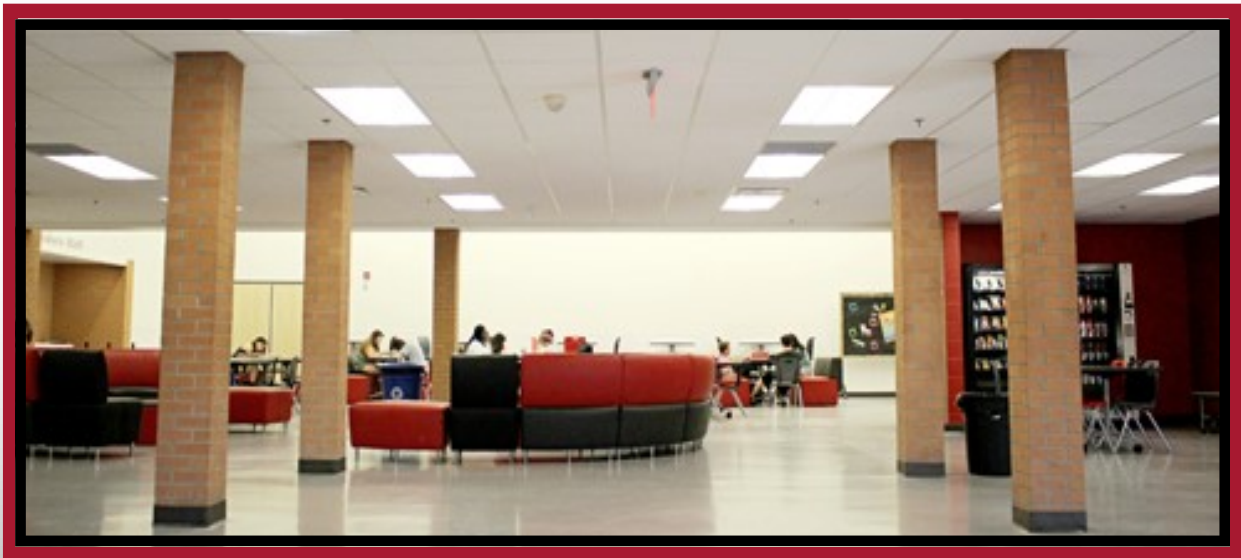


# MONSIGNOR McCOY HIGH SCHOOL



## 2024- 2025 REGISTRATION GUIDE



### **Mission Statement**

*In partnership with family, church and community, we provide Catholic Education of the highest quality to our students.*

### **Vision Statement**

*Monsignor McCoy High School strives to promote academic excellence in all of its students. The school incorporates an integrated approach to education involving the student, home, community and parish. The school aspires to improve the intellectual, physical, social and spiritual well-being of all students and staff.*

*Monsignor McCoy High School recognizes its students as responsible individuals who lead by example and are committed to high moral and ethical standards.*



## MONSIGNOR MCCOY HIGH SCHOOL

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Website: [www.mccoyhighschool.ca](http://www.mccoyhighschool.ca)



## MEDICINE HAT CATHOLIC BOARD OF EDUCATION

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# WELCOME TO MONSIGNOR McCOY

This program handbook and registration guide has been designed to help students and parents understand more fully the Alberta Senior High School programs offered at Monsignor McCoy High School.

Students should discuss their course selections with their parents before making a final decision..

Information regarding courses and registration is available by contacting the following personnel at the school:

Phone: (403) 527-8161

Fax: (403) 527-8209

Web Page: [www.mccoyschool.ca](http://www.mccoyschool.ca)

## **ADMINISTRATION:**

**Mr. Paul Bauche -- Principal**

**Ext. 1860**

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**Mr. Robert Burzminski -- Vice-Principal**

**Ext..1853**

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**Ext 1831**

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## **LEARNING SERVICES FACILITATOR**

**Mrs. Kelsey Berube**

**Ext 1831**

E-mail: [Kelsey.Berube@mhcbe.ab.ca](mailto:Kelsey.Berube@mhcbe.ab.ca)

## **WORK EXPERIENCE/RAP CO-ORDINATOR**

**Mrs. Rylee Shulson**

**Ext. 1830**

E-Mail: [Rylee.Shulson@mhcbe.ab.ca](mailto:Rylee.Shulson@mhcbe.ab.ca)

Additional information regarding courses can be found in the "Curriculum Handbook for Parents" found on the Alberta Learning Web site:

<http://www.learnalberta.ca/content/mychildlearning/index.html>



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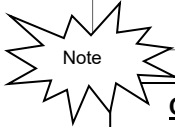
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### COURSE LOAD REQUIREMENTS:

Grade 10 – Full timetable (no spare)  
Grade 11 – Minimum of 35 in-school (Msgr. McCoy) credits if 40\* credits have been achieved in grade 10.  
Grade 12 – Minimum of 108 **total** in-school (Msgr. McCoy) credits.

\*Summer School does count as an in-school (Msgr. McCoy) credit course offering. Grade 10 students may earn a 3 credit spare if they achieve at least 3 credits before the start of the school year.

Grade 11 students may earn up to a 5 credit spare based on the number of credits earned before the start of the school year.

### PLEASE NOTE:

**Monsignor McCoy High School reserves the right to:**

- ◆ Re-arrange student timetables in order to balance class sizes
- ◆ Add courses to a student's timetable to meet the grade Course Load Requirements (see note to left)
- ◆ Substitute one option for another because the requested option conflicts with a core subject
- ◆ Accommodate students on a first registered/first serve basis.
- ◆ Change course based on prerequisite marks.
- ◆ Not offer a course from the pre-registration form due to low interest

# Principal's Message

Welcome to Monsignor McCoy High School where the individual learning needs of each student are respected and supported, and where our Catholic faith permeates the school in word and in action. Grounded in the High School Redesign philosophy, our school provides a very positive and safe school community, high quality option programs, academic programs, and a wide range of outstanding extracurricular offerings. Our goal is for each student to grow spiritually, achieve academic success, and get involved in our many program opportunities.



Each year I am truly blessed to witness the tremendous sense of community that exists at Monsignor McCoy High School. Our committed and talented staff believe that students are at the heart of the decisions that we make each day. By building positive relationships with our students, and understanding each child's unique learning needs, we are excited to create a learning environment that allows each student to reach their full potential.

As you view this registration guide, I invite you to investigate the wide variety of programs available to our students. As well, I encourage you to explore our website, follow us on one of our social media platforms or contact us directly. Our team will gladly answer any questions that you may have about registration and the programs and activities that we offer.

*Sincerely,*

A handwritten signature in black ink that reads "P Bauche". The signature is written in a cursive style and is contained within a thin black rectangular border.

*Paul Bauche, Principal  
Monsignor McCoy  
High School*



# COURSE RECOMMENDATIONS

Although 50% is the Alberta Education requirement to take the next course in a specific sequence of courses, a mark of 60% is highly recommended. Students who earn between 50% and 60% traditionally have difficulty in passing the next course.

On the following charts please note the prerequisite marks as you enter the next course level. These marks are recommended to ensure student success in courses.

Grade 9	Recommended Mark	Grade 10
Language Arts 9	65%+ → Less than 60% → Less than 50% →	English 10-1 English 10-2 English 10-4
Social Studies 9	65%+ → Less than 65% → Less than 50% →	Social Studies 10-1 Social Studies 10-2 Social Studies 10-4
Mathematics 9	55%+ → Less than 55% → Less Than 50% → Teacher Recommendation →	Math 10C Math 10-3 Math 10-4 Math Foundations
Science 9	55%+ → Less than 55% → Less than 50% →	Science 10 Science 14 Science 10-4
<ul style="list-style-type: none"> <li>For students interested in registering for Advanced Placement courses (see p. 11) a mark at 65% or higher and teacher recommendation is required.</li> <li>Grade 9 Students who earn less than 50% in their core subjects, or have received modified programming, are encouraged to consider the 10-4 stream subjects for their Grade 10 year.</li> </ul>		

Grade 10	Recommended Mark	Grade 11
English 10-1 English 10-2	60%+ → 50-60% → Less than 50% →	English 20-1 English 20-2 English 20-4
Social Studies 10-1 Social Studies 10-2	65%+ → 50-65% → Less than 50% →	Social Studies 20-1 Social Studies 20-2 Social Studies 20-4
Science 10 (student must pass Bio, Chem or Physics component with at least 60% in order to advance) Science 10 & Math 10C	60%+ → 50-60% → 40-55% → 60%+ →	Biology 20, Chemistry 20 Science 20 Science 20-4 or Science 24 Physics 20
Math 10C	65%+ → 50-65% → Less than 50% →	Math 20-1 Math 20-2 Math 20-3 or Math 20-4
Math 10-3/Math 10-4	50%+ →	Math 20-3/Math 20-4
Grade 10 Students who earn less than 50% in their core subjects are encouraged to consider the 20-4 stream of subjects for their Grade 11 year.		

Grade 11	Recommended Mark	Grade 12
English 20-1	60%+ → 40-60% →	English 30-1 English 30-2
Social Studies 20-1	65%+ → 40-60% →	Social Studies 30-1 Social Studies 30-2
Biology 20 Chemistry 20 Physics 20	60%+ → 50% → Less than 50% →	Biology 30 Chemistry 30 Physics 30 Science 30 Science 24
Science 20	60% → Less than 50% →	Science 30 Science 24
Math 20-1 Math 30-1 Math 20-2 Math 20-3	65%+ → 65%+ → 50%+ → 50%+ →	Math 30-1 Math 31 Math 30-2 Math 30-3

# SENIOR HIGH SCHOOL - course selections

Monsignor McCoy High School offers a variety of courses students may choose as part of their high school program



## COURSE LOAD REQUIREMENTS:

- Grade 10 – Full timetable, however students may earn a 3 credit spare if they achieved at least 3 credits prior to school year.
- Grade 11 – Minimum of 35 in-school (Msgr. McCoy) credits, if 40 credits have not been achieved in Grade 10.
- Grade 12 – Minimum of 105 total in-school (Msgr. McCoy) credits.

GRADE 10	GRADE 11	GRADE 12
1105AP _____ English L.Arts 10-1AP(5)	2105AP _____ English L.Arts 20-1AP(5)	3105 _____ English L.Arts 30-1(5)
1105 _____ English Lang Arts 10-1(5)	2105 _____ English L.Arts 20-1(5)	3105AP _____ English L.Arts 30-1AP(5)
1104 _____ English Lang Arts 10-2(5)	2104 _____ English L.Arts 20-2(5)	3104 _____ English L.Arts 30-2(5)
1780 _____ English Lan Arts 10-4(5) (K & E)	2780 _____ English L.Arts 20-4(5) (K & E)	3304F _____ Fr. Imm. Lang Arts 30-1(5)
1304F _____ Fr.Imm Lang.Arts 10-1(5)	2304F _____ Fr. Imm. Lang.Arts 20-1(5)	3771F _____ Fr. Imm. Social Studies 30-1(5)
1771F _____ Fr.Imm Social Studies(5)	2771F _____ Fr. Imm. Social Studies 20-1(5)	3771 _____ Social Studies 30-1(5)
1771 _____ Social Studies 10-1(5)	2771F _____ Social Studies 20-1(5)	3772 _____ Social Studies 30-2(5)
1772 _____ Social Studies 10-2(5)	2772 _____ Social Studies 20-2(5)	3791AP _____ Math 30-1AP(5) - Sem. 1 Only
1781 _____ Social Studies 10-4(5) (K & E)	2781 _____ Social Studies 20-4(5) (K & E)	3791 _____ Math 30-1(5)
1515 _____ Math Foundations 15(3)	2791AP _____ Math 20-1 AP(5)	3792 _____ Math 30-2(5)
1791AP _____ Math 10 Combined AP(5)	2791 _____ Math 20-1(5)	3793 _____ Math 30-3(5)
1791 _____ Math 10 Combined(5)	2792 _____ Math 20-2(5)	3211 _____ Math 31(5)
1793 _____ Math 10-3 (5)	2793 _____ Math 20-3 (5)	3211AP _____ Math 31AP(5) - Sem. 2 Only
1782 _____ Math 10-3/10-4(5) (K & E)	2793 _____ Math 20-3/20-4(5) (K & E)	3230 _____ Biology 30(5)
1270 _____ Science 10(5)	2231 _____ Biology 20(5)	3796 _____ Chemistry 30(5)
1288 _____ Science 14(5)	2796 _____ Chemistry 20(5)	3797 _____ Physics 30(5)
1783 _____ Science 14/10-4(5) (K & E)	2797 _____ Physics 20(5)	3270 _____ Science 30(5)
1445B/G _____ P.E.10(3) Boys _____Girls _____	2288 _____ Science 24 (5)	3724 _____ Religious Education 35(3)
1445F _____ P.E.10 BG (Fit. & Perf) (5)	2288 _____ Science 24/20-4(5) (K & E)	3146 _____ Learning Strategies 35(3)
1445S _____ P. E. 10 Baseball	2270 _____ Science 20(5)	3594 _____ Workplace Practicum 30-4 (K & E)
1724 _____ Religious Education 15(3)	2724 _____ Religious Education 25(3)	3154 _____ Aboriginal St. 30 (Online only)
0770 _____ CALM(3)	2146 _____ Learning Strategies 25(3)	
1146 _____ Learning Strategies 15(3)	2594 _____ Workplace Practicum 20-4 (K&E)	
1509 _____ Leadership 15 (3)		

## FINE ARTS/FINE ARTS ACADEMY/CREATIVE ARTS

1222 _____ Productions Arts 10* (5)	2222 _____ Production Arts* 20 (5)	3222 _____ Production Arts 30* (5)
1410 _____ Inst. Music 10(5) (All Year)	2410 _____ Inst. Music 20(5) (All Year)	3410 _____ Inst. Music 30(5) (All Year)
1425 _____ Choral 10 (All Year)	2425 _____ Choral 20 (All Year)	3425 _____ Choral 30 (All Year)
1400 _____ Art 10(3)	2400 _____ Art 20(3)	3400 _____ Art 30(5)
0001 _____ Showcase	2401 _____ Art 20(5)	0000 _____ Fine Arts Academy**
1269 _____ Creative Writing & Publishing		**Students in Fine Arts Academy will be charged a fee of \$200.

