

**COURSE  
DESCRIPTIONS  
2008—2009**

**MCNALLY SCHOOL  
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EDMONTON AB T6A 1B6  
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## TIGER GROUPS at McNally—Teacher Advisor Class

McNally will be registering all students in an advisor class—Tiger Group—for the 2008-2009 school term. The advisor class is an integral part of our school in that all critical information necessary for students is channeled through their Tiger Group (advisor class), together with a structured program, all designed to provide each student with a key connection to a teacher and group of students for the school year. All students will be taking a formal curriculum within the program directed at improving their overall success at McNally.

Topics such as time management, personal academic goal setting, action plans, study skills, post-secondary and career information and planning, exam preparation, scholarship and bursary information, prioritizing, and selected students issues—such as tolerance and understanding and student safety—will be topics of study throughout the year.

The program relies on student input and provides a continuous opportunity for student leadership.

| <h1>CORE SUBJECTS</h1>  |   |  |  |
|---|---|--|--|
| Wherever you believe you are headed with your education, McNally has a plan for you! Our core courses are designed to meet your educational requirements be they University, College, Technical schools or other post secondary options. Chose courses from any of those listed below, entrance into core courses are based upon entry level marks and requirements |   |  |  |
| <b>ENGLISH</b>  | <b>MATH</b>   | <b>SCIENCES</b>  | <b>SOCIAL STUDIES</b>  |
| <b>GRADE 9 LA MARK</b>  | <b>GRADE 9 MATH MARK</b>  | <b>GRADE 9 SC MARK</b>   | <b>GRADE 9 SS MARK</b>   |
|   | <b>&lt;50% Math 14</b>  | <b>&lt;50% Science 14</b>  |  |
| <b>50% - English 10-2</b>   | <b>50% - Math 10 Applied</b>  | <b>50% - Science 10 Prep</b>   | <b>50% - Social 10-2</b>   |
| <b>65% - English 10-1</b>   | <b>50% - Math 10 Prep</b>   | <b>65% - Science 10</b>  | <b>65% - Social 10-1</b>   |
| <b>75% - English 10 IB</b>  | <b>65% - Math 10 Pure</b>   | <b>75% - Science 10 IB</b>   | <b>75% - Social 10-1 IB</b>  |
| <b>75% - Math 10 Pure IB</b>  |   |  |  |
| Require 15 English Credits for High School Diploma  | Require 10 Math Credits for High School Diploma   | Require 10 Sci. Credits for High School Diploma.   | Require 15 Social Studies Credits for High School Diploma  |
| English 10-2, 20-2, 30-2<br>15 English Credits for High School Diploma and entrance into some NAIT programs   | Math 14 to Math 24<br>Minimum requirements for diploma  | Science 14 to Science 24<br>Minimum requirements for diploma   | Social 10-2, 20-2, 30-2<br>15 Social Credits for High School Diploma and entrance into some NAIT programs  |
| English 10-1, 20-1, 30-1<br>15 English Credits for High School Diploma and entrance into University programs  | Math Applied 10, 20, 30<br>Require 15 Math Credits for entrance into College & some NAIT programs | Science 10, 20, 30<br>Require 15 Science credits for entrance into College, NAIT and some University faculties.  | Social 10-1, 20-1, 30-1<br>15 Social Credits for High School Diploma and entrance into University programs |
|   | Math 10, 20, 30 Pure<br>Require 15 Math Credits for entrance into University programs             | Science 10 is the prerequisite for the following streams:<br>Biology 20 & 30<br>Chemistry 20 & 30<br>Physics 20 & 30<br>Require 15 Science credits for entrance into College, NAIT and University faculties. |  |
|   | Math 31 - required as a prerequisite for the Engineering Faculty                                  |  |  |

**STUDENT LIFE in TIGER TERRITORY:**

Why explore us? McNally really is unlike the other schools! We’re all about the Students, and in so many ways. Being a Tiger means that you belong. It means you have a voice, and that McNally is truly your family. You will have support, trust, friends, and people who care. You’ll want to be involved in the many activities offered. You will be in a system which makes you nothing short of proud.

