 Language Arts

Recommended: > 65% in Grade 9 LA

Reading, writing, speaking, listening, viewing and representing are all integral strands in this course. Outcomes include responding personally, critically and creatively to literature and oral, print, visual and multi-media texts. Students create a variety of texts, individually and collectively. Analytical skills are emphasized in this course.

English 10-1 Honours – 5 credits

Prerequisite: Grade 9 Language Arts

Recommended: An independent thinker and a self-motivated reader and writer who enjoys discussing texts with a minimum of 70% in Grade 9 LA.

The focus of this course is the same as English 10-1; however, students will benefit from a more intensive examination of literature and focus on analytical skills. This course will appeal to students who enjoy discussing texts in Language Arts class and who are keen to further develop their writing skills. Some texts that are typically studied

in 10-1 will also be studied here, but others will be more challenging. The assessments, however, will be the same as 10-1 and so will the work load; therefore, students should expect a similar mark in this course to what they would receive in a regular 10-1 class.

English 10-2 – 5 credits

Prerequisite: Grade 9 Language Arts

This course focuses on the

comprehension, interpretation, and creation of oral, print, visual, multi-media and literature texts. Individually and collaboratively, students use writing, reading, speaking, listening, viewing and representing to learn and to demonstrate learning. Personal and practical writing and improved reading comprehension is emphasized in this course.

English 20-1 and 30-1 (Academic Courses)

These courses are designed to develop students' academic command of language, literature and composition. They take an integrated approach to the development of reading, writing, speaking, listening and viewing and representing skills. Course content includes: poetry, short stories, Shakespearean drama, modern drama, and non-fiction and/or fiction novels. Considerable time is spent on personal and critical responses to literature, and on text creation. Students are expected to think in creative and complex ways, and to demonstrate learning through oral, written, visual and representational means. The use of technology is emphasized as a learning tool.

English 20-1 – 5 credits

Prerequisite: English 10-1

Recommended: ≥ 65% in English 10-1

This course requires analytical skills as students respond critically, personally, and creatively. Texts include oral, print, visual and multi-media materials.

English 20-1 Honours - 5 credits

Prerequisite: English 10-1

Recommended: An independent thinker and a self-motivated reader and writer who enjoys discussing texts with a minimum of 70% in English 10-1.

The focus of this course is the same as English 20-1; however, students will benefit from a more intensive examination of literature and focus on analytical skills. Some texts that are typically studied in 20-1 will also be studied here, but others will be more challenging. The assessments, however, will be the same as 20-1 and so will the work load; therefore, students should expect a similar mark in this course to what they would receive in a regular 20-1 class. It is recommended, although not required, that students considering Advanced Placement in Grade 12 take this course.

English 30-1 – 5 credits

Prerequisite: English 20-1 or English 30-2

Recommended: ≥ 65% in English 20-1

Students use a variety of texts and respond



ENGLISH

personally, creatively and critically. Analytical skill development enables students to handle the rigors of the diploma exam and subsequent university courses and other post-secondary work.

English 20-2 and 30-2

These courses are designed to develop students' skills in using language for a variety of audiences and purposes. They also take an integrated approach to the development of reading, writing, listening and speaking, viewing and representing. Course content includes: poetry, short stories, Shakespearean drama, modern drama, and non-fiction and/or fiction novels. Students are expected to write in personal and functional styles, and to communicate orally, visually and through the use of technology.

English 20-2 – 5 credits

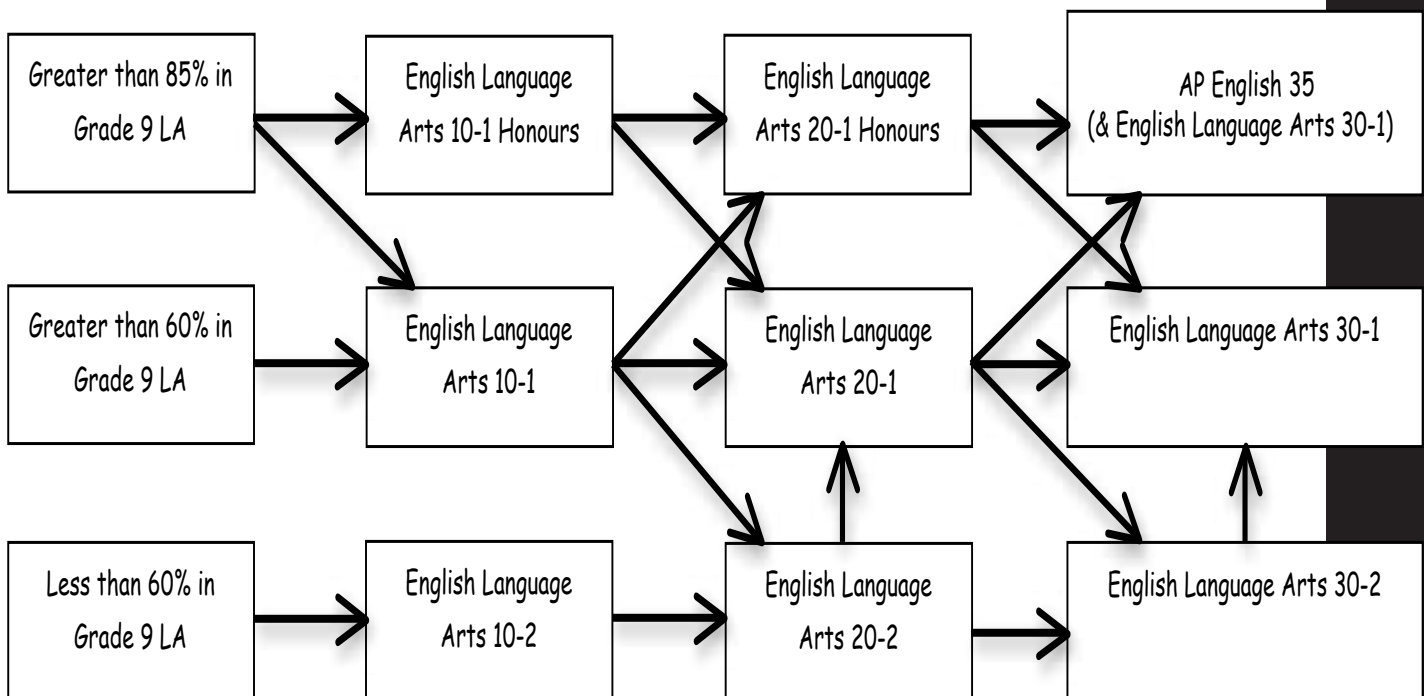
Prerequisite: English 10-2 or < 60% in English 10-1
 This course employs print, oral, visual, literature and multi-media texts in comprehension, interpretation, and creation activities. Students learn and demonstrate learning through writing, reading, speaking, listening, viewing and representing.

English 30-2 – 5 credits

Prerequisite: English 20-2 or < 60% in English 20-1
 The six strands from prerequisite courses form the core of the learning activities in this course. Print, oral, visual, literature, and multi-media texts are the resources that help students for the diploma exams and the work world.

AP English

Co-Prerequisite: English 30-1
 Please see AP Program (Page 34) for course specifics.



MATHEMATICS

Math 10 Prep

Prerequisite: Grad 9: Mark 50-75%

This course is for students that pass grade 9 math but need further practice to master the concepts from junior high math that are most important for success in Math 10C.

Topics include integers, fractions, exponents, measurement and polynomials.

Math 10Honours

Grade 9: Mark $\geq 85\%$

The topics are the same as in Math 10C, however students will demonstrate a deeper level of understanding and communication. The course will appeal to students who are excited to study mathematics.

Math 10C

Grade 9: Mark $\geq 75\%$

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs.

Topics include algebra and number, measurement, relations and functions, trigonometry and geometry.

Math 10-3

Grade 9: Mark $< 50\%$ or on a modified program

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into

the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurement, number, statistics and probability.

Math 20-1 - 5 credits

Prerequisite: Mark $\geq 65\%$ in Math 10C

This course is for students that want to enter post-secondary programs such as engineering, mathematics, sciences, some business studies, or other programs that require advanced math skills.

Topics include sequences and series, quadratics, rational expressions, systems of non-linear equations, and inequalities.

Math 20-1Honours - 5 credits

Prerequisite: Mark $\geq 80\%$ in Math 10C

This course covers the same topics as Math 20-1, however students will demonstrate a deeper level of understanding, and will focus on mastering algebra skills at a high level. Students may take this course to help prepare for Math 30AP, but this course is not a prerequisite for participating in AP Calculus in grade 12.

Math 20-2 - 5 credits

Prerequisite: Math 10C

This course is for students wishing to study at the post-secondary level in a program that does not require the study of mathematics, such as arts programs, medical technologies, and some apprenticeship programs.

Topics include relations, functions and equations, probability, statistics, and trigonometry.

Math 20-3 - 5 credits

Prerequisite: Math 10-3

This course completes the mathematics requirement for an Alberta High School Diploma. This course is for students who want to apprentice to a trade or enter the workforce directly after high school.

Topics include finance, geometry, measurement, and trigonometry.



MATHEMATICS

Math 30-1 - 5 credits

Prerequisite: $\geq 60\%$ Math 20-1

This course is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into postsecondary programs that require the study of calculus. Topics include transformations; exponents and logarithms; polynomials; relations and functions; trigonometry; and permutations, combinations and binomial theorem.

Math 30-2 - 5 credits

Prerequisite: Math 20-2

This course is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies in programs that do not require the study of mathematics. Topics include geometry, polynomials, trigonometry, exponents and logarithms, number and logic, logical reasoning, relations and functions, and probability.