\*Production Arts 10/20/30 includes Performing Arts credits and/or Technical Theatre credits based on student's preference.

## SECOND LANGUAGES/PHYSICAL EDUCATION

1093 _____ French 10(5)	1234 _____ Baseball/Softball Academy **
2093 _____ French 20(5)	0003 _____ Phys. Ed 20/Fitness & Performance (5)
3093 _____ French 30(5)	0004 _____ Phys. Ed 30/Fitness & Performance (5)
4500A _____ Sports Medicine 1 (3) *	2445 _____ Phys. Ed. 20 (5 credits)
4500B _____ Sports Medicine 2 (3)*	3445 _____ Phys. Ed. 30 (5 credits)
4500C _____ Sports Medicine 3 (3)*	
* Qualifies as CTS CREDITS	** Please note Baseball Academy students will be charged a fee of \$500. -- payable in two installments.

## CAREER AND TECHNOLOGY STUDIES/OPTIONS

0001 _____ Computer Science & Coding 1	0001 _____ Esthetics 1 (3)
0002 _____ Computer Science & Coding 2	0002 _____ Esthetics 2 (3)
0003 _____ Computer Science & Coding 3	0003 _____ Esthetics 3 (3)
4906 _____ Construction Tech 2/3	1500 _____ FAB 2/3
5803 _____ Cosmetology 1 (3) (Introductory)	4533 _____ Foods 1(3) (Introductory)
5805A _____ Cosmetology 2 (3)	5305 _____ Foods 2 (3)
5805B _____ Cosmetology 3 (3)	5306 _____ Foods 3 (3)
5805C _____ Cosmetology-Advanced(4,5,6,7)	4507 _____ Mechanics 2/3
2141A _____ Digital Design 1(3)	2022 _____ Outdoor Excursions 1 (3)
2141B _____ Digital Design 2(3)	2023 _____ Outdoor Excursions 2 (3)
2141C _____ Digital Design 3(3)	SH10 _____ Shop 10
<b>DUAL CREDITS/LAKELAND COLLEGE:</b>	
Students wishing to enroll in dual credit courses through Lakeland College (see page 17 of the Registration Guide), please contact school counsellor for more information.	



### PLEASE NOTE: Monsignor McCoy High School reserves the right to:

- ◆ Re-arrange student timetable in order to balance class sizes/add courses to student's timetable
- ◆ Substitute one option for another because the option requested conflicts with a core subject
- ◆ Accommodate students on a first registered/first serve basis

# RETROACTIVE CREDITS

## COURSES ELIGIBLE FOR RETROACTIVE CREDITS<sup>1</sup>

Registered Course Reported Failed: Semester/School Year A	Alternative Course Passed: Semester/School Year B	Alternative Retroactive Credits: Semester/School Year B
<b>English Language Arts</b>  English Language Arts 20-1 English Language Arts 10-1 English Language Arts 10-2	English Language Arts 30-2 English Language Arts 20-2 English Language Arts 20-4	English Language Arts 20-2 English Language Arts 10-2 English Language Arts 10-4
<b>Français<sup>2</sup></b>  Français 10-1 Français 20-1 Français 10-2	Français 20-2 Français 30-2 Français 20-4	Français 10-2 Français 20-2 Français 10-4
<b>French Language Arts</b>  French Language Arts 10-1 French Language Arts 20-1	French Language Arts 20-2 French Language Arts 30-2	French Language Arts 10-2 French Language Arts 20-2
<b>Mathematics</b>  Mathematics 10C Mathematics 10-3 Mathematics 20-1 Mathematics 20-2	Mathematics 20-3 Mathematics 20-4 Mathematics 30-2 Mathematics 30-3	Mathematics 10-3 Mathematics 10-4 Mathematics 20-2 Mathematics 20-3
<b>Social Studies</b>  Social Studies 10-1 Social Studies 20-1 Social Studies 10-2	Social Studies 20-2 Social Studies 30-2 Social Studies 20-4	Social Studies 10-2 Social Studies 20-2 Social Studies 10-4
<b>Science</b>  Science 10 Science 14	Science 24 Science 20-4	Science 14 Science 10-4

<sup>1</sup> The references to Semester/School Year “A” and Semester/School Year “B” are to emphasize that sequential registration and instruction are required.

<sup>2</sup> Note that only a Francophone school in Alberta can award retroactive credits for Français.



# DIPLOMA REQUIREMENTS

The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and work-

100 CREDITS including the following:
ENGLISH LANGUAGE ARTS—30 LEVEL (English Language Arts 30-1 or 30-2)
SOCIAL STUDIES—30 LEVEL (Social Studies 30-1 or 30-2)
MATHEMATICS—20 LEVEL (Math 20-1, Math 20-2, Math 20-3)
SCIENCE—20 LEVEL (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
PHYSICAL EDUCATION 10 (3 or 5 CREDITS)
CAREER AND LIFE MANAGEMENT (3 CREDITS)
10 CREDITS IN ANY COMBINATION FROM:
<ul style="list-style-type: none"> <li>◆ Career and Technology Studies (CTS)</li> <li>◆ Fine Arts</li> <li>◆ Second Languages</li> <li>◆ Physical Education 20 and/or 30</li> <li>◆ Locally developed/acquired and locally authorized courses in CTS, fine arts or second languages Knowledge and Employability or IOP</li> <li>◆ Knowledge and Employability or IOP occupational courses</li> <li>◆ Registered Apprenticeship Program</li> </ul>
10 CREDITS IN ANY 30-LEVEL COURSE (IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE)
<ul style="list-style-type: none"> <li>◆ Locally Developed/Acquired and Locally Authorized Courses</li> <li>◆ 3000 Series; Advanced Level in Career and Technology Studies Courses</li> <li>◆ 35-level Work Experience</li> <li>◆ One 30-4 Level Knowledge and Employability course or 36-level IOP course</li> <li>◆ 35-level courses from any trade in the Registered Apprenticeship Program</li> </ul>

**\*\*\*For more information on “Certificate of High School Achievement” see Page 10**



# CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT

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

<b>80 CREDITS</b> <b>Including the following:</b>
English Language Arts 30-4 or 20-2
Mathematics 20-4 or 10-3
Science 20-4 or 14
Social Studies 10-2 or 20-4
Physical Education 10 (3 credits)
Career and Life Managements (CALM) (3 credits)
Workplace Readiness 10-4 (5 credits)
<b>5 credits in</b>
<ul style="list-style-type: none"> <li>◆ 30- level Knowledge and Employability Occupational course or</li> <li>◆ 30-level Career and Technology Studies (CTS) or</li> <li>◆ 30-level locally developed course with an occupational focus</li> </ul>
<b>AND</b>
<b>5 credits in</b>
<ul style="list-style-type: none"> <li>◆ 30-level Knowledge and Employability Workplace Practicum course or</li> <li>◆ 30-level Work Experience course or</li> <li>◆ 30-level Green Certificate course</li> </ul>
<b>OR</b>
<b>5 credits in</b> A 30-level Registered Apprenticeship Program (RAP) COURSE



# LEARNING SERVICES

*There are a number of possible strategies to ensure students will be successful at Monsignor McCoy High School.*

*Our programs are designed to ensure that students receive appropriate supports throughout their high school experience.*

## **Academic Accommodations for Students**

Monsignor McCoy is committed to ensuring that all students are afforded an academic environment based on principles of equal and equitable access, respect for individual differences, and academic integrity. One strategy to achieve this goal is through student accommodations. An accommodation is a change or alteration in the regular way a student is expected to learn, complete assignments, participate in classroom activities, and demonstrate learning. Accommodations include special teaching or assessment strategies, equipment or other supports that remove, or at least lessen the impact of a student's education needs. The goal of accommodations is to give students with unique needs the same opportunity to succeed as other students.

All students have access to additional time to complete classroom assessments, as this is a learning strategy. If it is believed that a student would benefit from this strategy or other accommodations beyond high school, the student should seek out medical and/or psychological professionals verifying the student's needs. Accommodating students with disabilities is a shared responsibility and a collaborative process that involves the student requesting the accommodation, the teacher, and family.

## **KNOWLEDGE and EMPLOYABILITY COURSES (K&E) - 4 STREAM**

*Knowledge and Employability* courses provide students in grades 10 to 12, who meet the criteria, with opportunities to experience success and become well prepared for further studies, employment, citizenship and lifelong learning. Majority of students may transition successfully from *Knowledge and Employability* courses to other courses in order to achieve a high school diploma, or to access post-secondary opportunities (e.g., some colleges, some apprenticeship programs)

*Knowledge and Employability* courses include and promote:

- ◆ workplace standards for academic, occupational, and employability skills
- ◆ practical applications through on- and off-campus experiences and/or community partnerships
- ◆ career development skills to explore occupations and assess career skills

The following key information is important to parental understanding of Knowledge and Employability courses:

- ◆ **Your son/daughter may have an opportunity to transition from Knowledge and Employability courses to Diploma courses and have an opportunity to achieve an Alberta High School Diploma.**
- ◆ **Your son/daughter will be eligible for a Certificate of High School Achievement upon fulfilling the Knowledge and Employability completion requirements.**



## THE LEARNING CENTER

The *Learning Center (TLC)* provides students in grades 10, 11, and 12, with opportunities to experience success and become well prepared for further studies, citizenship and lifelong learning. The Learning Center is an environment created to help students to be more successful within the context of the school.

### Key Elements

The foundation for the Learning Center is based upon key elements that are critical to help students achieve greater success. The elements may have varying degrees of importance based upon the strengths, needs and priorities of a particular student.

- ◆ Provides students, families and staff with proactive tools to create an environment that is healthy and respectful
- ◆ Positive relations with staff, peers and parents
- ◆ Social skill instruction that provides help to students
- ◆ Positive reinforcement that encourages the students to consistently display pro-social behaviour
- ◆ Collaborative teamwork with all stakeholders
- ◆ Create an environment that students can:
  - ◇ reframe behavior
  - ◇ recognize stressors
  - ◇ reduce stress
  - ◇ reflect; enhance stress awareness
  - ◇ respond: develop personal strategies to promote resilience and restorations

## WELLNESS ROOM

Monsignor McCoy has a Wellness Room that is a safe space created to provide students with an opportunity to focus on reducing stress and anxiety, and the development of healthy coping strategies and self care. Our Wellness Room features comfortable seating, soft lighting, and a calm atmosphere. We have fidget tools, mindfulness colouring books, kinetic sand, prayer cards and inspirational art. This room is available to students during flex, lunch or when they have a spare period. Our Division Chaplain also spends a great deal of time in the Wellness Room. When here, he is available to meet with students in the school. The chaplain also leads and organizes school faith events and liturgies that take place at various times during the school year.

## COMPLEX NEEDS

### *Programming for Students with Complex Needs*

An individually appropriate program that recognizes the unique learning and care needs will be created for students with complex needs. With input from school staff, related services staff and parents and in response to individual student needs, a learning plan is developed that includes supports, strategies and modified or supplemental curriculum. The goal for these students is for them to engage effectively in the learning process and to participate actively in curriculum, classrooms, the school and the wider community.

# LEARNING SUPPORTS

## **LEARNING STRATEGIES 15-25-35** (3 credits)

### **Rationale**

Increased knowledge, practice and application of the learning strategies presented in this course will assist students in developing personal skills for approaching learning with greater self-confidence and efficiency. Participation in this course will help students become lifelong learners who are able to transfer these acquired skills, strategies, and attitudes to any learning situation in school, in their personal lives, and ultimately their roles within a democratic society.

### **Course Description**

Learning Strategies is designed to assist students in developing an in depth understanding of strategies they can use to be successful learners. The intent is for students to become more actively involved in planning, monitoring and evaluating their own learning. Through explicit instruction, guided practice and ongoing feedback, they will have an opportunity to apply a broad range of strategies to maximize their learning and achievement. The course includes developing an understanding of oneself as a learner, improving organization a management of time and resources, and developing a deeper understanding of the learning process.

## **MATH FOUNDATIONS 15** (3 credits)

### **Course Description**

This course is designed to provide the foundations for grade 9 students who may struggle in Math. The course provides students with the foundations and extra help needed to be successful in Math 10C. This course is taken every other day in the same semester as Math 10C.