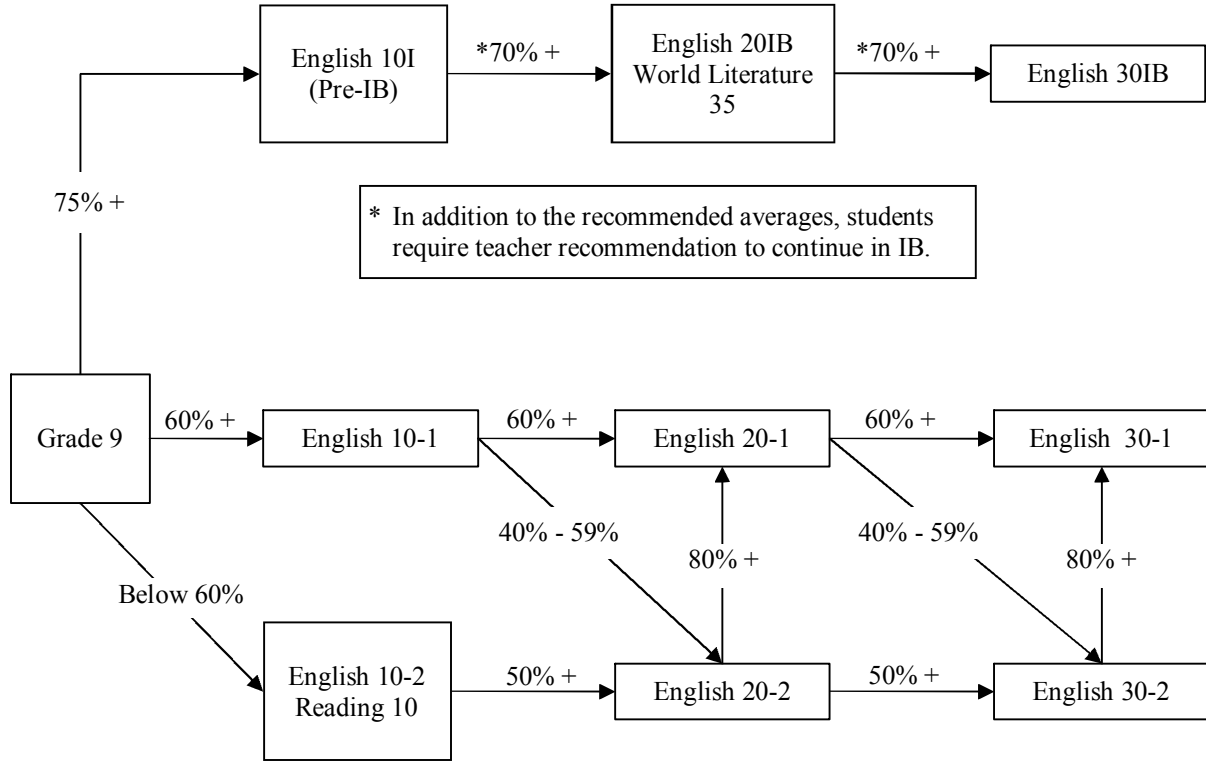
It’s true that we offer more sports teams and events than even the largest of the other schools. Football, Rugby, Track & Field, Swimming, Cheerleading, Handball, Rowing, Wrestling, and on and on! And, you’ve of course got all the expected and typical sports and athletics teams and events. We even have award-winning golf!

Student activities are so numerous, we sometimes lose count. Our large and powerful Students’ Union are students who together are highly organized and who produce many events. As well, McNally Clubs are everywhere, offering vast membership in areas from Ski & Snowboard to Yearbook, to Travel in Canada, USA and even Europe! Truly, there are so many activities and Clubs that there really is something for everyone, and being involved feels great!