Math 30-3 - 5 credits

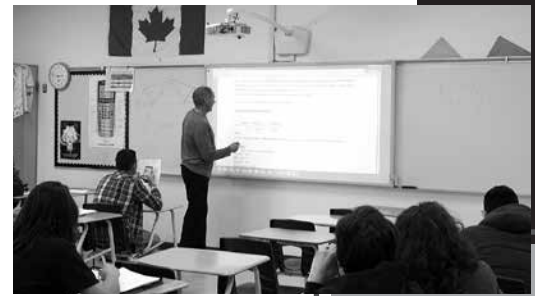
Prerequisite: Math 20-3

This course is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurement, number, statistics and probability.

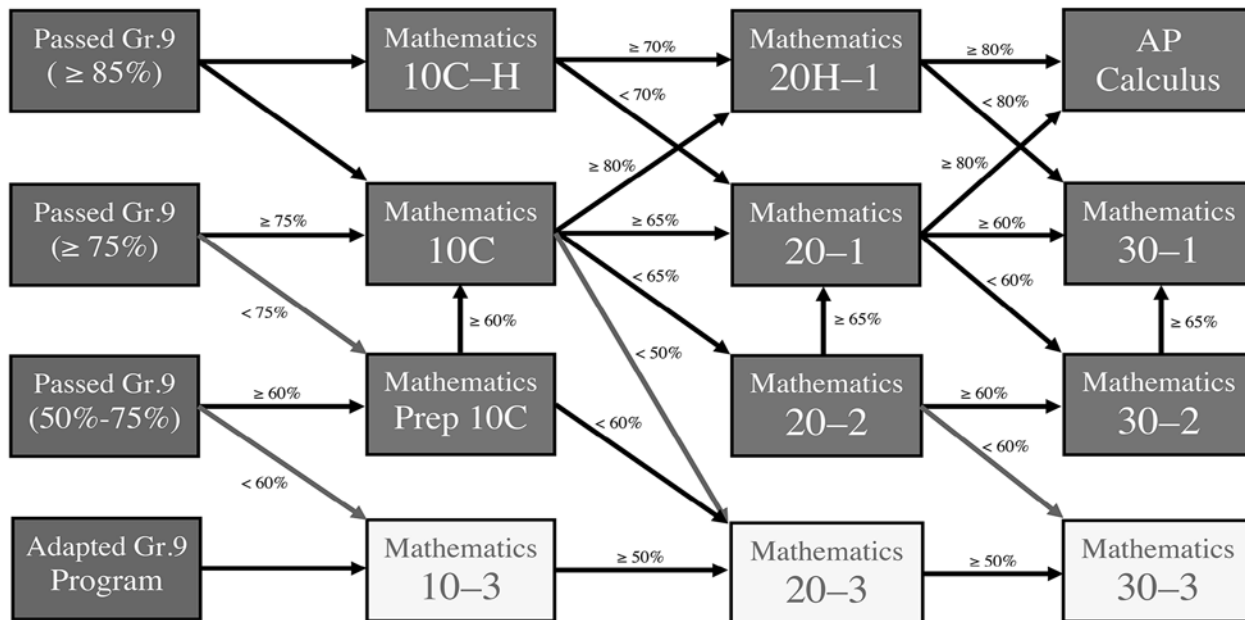
AP Math 31 - Calculus - 5 credits

Co-requisite: enrollment in Math 30-1

Please see AP Program (Page 34 & 35) for course specifics.



Recommended Progression for High School Math Course Selection



IMPORTANT NOTES TO CONSIDER WHEN SELECTING A MATH COURSE

1. Students enrolled in Math 10-3 must successfully complete Math 20-3 before attempting either Math 10C Prep or Math 10C.
2. A student must pass Math 10C before enrolling in either Math 20-1 or Math 20-2.
 - Students are required to earn a grade of at least 65% in Math 10C before enrolling in Math 20-1.
3. Students are required to earn a grade of at least 60% in Math 20-1 before enrolling in Math 30-1.

SCIENCE

Science 10 – 5 credits

Prerequisite: > 65% in Grade 9 Science and 65% in Grade 9 Math is recommended

This is an academic course that requires consistent preparation, memory work, and revision on the students' part to be successful. The three major units are Physics, Chemistry, and Biology. As part of the Physics and Chemistry units, students develop math and graphing skills, as well as fundamentals in naming and writing equations, that apply directly to academic Sciences. Successful completion of the course allows the student to go on to Biology 20, Chemistry 20, and/or Physics 20.

Science 10 creates the foundational skills that are necessary to be successful at the 20- and 30-level sciences (Chemistry, Physics, and/or Biology)

Science 10 Honours

Prerequisite: ≥ 80% in Science 9

This course covers the same curricular outcomes and assessments as Science 10, however students will experience a deeper level of understanding through collaborative work, discussion and experimentation. This course is for students who need enrichment material to be challenged scientifically and is designed to help prepare students for Honours Biology and Chemistry.

Science 14 – 5 credits

Prerequisite: Grade 9 Science

This is a general science course that is less rigorous. This is a general science course that is less rigorous than Science 10 and covers an overview of Chemistry, Energy, Biology, and the Environment. Successful completion of this course allows the student to take Science 24.

Science 24 – 5 credits

Prerequisite: Science 14

This is a general science course that is less rigorous than the academic science classes and provides an overview of Chemistry, Energy, Biology (Disease Defense), and Physics (Arrive Alive). The Science 14/24 sequence allows students to complete the science requirements for a high school diploma.

Biology 20 – 5 credits

Prerequisite: Science 10

The Biology 20 curriculum covers units on: Photosynthesis, Cellular Respiration, and

Muscles; Nutrition, Digestion, Respiration, and Excretion; Circulation, Blood, and Immunity; and The Biosphere, Ecology, and Evolution. This is an academic course with a considerable vocabulary component and application of these concepts. Lab work and dissections are important components of Biology 20.

Biology 20 Honours

Prerequisite: ≥ 80% in Science 10 or Science 10 Honours

This course covers the same curricular outcomes and assessments as Biology 20, however students will experience a deeper level of understanding through collaborative work, discussion and experimentation. This course is for students who need enrichment material to be challenged.

Biology 30 – 5 credits

Prerequisite: Biology 20

The four units of study in Biology 30 are: Nervous & Endocrine Systems; Reproduction & Development; Cell Division, Genetics, & Molecular Biology; and Population & Community Dynamics. Biology 30 is an extensive course with considerable content and application of concepts that requires significant preparation on the students' part in order to meet the provincial standard. There is a comprehensive diploma exam in this class.

Chemistry 20 – 5 credits

Prerequisite: Science 10

The Chemistry 20 curriculum covers units on: Stoichiometry, Gas Laws, Bonding, and Solutions as Acids and Bases. This is an academic course requiring daily practice, a solid foundation in mathematics and naming and balancing equations from Science 10. Lab work is an important component of Chemistry 20.

Chemistry 20 Honours

Prerequisite: ≥ 80% in Science 10 or Science 10 Honours

This course covers the same curricular outcomes and assessments as Chemistry 20, however students will experience a deeper level of understanding through collaborative work, discussion and experimentation. This course is for students who need enrichment material to be challenged scientifically and is designed to help prepare students for AP Chemistry.

SCIENCE

Chemistry 30 – 5 credits

Prerequisite: Chemistry 20

The Chemistry 30 program of studies includes units on: Thermochemistry; Electrochemistry (redox reactions); Organic Chemistry; and Equilibrium Acids and Bases. A solid foundation in mathematics and the skills from Chemistry 20 are needed to progress to this 30-level class. This is an extensive course with considerable content and application of concepts that requires significant preparation on the students' part in order to meet the provincial standard. There is a comprehensive diploma exam in this course. Lab work is an important component of Chemistry 30.

Physics 20 – 5 credits

Prerequisite: Science 10 \geq 65%, Math 10C \geq 65% and co-registered in Math 20-1

The Physics 20 curriculum consists of four units of study: Kinematics & Dynamics; Circular Motion; Work & Energy; and Oscillatory Motion & Mechanical Waves. This is an academic course requiring daily practice and a solid foundation in mathematics. Lab work is an important component of Physics 20.