# LEARNING SUPPORTS cont'd.....



## **ST. JOSEPH'S EDUCATION CENTRE**

At Monsignor McCoy High School, St. Joseph's Education Centre exists to recognize that some learners, as they journey through high school, need choices and flexible programming to meet their needs. We value the importance of giving students the time and attention they need each week to successfully meet their learning goals with the support of a social worker, teachers and staff. We believe the learning journey may look different for each student. To help meet the needs of the students at St. Joseph's we employ a blended learning approach.

- Students have access to course lessons and materials online and paper copy 24 hours a day, 7 days a week.
- Students also have access to individual instruction and teacher support during regular school hours.

### **Frequently Asked Questions**

#### **What type of high school learner is an ideal student to attend St. Joseph Education Center?**

St. Joseph's students are learners who find challenges with the typical timetable for a variety of reasons. St. Joseph's Education Center responds to students' particular circumstances and is flexible to adapt to students' diverse learning needs.

#### **As a high school student am I required to attend classes daily?**

Consistent attendance is recommended in order for students to experience academic success. Teachers will require students to remain in contact with them throughout the year. Support plans are developed on an ongoing basis depending on the needs of the student.

#### **Help me understand about St. Joseph's Education Center?**

- With teacher assistance, students build their own program from Alberta Education approved courses and set their goals in order to complete the requirements for a high school diploma.
- Students do independent work, some self-directed and some teacher-directed, in a comfortable, friendly environment.
- The program can accommodate students who require flexible hours and individualized programs.
- High school credits are awarded upon course completion.



# School Supports & Community Partnerships

## School Liaison Counsellor:

The School Liaison Counsellor (SLC) collaborates with the school community to support students in their learning environment. The SCL works with students by reducing stressors and barriers to learning using an integrated blend of prevention and intervention strategies that contribute to the overall health and wellness of the student. The goal of School Liaison Counsellors is to foster collaborative relationships among students, families, schools and the community to mobilize resources to reduce barriers to educational success.

### **The SLC:**

- Provides information to students, staff and community regarding the counselling program and services
- Provides personal counselling on an individual basis to students who are experiencing emotional difficulties
- Provides small group interventions to respond to students' identified interests or needs
- Advocate for students to access the appropriate programming and services to meet their needs.
- Collaborate with the school community to support student transitions
- Assist students and families to access resources and services in the community
- Facilitate communication between school personnel, students, parents and the community
- Works with the school division to develop plans for responses to crisis and tragic events and responds to them accordingly
- Liaison with community agencies to come into the school to complete classroom presentations, assemblies and/or staff meetings



Alberta Health Services provides individual and family counselling, as well as education and prevention for substance use and misuse including alcohol, drug, tobacco and gambling.

A range of treatment services to help families improve their health, learn new life skills and recover from the harmful effects of substance use and problem gambling. Range of services include screening, assessment, individual and group counselling, referral to other resources, and aftercare support.

Assessment and treatment will include learning about your past history, present situation and identifying your goals. The counsellor will talk with families about the different treatment options, including counselling to help you reach your goals. Your counsellor will help you choose goals and strategies, make suggestions, and review your progress with you.

## Palliser Adolescent Services (PAS) Program

Palliser Adolescent Services (PAS) is a collection of coordinated Mental Health Services for adolescents and their families experiencing mental health difficulties. The services are available to residents of the Palliser Health Region and do not require hospitalization. Comprehensive, multidisciplinary assessment and/or treatment is offered in varying degrees of intensity. While attending, PAS students and families enter into a comprehensive day program lasting approximately six weeks.

# School Supports & Community Partnerships cont'd...

## Community Coming Together (CCT)

Community coming Together (CCT) is a Mental Health Capacity Building Initiative, that works to promote positive mental health in children, youth and families. The MHCB program helps promote resiliency and increase protective factors. Community Coming Together embraces the opportunity to inform youth about mental health and to dispel many of the myths that surround mental illness. CCT helps students and families start to identify various ways to manage stress and build resiliency.



## Medicine Hat Police Service - School Resource Officer

Our School Resource Officer (SRO) works cooperatively with school administration, staff, students, parents and the community to identify and address school concerns or challenges. The goal is to provide a learning environment through guidance, structured classroom lectures and distribution of educational resource materials. In addition, they will enforce the law and conduct investigations as the need arises. Ultimately, the goal of the SRO is to develop a positive rapport with the school and surrounding community. Being present in the neighboring residential areas with school administrators will enhance the positive image of police, students and staff.



## McMan Youth, Family & Community Services Association

McMan provides a wide range of services for youth and families in Medicine Hat and area. Monsignor McCoy High School accesses supports from



**McMan**

- **Inn Between Crisis Placement** - Provides care and support for youth who require emergency housing and supports. These youth are either in the care of Ministry of Children's Services or may be a homeless community youth. Youth are between the ages of 12-17 years of age and in need of a short-term placement where they can achieve stabilization in a safe and consistent environment.
- **Youth HUB** - The Youth Hub is a systems navigation service where youth ages 13-24, including those with complex needs, can receive assistance in order to get connected with permanent housing, mental wellness and financial supports, and any other resources they may need to fully participate in community life.





# DUAL CREDITS & ADVANCED PLACEMENT (Receive College Course Credit!!!)

**Math Pre AP and AP** — Advanced Placement Mathematics courses at Monsignor McCoy High School cover the content in Math 10C, 20-1, and 30-1 but at an enriched level and a faster pace. In Gr. 12 the students take the true AP Calculus A/B course which is called Math 31AP. The course consists of concepts and problems being expressed graphically, numerically, analytically and verbally. Major topics include limits, derivatives, integrals, differential equations and applications. In May the AP exam is written which may earn the student university credits. Students who take AP Calculus will be well prepared for a University Calculus course.

**Upon successful completion, students could earn university credit while in high school.**

**English Pre AP and AP** — Advanced Placement English Literature courses cover the content of English 10-1, 20-1, and 30-1 in addition to the English Literature and Composition AP course. Students experience enriched study through the classics of English Literature. Through exploration of a variety of mediums, students focus on literary analysis, discussion and composition. These courses provide students with advanced reading and writing opportunities. At the 30 level there is more emphasis on the classics with some attention to the historical time in which the work is set and the time that it was written. An extensive examination of poetry is also required, particularly of the 17th and 18th centuries. In May, the AP exam is written which may earn them university credit.

**Upon successful completion, students could earn university credit while in high school.**

## Jumpstart your College Education ... while you're still in High School at Lakeland College

Online Dual Credit courses are available to you at Lakeland College. Courses are delivered through live, online classes or class recordings posted on Lakeland's learning management system, DSL. If any of these courses listed below are of interest to you, please see a school counselor.

### PLAY

Play is a course in the ELCC and CYC programs at Lakeland College. Students will explore the significance of play in the development of child.

- Lakeland credit: ED120 (3 credits)
- PSI 3075 (5 credits)

### INTRODUCTION TO ESTHETICS

This course will provide students with an overview of safe Practices in the workplace regarding bacteriology and sanitation.

Students will learn to formulate a professional image and practice skills needed to work with the public

- Lakeland credit: HS160 (3 credits)
- PSI 3072 (3 credits)

### HAIRSTYLING

This course provides the student with an overview of the requirements of a safe working environment in which to practice hairstyling.

- Lakeland credit: ST130 (1 credit)
- HSA3900, HSA3406, HSA3411 (3 credits)

### BASIC ENERGY PRINCIPLES

A prerequisite course to all other courses in the Sustainability Energy certificate & diploma programs, this course provides students with an understanding of principles of energy systems including electricity, heat, energy movement and water flow.

- Lakeland credit: RC 200 (3 credits)
- PSI 3220 (5 credits)

### INTRODUCTION TO HEAVY OIL & GAS

This non-credit course will explain what heavy oil is and ways heavy oil is produced as well as explore the steps involved in getting heavy oil and natural gas out of the ground and in to the marketplace

- Lakeland credit: non-credit course -- students will receive a completion certificate from Lakeland College.
- PRS1020, PRS2020 & PRS2030

### AMERICAN SIGN LANGUAGE I PART A

Introduction to American Sign Language (ASL), its culture, and the community of Deaf persons who use this language. Learn how to have basic conversations, as well as use appropriate behaviours with the Deaf culture.

- Lakeland credit: ASL101 (3 credits)
- PSI 3214 - 5 credits

### ENVIRONMENTAL SUSTAINABILITY

A requirement in 4 of Lakeland College's Environmental Sciences majors, this course focuses on human interactions with the environment

- Lakeland credit: HS160 (3 credits)
- PSI 3076 (5 credits)

### HEALTH SAFETY AND NUTRITION

This course is in the ELCC program at Lakeland College. It focuses on the health services foundation. Students will explore nutrition and wellness

- Lakeland credit: HE158 (3 credits)
- PSI 3074 (5 credits)

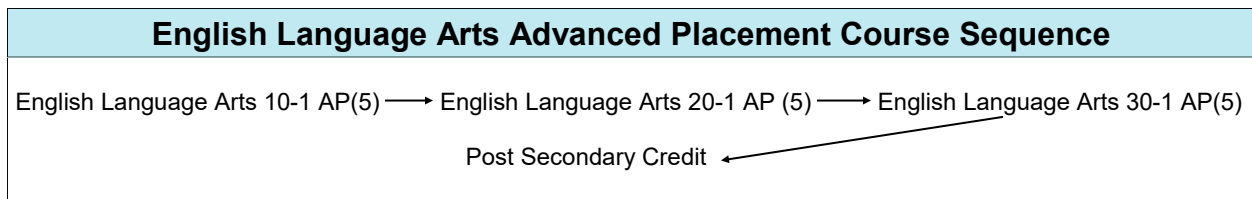
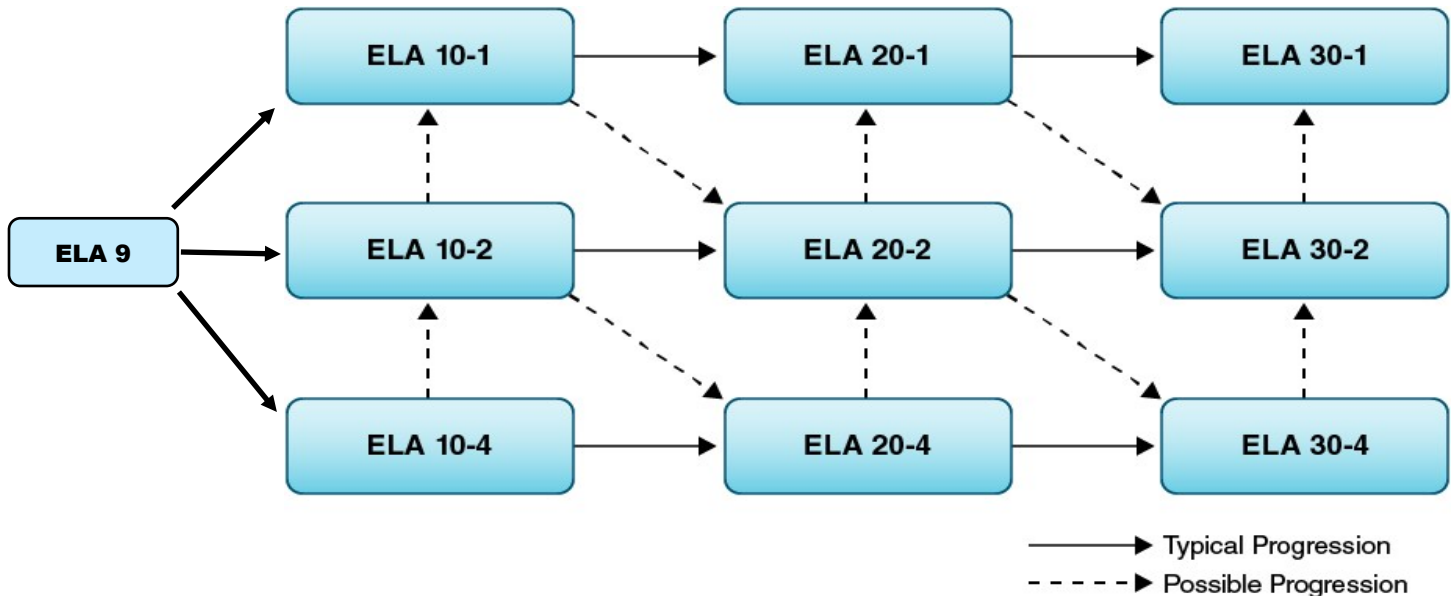
### INTRODUCTION TO SOIL SCIENCE

This course is in the Crop Tech and General Ag programs at Lakeland College and will provide students with an overview of soil formation processes and fundamental characteristics of soil.

- Lakeland credit: SP102 (3 credits)
- PSI 3073 (5 credits)

# ENGLISH

The English curriculum is designed to assist students in acquiring the skill, attitudes, and knowledge they will need to meet the everyday requirements of life and to deepen their understanding and appreciation of literature. Proper program selection assists students in reaching these goals.