At McNally, you have opportunity. You receive respect, and you matter. You have a place that feels right, that supports you, and that brings you the successes you desire! Here at McNally, you belong!

| <h2 style="margin: 0;">CAREER PATHWAYS</h2> <p style="margin: 0;">Wherever you believe you are headed with your career, McNally has a plan for you! Courses and Options are designed to be tailored toward your own direction. Chose courses from any of those listed below. Our Career Pathways are in four distinct areas, although you might have interest in many of the pathways below:</p> |  |   |   |
|--|--|---|---|
| <b>Business<br/>&amp;<br/>I.T.</b>   | <b>Construction<br/>&amp;<br/>Manufacturing</b>  | <b>Health<br/>&amp;<br/>Human Services</b>  | <b>Communication<br/>in a<br/>Global<br/>Community</b>  |
| <b>Business &amp; Technology</b><br><b>Computer Sciences</b><br><b>Game Design</b><br><b>Legal Studies</b><br><b>Multimedia Productions</b><br><b>Programming</b><br><b>Web Design</b>   | <b>Mathematics</b><br><b>Computer Applications</b><br><b>Computer Assisted Drafting—CADD</b><br><b>Foods &amp; Fashion</b><br><b>Woods, welding and metals</b> | <b>Calm</b><br><b>Fashion</b><br><b>Food Studies</b><br><b>Phys-Ed &amp; Athletics</b><br><b>Psychology</b><br><b>Sports Medicine</b> | <b>English</b><br><b>Social Studies</b><br><b>International Languages</b><br><b>Fine &amp; Performing Arts</b><br><b>Music</b><br><b>Drama</b><br><b>Visual Arts</b><br><b>History Of Cinema</b><br><b>Creative Communication</b> |

**ENGLISH**  
*Department Head—Karen Douziech*



## ENGLISH

*Department Head—Karen Douziech*

*The goal of the English Language Arts is the development of literate, articulate, thoughtful students.*

**“Apt words have Power” - John Milton**

### **English 10-1 (5 credits)**

Students who register in this program should have attained a 65% or better in grade 9 Language Arts. English 10-1 begins the sequence of courses leading to university entrance. In English 10-1, students will write a variety of modes and study a broad assortment of literature. Writing instruction will assist development of efficient expression, organization, and style. While speaking, listening, viewing and understanding will be involved, reading and writing about literature is the focus of this course.

### **English 10-2 and Reading 10 (10 credits)**

Students who attain less than 65% in grade 9 Language Arts should register in this program. English 10-2 begins the sequence of courses leading to a diploma. In English 10-2 students will read a variety of materials and write numerous assignments chosen for the students' practical needs and interests. Comprehension and communication are stressed. Oral, viewing and representational skills will also be a focus. In addition to registering for the English 10-2 program of studies, students **MUST** also register in Reading 10. The Reading 10 course will engage students in skills, methods and approaches to reading, advantageous to all subject areas and levels. Reading awareness, reading strategies, vocabulary use and communication are focused upon.

A mark of 50% or higher is required to receive credits in English 10-2. Students who attain 80% or higher in this course may then be recommended for the route leading to the English 20-1 sequence of courses.

### **English 10I Pre IB (5 credits)**

Students attaining a merit standing in grade 9 Language Arts should consider this program. English 10I is the English course to prepare students who intend to take higher-level English in the IB program in grade 11 and 12. This course develops the specific analytical reading, writing, and speaking skills needed for the IB program.

### **Other English Classes Available in Grade 11 and Grade 12**

#### **Creative Communication (5 credits)**

Any student who has a flair for creative communication, oral and written, should consider this course. Students will complete 5 - 1 credit CTS modules: Media and You (COM 1020), Script Writing 1 (COM 2030), Script Writing 2 (COM 3030), Media Design and Analysis 1 (COM 2020) and Media Design Analysis 2 (COM 3020). A class publication such as a magazine/anthology will be a culminating project. The course will be offered if a sufficient number of students register.