Physics 30 – 5 credits

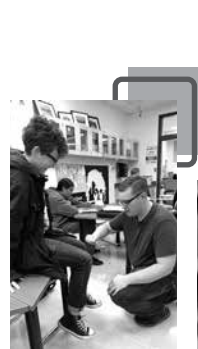
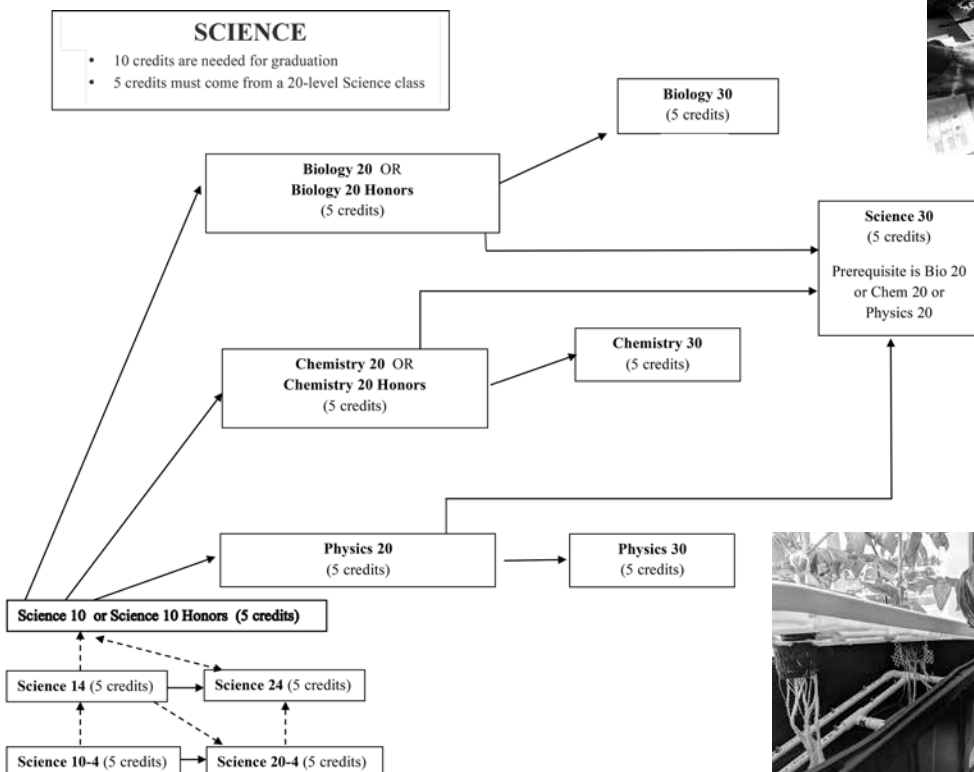
Prerequisite: Physics 20

The Physics 30 program of studies consists of 4 units: Momentum and Impulse; Forces & Fields; Electromagnetic Radiation; and Modern Atomic Physics. This is an extensive course with considerable content, a significant mathematics component, and application of concepts that requires consistent preparation on the students' part in order to meet the provincial standard. There is a comprehensive diploma exam in this course. Lab work is an important component of Physics 30.

Science 30 – 5 credits

Prerequisite: Biology 20, Chemistry 20, and/or Physics 20

The Science 30 program offers unit on: Biology; Chemistry & the Environment; Electromagnetic Energy (Physics); and Energy & the Environment (Physics & Ecology). There is a comprehensive diploma exam in this course. Science 30 can be used as a prerequisite for many postsecondary Science programs.



"A small group of thoughtful, committed citizens can change the world. Indeed- it's the only thing that ever has."

- Margaret Meade

SOCIAL STUDIES

Social Studies provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens. Recognition and respect for individual and collective identity is essential in a pluralistic and democratic society. Social studies helps students develop their sense of self and community, encouraging them to affirm their place as citizens in an inclusive, democratic society.

Alberta has two different levels of Social Studies courses. Social Studies 10-1, 20-1 and 30-1 are courses designed to prepare students for academic studies at the post-secondary level. Social Studies 10-2, 20-2 and 30-2 are courses designed to complete their academic requirements and obtain a general diploma. Both sets of courses cover similar material, however the 10-1, 20-1 and 30-1 courses analyze the material in more depth, and require stronger skills in reading and writing.

Social Studies 10-1 - 5 credits

Prerequisite: Recommended > 60% in Social Studies 9

Social Studies 10-2 - 5 credits

Prerequisite: Social Studies 9

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 people in Canada and throughout the world, including the impact on Aboriginal

and Franco-phone communities. Students will develop skills to respond to issues emerging in an increasing globalized world.

Social Studies 10-1 Honours – 5 credits

Prerequisite: ≥ 85% in Grade 9 Social Studies is recommended

The focus of this course is the same as Social Studies 10-1; however, motivated students will benefit from a more intensive examination of content and focus on skills. This course will appeal to students who enjoy discussing issues & content in Social Studies class and who are keen to further develop their writing skills. Content & sources that are typically studied in 10-1 will also be studied here, but there will be opportunities to study more challenging ones. The assessments, however, will be the same as 10-1 and so will the work load; therefore, students should expect a similar mark in this course to what they would receive in a regular 10-1 class.

Social Studies 20-1 - 5 credits

Prerequisite: Social Studies 10-1

Social Studies 20-2 - 5 credits

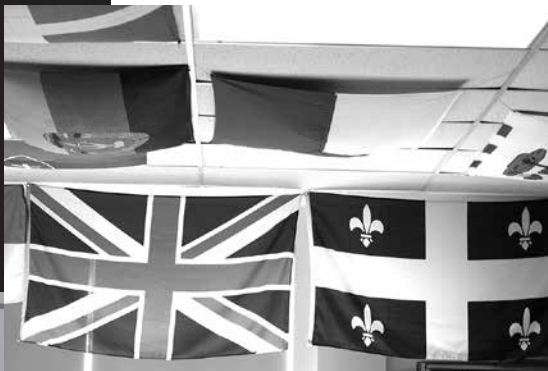
Prerequisite: Social Studies 10-2

Students will explore the complexities of nationalism on regional, international and global relations. The infusion of multiple perspectives will allow students to develop understandings of how nationalism contributes to citizenship and identities of peoples in Canada and around the world. Students will develop personal and civic responses to emergent issues related to nationalism.

Social Studies 20-1 Honours – 5 credits

Prerequisite: ≥ 80% in 10-1 or 80% in 10-1H

The focus of this course is the same as Social Studies 20-1; however, motivated students will benefit from a more intensive examination of content and focus on skills. Some sources and content that are typically studied in 20-1 will also be studied here, but there will be opportunities to study more challenging ones. The assessments, however, will be the same as 20-1 and so will the work load; therefore, students should expect a similar mark in this course to what they would receive in a regular 20-1 class.



SOCIAL STUDIES

Social Studies 30-1 (5 credits)

Prerequisite: Social Studies 20-1

Social Studies 30-2 (5 credits)

Prerequisite: Social Studies 20-2

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

are typically studied in 30-1 will also be studied here, but there will be opportunities to study more challenging ones. The assessments, however, will be the same as 30-1 and so will the work load; therefore, students should expect a similar mark in this course to what they would receive in a regular 30-1 class.

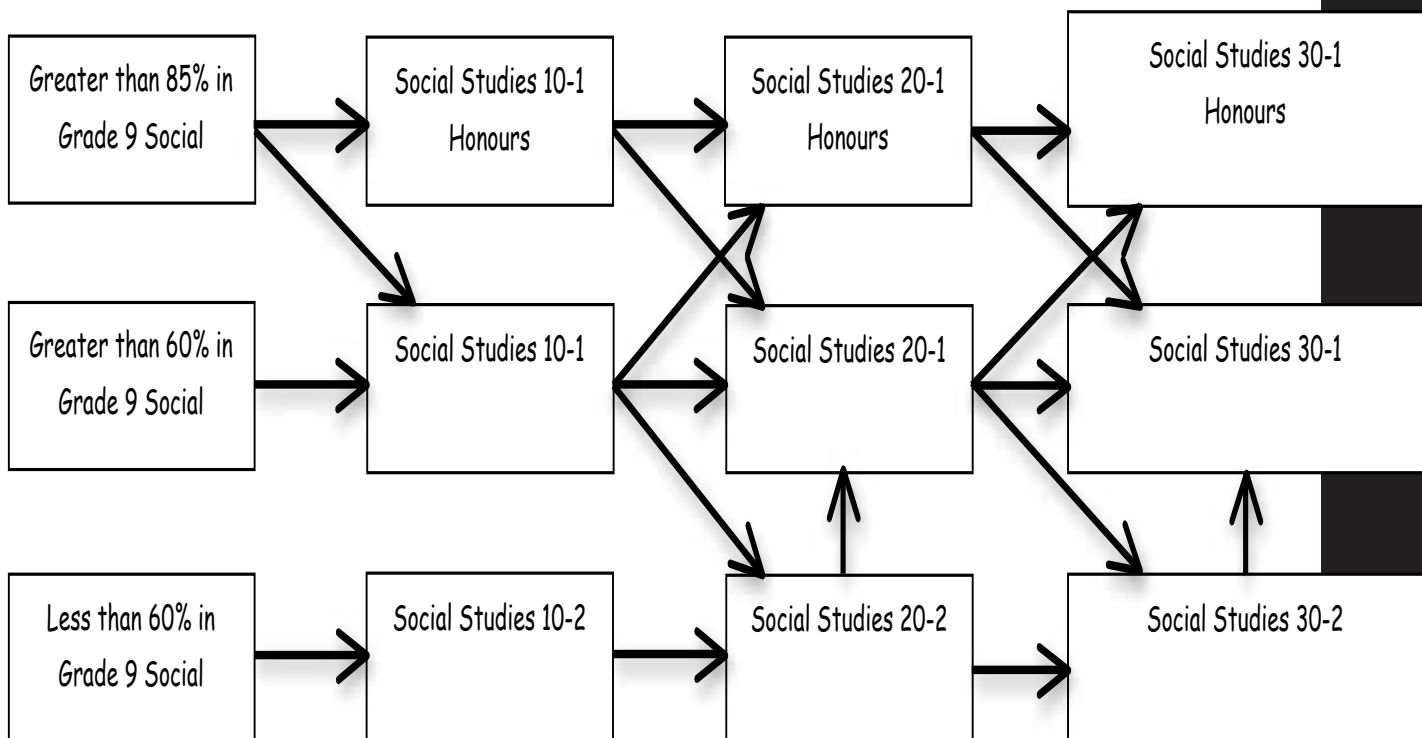


Social Studies 30-1 Honours – 5 credits

Prerequisite: ≥ 80% in 20-1 or 80% in 20-1H

The focus of this course is the same as Social Studies 30-1; however, motivated students will benefit from a more intensive examination of content and focus on skills. This course is meant to challenge students beyond the regular Social Studies program. Some sources and content that