## CHOOSING THE RIGHT ENGLISH COURSE

The English 10-1, 20-1, 30-1 stream is appropriate for students intending to pursue further **academic studies** at the **university level**. The English 10-2, 20-2, 30-2 stream is designed for students intending to go to **post-secondary institutions other than university**. **There is some flexibility in transferring from the academic stream to the general stream.**

### ENGLISH LANGUAGE ARTS 10-1, 20-1, 30-1

(5 credits each) (pre-requisite for ELA 10-1: 65% in Lang. Arts 9)

The English 10-1, 20-1, 30-1 stream is appropriate for students intending to pursue further academic studies at the university level. This stream emphasizes the academic skills needed for university work and stresses critical analysis and independent judgment. Students will continue to develop communication skills and to clarify values through the study of literature. Increased home study and independent reading are expected of students. **The English Department recommends that 65% or higher be achieved in each course of the English 10-1, 20-1, 30-1 stream to be successful at the next level.**

### ENGLISH LANGUAGE ARTS 10-4, 20-4, 30-4 (K & E)

(5 credits each)

The English 10, 20, 30 - 4 stream is appropriate for students experiencing difficulty with Language Arts at the senior high level. This series of courses is designed for the development of skills and attitudes needed for communication in the home, community, and work place. Many opportunities are provided for practice and application of communication skills in various

### ENGLISH LANGUAGE ARTS 10-2, 20-2, 30-2

(5 credits each)

The English 10-2, 20-2, 30-2 stream is appropriate for students intending to go to post-secondary institutions other than university (vocational/technical schools, community colleges) or intending to seek employment immediately after leaving high school. English 30-2 is a pre-requisite for many post-secondary studies. This stream emphasizes a personal response to literature as well as practical applications in reading and writing.

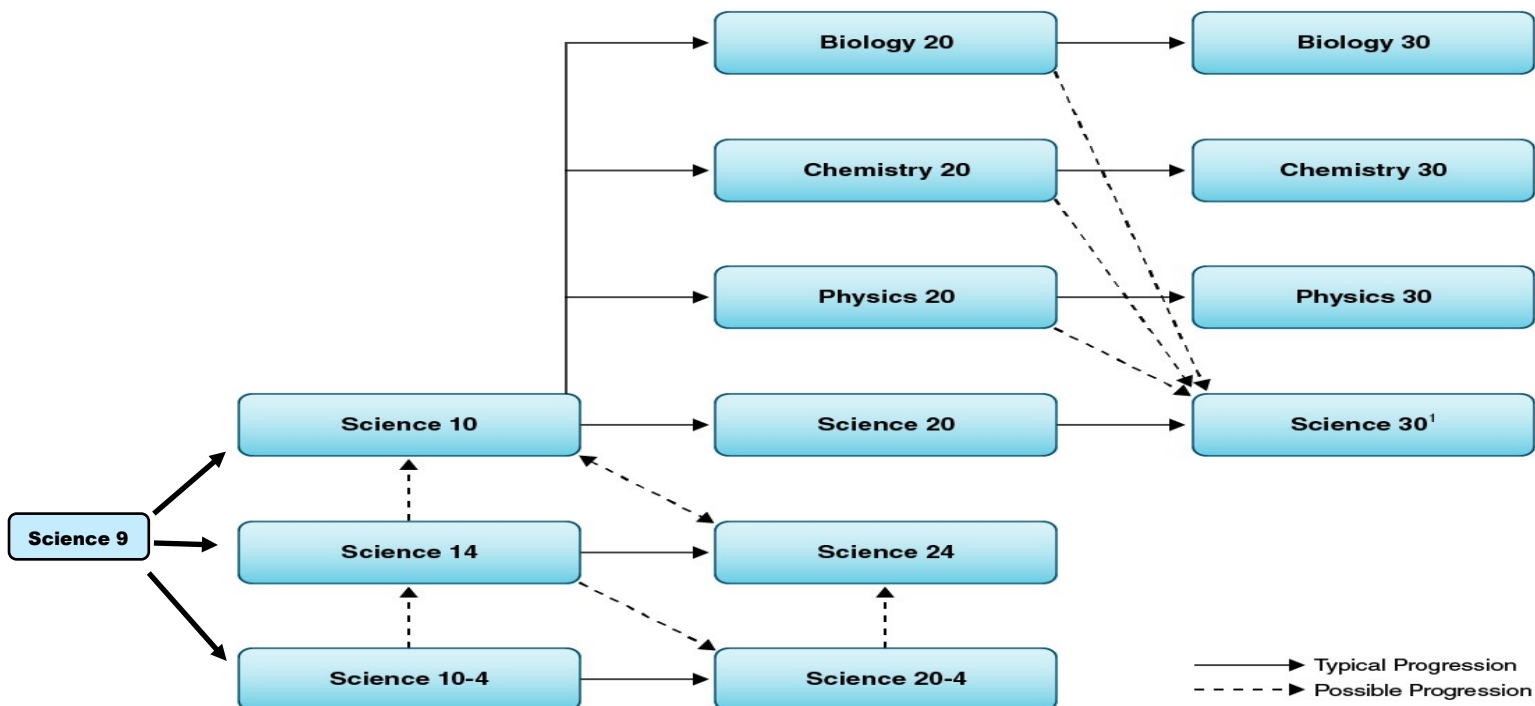


*English 30-1 and 30-2 are subject to a provincial diploma exam which determines 30% of the student's final grade in these courses*



**Students wanting to transfer from the general to the academic route are advised to make the transition at the Grade 10 level (English 10-2 to English 10-1). Therefore, the recommended pre-requisite for English 30-1 is English 20-1, **NOT** English 30-2. Those students who wish to transfer to English 30-1 after English 30-2 are recommended to have a final English 30-2 mark of 75% or higher.**

# SCIENCE



## **SCIENCE 14** - 5 credits - Prerequisite: None

Science 14 is a general introductory course to biology, chemistry and physics, and the application of science to everyday life. The course is designed to meet the needs and interests of students who want the basic requirements for a high school diploma. It may be offered in a modularized independent study format.

## **SCIENCE 10** - 5 credits - Prerequisite: 55% in Science 9

Science 10 is an introductory academic course designed to provide a means of showing the connections among the scientific disciplines. The course is organized as units in integrated science, biology, chemistry and physics. Students take part in laboratory investigations and problem-solving strategies designed to involve the students as active participants in their own learning.

## **SCIENCE 10-4, 20-4** (K & E) (5 credits)

This course sequence is designed to provide for the development of essential knowledge, skills and attitudes required in everyday life situations and the world of work. Themes for study are: Understanding Our Environment, Using Materials and Products, Technology at Work and Life Forms and Changes.

## **BIOLOGY 20** - 5 credits

### **Recommended Prerequisite: 60% in Biology Unit of Science 10**

Biology 20 students study the biosphere, energy flow in cellular respiration and photosynthesis, energy exchange in ecosystems and the digestive, respiratory, excretory and circulatory systems of the human organism.

Laboratory work and field studies reinforce concepts learned in the classroom.

## **CHEMISTRY 20** - 5 credits

### **Recommended Prerequisite: 60% in Chemistry Unit of Science 10**

Chemistry 20 students study solutions, concentration, stoichiometry, gases and gas laws, chemical bonding and organic chemistry. Laboratory work and societal connections accompany each of these topics.

## **PHYSICS 20** - 5 credits

### **Recommended Prerequisite: 60% in the Physics Unit of Science 10 AND at least 60% in Math 10C or 10CAP**

Physics 20 students study both linear and planar motion and forces, circular motion and gravity and mechanical waves. Demonstrations, experiments, and technological applications are integrated throughout the course of studies.

## **SCIENCE 24** - 5 credits

### **Prerequisite: 50% in Science 14**

Science 24 continues the study of biology, chemistry, and physics and their application in everyday life. It may be offered in a modularized independent study format.

## **SCIENCE 20** 5 credits

### **Recommended Prerequisite: 60% in Science 10, 60% in Math 10C**

Science 20 is a general academic science course covering material in Chemistry, Biology, Physics and Geology. This course is designed for non-Science majors and leads only to Science 30.



## **SCIENCE 30** 5 credits

### **Recommended Prerequisite: 60% in Biology 20 Or Chemistry 20 or Physics 20 or 60% in Science 20**

Science 30 is a generalized academic science course including biology, chemistry and physics. There is some study of living systems, genetics, acids and bases, organic chemistry, light, alternative energy and the environmental impact of these components.



## **BIOLOGY 30** 5 credits

### **Recommended Prerequisite: 60% in Biology 20**

Biology 30 focuses on human electrochemical systems as they control the effects of environmental change and reproduction and development. Students study the mechanisms for passing on genetic information which cause variation at the level of the individual, populations and communities. There are a variety of laboratory investigations and many discussions on research into current biological problems.



## **CHEMISTRY 30** 5 credits

### **Recommended Prerequisite: 60% Chemistry 20**

Chemistry 30 students study energy changes in chemical reactions, oxidation-reduction reactions, chemical equilibria, acid-base reactions and simple organic nomenclature and reactions. Course material is closely integrated with laboratory investigations and STS issues.



## **PHYSICS 30** 5 credits

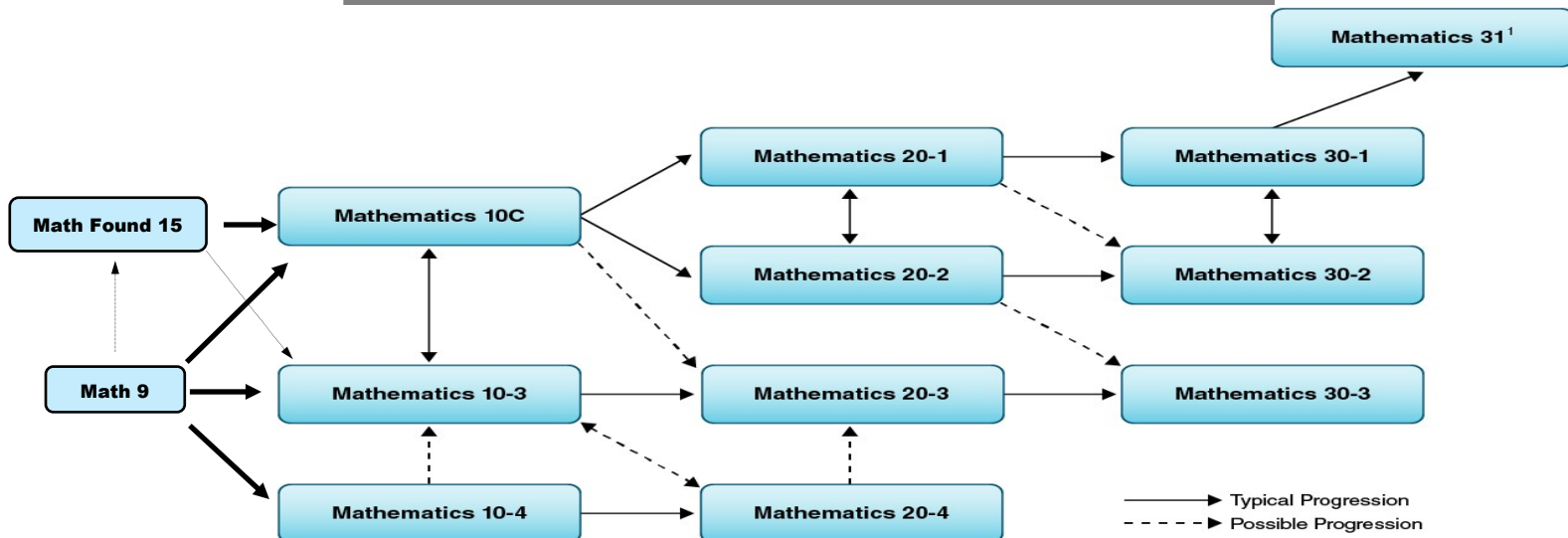
### **Recommended Prerequisite: 60% Physics 20, 60% Math 20-1**

Physics 30 students study conservation laws (energy and momentum), electric forces and fields, magnetic forces and fields, the nature of the atom, and radioactivity. Experimental work, demonstrations, STS issues, and technological applications are integrated throughout the course.



*Courses are subject to a provincial diploma exam which determines 30% of the student's final grade.*

# MATHEMATICS



## Mathematics Advanced Placement Course Sequence

Mathematic 10 C AP (5) → Mathematics 20-1 AP (5) → Mathematics 30-1 AP (5) → Mathematics 31 AP(5)  
 Post Secondary Credit ←

The Math - 1 stream is appropriate for students intending to pursue further math-related studies at the university level. **Recommended prerequisite mark for movement to the next course in this stream is 65%.**

The Math - 2 stream is appropriate for students intending to go to post secondary institutions AND enroll in programs that are not Math related.

### **MATH FOUNDATIONS 15** - 3 credits

**Recommended Prerequisite: 50-60%+ in Mathematics 9**

This course is designed to provide the foundations for grade 9 students who may struggle in Math, to go forward into grade 10 math with the correct concepts and understanding to be successful in Math 10C.

### **MATHEMATICS AP (10C, 20-1, 30-1, 31)**

This program is designed for students wishing to obtain university level math during their grade 12 year. Students begin in grade 10 by taking an accelerated 10-1 course and finish both 20-1 and 30-1 in their grade 11 year. AP students then complete a university accepted calculus course in grade 12.