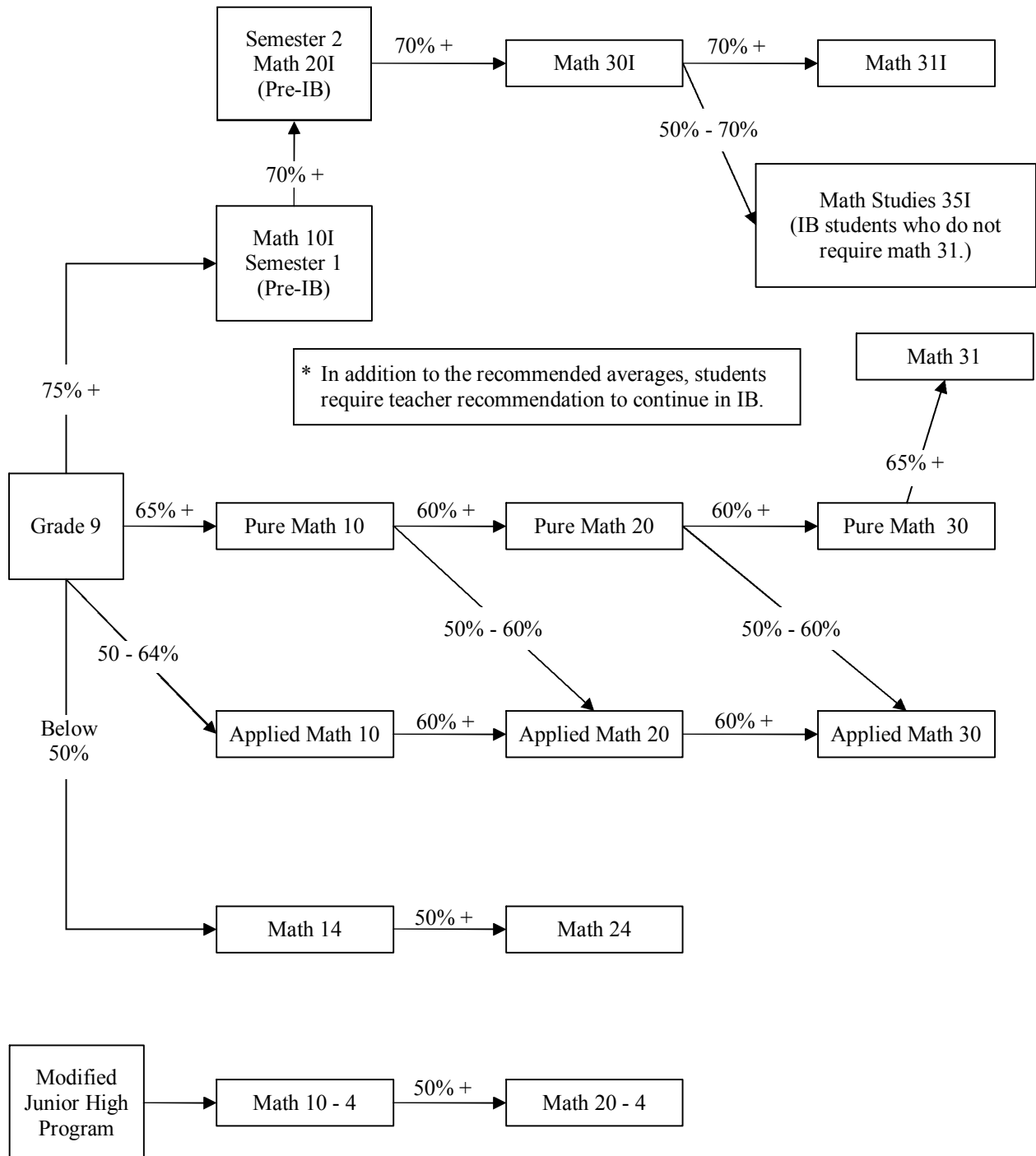
#### **History of Cinema 35 (5 credits)**

It has been argued that film is the pre-eminent art form of the 20th century. Students grow up in a culture that defines and examines itself primarily by the telling of stories through the moving image. The goal of this course is to help students understand both the history of this art form and to enable them to understand how the makers of film structure their work to communicate ideas and feelings to an audience.

By looking at the traditions of the form this course seeks to have the student find the connections between the past and the present creators of cinema. This course will help students develop a sensibility that will encourage them to seek out the best in film and then to recognize and cherish real innovation and talent when they discover them.