“No one is born a good citizen; no nation is born a democracy. Rather, both are processes that continue to evolve over a lifetime. Young people must be included from birth. A society that cuts off from its youth severs its lifeline.” - Kofi Annan



CO-CURRICULAR ACTIVITIES AT STRATHMORE HIGH SCHOOL

ACTIVITY	COORDINATOR	COMMITMENT	TIME FRAME
Badminton	Kenton Zandee	2 times week + tournaments	January to May
Basketball (JV Boys)	Andrew Miciak	2-3 per week + tournaments	November to March
Basketball (JV Girls)	Cheryl Davidson	2-3 per week + tournaments	November to March
Basketball (Sr Boys)	Matt Laslo	3 - 4 times week + tournaments	November to March
Basketball (Sr Girls)	Dion Galandy	3 - 4 times week + tournaments	November to March
Cross Country	Paul Sonstey, Jerry Flaws, Ian Regnier & Stephanie Aitkens	3 times per week, 3-4 competitions	August to October
Curling (Interscholar)	Brad Steele, Michelle Ledene	Practices 1x/week after school (usually Thursdays) & bonspiels on weekends	October to March
Cycling	Scott Carlson	Usually on a flex Friday, Spring & Fall	Seasonal
Football	Kyle Tucker	3-4 practices a week plus (spring training end of May) 1 game on either Friday night or Saturday afternoon	August to November
GSA (Gender Sexuality Alliance)	Krista Huntley Jerry Flaws		All Year, twice a month
Golf	Wes Clark, Jennifer Williams	2-4 times a week, 3 tournaments	August to October & May to June
Grade 12 Grad Committee	Jenn Williams / Brandie Roberts		September to end of May
Native Club	Joni Breaker	Open to all - plan cultural events, monthly meetings	All Year
Outdoor Ed	Kyle Tucker		
Rugby Boys	Brad Steele	3 times a week + tournaments	March to June
Rugby Girls	Jerry Flaws	3 times a week + tournaments	March to June
Spartan Council	Cheryl Davidson, Jeanette Greep	Commitment is once weekly meetings plus special events.	All year
Soccer (Girls)	Evan McClure	4 times a week + conditioning	August - October
Soccer (Boys)	Evan McClure	4 times a week + conditioning	April - June
Track & Field	Darrell Hargrove	2-3 times a week + 3 track meets	March to June
Volleyball (JV Boys)	Matt Laslo	2 - 3 time week	August to November
Volleyball (JV Girls)	Sharline Visser	2 - 3 times week	August to November
Volleyball (Sr. Boys)	Cole Hintz	3-4 times week plus tournaments	August to November
Volleyball (Sr. Girls)	Darrell Hargrove	4 evenings/week, + tourneys weekends	August to November
Weight Room	(multiple)	After School	All Year
Yearbook	Taryn Riley	Weekly meetings	All Year

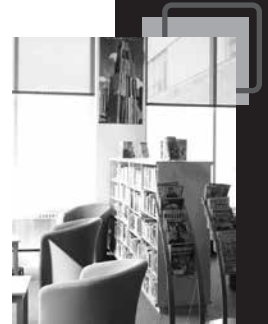


STRATHMORE HIGH SCHOOL LEARNING COMMONS

Our Learning Commons is a safe place where we encourage the pursuit of learning, with an emphasis on active and collaborative engagement. We are open from 8:00 a.m. to 4:00 p.m. daily. You may visit the Learning Commons before classes, during lunchtime and after school as well as with your classroom teachers or groups to study, read, and research. Our space is equipped with a variety of flexible seating areas, lounge areas for reading, and computers. We have a great selection of fiction and non-fiction books, reference materials and magazines. Access to laptops, computers & iPads are also available to students. Our Learning Commons Facilitator is here to support students who are working in groups, on projects or individual research assignments. You can also visit the SHS Virtual Library via the school's homepage. The Virtual Library al-

lows our students to have 24/7 access to great online resources, research help and library information. The Learning Commons has what you need to be a success at SHS!

All of your textbook requirements for your classes can be accessed through the Learning Commons. Students that require password changes, My Blueprint issues or general computer problems are encouraged to talk to the Learning Commons facilitator for help. Homework is also collected and picked up through the Learning Commons.



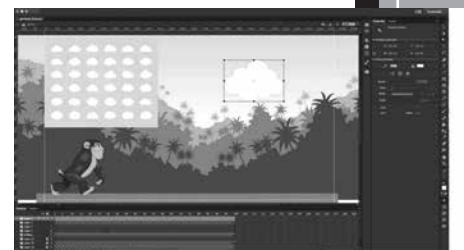
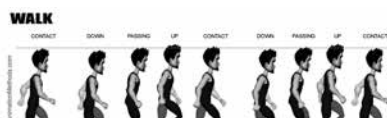
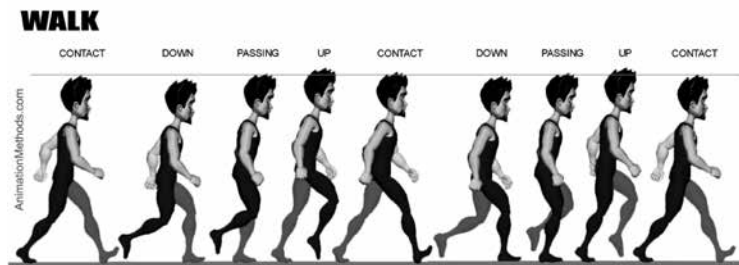
ANIMATION

Adobe Animate, 3D - 3 Credits

Students are introduced to a variety of animation techniques to produce animations. To begin, the focus is on basic skills, including planning, keyframing, stage set-up and production used to create a moving picture. Students learn to

animate a walk cycle and are shown several character animation techniques.

Later courses introduce more sophisticated techniques and projects, and combine digital animation with analog and web technologies.



ART

Art 10 – 3 credits

This course is designed to be enjoyable yet challenging for students with an interest in art. No previous art training is required. Basic skills in drawing, painting and sculpture are developed through a variety of mediums and assignments, in a fun and relaxed environment.



Art 10 – 5 credits

This course is designed for the student who would like to take art for an entire semester rather than one quarter, and/or may be considering continuing on to Art 20. Drawing, painting and sculpture concepts covered in 3 credit Art 10, as well as additional projects, will be explored more thoroughly, and allows students the time to create more refined works of art.



Art 20 – 5 credits

Prerequisite: Art 10

Art 20 builds upon skill sets developed in Art 10, taking concepts further and exploring a wider variety of topics, materials and styles of making art, through both student and teacher directed assignments. We will look at principles of design, perspective, creating depth in imagery with the use of value, sculpting with clay, graffiti art, and painting with watercolour and acrylic paints. Students are encouraged to think creatively and begin assembling a portfolio of work that reflects their personal style.



Art 30 – 5 credits

Prerequisite: Art 20

Art 30 explores concepts of drawing, painting and sculpture with a focus on creating works with personal meaning, that reflect the artist's individual style. Assignments will be both student and teacher directed. Emphasis is on assisting students to experiment with a vast array of mediums and develop a diverse portfolio of works. An interest in pursuing art related post-secondary is certainly not a requirement, though for students who are applying to post-secondary art institutions, entrance requirements can be considered when approaching assignments.



Portfolio Art 35 - 3 or 5 credits

Prerequisite: 80% or higher in Art 30

For the art student who just can't get enough! Whether you simply wish to continue making art or are pursuing an art related career, Art Special Projects allows a lot of freedom for students to customize, with their teacher, an individual program that will facilitate personal goals related to the making of art. This is an excellent opportunity for students to continue developing their skills just for fun, for refining their portfolio, or for customizing it based on the entrance requirements of the specific post secondary institution they are planning to attend.

Jewelry Making - 3 credits

Prerequisite: None

This lively studio based course allows students the opportunity to learn several forms of jewelry making. Assignments include creating earrings, pendants, necklaces, bracelets etc. with materials and processes including but not limited to shrinkable film, resin, polymer clay, wire wrapped beads, pierced, etched and cold connected metal, and soldering a silver wire ring. This course is highly demo based so strong attendance is required.

Advanced Jewelry Making - 3 credits

Prerequisite: Jewelry Making

This advanced class is for the student who would like to learn more complex methods of making Jewelry in the form of rings, pendants and earrings. Techniques/materials that will be explored may include but are not limited to resin casting, wood burning, cold connections with metal, leather work, pewter casting, lamp worked glass beads, soldering and torch work, and bezel setting cabochons. This course is highly demo based so strong attendance is required.

Pottery - 3 Credits

Try something new! SHS is the only place in town where you can take a pottery course. Learn to create a variety of functional forms on the pottery wheel such as mugs and bowls. Learn to attach handles to your mugs and finish them off with a variety of beautiful glaze techniques! No previous experience required.

CALM

Career and Life Management 20 – CALM - 4 credits

Prerequisite: None

CALM is a compulsory course at the Grade 11 level. It is designed to help students build confidence in their ability to deal with the stress of living within a rapidly changing society. This course introduces students to the basic skills essential to a smooth transition into the adult work, or post-secondary school world. Curriculum content includes: examining

personal values, goal setting, resume & cover letter building, practicing interview skills, independent living (budgeting, moving out), exploring career options, and examining human sexuality & relationships.

Students will earn 4 credits and, as a requirement of completing the CALM course, complete a digital portfolio, showcasing their lives and learning, in order to pass the class.