### **MATH 10 COMBINED (Math 10C)** - 5 credits

**Recommended Prerequisite: 55%+ in Mathematics 9 or Math Foundations 15**

Math 10 Combined is the starting point for both the Mathematics-1 and Mathematics-2 course sequences. Students who aren't sure which course sequence they want to follow right out of junior high can take Mathematics 10C and then choose which path they want to take, either Mathematics 20-1 or Mathematics 20-2, in Grade 11.

### **MATHEMATICS 10-3** - 5 credits

**Prerequisite: 40% in Mathematics 9**

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

### **MATHEMATICS 10-4 & 20-4** - 5 credits each (K & E)

This sequence is for those students who are experiencing difficulties with mathematics. This course will give students some insight into why and how mathematics is needed in everyday life. Everyday situations are used to help understand mathematical ideas. Permission to transfer to Math 10-3/20-3 is subject to the recommendation of the Math 10-3/20-3 teacher.

### **MATHEMATICS 20-1** - 5 credits

**Recommended Prerequisite: 65% in Math 10C**

This course stream is for students who wish to study math or sciences at a university, college or technical institute and go on to a related career. Topics include permutations and combinations, relations and functions, sequences and series, and trigonometry.

### **MATHEMATICS 20-2** - 5 credits

**Prerequisite: 55% in Math 10C**

This stream is for students who wish to attend a university, college, or technical institute after high school, but do not need calculus skills. Math 10-2 is designed with a great deal of flexibility, so that the student can switch sequences in Grade 11 or 12 if his or her interests change. Topics include relations, functions and equations, probability, statistics and trigonometry.

### **MATHEMATICS 20-3** - 5 credits

**Pre-requisite: 50% in Math 10-3**

This course meets the needs of students wishing to enter most trades, or workforce after high school. It is designed to meet the entrance requirements for apprentices in most trade programs. Math 20-3 topics include finance, statistics, spatial/proportional/logical problem solving and trigonometry

### **MATHEMATICS 30-1** - 5 credits

**Recommended Prerequisite: 65% in Math 20-1**

This course completes the Math 10C, Math 20-1 stream of study

### **MATHEMATICS 31** - 5 credits

**Math 30-1 is the prerequisite for Math 31**

This course provides students with the opportunity to pursue a first course in calculus. Pure Math 30/Math 30-1 should be taken as a prerequisite course.

### **Mathematics 30-2** - 5 credits

**Prerequisite: 50% in Math 20-2 or 50% in Math 20-1**

This course completes the Math 10C, Math 20-2 stream of study.

### **Mathematics 30-3** - 5 credits

**Prerequisite: 50% in Math 20-3 or 50% in Math 20-3**

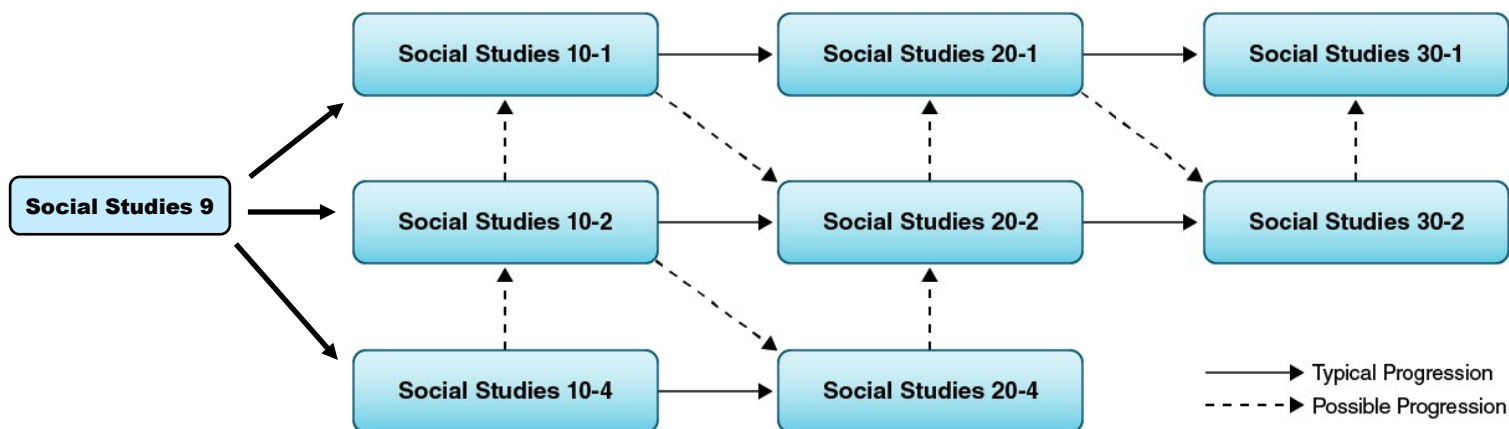
Most apprenticeship training programs in Alberta will recommend students successfully complete Mathematics 30-3.



*Courses are subject to a provincial diploma exam which determines 30% of the student's final grade.*

# SOCIAL STUDIES

The purpose of Social Studies is to assist in the development of students as responsible citizens who will actively participate as members of an increasingly complex society. Students will develop the knowledge, skills and attitudes that will enable them to plan responsible courses of action when faced with the problems of our rapidly changing world.



## **SOCIAL STUDIES 10-1** - 5 credits

**Prerequisite:** 65% in Social Studies 9

Students will explore multiple perspectives on the origins of globalization. They will also examine national and international impacts of globalization on identity, lands, cultures, economics, human rights and quality of life.

## **SOCIAL STUDIES 10-2** - 5 credits

**Prerequisite:** 40-64% in Social Studies 9

Students will explore historical aspects of globalization. This will also include the study of the relationships among globalization, citizenship and identity. Students will develop skills to respond to issues emerging in an increasingly globalized world.

## **SOCIAL STUDIES 10-4, 20-4** - 5 credits (K & E)

Students will develop an awareness of the impacts of globalization by examining opportunities and challenges. They will also examine their roles as responsible and active citizens.

## **SOCIAL STUDIES 20-1** - 5 credits

**Recommended Prerequisite:** 65% in Social Studies 10-1

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

## **SOCIAL STUDIES 20-2** - 5 credits

**Prerequisite:** 50% in Social Studies 10-2

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

## **SOCIAL STUDIES 30-1** - 5 credits

**Recommended Prerequisite:** 65% in Social Studies 20-1 or 75% in Social 30-2

This is an academic course primarily intended for students who intend to pursue a post-secondary degree or diploma, enjoy Social Studies, or desire an academic challenge. Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

## **SOCIAL STUDIES 30-2** - 5 credits

**Department of Education Mandatory Prerequisite:** 50% in Social Studies 20-2

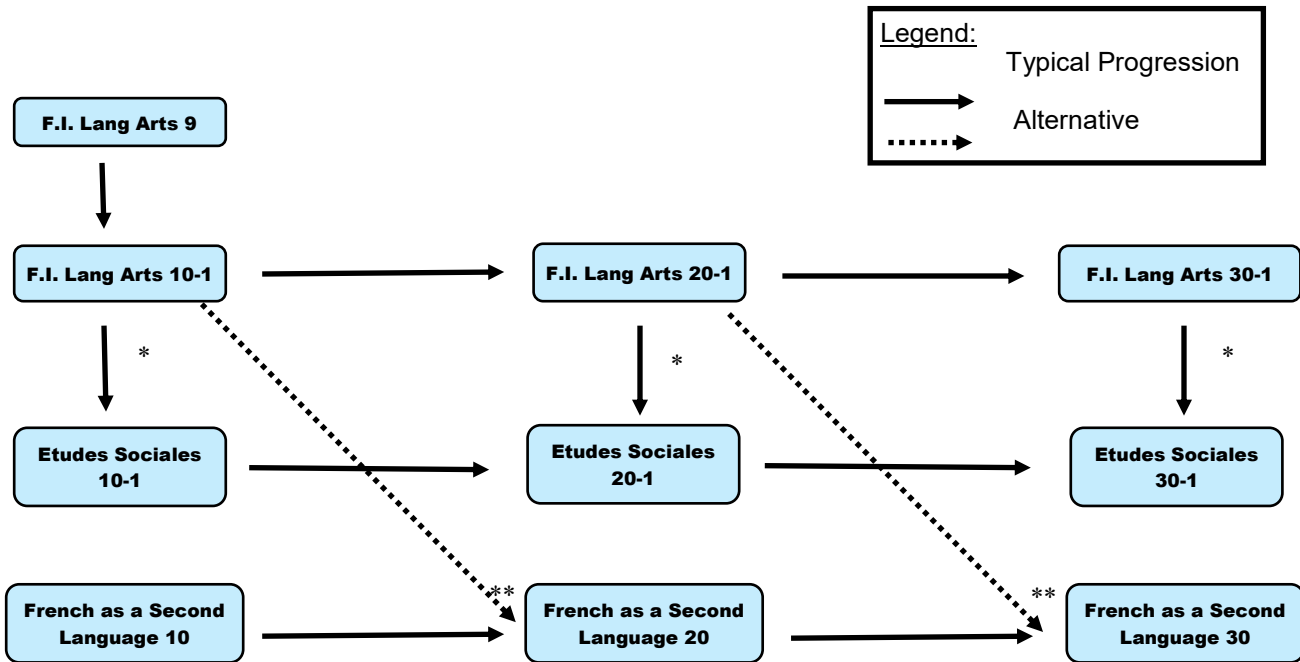
Students will examine the origins, values and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the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

Courses are subject to a provincial diploma exam which determines 30% of the student's final grade.



# FRENCH IMMERSION

Continuing from grade 9, students at Monsignor McCoy High School can continue their studies in the French Immersion Program from grade 10 through grade 12. Offering 5 credit courses in Language Arts and Social Studies, student who continue through to grade 12 will write a diploma exam in French Language Arts and French Social Studies. Students participating in the program will also have the opportunity to write their DELF B1 and B2 levels respectively.



\* Prerequisite for movement to Etudes Sociale of the same level is a passing mark from the same level of French Language Arts.

\*\* Opportunity for students exiting the French Immersion Program to challenge the FSL level exam, entering them into the next progression upon successful completion.

**FRENCH LANGUAGE ARTS 10** - (5 credits)

**FRENCH LANGUAGE ARTS 20** - (5 credits)

**FRENCH LANGUAGE ARTS 30** - (5 credits)  
(Diploma Exam Course)

These courses enable students to increase their knowledge of the French Language and to further develop their language skills through the study of francophone literature and culture. Students will participate in oral communication, reading and critical analytical writing activities based on a variety of French literary and media works.

**ETUDES SOCIALES 10-1** - (5 credits) In this course students will examine the relationships among globalization, citizenship and identity to enhance skills for citizenship in a globalizing world. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and throughout the world, including the impact on Aboriginal and Francophone communities.

**ETUDES SOCIALES 20-1** - (5 credits) In this course students will explore the origins of nationalism, as well as the impacts of nationalism on individuals and communities in Canada and other locations. Examples of nationalism, ultranationalism, supranationalism, and internationalism will be examined from multiple perspectives.

**ETUDES SOCIALES 30-1** - (5 credits - Diploma Exam Course) Developing a comprehensive understanding of the evolution of modern liberal thought and the tenets of competing ideologies is important in the development of active, informed and responsible citizens. This understanding will enable students to effectively investigate, analyse and evaluate government policies and actions and develop individual and collective responses to contemporary local, national and global issues.

# FRENCH SECOND LANGUAGE

## THREE YEAR (3Y) FRENCH SECOND LANGUAGE PROGRAM

The goal of the **Three Year (3Y) French Second Language Program** is to allow students to understand and express themselves in basic situations, provided the language they encounter is clear and based on familiar topics and structures. Although previous experience (i.e. French 7-8-9) is an asset, it is not a prerequisite for French 10. Motivation to learn is the key to success!

There are five main components of the French 3Y program:

- **Contexts for Language Experiences** (Personal, Public, Educational, Occupational)
- **Communicative Acts** ( Comprehension and expression of oral and written messages)
- **Repertoire of Language Skills** (Students will use knowledge of familiar French language structures to understand and express messages effectively in context.)
- **Cultural Literacy** (Intercultural and Cultural Knowledge)
- **Themes and Assessment**

**FRENCH 10** - 5 credits - Prerequisite: positive attitude and a willingness to take risks  
**Themes:** 1. Salut! 2. À la fac 3. La famille et les copains 4. Au café 5. Les loisirs

**FRENCH 20** - 5 credits - Recommended Prerequisite: 60% in French 10  
**Themes:** 6. Les fêtes ! 7. En vacances 8. Chez nous 9. La nourriture 10. La santé

**FRENCH 30** - 5 credits - Recommended Prerequisite: 60% in French 20  
**Themes:** 11. La technologie 12. En ville 13. L'avenir et les métiers 14. L'espace vert 15. Les arts



# CAREER AND LIFE MANAGEMENT (CALM)

**Career and Life Management is a required course for a High School Diploma.**

This 3-credit course includes 3 broad areas of study:

- Personal Choices – a brief review of communication skills, healthy lifestyles and choices, conflict resolution, and relationships.
- Career and Life Choices – an in depth look at careers, career choices, career planning, and how to get and keep a job. Resume, covering letter and application form preparation are a major focus.
- Resource Choices – a detailed look at choices and challenges facing students as they prepare to move away from home. Budgeting, credit, banking, consumerism, insurance and investment choices will be covered in this section.