**MATHEMATICS**  
 Department Head—Brian Pike

*“... the things of this world cannot be made known without a knowledge of mathematics.”*  
 - Roger Bacon



## MATHEMATICS

Department Head—Brian Pike

“... the things of this world cannot be made known without a knowledge of mathematics.”  
- Roger Bacon

## MATHEMATICS

The mathematics department offers four levels of programming to meet the needs of students. Students who successfully complete Math 30P or Math 31 will have the skills necessary for success in a mathematics intensive program at the university or college level. Students who successfully complete Math 30 Applied will have the skills necessary for success in a college or technical school. Students who successfully complete Math 24 or Math 20-4 will have the mathematical skills necessary in everyday life and will have met the credit requirements in Math for their high school diploma.

### **Mathematics 10 Pure (5 credits)**

**Prerequisite: 65% in Math 9 or Math 10 Prep**

This course is designed for students intending to pursue science-related post-secondary studies at university or in a mathematics intensive program at a technical school. The following strands from the new Western Canada Protocol curriculum will be covered in this course: *Numbers, Patterns and Relations*, and *Shape and Space*. The instructional processes will focus primarily on an algebraic and graphical approach. Emphasis will be placed on precise mathematical theory, with concepts being developed in an interesting and logical manner.

### **Mathematics 10 Applied (5 credits)**

**Prerequisite: 50% in Math 9 or Math 10 Prep**

This course is designed for students who require an academic mathematics program to prepare them for community college, technical college, trades or employment. The following strands from the new Western Canada Protocol curriculum will be covered in this course: *Numbers, Patterns and Relations*, *Shape and Space*, and *Statistics*. The instructional processes will focus primarily on numerical and geometrical approaches, with classroom instruction based largely on hands-on experimentation and project work. Emphasis will be placed on applications of mathematics rather than precise mathematical theory. The applied instructional concepts will be developed as reasonable and useful in everyday life.

### **Mathematics 10I Pre-IB (5 credits)**

**Prerequisite: 75% in Math 9**

The Mathematics 10I course is an enriched and extended version of the current Mathematics 10 Pure course of studies as set out by Alberta Education. The following strands from the new Western Canada Protocol curriculum will prepare students for the International Baccalaureate (IB) Program by developing their intellectual disciplines, work habits, interest in mathematics and mathematical skills necessary for the IB program: *Numbers, Patterns and Relations*, and *Shape and Space*. The instructional processes will focus primarily on an algebraic and graphical approach with emphasis being placed on precise mathematical theory.