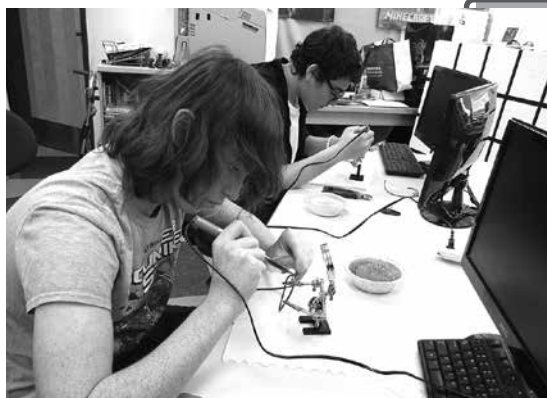


COMPUTER REPAIR

COMPUTER REPAIR

Computer Repair provides an introduction to the computer hardware and software skills needed to help meet the growing demand for entry-level ICT professionals. Students develop working knowledge of how computers operate, how to assemble computers, and how to troubleshoot hardware and software issues. Hands-on labs and virtual learning tools help students develop critical thinking and complex problem-solving skills.

The curriculum covers the fundamentals of computer hardware and software as well as advanced concepts such as security, networking, and the responsibilities of an ICT professional. This course emphasizes practical experience to help students develop fundamental computer and career skills. It helps students prepare for entry-level career opportunities in ICT and the CompTIA A+ certification. The course also provides a learning pathway to Cisco CCNA.



COMPUTER NETWORKING

Networking 2A is the start of your path to Cisco CCNA certification. Students in Networking learn general networking theory, practical experience, and opportunities for career exploration.

The curriculum teaches networking based on application, covering networking concepts within the context of network environments students may encounter in their daily lives – from small office and home office (SOHO) networking to more complex enterprise models.

The Computer Networking 3A course equips students with the knowledge and skills needed to plan, implement, secure, maintain, and troubleshoot larger networks. It provides an overview of enterprise-level networking concepts, including advanced routing, switching, and troubleshooting. Students gain hands-on practical experience while developing valuable career skills. Students prepare for the globally recognized Cisco CCNP Routing & Switching certification and professional career opportunities.

Hands-on labs and case studies allow students to apply what they learn and develop critical thinking and complex problem solving skills.



CONSTRUCTION TECHNOLOGY

CONSTRUCTION TECHNOLOGY INTRO - 3 CREDIT

Students enrolled in Construction Technology are exposed to 3 modules at an introductory level. These 3 modules are prerequisites for future advancement at the 20 and 30 level.

CON1010 Basic Tools & Materials

Development of basic hand tool and production skills to transform, common building materials safely into useful products.

CON1120 Project Management

Development of basic shop drawing and estimating skills, and apply them to build a project.

CON1130 Solid Stock Construction

Development of basic hand & power tool skills to build a product made from solid wood.

WOOD CARVING 20 3 CREDIT

Students enrolled in Wood Carving 20 are exposed to 3 set modules at an intermediate level. Students learn the art of relief wood-carving through a series of projects. Take this rare opportunity as other Canadian High Schools do not offer this class.

- CON1180 Mould Making & Casting**
- CON2180 Wood Forming**
- CTR2910 Project B**

CONSTRUCTION ADVANCED 2 3-5 CREDITS

Students enrolled in Construction Technology 2 are exposed to set modules in either Furniture Making or Framing.

The Furniture Making pathway will see them chose between a Nantucket Bench, a Craftsman Tile Top Table or a, Cedar Adirondack Chair all while learning about large machine operation and specific mortise and tenon joinery.

The Framing pathway will see them learning the basics of building construction beginning with floor framing systems, wall framing systems and roof structures.

Students will have the option of being exposed to 3 credits in quarter classes and five credits in full semester classes. Full semester students are encouraged to do both Furniture Making and Framing.

The students must have pre-requisite construction 10 modules.

CONSTRUCTION ADVANCED 3 3-5 CREDITS

Students enrolled in Construction Technology 3 are exposed to a continuation of Furniture Making and/or Framing.

The Furniture Making pathway will have them choose between a Craftsman Style End Table/Coffee Table, a Display Cabinet, or an Oak Dining Room Chair.

The Framing pathway will see them learning about exterior finishing, doors, and trim, electrical systems, and stair construction.

Students will have the option of being exposed to 3 credits in quarter classes and five credits in full semester classes. Full semester students are encouraged to do both Furniture Making and Framing.



COSMETOLOGY

Cosmetology at SHS is designed to expose students to the many different aspects of the hair and esthetics industries. As students progress through the modules they gain confidence and skills needed to work on clients. If students decide to pursue a career in this industry, each credit earned is worth 25 hours at an accredited postsecondary hair academy.

Cosmetology Intro – Quarter Course

Prerequisite: None

Cosmo 1 is an introductory level course where students take modules in esthetics and hair. Students will develop skills in the following areas:

- Personal & Professional Practices
- Work Place Safety
- Braiding
- Manicuring
- Facials or Theatrical Makeup

Barbering – Quarter Course

Prerequisite: None

Barbering is an introductory course where no previous knowledge or skills are required. Students will practice many different cuts and styles on a mannequin. Once a student has successfully completed this course, they may enrol again where they will learn advanced cutting techniques, refine techniques previously learned, and provide cutting services for clients.

Cosmetology 2 - Advanced - Full Semester

Prerequisite: Cosmetology Intro or Barbering

Cosmetology 2C is an intermediate level course that develops the skills needed for customer service. Students will develop skills in the following areas:

- Hair styling
- Hair & Scalp Care
- Hair Colouring
- Long Hair Up-Styling

Cosmetology 3 - Advanced - Full Semester

Prerequisite: Cosmetology Advanced 2

Cosmetology 3 builds on the skills learned in Cosmo 2 and provides an opportunity for students to explore the beauty industry. Students will develop skills in the following areas:

- Esthetics
- Advanced hair colouring techniques
- Chemical Waving
- Advanced hair styling and up-styling techniques
- Client Services



DANCE

Dance focuses on self-expression and creativity. Dance seeks to develop positive personal and social growth through the exploration of various forms. Student may explore jazz, ballet, creative, hip hop, African and culturally distinct dance. Technique, composition, choreography, creativity, performance, safety, anatomy, history and music awareness are elements of the program.

Dance 15 - 3 credits

Prerequisite: None

This course places emphasis on developing dance skills through experimentation and discovery. Students will be exposed to a variety of dance forms and will choreograph their own piece.

Dance 25 - 5 credits

Prerequisite: Dance 15

This intermediate course is a continuation of Dance 15 with greater emphasis on creating and choreographing dance.

Dance 35 - 5 credits

Prerequisite: Dance 25

It is recommended that you have a minimum mark of 65% from Dance 25 in order to be successful in this course. This advanced course is a continuation of Dance 25, with greater emphasis on choreographing, composition and performance.

Advanced Dance - 5 credits

Prerequisite: Dance 35

This course deals with all elements of a theatrical dance production. Contemporary dance is a course which is designed for self-motivated, self-disciplined and reliable students who have a strong dance background and want to further their studies in dance.



DRAMA

The goal of the drama program is to provide an introduction to the study of theatre as an art form. The curriculum stresses the development and the integration of specific theatre skills within a cooperative learning environment. Self-expression, flexibility, self-criticism and self-discipline are emphasized. This is an activity based program which builds to the presentation of a theatrical event by each senior student.

Drama 10 - 3 credits

Prerequisite: None

Drama 10 is an introduction to Theatre Arts, and includes units in movement, speech, improvisation, theatre history, lighting, sound and acting. Students will work with other class members in both rehearsed and spontaneous presentations. Although there is no prerequisite for Drama 10, students should be able to work well in groups, be self-disciplined, and have conscientious work habits.

Drama 20 - 5 credits

Prerequisite: Drama 10

The major focus is on production, character development and scene work based on "scripted materials." The theatre disciplines of acting, speaking, script analysis and technical support are explored.

Drama 30 - 5 credits

Prerequisite: Drama 20

A self directed 1 act/scene project which synthesizes skills from Drama 10, 20 and 30 will be created, organized and executed by each student. The major focus is on production where the theatrical disciplines of acting, costumes, tech and set are explored. This course has more of an individual focus.

Technical Theatre

In technical theatre, the focus is on lighting, sound, set design, costumes, make up and props. If you like working behind the scenes, technical theatre is for you!



Advanced Acting & Touring Theatre - 5 credits

Prerequisite: Drama 30

Advanced Acting and Touring Theatre 35 is a course which deals with all elements of a theatrical production. All skills are focused through the preparation of one major production and/or a series of one-act plays. Advanced Acting & Touring Theatre 35 is a course which is designed for self-motivated, self-disciplined and reliable students who have a strong theatre background and want to further their studies in drama.



FABRICATION STUDIES (METAL WORK)

Fabrication Studies Intro – 3 credits

Prerequisite: None

Students will acquire knowledge and skills in the use of basic tools used in fabrication processes and safely transform metal bar stock and sheet metal into useful products. They will also develop introductory skills in the safe handling and operation of oxyacetylene and wire-feed welding equipment.

A key component in this introductory course provides students with the opportunity to use their newly acquired skills in wire-feed welding and other production systems to solve the problems encountered in the production of a unique metal project.

Fabrication Studies Advanced 2 – 3 or 5 credits

Prerequisite: FAB 1010

Students working at this level will typically be exploring areas of interest such as electric arc welding, thermal cutting, semi-automatic wire feed welding, oxyfuel welding and sheet metal work.

Students will normally learn specific skills and then apply them to make related projects, either of their own design or assigned projects. The safe use of tools and materials is covered specifically as new processes are encountered.