**Students will also complete HCS3000 during their CALM course. This will allow them to earn 4 credits in this course, and be able to earn Work Experience credits in the future.**



## RELIGIOUS EDUCATION

**Students must be registered in and receive 3 credits in Religion for each year at Monsignor McCoy High School.**

**Successful completion of all Religion Courses is required in order to participate in graduation ceremonies.**

### **RELIGIOUS STUDIES: ROMAN CATHOLIC 15**

(GRADE 10) - 3 credits

The overall aim of the program is to assist young persons with the help of the gospels, to participate as Catholics in the shaping of our culture. This course focuses on three key elements:

1. The human being – the student – who enters into a discussion with Christ about Canadian Culture.
2. Culture and the things that shape Culture in Canada.
3. The person of Christ as he is present and active among us today in the power of the Holy Spirit.

### **RELIGIOUS STUDIES: ROMAN CATHOLIC 25**

(GRADE 11) - 3 credits

The course examines the positive attributes and limitations of both "reason" and "faith", the distinction between science and religion, arguments for and against the existence of God and the dynamics of faith in God. We examine how God revealed himself to the Hebrew people (Old Testament) in the bible and will study the structure, content and kind of literature found in the bible. We then explore in the New Testament, the life, death and resurrection of Jesus, along with his teachings, parables and miracles and their meaning for Christians of today.

### **RELIGIOUS STUDIES: ROMAN CATHOLIC 35**

(GRADE 12) - 3 credits

The aim of the course is to assist young men and women to understand themselves as moral persons living the way of Christ through an examination of ethical theories, the revelation of sacred Scripture, and the experience and teaching of the Catholic Church. Part A develops the philosophical and scriptural foundations for the study of ethics and morality. Part B applies these principles to the study of moral life today





# PHYSICAL EDUCATION PROGRAM



Our Physical Education Programming is for students who are interested in the many facets of Athletics. Students can register in as many of the Athletic courses below to suit their needs! The entire program can be selected for those athletic enthusiasts or if you enjoy more of a non-competitive athletic class, we have classes for you as well.

## Fitness & Performance

Students will explore the world of athletic performance and training with fitness specialist Mr. B.J. Melle. The course is offered as a module-based CTS course and a hands-on experience in guided intensive training and conditioning sessions using a variety of different training methodologies. **The course focuses on anatomy & physiology, physical & mental athlete training and nutrition education.** Students transition between classroom instruction to school fitness areas, gymnasium, and outside sports fields.

### FITNESS & PERFORMANCE I:

#### **REC1040: Foundations for Training 1** - 1 Credit

Students apply basic training and movement principles to health-related and performance-related components of fitness training. Students create fitness activities and develop a basic individual fitness plan to achieve goals for health-related and performance-related components.

**Prerequisite:** *None*

#### **REC2040: Foundations for Training 2** - 1 Credit

Students demonstrate training and movement principles related to muscular and cardiovascular development as well as the development of speed, agility, quickness, and flexibility. Students apply safe practices when leading and participating in training exercises and activities.

**Prerequisite:** *REC1040: Foundations for Training 1*

### FITNESS & PERFORMANCE II:

#### **REC1050: Sport Psychology 1** - 1 Credit

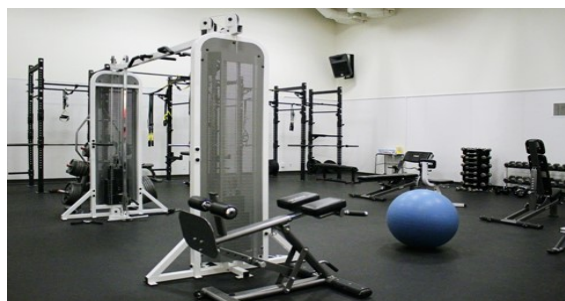
Students assess the impact of mental fitness on optimal sport, artistic and/or academic performance and motivation. Students examine and demonstrate strategies to strengthen mental fitness, including relaxation, visualization and positive self-talk.

**Prerequisite:** *None*

#### **REC2045: Training for Core Muscles** - 1 Credit

Students evaluate their core strength and resistance training knowledge and skills based on peer and instructor feedback. Students will demonstrate their understanding and benefits of safe and effective core strength training.

**Prerequisite:** *REC2040 Foundations for Training 2*



# PHYSICAL EDUCATION PROGRAM Cont'd...

## FITNESS & PERFORMANCE III cont'd:

### **REC1050: Sport Psychology 1 - 1 Credit**

Students assess the impact of mental fitness on optimal sport, artistic and/or academic performance and motivation. Students examine and demonstrate strategies to strengthen mental fitness, including relaxation, visualization and positive self-talk.

**Prerequisite:** *None*



### **REC2010: Nutrition for Recreational Activities & Sports - 1 Credit**

Students explain the role of food and hydration in helping individuals achieve optimal physical performance for recreational physical activities and sport. Students acquire knowledge and skills to plan effectively for nutrition and hydration related to a variety of recreational activities and athletic events. Students examine food labelling and the role of recreation leaders and coaches related to promoting nutrition for performance.

**Prerequisite:** *None*

## SPORTS MEDICINE

This program is for athletic or non-athletic students who want to learn about injury management and rehabilitation. It is a career pathways option that introduces students to possible careers in the Healthcare Recreation field.

## Sports Medicine I

- **HSS1010: Health Services Foundations - 1 Credit**

Students examine fundamental attitudes, knowledge and skills to prepare for further study in career pathways in health, recreation and community services. Concepts related to the determinants of health, the dimensions of wellness, basic principles of anatomy, physiology and disease, and basic safety and reporting protocols for providing care to individuals in health, recreation, volunteer and community support settings are reviewed.

**Prerequisite:** *None*.

- **REC1020: Injury Management 1 - 1 Credit**

Students learn prevention, assessment and management techniques related to injuries that may occur during recreation and sporting events and activities.

**Parameters:** Access to instruction from an individual with recognized training in athletic first aid; e.g., Athletic Injury Management (AIM) from the Sport Medicine Council of Alberta.

**Note:** Successful completion of this course enables students to apply for an Athletic Injury Management (AIM) Certificate from the Sport Medicine Council of Alberta.

**Prerequisite:** *None*.

### **HCS1050: Musculoskeletal System - 1 Credit**

Students explore the structure and function of the musculoskeletal system, gain an understanding of conditions of the musculoskeletal system and achieve an appreciation for the benefits of practicing a healthy lifestyle as it pertains to the individual, family, peers and community.

**Prerequisite:** *HSS1010 Health Services Foundation*



# PHYSICAL EDUCATION PROGRAM Cont'd...

## SPORTS MEDICINE II



- **REC1030: Technical Foundations for Injury Management** - 1 Credit  
Students explain basic taping and wrapping fundamentals, explore the role of the athletic therapist, identify first-aid supplies, describe common injuries, and apply basic taping and wrapping techniques to various body regions.  
**Parameters:** Access to instruction from an individual with recognized training in athletic first aid; e.g., Sport Taping and Strapping from the Sport Medicine Council of Alberta.  
**Note:** Successful completion of this course enables students to apply for a credential in Sport Taping and Strapping from the Sport Medicine Council of Alberta. This certification is available to students from member schools that meet the Council's requirements.  
**Prerequisite:** *HCS1050 Musculoskeletal System*
- **REC2020: Injury Management 2** - 1 Credit  
Students learn prevention, assessment and management techniques specifically related to bone, joint and soft-tissue injuries that may occur during recreation and sporting events and activities. Opportunities are provided to practice taping and wrapping skills using a variety of techniques.  
**Parameters:** Access to instruction from an individual with training in athletic first aid; e.g. Sport Taping and Strapping from the Sport Medicine Council of Alberta.  
**Note:** Successful completion of this course enables students to apply for a Sport Taping and Strapping Certificate from the Sport Medicine Council of Alberta and/or a certificate in Foundations of Athletic Therapy from the Alberta Athletic Therapists Association. For students to be eligible for either certification, the instructor must be certified in Sport Taping and Strapping by the Sport Medicine Council of Alberta and the school must be a member school that meets the Council's requirements.  
**Prerequisite:** *REC1020 Injury Management 1 & REC1030 Technical Foundations for Injury Management*
- **HCS2130: Chronic Conditions** - 1 Credit  
Students examine the physiological development of noncancerous chronic illness and chronic conditions and determine specific strategies to prevent chronic illness. Students develop awareness for the complexity of noncancerous chronic conditions. Students consider the self-management model and explore resources available to help individuals manage noncancerous chronic conditions and assist their family, peers and community.  
**Prerequisite:** *HSS1010 Health Services Foundations.*

## SPORTS MEDICINE III

- **REC3010: Human Movement** - 1 Credit  
Students acquire advanced knowledge and skills necessary for the application of the basic principles of movement and biomechanics to a variety of physical activities. Students gain an appreciation for how biomechanics can impact the health and wellness of individuals and their families, peers and communities.  
**Prerequisite:** *HCS1050: Musculoskeletal System*
- **REC2030: Anatomy of Joints** - 1 Credit  
Students evaluate how anatomy affects joint function and stability and analyze mechanisms of injury to predict potential injuries. Students acquire the knowledge and skills necessary for providing recommendations for the safe and healthy functions of joints.  
**Prerequisites:** *REC2020: Injury Management 2 REC3010: Human Movement*
- **REC2015: Athletic Development** - 1 Credit  
Students examine the Long-Term Athlete Development model and related principles of athletic skill development.  
**Prerequisite:** *REC1040: Foundations for Training 1, REC2030: Anatomy of Joints*

# PHYSICAL EDUCATION PROGRAM Cont'd...

## **PHYSICAL EDUCATION 10** (REQUIRED)- 3 credits or 5 credits

The course activities include team sports as well as an introduction to individual sports. Fitness is a component throughout the course. Students will be taught basic skills, rules, and strategies. Students will also be taught CPR

**Physical Education 10 is a required course for a high school diploma.**

## **PHYSICAL EDUCATION 20** (5 credits) Prerequisite: 50% in Physical Education 10

## **PHYSICAL EDUCATION 30** (5 credits) Prerequisite: 50% in Physical Education 20

The purpose of the Physical Education Program at McCoy High School is to enable all learners to enhance their quality of life through active living, the exposure to a wide variety and choice of activities, and the development of skills and positive attitude. Phys. Ed. 20 and 30 will allow students to participate in activities of interest to them. Different elements of programming throughout the year may include:

- ◆ Golf
- ◆ Bowling
- ◆ Swimming
- ◆ Basketball
- ◆ Softball
- ◆ Lacrosse
- ◆ Billiards
- ◆ Pickleball
- ◆ Badminton
- ◆ Ice Hockey
- ◆ Volleyball
- ◆ Handball
- ◆ Dodge Ball
- ◆ Tchoukball
- ◆ Spikeball



# BASEBALL/SOFTBALL ACADEMY

Students will participate in a baseball/softball training program that will allow students to achieve a broad range of baseball related skills, individualized training and conditioning, mental training sessions including unique workouts and instruction on nutrition and physical health conditioning. **Academy programming will be integrated into the school day. This first semester course will run every day both on-campus or off-campus at community sports training facilities.** The program will also include other team building activities such as wall climbing, swimming, and bowling. *The Academy program fee is \$500 annually which includes transportation costs, program gear and clothing.* Payments can be made in two installments. The Baseball/Softball Academy incorporates Fitness and Performance course activities.



# FINE ARTS PROGRAM and FINE ARTS ACADEMY

The Fine Arts Program and Fine Arts Academy at Monsignor McCoy High School incorporates interdisciplinary academic courses to produce a pre-professional program that provides students with the tools to view the relationships between life through a critical lens. Students will explore skills that incorporate an awareness of how communication varies. In recognition, students are offered seven different fine arts disciplines. These courses allow students to explore their educational goals while earning important credits towards their high school diploma.

The value of the Fine Arts respects the choice to have diversity and still have the options to explore other areas of inquiry. Fine Arts Academy students are integrated with the rest of the school but are also provided with supplemented activities. The Fine Arts Academy program fee of \$200 annually will allow students to be involved in a variety of activities such as attending the fine arts performance in Calgary, and program clothing.

## PERFORMING ARTS

**Students participating in Production Arts can choose from a variety of courses where they will earn credits. From performing on-stage to behind the scenes, students can participate at their comfort level and earn credits at the same time.**

### **Production Arts 123** (3 or 5 credits)

The Production Arts course produces a musical during the first semester and is held every day. Within Production Arts there are two strands, performance and technical. Each strand offers multiple curriculums that students can choose from. Some interests are Dance, Drama, Digital Media, Audio Engineering, Video/Photography, Acting and Music. Students in this course are not required to perform on stage. Production Arts students will earn credits in the Performing Arts or Advanced Acting stream.

### **Drama 10 & 20** (3 or 5 credits)

The emphasis in Drama 10 is to acquire knowledge of self and others through participation and reflection on the dramatic experience. To develop competency in communication skills through participation in movement, speech and improvisation. To develop an appreciation for theatre history, design, script, and live performance. To become aware and address social issues. The main focus is also to have fun working together to create through self expression. This is a hands on course that will contain positive attitude about life. Drama 20 will continue to develop the skills acquired in Drama 10.