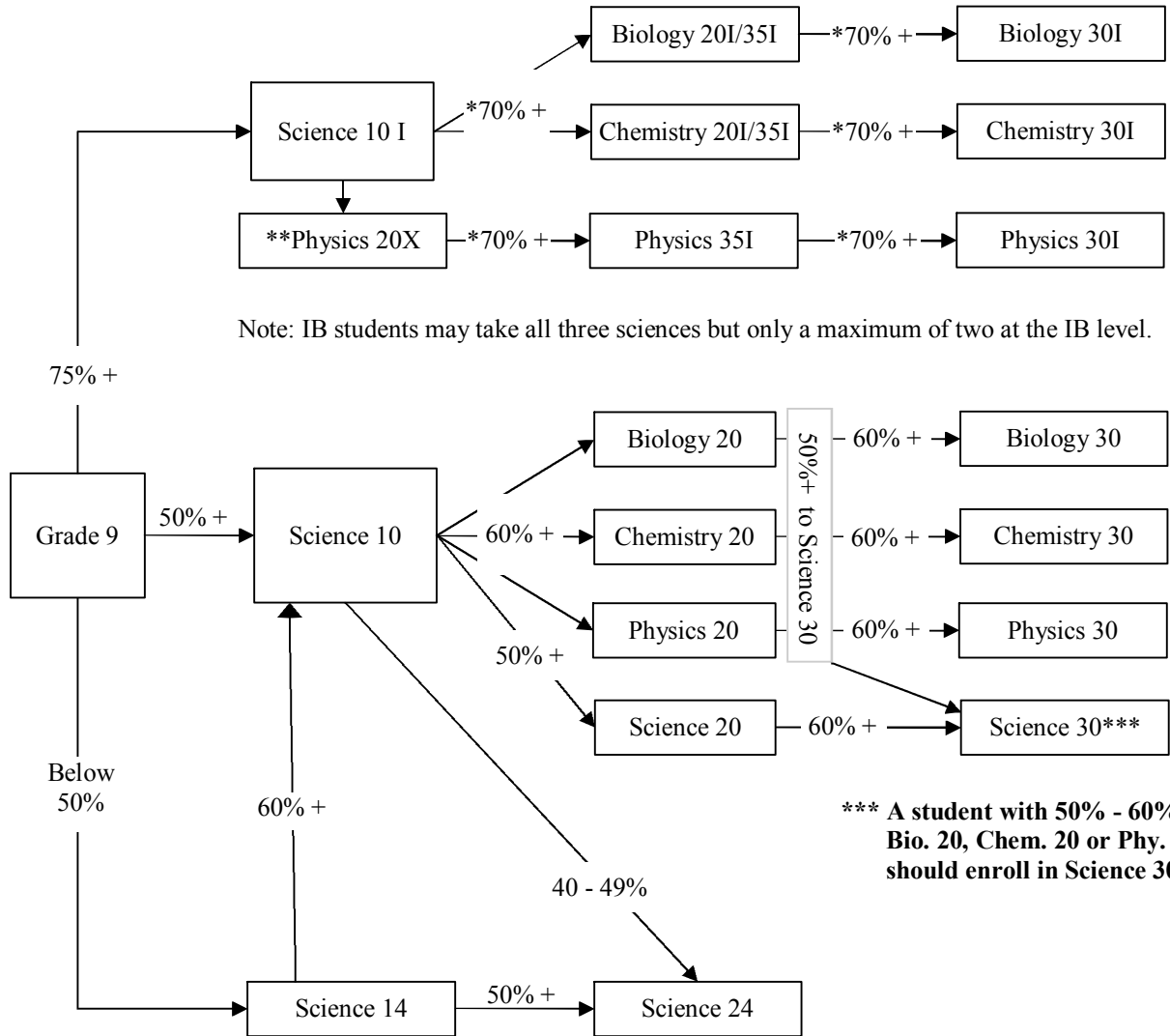
### **Mathematics 14 (5 credits)**

**Prerequisite: Less than 50% in Math 9 or Math 10 Prep**

This course is designed for the student whose needs, interest and abilities focus on mathematical understanding. Topics are dealt with using a practical approach and applications are a priority. Topics covered in Mathematics 14 include number skills, patterns, measurement and statistics.

**Note: Graphing calculators are required in all Applied, Pure and IB courses.**

**SCIENCE**  
*Department Head—David Case*  
**“Science is the search for truth.”**  
 -Linus Pauling, *No More War*, 1958



**\*\*\* A student with 50% - 60% in Bio. 20, Chem. 20 or Phy. 20 should enroll in Science 30.**

**\* In addition to the recommended averages, students require teacher recommendation to continue in IB.**

**\*\* Students taking the physics IB stream must complete an extra course in grade 10.**

## SCIENCE

*Department Head—David Case*

***“Science is the search for truth.”***

*-Linus Pauling, No More War, 1958*

### **SCIENCE 10 (5 credits)**

**Prerequisite: 50% in Science 9 or Science 10 Prep**

Science 10 is an integrated academic course that helps students understand and apply scientific concepts and skills. Students examine phenomena in the disciplines of biology, chemistry and physics and topics in the area of climate. The concepts of energy, matter and change are examined in each topic. This course helps students make an informed choice of sciences in grade 11, a prerequisite for Science 20, Biology 20, Chemistry 20 and Physics 20.