Fabrication Studies Advanced 3 – 3 or 5 credits

Prerequisite: FAB 1010

Students working at this level will choose one or two areas of interest and study them in depth. They include but are not limited to: Gas Tungsten Arc Welding, Arc Welding, Non-Ferrous Materials Welding, Pipe Welding, Semi-Automatic Welding, Metallurgy and Pre-Apprenticeship Training.

The practice of work place materials management and safe work practices (viewed as a condition of employment in the work place) is emphasized along with other transferable skills: establishing working relationships, working as a contributing member of a group and self guided learning. Custom projects are often a part of the applied learning component of these modules depending on the amount of time available.



FASHION STUDIES

Fashion Studies Intro - 3 or 4 credits

Prerequisite: None

Sewing techniques and skills are learned by the construction of garment projects shown by the student. In the Fashion Studies modules, students will learn to create with yarn, illustrate fashion designs, repair and recycle existing fabrics, notions or garments and use patterns to create unique clothing and accessories.

FAS 1030 - Sewing Fundamentals (must be completed)

FAS 1130 – Construction Fundamentals 1 (must be completed)

FAS1190: Textile Arts 1

Fashion Studies Advanced 2 - 3 or 5 credits

Prerequisite: Fashion Studies Intro

Students will have the opportunity to experiment and create with advanced designs and specialty fabrics in the modules studied. Sergers, and a computerized embroidery machine are used to enable unique clothing design.

Students may choose to undertake fashion illustration, clothing design, sportswear, embellishment, and/or sewing from a pattern. Students must complete FAS 2130 (Construction Fundamentals 2) and then are free to choose the others modules that they wish to complete.

Fashion Studies Advanced 3 - 3 or 5 credits

Prerequisite: Fashion Studio Intro

Fashion Studies Advanced offers students the opportunity to pursue areas of their own interest by selecting amongst modules including Fashion Illustration, Tailoring, Couture, Advanced Specialty Fabrics, Accessorizing, Upholstery and Retailing. Students choose their own projects and choices are limited only by imagination. Students must complete FAS 130 (Construction Fundamentals 3).



FILM STUDIES 15

3 Credits

Students will study a variety of films and film techniques. They will learn some film history and also how to engage with and discuss a director and cinematographer's choices. Some film creation will occur.



FINANCIAL MANAGEMENT

3 credits

This course has three main focuses: personal financial management, basic accounting practices, and exploration of careers in finance.

Fin1010 Personal Financial Management

Students will be taken through a series of lessons and activities to teach basic financial life skills. This is good preparation for students as they move into an independent life. This course covers a range of topics including budgeting, banking, savings, credit, debt, insurance, investments, mortgages, and taxes.

Fin1015 Accounting Prep

Students are introduced to the basic accounting procedures necessary to start a business. Through creating an accounting system for a small business, students learn the meaning behind the vocabulary of the financial/business world. Words like accounts payable, accounts receivable, assets, audit, debit, credit, expense, net worth, liability, revenue, and capital will have more meaning when used for accounting purposes.

Fin1910: Fin Project A Accounting Prep

Students further explore concepts and careers in Financial Management through a series of guest speakers.



FITNESS CLASS

The Fitness class allows students to explore improving their health and overall fitness while actively participating in aerobic, anaerobic, flexibility and strength training programs that include

speed, agility and power development. Students must be prepared to participate in a highly active and physically demanding training class on a daily basis.

FOOD STUDIES

Foods Intro - 3 credits

Prerequisite: None

This introductory course is designed to provide students with a broad overview of the basic principles of nutrition and food preparation. Emphasis is placed on safety, basic measurement, practical application and technique development. Three modules will be completed by the students at this level:

- FOD 1010 – Food Basics
- FOD 1020 – Contemporary Baking
- FOD 1080 – Food & Nutrition Basics

Foods Advanced 2 - 3 or 5 credits

Prerequisite: FOD 1010

Students at this level are encouraged to develop additional skills and specialized techniques through an expanded variety of practical experiences in food preparation.

Some of the topics include:

Food Safety & Sanitation, Cakes & Pastry, Yeast Breads, Soups, Creative Cold Foods, Vegetarian Cuisine, International Cuisine, Milk & Eggs, Vegetable & Fruits & Grains, Legumes, Pulses, Nuts & Seeds.

Foods Advanced 3 - 3 or 5 credits

Prerequisite: FOD 1010

Students will learn advanced food preparation techniques in areas such as baking, yeast products, food presentation, soups & sauces, short order cooking. There is also an opportunity to learn more about the importance of food in the life-cycle, and nutrition & digestion. If the students are in the class at Christmas, they will have the opportunity to plan and prepare Christmas supper for our community event.



GAME PROGRAMMING

Game Programming Intro – 3 Credits

Prerequisite: None

This introductory programming course teaches students to program with a focus on game design. We begin with the MIT developed Scratch programming language. As young people create and share Scratch projects, they learn important mathematical and computational ideas, while also learning to think creatively, reason systematically, and work collaboratively.

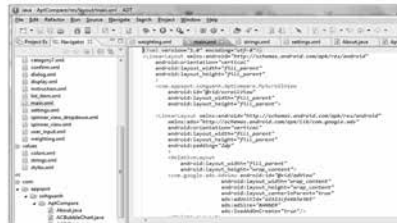
As students progress, we switch to the Codecademy online course and pickup programming in the popular Javascript language. JavaScript is the programming language of the Web. If you're new to programming and want to enter the field, this course is a great place to get started. No prior programming experience and knowledge is assumed or needed. Beginners welcome!

Game Programming Advanced – 3 Credits

Prerequisite: Game Programming 1A

In this course, you'll learn and practice essential computer science concepts. You'll learn about Object Oriented Programming using Java or C++. Java is one of the most popular programming languages used by software developers today. It is the core language used in developing Android apps, and is also commonly used in back-end web development. We also use the Unity Real-time development platform to create games in 3D, 2D and even in VR.

Advanced students may explore game and level design in Unity and work on a larger Game project as part of a design group.



GRAPHIC DESIGN

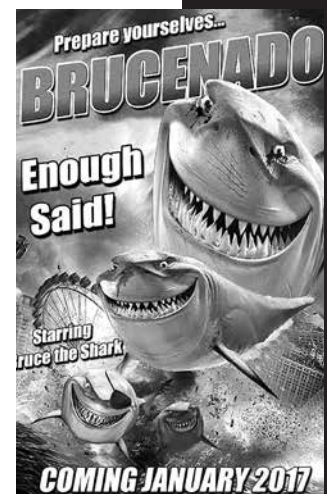
Intro - 3 Credits

Intermediate - 3 Credits

Advanced - 3 Credits (can earn more)

Calling all creatives! Are you interested in designing your own graphics? Learning how to use Photoshop? Discovering what Illustrator can do? Then this class is for you! We learn a lot of useful skills through a lot of random projects - and you don't need to be able to draw to do them! Learn the ins and outs of the design process to create face-swaps, invitations, movie posters, and even a lyric video using motion graphics. Intermediate and advanced students work on tutorials and projects expanding on the skills we learn in intro. Can be a great opportunity

to create work for post-secondary application portfolios if you are interested in an artistic field.



Health Care Studies is an excellent choice for those students planning to enter the health sciences.

HEALTH CARE STUDIES

In this class, students will learn the basic anatomy and physiology of the human body. Students will examine common disorders of human body systems and learn to interpret vital signs and other signs and symptoms as possible indicators of disease or injury. Treat-

ments available for common disorders will also be explored.

This is a great course for anyone that is interested in a career in medicine, nursing, or a health related field.



INDUSTRIAL DESIGN

Industrial Design 1A & 2A – 3 Credits

Prerequisite: None

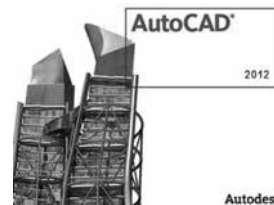
Using the industry standard program Autodesk Inventor, students will be introduced to Computer Assisted Design and Digital Prototyping. As a member of the Autodesk Design Academy, students are able to download the software used for free! Students will be given a number of assignments, which will introduce basic CAD and drafting concepts. Students will then be expected to apply these techniques to various assignments and projects. Students

will be introduced to orthographic, isometric, oblique and perspective drawings.

The Design Studies lab has many 3D printers. Students will learn to use this exciting new technology and be able to bring their drawings into the physical world!

This course provides the opportunity to explore your interests and potential in a diverse number of careers within Design and New-Media. Typical careers could include: Architectural/ Mechanical Drafter/Designer, Graphic Designer, Product/ Environmental Designer, 3D Modeler and Animator.

This is a good option for students interested in drafting, architecture, engineering and building trades.



LANGUAGES

Language courses are all worth 5 credits. Evaluation is based on frequent classroom interactions that involve listening, speaking, reading, writing and representing (80%) and a final exam (20%). In addition to gaining competence in a language other than English and increasing their career opportunities, students are encouraged to become good global citizens who recognize and appreciate diversity.

FRENCH LANGUAGE & CULTURE

On completion of the three-year program students will be able to understand and communicate in basic situations that they encounter daily and have an appreciation for the language and culture from Canadian and international perspectives.

Students will:

- become more aware of how they learn best
- collaborate on activities with partners and larger groups
- describe their preferences
- describe themselves and their actions
- engage in short conversations
- express their needs, thoughts, feelings, beliefs
- give and follow directions
- identify people, places and things in their daily routines and environments
- make choices and conduct surveys
- seek out and share information
- summarize and present research
- understand spoken and written communications by Francophones
- use a variety of print and non-print resources
- use language creatively

French 10 is a beginner level course. It has an action-oriented approach where students use language to accomplish specific tasks. Learner outcomes include communicating about their lives in and out of school and their interactions in the community. Some of the topics covered are: occupations, family and friends, leisure activities, education and social conventions. Students will also engage in collaborative research on popular culture and the role of Francophones in Alberta.