### **Drama 30** (5 credits)

Drama 30 program outcomes can be offered through Advanced Acting/Touring Theatre when possible upon request.



# TECHNICAL THEATRE

## Technical Theatre 15, 25, 35 - (3 or 5 credits)

Students who wish to be involved behind the scenes of a drama production have a great opportunity to get involved and earn credits at the same time.

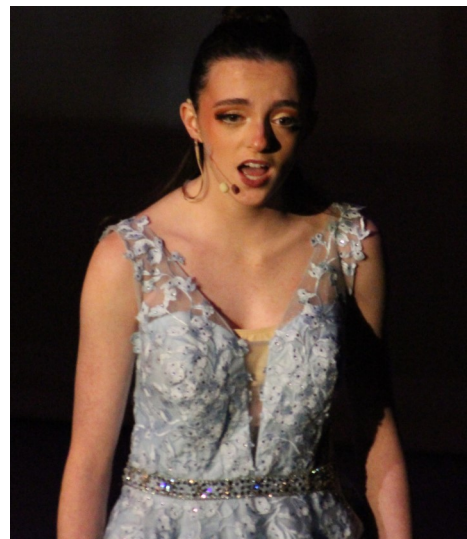
A broad role encompassing theatre technician duties include lighting and sound, stage management, costumes, scenery and maintenance of theatre equipment.



# SHOWCASE

## Showcase (3 credits)

This course provides an opportunity for **all students** who appreciate or participate in the arts to come together as a group to share, create, and develop their unique skills and talents. The course culminates with a showcase performance for the school community. Students can also use this time as extra preparation prior to the Rotary Music Festival. Musicians, Singers, Actors, Dancers, Directors and Playwrights are all welcome. Join us to see what we can create together!



# INSTRUMENTAL MUSIC

## **INSTRUMENTAL MUSIC 10** - 5 Credits - Prerequisite: Music 9 or special permission

The course consists of the study of scales, articulation patterns, exercises and their application to concert repertoire. Music theory and history will also be studied. This is a performance course and the primary aim is to develop competent instrumentalists.

## **INSTRUMENTAL MUSIC 20** - 5 Credits - Prerequisite: 50% in Music 10

A continuation of Music 10. Greater technical expertise and musical sensitivities developed.

## **INSTRUMENTAL MUSIC 30** - 5 Credits - Prerequisite: 50% in Music 20

A continuation of Music 20. A high degree of competence in performing and discussing music of various styles is developed.



# CHORAL MUSIC

## **CHORAL MUSIC 10, 20, 30** (5 credits)

Prerequisite: none

Choral will be offered as a full year option and will include students from Grade 10 - 12. This music program seeks to develop musical excellence in performance as a vocalist. This is accomplished in a choral setting where opportunities for solo experience may be provided. The choral program is also closely affiliated with the school's Production Arts program where choral students will have the opportunity to perform in the production as an actor, singing in ensemble and solo roles. In this way student will have the opportunity to perform at different times of the school year in school and community settings. Components of this course include:

- a) Musical Dictation
- b) Reading music for singing
- c) Participation/practice for singing





# CREATIVE ARTS

## VISUAL ARTS

### **ART 10** 3 credits

Art 10 is the foundational understanding and skills of the three major components of visual arts learning: Drawing/ Compositions and Encounters.

In addition, the exploration of the elements and principles of art that include; line, shape, value, form, colour, texture and space.

### **ART 20** - 3 or 5 credits - Prerequisite: 50% in Art 10

This intermediate course is an extension to the foundational understandings, theory, concepts and skills learned in Art 10 while introducing new mediums and techniques. Students begin to develop their personal artistic style.

### **ART 30** - 5 credits--Prerequisite: 50% in Art 20 or Art 20AP

This senior level course is designed to continue building upon previous skill sets, with the introduction to new mediums, and development of key portfolio pieces while giving the utmost freedom in artistic choice. Students cultivate growth as artists while developing personal artistic style.



## CREATIVE WRITING AND PUBLISHING

### **Creative Writing and Publishing** (3 credits)

Creative Writing is an options writing class that allows you to explore the world of writing creatively in a setting much different than a regular English class. It is made up of 3 different levels, which will include students in grades 10-12. In this class you will have the chance to pursue your writing interests and passions through fun and unique writing assignments such as short stories, chapters in novels, and poetry or creative non-fiction, as well as exploring the world of publishing.





## MUSIC BY PRIVATE STUDY

A limit of fifteen credits for private music study may be granted through the high school.

Students must submit their examination results to the school counselor for evaluation. Credits may be granted retroactively or in advance of the grade in which they are enrolled.

		Grade 10	Grade 11	Grade 12
Western Board of Music	Singing	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Electronic Organ, Pipe Organ, Organ	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Piano, Strings	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Woodwind, Brass, Percussion, Recorder	Grade 3 + Theory II	Grade 5 + Theory III	Grade 7 + Theory IV
Royal Conservatory of Toronto	Singing	Grade 6 + Theory 1	Grade 7 + Theory II	Grade 8 + Theory II
	Piano, Strings, Accordion Guitar	Grade 6 + Theory 1	Grade 7 + Theory II	Grade 8 + Theory II
	Woodwind, Brass, Percussion, Recorder	Grade 4 + Theory 1	Grade 6 + Theory II	Grade 8 + Theory II
Mount Royal College, Calgary	Singing	Grade 4 + Theory 1	Grade 6 + Theory II	Grade 8 + Theory II
	Piano, Strings	Grade 6 + Theory 1	Grade 7 + Theory II	Grade 8 + Theory II
	Woodwind, Brass, Percussion	Grade 4 + Theory 1	Grade 6 + Theory II	Grade 8 + Theory II



# CAREER AND TECHNOLOGY STUDIES

Career and Technology Studies (CTS) is an optional program designed for Alberta's secondary school students. CTS helps senior high school students to:

- develop skills they can apply in daily living now and in the future
- investigate career options and make effective career choices
- use technology (processes, tools and techniques) effectively and efficiently
- apply and reinforce learning developed in other subject areas
- prepare for entry into the workplace or further learning

## Program Strands

The CTS curriculum is centered around five clusters. Each cluster represents a group of courses designed to support broad career and occupational opportunities. Courses are the building blocks for each cluster, and defines what a student is expected to know and be able to do.

## DIGITAL DESIGN 123

Students will explore the world of 3D design. They will be aided with computer software and will use concepts to create animations, explore gaming/video stories, and produce 3D models. This course is designed for those interested in architecture, design, animations, and marketing.

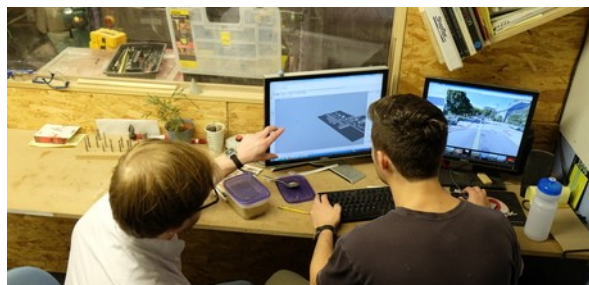
INTRODUCTORY	INTERMEDIATE	ADVANCED
COM1005 Visual Composition	COM2105 AV Preproduction 1	COM2105 AV Preproduction 1
COM1105 Audio/Video	COM2115 AV Production 1	COM2115 AV Production 1
DES1010 Sketch, Draw & Model	COM2125 AV Postproduction 1	COM2125 AV Postproduction 1
DES1050 CAD 1	DES2055 CAD 2	DES3095 Architecture Design
		DES3125 Interior Design
		DES3135 Landscape Design
		DES3105 Engineering Design

## DIGITAL DESIGN 1 (3 credits)      Introductory courses

Focus of the course: Students will learn the basic skills of computer programs, using technology for sketching, drawing and modelling and establish a basic understanding of the audio/video process which includes camera work, editing and planning.

## DIGITAL DESIGN 2: (3 credits)      Intermediate courses

Focus of the course: Students will use digital aspects to create visual effects and animations. Students will strengthen their audio/video skills.



# DIGITAL DESIGN 123 cont'd...

## **DIGITAL DESIGN 3 (3 credits)**    Advanced courses

Focus of the course: Use the virtual modelling process to enhance architecture, engineering, landscape or interior design while visually documenting work.

Prerequisites: DES2055 for any design choice and modelling-virtual. Required for the 2nd level of each: COM2105 AV Pre-production1, COM2115 AV Production 1, COM2125 AV Post-Production



# COMPUTER SCIENCE AND CODING

## **Computer Science and Coding** - 3 credits

Through project based learning and real world applications students will explore the fundamentals of computer programming and coding design. Further pursuit in this field may lead to robotics.

INTRODUCTORY		INTERMEDIATE		ADVANCED	
CSE1010	Computer Science	CSE2010	Computer Science 2	CSE3010	Computer Science 3
CSE1110	Structured Programming 1	CSE2110	Procedural Programming 2	CSE 3020	Computer Science 4
CSE1120	Structured Programming 2	CSE2120	Data Structures 1	CSE3110	Iterative Algorithm 1
CSE1240	Robotics Programming 1	CSE2240	Robotics Programming 2	CSE 3240	Robotics Programming 3



# SHOP 10

This introductory course will allow students to explore all three levels of our Shop program by completing the introductory modules of Construction Technology, Mechanics and Fabrication (Welding). Students may want to pursue separate disciplines in the advanced courses available in 2nd semester and beyond.

INTRODUCTORY Con Tech	INTRODUCTORY Mechanics	INTRODUCTORY Fab
The following courses are required: CON1160 Manufactured Materials CON1010 Construction Tools & Materials  Optional courses include: CON1120 Project Management CON1130 Solid Stock Construction CON1140 Turning Operations CON1160 Manufactured Materials CON1070 Building Construction	MEC1010 Modes & Mechanisms MEC1020 Vehicle Service & Care MEC1040 Engine Fundamentals MEC1090 Electrical Fundamentals MEC1150 Ride & Control Systems MEC1160 Structures & Materials MEC1130 Mechanical Systems	FAB1010 Fabrication Tools & Materials FAB1040 Oxyacetylene Welding FAB1050 Basic Electric Welding



## CONSTRUCTION TECHNOLOGY 2/3

The Construction Technologies occupational area 1 - credit courses provide opportunities for students to investigate and develop knowledge and skills related to the building and manufacturing trades and occupations. Students learn to recognize how these competencies apply in their personal lives, as well as in making informed choices related to careers, gainful employment and/or further study.

## MECHANICS 2/3

The Mechanics occupational area 1 - credit courses provide students with the opportunity to research, design, build and test a model of transportation vehicle, using a simple power source, common materials and tools.

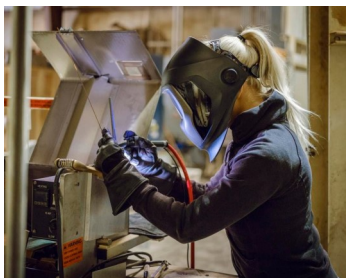
INTERMEDIATE Con Tech 23	ADVANCED Con Tech 23
Students may enroll in a three credit course and must have successfully completed the introductory level course before enrolling in intermediate or advanced level courses.  Required Course: CON1120 Project Management  Optional courses include: CON2120 Multiple Materials CON2130 Furniture Making 1 CON2140 Furniture Making 2 CON2150 Finishing and Refinishing CON2160 Cabinet Making 1 CON2170 Cabinet Making 2 CON2190 Manufacturing Systems CON2200 Product Development CON2035 Framing Systems 1,	Required Course: CON1120 Project Management  Optional courses include: CON3120 Tool Maintenance CON3130 Furniture Making 3 CON3190 Production Planning CON3200 Production Management CON3060 Doors & Trims CON3140 Surface Enhancement CON3150 Furniture Repair

INTERMEDIATE Mechanics	ADVANCED Mechanics
Students may enroll in a three credit course and must have successfully completed the introductory level course before enrolling in intermediate or advanced level courses.  MEC2020 Vehicle Maintenance MEC2030 Lubrication & Cooling MEC2040 Fuel & Exhaust MEC2050 Alternative Fuel Engines MEC2060 Ignition Systems MEC2070 Emission Controls MEC2110 Braking Systems MEC2130 Drive Lines MEC2140 Transmissions/Transaxles MEC2150 Suspension Systems MEC2160 Steering Systems	MEC3060 Engine Reconditioning - Head MEC3070 Engine Reconditioning - Block Welding

# FABRICATION STUDIES

The Fabrication Studies occupational area 1 - credit courses provide opportunities for students to investigate and develop important knowledge and skills central to the transformation of metals and other related materials into useful products and structures. Students learn to recognize how these competencies apply in their personal lives, as well as in making informed choices relating to careers, gainful employment and/or further study.