French 20 expands on the range of subjects on which students can communicate in personal, educational, public and occupational domains. Learner outcomes include communicating about their hobbies, friendships, leisure activities, transportation, part-time jobs, volunteering, accessing emergency services and seeing a doctor.

They will identify and share information about Francophones at home and abroad.

Students will:

- be able to express sympathy and appreciation
- use informal and formal language
- use dates and abbreviations
- recognize regional differences in spoken French
- develop more learning strategies to improve their communication skills

French 30 engages students in communicating about their childhood and their plans for the future. Subjects of discussion and research include their personal image, clothing preferences, responsibilities, educational opportunities and interactions when traveling or seeking employment. Students will:

- be able to express congratulations
- use informal and formal language in both familiar and unfamiliar situations
- use dates and abbreviations
- research people and elements of the arts and popular culture
- share their understanding of *la francophonie*



SPANISH LANGUAGE & CULTURE

Upon completion of the three-year program students will be able to express themselves in Spanish in a variety of everyday situations. Students will gain an insight into the rich and varied cultures of the Spanish-speaking world. Students will learn vocabularies dealing with people, school, activities, celebrations, foods, shopping, arts, games and other areas which meet their needs and interest.

Spanish 10

Involves students in brief but essential communications in a variety of situations. They learn to develop and practice short conversations for everyday situations with peers and adults on topics related to people around them, school, activities, celebrations and other topics of interest to the students.

Spanish 20

Involves students in more complex communications. Students will participate in topics such as foods, shopping, sports and exercise, vacations and travel, social life, and health and safety. As well, students will be introduced to the cultural diversity in the Spanish-speaking world.

Spanish 30

Continues with more complex communications. Students will be introduced to topics such as arts and entertainment, music, relationships, driving, folk tales, legends and fables, technology, the world of work, driving and the environment. As well students will continue to learn and participate in cultural celebrations.



MUSIC AND JAZZ ENSEMBLE

Instrumental Music 10/20/30

Full year course – 5 credits

Prerequisite: prior level of study or teacher permission

This program seeks to develop musical excellence in performance on a woodwind, brass or percussion instrument. This is primarily accomplished in a concert band setting although small ensemble experience is provided as well. Study of music theory, music history, ear training, instrument techniques, practice routines, composition, and repertoire is also an integral part of the courses. Student leadership is expected and encouraged. The SHS Concert Band participates in a variety of performance activities including concerts, festivals, workshops and tours, within Canada and internationally.

Jazz Ensemble 15/25/35

Full year course – 5 credits

Prerequisite: prior level of study or teacher permission

The Jazz Ensemble is a performance based course that explores more contemporary genres of music such as Swing, Latin, Blues, Funk, and Rock. The SHS Jazz Ensemble participates in a variety of performance activities including concerts, school events and festivals.

Choral Music 10/20/30

Full semester - 5 credits

Prerequisite: none

The classes are designed to allow any student with singing aspirations to succeed and grow musically. The Choral Music Program has been designed to encourage and fulfill all vocal performance interests. This is accomplished in an ensemble setting with some ensemble and solo experience provided. Areas of study include vocal skills, music theory, music history, ear training, sight singing, composition and choral repertoire. The SHS Choir participates in a variety of performance activities including concerts, school events & festivals.

Glee

Glee is a performance based course that explores contemporary music through vocal performance and choreography. This is accomplished through group, solo and small ensemble performance. The glee class participates in a variety of performance activities including concerts, school events & festivals.

Drumline

The drumline is a chance to learn the different types of percussion instruments present in a percussion ensemble. Starting from scratch, learn how to read notes and rhythms, perform different percussion rudiments, and perform with your classmates in a percussion ensemble that covers a variety of different genres and musical styles.

Rockband

Learn how to play and perform on the different instruments within a rock band (Guitar, Bass, Drums, and Vocals), while learning how to play a variety of songs and styles. Starting from scratch, students will learn how to perform basic songs on each instrument before forming groups and performing on their chosen instrument towards the end of the course.

No person is complete without a feeling for music and an understanding of what it can do for him.

Zoltán Kodály



OUTDOOR EDUCATION

Outdoor Education is a 3-credit course offered for gr.10,11,12 students at SHS. Students will learn about outdoor survival skills, outdoor cooking skills and stewardship perspectives including a focus on indigenous land-based learning. These skills and knowledge will be applied to day trips in local areas as well as a multi-day excursion into the mountains.



Students signing up for Outdoor Ed should:

- Have an interest to learn about and be in the outdoors
- Be able to pay the \$150 course fee
- Be able to commit to the weekend dates
- Have physical stamina and mental perseverance to do multi-day hiking trips
- Bring own food for trips (you will be taught and assessed on choices/skills)
- Have outdoor gear or be willing to purchase outdoor gear including
 - o Hiking boots or good sneakers
 - o Outdoor clothing that is NOT cotton/denim
 - o Compactable sleeping bag, Sleeping mat, Overnight backpack, Tent (some will be available to borrow/rent)

PHOTOGRAPHY

Intro - 3 Credits

Intermediate - 3 Credits

Advanced - 3 or 5 Credits (can earn more)

Learn how to take better pictures! Use school cameras, your own camera, or even your



phone to practise technical and compositional techniques. In the introductory level course we will explore how to blur the background, freeze motion, blur motion, use the rule of thirds, symmetry, and the elements and principles of design for maximum impact, and use Adobe Lightroom to enhance our shots. 20/30 level photography students will do more advanced composition, and experiment taking and editing different types of photos (black & white, using different colour palettes and tones, varying lens sizes, using lighting kits and reflectors, abstract photography, etc.)

PROMOTIONS

Students will use digital technology to shoot and edit video promoting various programs at Strathmore High School: athletics, academics, clubs, fine arts and special events.

Students will utilize audio techniques, streaming, video production and social media to communicate effectively with the public.

PHYSICAL EDUCATION

The aim of the Strathmore High School physical education program is to provide students with opportunities to develop the habit of being active daily, the skills to enjoy successful participation, and to understand, experience and appreciate the health benefits that result from physical activity.

Physical Education 10 (3 or 5 Credits)

Physical Education 10 is a compulsory course. The course is designed to offer units/modules where the students can participate in a variety of team, dual and individual activities with an emphasis on skill development and fitness.

Participation in the Physical Education 10 program will assist students to:

- develop skills and participate in athletic activities
- develop an appreciation of one's own abilities and the abilities of others
- develop functional fitness capacities (strength, muscular endurance, flexibility, cardio respiratory efficiency)
- develop respect for teammates, opponents and officials
- participate and develop a desire to be fit.

Physical Education 20 (3 or 5 credits)

Prerequisite: Physical Education 10

Emphasis in the P.E. 20 program is towards lifetime activities which are intended to promote continued participation after students graduate from high school. The program is based on an active living philosophy of physical education and includes such units as climbing, squash and racquetball, curling, kayaking and canoeing.

* A field trip fee is required for the mandatory off campus trips.

All P.E. 20 students are required to complete 10 service hours with a service club or organization or co-curricular activity.

Participation in the Physical Education 20 program will assist students to:

- desire to use leisure time wisely
- develop knowledge and understanding of rules and community recreational opportunities

- develop functional fitness capacities (strength, muscular endurance, flexibility, cardiorespiratory efficiency)
- develop respect for teammates, opponents and officials
- develop an appreciation of the mechanics of officiating and operating within the rules of specific sports.

Physical Education 30 (3 or 5 credits)

Prerequisite: Physical Education 20

Physical Education 30 is a further extension of the Physical Education 20 program with the main focus on lifetime recreational activities, fitness, social skills and introduction to systems of play for the activities chosen.

All P.E. 30 students are required to complete 10 service hours with a service club or organization or co-curricular activity.

Participation in the Physical Education 30 program will assist students to:

- develop an appreciation of physical skills and fitness
- demonstrate knowledge and understanding of rules, strategies and recreational opportunities
- develop an appreciation of sportsmanship, etiquette, cooperation and leadership as they apply to competition and fair play
- respect opponents, teammates and officials

* A field trip fee is required for the mandatory off campus trips.



“The only real training for Leadership is Leadership”

Antony Jay

RECREATIONAL LEADERSHIP

This course is designed for any student who loves sports, and wants to learn more about career opportunities centered around sports. Students will have a chance to explore a career in recreation (coaching, teaching, officiating, etc). The course will cover three areas; sport psychology, leadership and a practicum/project. Students will gain experience, confidence and skills that will boost any resume. This is a student centered course

in which participants have an amazing opportunity to create their own fun, and learn about all the different opportunities in the world of sports!



ROBOTICS

Robotics 10 (3 credits)

This course is designed to allow students to learn the electronics, hardware and software required to run automation. Using Arduino boards, mBot and VEX robotics, students have the opportunity to explore and experiment with structural design, movement design, and the various roles of motors, servos, sensors and LED lights. Some basic programming is used but prior programming ex-

perience is not required. In this course, students will also learn to solder wire and through-hole components. Students who continue to the 20 and 30 level courses will be working with Vex robotics with the opportunity to compete against other robots in Alberta!



SPARTAN COUNCIL

Spartan Council at Strathmore High is a club that runs the entire school year. Council members are students who are dedicated to making a positive difference in the lives of others and work hard to improve their school and community. Council members will have a direct impact on what happens at SHS and will be a key influence on many aspects of school life. Members will have the opportunity to attend leadership conferences at the local, provincial, and national level as well as participate in local workshops and retreats. Spartan Council is a great place to develop the leadership skills that businesses and uni-



versities are looking for. Council members should be prepared to work outside of regular school hours, plan, organize, attend, and help with events, and make outstanding memories.

SPORTS MEDICINE

Sports Medicine is to prepare prospective medical practitioners with a basic understanding in the area of sport injuries, first aid care, training room management, and career opportunities related to sports medicine, nutrition, anatomy and physiology. This course offers a logical beginning for those interested

in fields such as sports medicine, physiotherapy, massage therapy, nursing, physical education or emergency medical technician.



WEB DESIGN

1A, 2A, 3A, 2C, 3C - 3 or 5 Credits

Students in Web Design will create a standards compliant HTML website. Skills and technologies learned will include HTML, DHTML, Java, CSS, Web Graphics, and Video for Web. Software used includes various Text Editors, Adobe Dreamweaver, Adobe Photoshop and web server technologies like FTP, Apache, MySQL and PHP. As you progress through the course, opportunities for a variety of website projects are offered. Including:

- Content Management Systems
- E-Learning Systems
- E-Commerce Systems
- Rich Media (Interactive and Visual effects, Scripting)
- Web server and hosting technologies



Students taking AP classes will be required to write both diploma and AP examinations

ADVANCED PLACEMENT

The Advanced Placement Program allows students to study university level work while they are still in high school. The AP program is meant to stimulate and challenge students beyond the regular high school curriculum. Successful completion of AP examinations permits a student to obtain advanced placement at over 2900 colleges and universities around the world. Students may earn 1st year credit for the course or receive advanced standing and enter the second year course directly. The AP program has provided motivated high school students with the opportunity to further their study in a subject. AP courses are taught by dedicated and enthusiastic high school teachers who follow course guidelines developed and published by *The College Board*.

You should consider taking the Advanced Placement Program if you are a **highly motivated student who is prepared to accept the challenge of studying content beyond the high school curriculum**. AP students

should be self-directed, independent learners with a strong commitment to academic achievement. At this time AP classes are offered for grade 12 students only.

AP English 35 / English 30-1 - 5 credits

Pre-requisite: English 20-1

A rigorous complement to English 30-1, the Advanced Placement Program in English is designed to challenge students to read, write, and discuss at an advanced level. The course is designed around a selection of British and North American text, and offers extensive opportunities to refine thinking and writing abilities. Opportunities are provided for verbal and creative work as well as for extensive practice in writing. In May, students will write an AP exam in English Literature and Composition.

AP Math 31 - Calculus – 5 credits

Co-requisite: enrollment in Math 30-1

This course covers all the topics of Math 31, as well as several other calculus concepts. The course emphasizes a multirepresentational approach to calculus with concepts, results and problems being expressed graphically, numerically, analytically and verbally. Making connections between these representations is also important. Math 31 AP is equivalent to a first semester university calculus course. Students write the AP Calculus AB exam upon completion of this course and may obtain university credit if successful.



STRIVE 3

The Strive 3 program is a full-time program for students with exceptionalities.

This program offers training in the areas of practical academics, daily living skills, social skills, job related skills, communication skills, assistive technology, kitchen/cooking skills, adapted physical education/active living, leisure skills, community awareness, community service and work experience. Each student's program is based on their own needs as reflected in their Individual Program plan. Students in this program are also provided with the opportunity to take part in Project H.O.P.E.'s music and adapted phys. ed. programs.



WORK EXPERIENCE

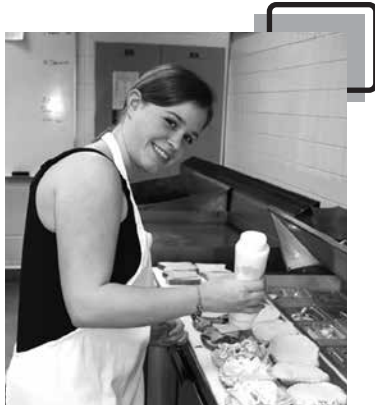
Work Experience 15/25/35

- 3 to 10 credits each

Prerequisite: HCS 3000: Workplace Safety Systems

Work experience provides students with the opportunity to explore possible career options, learn job related skills, learn appropriate work-related attitudes, and develop responsibility. With the help of the

Work Experience Co-ordinator, students select a work site in the community. Students can earn 3 credits for working 75 hours and 5 credits for working 125 hours. Evaluation is done by the employer and the work experience coordinator. Work experience is limited to a maximum of 15 credits. Students also earn one credit in Workplace Safety Systems.



INTERNATIONAL STUDENTS AND E.S.L. PROGRAMMING

International Students

Strathmore High School is a host school that offers a welcoming atmosphere to students from around the world. International students who wish to attend our school and study in an English speaking environment are offered a wide variety of program choices. Presently there are many international students enrolled from a variety of countries. Following their high school studies many of these students choose to continue their education in English at universities in North America. Others are enrolled at SHS to experience a Canadian learning environment and to become proficient in English. International students receive E.S.L. support and attempts are made to integrate international students into the regular program so they can experience the high levels of education that SHS has to offer.

E.S.L.

SHS offers English as a Second Language courses for students whose first language is not English. While ESL students have much in common with other students, they also have specific needs of learning a new language and adapting to a new culture. The ESL program enables students to become effective communicators in the English language through study of English speaking, reading, writing, listening and viewing. Students work on specific areas of individual needs to build skills necessary for high school graduation requirements. A variety of teaching methods, strategies and resources are used throughout their ESL learning experiences to improve these skills.

ESL 3 - 5 credits

Prerequisite: ESL 2 or equivalency in reading, writing and comprehension.

This course is designed for students who are at an intermediate level of English proficiency. Students at the ESL 3 level are integrated into regular courses work depending on language abilities and individual interest and needs. ESL instruction and support in their regular course work is given.

English 20-1 (ESL) - 5 credits

A regular 20-1 English class, but geared towards the specific needs of ESL learners. The content studied is the same as in any other 20-1 and it does not appear as ESL on official transcripts.

English 30-1 (ESL) - 5 credits

This is a regular 30-1 class, but at a pace better suited to students who struggle with succeeding in English courses. Students will receive the 30-1 credits required for most post-secondary programs. This course is designed for English Language Learners; however, it does not appear as ESL on official transcripts.



SPORT AND ATHLETIC EDUCATION

Next school year we are offering a new athletic development program for young athletes.

This program is aimed at improving athletic performance, developing multi-sport athletes while incorporating character development to help athletes reach their potential. Students will develop knowledge, skills and behaviors required to succeed within sports and throughout any pursuit.

This program runs the entire school year and is offered as a 10, 20, 30 level. Each year students can earn a total of 11 credits towards their high school diploma. Please note that enrollment will be limited due to space availability. Students will be admitted based on a variety of factors: school based sports, non-school sports, level of competition, attendance, grades and past behaviors observed by prior educators/coaches.

Program Highlights:

- Individualized development of students athletic skills
- Application of skills in a variety of sports/pursuits
- Leadership development and application within the community
- Opportunities to explore careers in the sports industry
- Refeing certifications
- Coaching certifications
- Customized scheduling for students to accommodate full schedule



LIFE AFTER HIGH SCHOOL

PLANNING GUIDE

Step One:

Meet all the Graduation Requirements:

- ❑ English at the 30 level (30-1 or 30-2)
- ❑ Social Studies at the 30 level (30-1 or 30-2)
- ❑ 10 credits in other 30 level courses
- ❑ Math at the grade 11 level
- ❑ Science at the grade 11 level
- ❑ PE 10
- ❑ CALM 20
- ❑ 10 credits in CTS, or a second language or PE or Fine Arts
- ❑ 100 credits (105 credits at SHS to participate in Recognition Ceremonies)

Step Two:

Investigate programs and post-secondary institutions

- ❑ Begin by setting up your myBlueprint account with help from your LS teacher. This account will help you to plan your course selections, your graduation, and your post-secondary and career choices. It will also lead you through some Career Spectrum quizzes to help evaluate your learning style and appropriate career options. You can build a cover letter, resume, and portfolio through this site and complete goal setting and financial planning. Go to www.myblueprint.ca

- ❑ Visit post-secondary websites and take the virtual tours. Links available on StrathmoreHighSchool.com

- ❑ Go to the "Open Houses." These days are organized for the institution to show off the work of their students and also to recruit new students.

Step Three:

Investigate/research scholarships and bursaries

- ❑ A great place to begin is www.alis.gov.ab.ca. This is a very inclusive website that covers a lot of information.
- ❑ Check out www.studentawards.com and www.scholarshipscanada.com
- ❑ Student Services here at SHS has a hardcopy list of scholarships as well.

Step Four:

Apply to a post-secondary institution

- ❑ This is best accomplished online

Step Five:

Come back and visit us!



STRATHMORE HIGH SCHOOL REGISTRATION GUIDE

www.StrathmoreHighSchool.com

STRATHMORE HIGH SCHOOL ACHIEVES ACADEMIC EXCELLENCE!

In September 2020, graduates of SHS received over \$100,000 in Rutherford Scholarships. SHS students consistently are at or above the provincial average in most exam marks. Our Advanced Placement students exceed world averages in English and Calculus!!

Follow SHS



CREATE PARENT ACCT
<http://strathmorehighschool.com/PowerSchool.php>



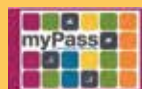
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