INTERMEDIATE Fab	ADVANCED Fab
FAB2030 Oxyfuel Welding FAB2040 Thermal Cutting FAB2050 Arc Welding 1 FAB2060 Arc Welding 2 FAB2070 Gas Metal Arc Welding 1	FAB3030 Gas Tungsten Arc Welding FAB3050 Arc Welding 3 FAB3170 Gas Metal Arc Welding 2 FAB3048 Flux Cored Arc Welding 2 FAB3040 Specialized Welding



# COSMETOLOGY

Cosmetology takes us into an exploration of the hairstyling trade. In this room students learn and practice skills on both mannequins, and classmates. In Cosmetology 1 we focus on professionalism, hair washing, braiding, and lastly dry/wet hairstyling. In Cosmetology 2 we move onto cutting hair, coloring, perming, updos, and working with various accessories. Lastly in Cosmetology 3-4 we work on more advance haircutting, foiling hair, lightening hair, hair extensions, and bridal updos. If you are interested in becoming a stylist or simply want to learn how to do your own hair then this is the course for you.

COSMETOLOGY 1 — INTRODUCTORY	COSMETOLOGY 2 — INTERMEDIATE	COSMETOLOGY 3 — ADVANCED	COSMETOLOGY 4 (5, 6, 7, 8) ADVANCED CONTINUED
Required course:			
COS1010 Personal & Prof. Prac. HSA3900 Apprenticeship Safety HSA3431 Hair/Scalp Analysis HSA3436 Shampoo/Condition	COS2010 Long Hair Des. 2 HSA3416 Haircut Tools & Eq. HSA3441 Principle/Haircutting HSA3566 Colouring Hair 1	HSA3536 Hair Wrapping HSA3446 Customizing Haircut HSA3571 Colouring Hair 2 HSA3590 Haircoloring 4 Decolour	COS3020 Long Hair Design 3 HSA3460 Haircutting 2 HSA3576 Colouring Hair 3 HSA3601 Colour Corrections



# ESTHETICS

Esthetics Studies offers students the opportunity to explore a variety of body care and therapies. There are three levels of study, starting with Esthetics 1: Introduction to Skin Care, Nail Care and Make-up Application. Levels 2 & 3 specialize in Facials, Artificial Nails (Gel/Acrylic), Hair Removal and various Spa and industry services.

ESTHETICS 1 —INTRODUCTORY	ESTHETICS 2 — INTERMEDIATE	ESTHETICS 3 — ADVANCED
Required course:  COS1010 Personal & Prof. Prac. HSA3900 Apprenticeship Safety EST1020 Skin Care Practices EST1070 Manicuring 1 EST1910 EST Project A	EST 2030 Facials EST2050 Make-Up EST2070 Manicuring 2 EST2090 Nail Art EST2910 EST Project B	EST3040 Hair Removal EST3060 Facial & Body Adornment EST3070 Pedicure EST3090 Nail Enhancement Gel EST3910 EST Project D



# FOODS

The Foods occupational area 1 - credit courses help students develop an appreciation for the nature of food, nutrition and health, management, safety, sanitation and equipment, preparation of food, presentation and service, consumerism/food selection, multicultural aspects of food, and food ecology.

INTRODUCTORY Foods 10	INTERMEDIATE Foods 23	ADVANCED Foods 23
Required Course FOD1010 Food Basics	This is a combined class and modules from each will be offered each semester FOD1010 Food Basics is a required course for all Foods students. A student who did not take Introductory Foods may challenge this course and move directly into the Intermediate/Advanced foods modules. Modules will vary each semester. This is a sample semester:	
FOD1020 Baking Basics FOD1020 Contemporary Baking FOD1060 Canadian Heritage Foods FOD1070 Farm to Table	FOD2050 Bread Products FOD2070 Soups & Sauces FOD2180 Vegetables & Fruits FOD2090 Creative Cold Foods	FOD3010 Food for Life Stages FOD3020 Nutrition & Digestion FOD3030 Creative Baking FOD3040 Yeast products FOD3050 Advance soups & Sauces FOD3060 Food Presentation



# OUTDOOR EXCURSIONS

Our Outdoor Education program is for students who want to learn the skills to be confident and prepared for the outdoors. Students will learn everything from navigation to cooking in the outdoors. How to be prepared for the unpredictable Canadian Rockies, learn about plants and animals, fire building, trip planning, shelter building and emergency situations.

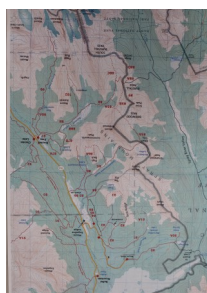
INTRODUCTORY		INTERMEDIATE	
WLD1060	Wilderness Navigation	WLD1130	Outdoor Survival Theory
WLD1100	Outdoor Cooking Theory	WLD2100	Outdoor Cooking Practice
WLD2020	Diversity of Wildlife Values	HSS1080	Leadership Fundamentals 1

## Outdoor Excursions I:

- **WLD1060 - Wilderness Navigation**  
Students develop the attitudes, skills and knowledge in wilderness navigation to enhance their outdoor experiences.  
*Prerequisite: None*
- **WLD1100 - Outdoor Cooking Theory**  
Students develop and demonstrate safe and sanitary food handling procedures, equipment care, comprehension of recipes and an understanding of the importance of efficient work habits in outdoor cooking environments.  
*Prerequisite: None*
- **WLD2020 - Diversity of Wildlife Values**  
Students assess the significance of wildlife in society, and analyze relationships between human and wildlife.  
*Prerequisite: None*

## Outdoor Excursions II:

- **WLD1130 - Outdoor Survival Skills**  
Students develop and demonstrate the attitudes, skills and knowledge required for responsible participation in a range of outdoor activities.  
*Prerequisite: None*
- **WLD2100 - Outdoor Cooking Practice**  
Students demonstrate and apply the attitudes, skills and knowledge necessary for cooking in a variety of outdoor situations,  
*Prerequisite: WLD1100 Outdoor Cooking Theory*
- **HSS1080 - Leadership Fundamentals I**  
Students explore basic principles of leadership and evaluate their personal leadership characteristics and qualities. Students develop a plan for their personal growth as a member of a leadership team and examine the various behaviours, skills and roles of team members that contribute to team effectiveness.  
*Prerequisite: None*





# OFF-CAMPUS EDUCATION

Off-campus education is best described as a partnership between schools, employers and students that supports and enhances student learning.

Off-campus education may be described as learning in “real-world” situations.

Students engaged in off-campus education are considered Government employees. The workplace employer, therefore, is not responsible for paying Workers’ Compensation Board (WCB) premiums for these students when employed during between 7:00 AM—10:00 PM.

## WORK EXPERIENCE

### Work Experience 15-25-35

1. Each of the Work Experience courses, at each level, may be offered for 3,4,5,6,7,8,9, or 10 credits. The number of Work Experience credits that may count toward a diploma is limited to 15.
2. The introductory course, HCS3000 - Workplace Safety Systems, is a required component of, but in addition to, the first Work Experience course taken by a student.
3. [a] Each Work Experience course is to be time-based; i.e., 25 hours per credit. (minimum of 75 hours)  
[b] A student may enrol in Work Experience 35 without having completed Work Experience 15 and/or Work Experience 25.  
[c] A student completing Work Experience 35 for 10 credits will have met the “10 credits in any 30-level courses” graduation requirement for the Alberta High School Diploma.
4. However, students can receive more than 15 credits (total of 30 credits) for Work Experience 15-25-35. The additional 15 credits do **NOT** apply towards the high school diploma.

### Work Experience-Frequently Asked Questions

**Office Location:** The work experience office is located in the counsellors office area.

#### **How do I contact the Work Experience Supervisor?**

You may see them on a drop in basis.

#### **Who may go into work experience?**

Any student in grade 10, 11, or 12 who has a part time job, or who volunteers, can sign up for work experience.

#### **What do I need to do?**

Get a work experience contract filled out – copies available in the work experience office. Return the contract to the Work Experience Supervisor and they will then contact you and make arrangements to meet your employer.

#### **How do I earn credits?**

#### **Is there a time limit of when the credits must be completed?**

No. Students’ work schedules vary from one student to another and therefore, students earn credits on an individual basis. It may take another student less time, or more time, depending on the amount of hours worked. Summer employment also applies. (see note below)

#### **Can I use more than one job for work experience?**

Yes. Students can also use two jobs at one time. The student just needs a contract for each job.

#### **What are the advantages of being in work experience?**

- ◆ 15 credits may be used to earn a high school diploma
- ◆ Students may have a 3-credit spare in grade 11, if they have completed or are completing 10 credits of work experience.
- ◆ Grade 12 students are required to earn a minimum of 30 credits in their grade 12 year. Students may use 10 credits of work experience to assist in meeting this 30 credit requirement.
- ◆ Students in Grade 10 and 11 can bank credits for their grade 11 and/or grade 12 year.

#### **What is the procedure to be a summer work experience student?**

- Students must submit a contract to the summer work experience teacher by calling the advertised cell number as soon as the student secures employment. This contact can be made at **ANY TIME** during the summer.
- The summer contact will be on the web page and advertised throughout the school prior to summer vacation.

#### **As a work experience student, what are my responsibilities?**

- Get a contract signed and handed in ( **students cannot be in work experience and count hours until this is handed in**). This contact can be made at **ANY TIME** during the summer.
- Signed time sheets and/or signed electronic employee log of hours must be submitted monthly.
- Get evaluations filled out and handed in when required

# REGISTERED APPRENTICESHIP PROGRAM (RAP)

## For High School Students

The Registered Apprenticeship Program (called RAP) is a modified apprenticeship program that permits a high school student to become an apprentice while attending high school.

A RAP apprentice accumulates hours of on-the-job training as credit toward his or her apprenticeship, and credit toward a high school diploma.

### Why RAP?

Skilled trades people are in short supply. A RAP apprentice begins learning a skilled trade.

- ◆ RAP gives employers an opportunity to find quality young employees, and to participate in their educational process.
- ◆ RAP offers an enriched high school education and provides an opportunity to learn the skills industry needs.
- ◆ A RAP apprentice gets a realistic look at the work world and learns employability skills.

### Who can employ a RAP Apprentice?

Anyone who is eligible to employ an apprentice can employ a RAP apprentice.

### How is a RAP Apprentice different from a regular apprentice?

- ◆ A RAP apprentice is a full-time high school student.
- ◆ A RAP apprentice must be paid at least minimum wage.
- ◆ Apprenticeship's formal or technical training is delayed until the RAP student completes high school.
- ◆ Alberta Education is responsible for Worker's Compensation coverage for RAP apprentices.

### Employer Benefits:

- ◆ Builds a community based work force
- ◆ WCB – covered by Alberta Education
- ◆ Guidance by workplace mentor
- ◆ Participate in the development of your future work force
- ◆ Integrates trade training in high school education process
- ◆ Develops employability skills, feedback and performance review
- ◆ Participates in education process
- ◆ Assists with shortage in trades
- ◆ Minimizes cost of training



### How much time does a RAP apprentice spend on the job?

The employer, the student/parent, and the school determine the hours of work.

- ◆ Grade 10: Majority of the students begin in the summer following Grade 10 with a 125 hour pre-RAP internship prior to registering with Apprenticeship and Industry Training. They work full time during the Grade 10 summer.
- ◆ In Grade 11, students may continue as a RAP apprentice working after school, weekends, and holidays, and returning full time during the summer following Grade 11.
- ◆ In Grade 12, students may continue as a RAP apprentice working after school, weekends, and holidays. Most try to arrange their timetables to accommodate in one semester a half-day at the workplace during the Grade 12 school year.

### What are the entrance requirements?

- ◆ Good academic standing, particularly in Math, Science and English
- ◆ Excellent attendance at school, good citizenship and attitude
- ◆ HCS3000 Job Preparation Module
- ◆ CSTS Safety Training prior to placement
- ◆ 125 hours Work Experience (pre-RAP Internship, pay optional)

**If any students are interested in RAP – contact Mrs. Shulson at  
rylee.shulson@mhcb.e.ab.ca  
Selection by application, screening, and interview.**

# 3 - YEAR PLANNER FOR STUDENTS

Grade 10 <small>(full timetable - 40 credits)</small>		Grade 11 <small>(1 spare or 2 half spares - min. 35 credits)</small>		Grade 12 <small>(suggested min. credit <u>TOTAL</u> - 105)</small>	
English _____	Social _____	English _____	Social _____	English _____	Social _____
Math _____	Science _____	Rel 25	Math _____	Rel 35	
CALM PE10	Rel 15				

Grade 10 Credit Total : \_\_\_\_\_

Grade 11 Credit Total : \_\_\_\_\_

Grade 12 Credit Total : \_\_\_\_\_

**High School Diploma Requirements:**

- PE 10 .....
- CALM .....
- Grade 11 Math .....
- Grade 11 Science .....
- Grade 12 English .....
- Grade 12 Social .....
- 10 credits CTS/Fine Arts .....
- 10 credits grade 12 level .....

**Religion Requirements: (1 Religion/year at McCoy)**

- Religion 15 .....
- Religion 25 .....
- Religion 35 .....

**Future Career Choice:** \_\_\_\_\_

**Required High School Courses:**

- 1.) \_\_\_\_\_
- 2.) \_\_\_\_\_
- 3.) \_\_\_\_\_
- 4.) \_\_\_\_\_
- 5.) \_\_\_\_\_

**Credits:** \_\_\_\_\_ (earned) / 100 (required)