### **SCIENCE 10I Pre IB (5 credits)**

**Prerequisite: 75% in Science 9**

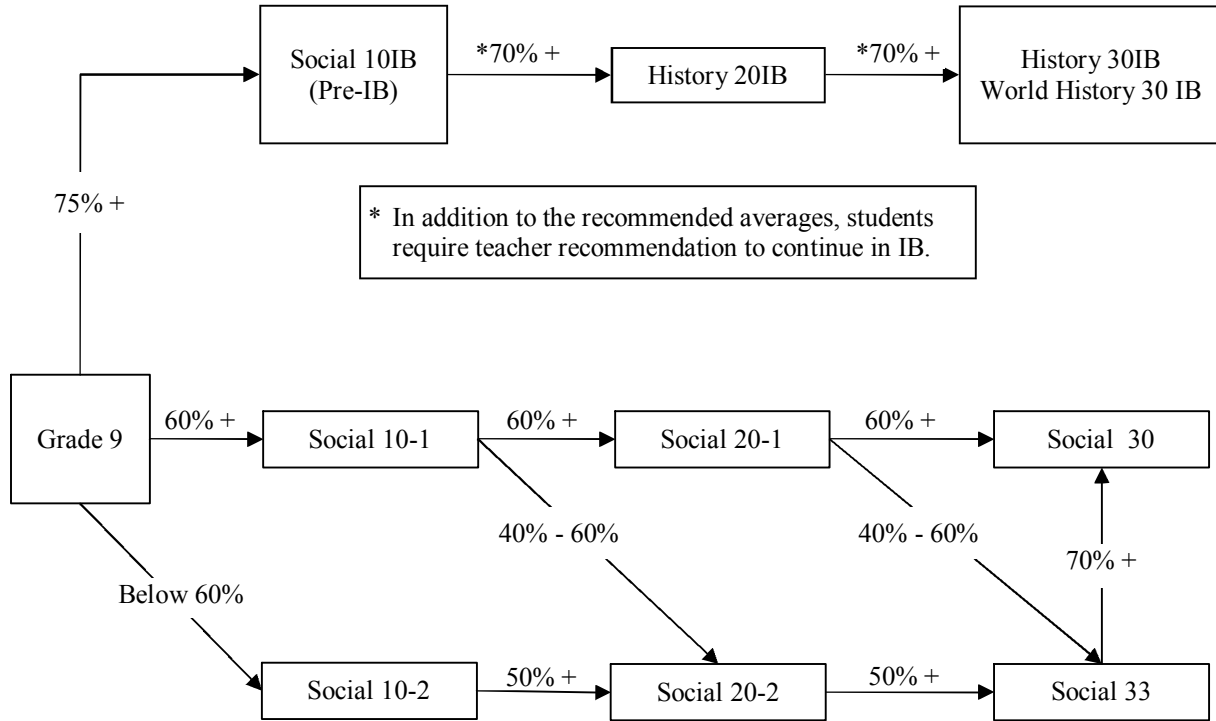
This course is intended for those students wishing to study the IB Sciences in grade 11 and 12. Science 10I covers the same material as Science 10 with additional material necessary for entry in Biology 20I/35I, Chemistry 20I/35I and/or Physics 20I/35I.

### **SCIENCE 14 (5 credits)**

**Prerequisite: Less than 50% in Science 9 or Science 10 Prep**

This course allows students who have found Science 10 too difficult to obtain credits in a grade 10 science class. The program focuses on basic skills and offers a good amount of hands-on science. It comprises four units investigating the physical and chemical properties of matter, energy transfers, matter and energy in living systems and matter and energy in the environment.

**SOCIAL STUDIES**  
*Department Head—Laurel Usher*



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

*The aim of the revised social studies program is to promote a sense of belonging and acceptance in students as they engage in active and responsible citizenship. At the heart of Alberta’s revised social studies program are the concepts of citizenship and identity in the Canadian context. It also includes multiple perspectives, including Aboriginal and Francophone that contribute to Canada’s identity*  
**Alberta Education 2005**

## SOCIAL STUDIES

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

**Students registering in this course should have 60% or higher in their grade nine Social Studies course.**

The main theme for this course is *Perspectives on Globalization*. In this course “students will explore multiple perspectives on the origins of globalization and the local, national, and international impacts of globalization on lands, cultures, economies, human rights and quality of life. Students will examine the relationships among globalization, citizenship and identity to enhance skills for citizenship in a globalizing world. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and throughout the world, including the impact on Aboriginal and Francophone communities.”

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

**Students should register in this course if their grade nine Social Studies mark is below 60%.**

The main theme of this course is *Living in a Globalizing World*. “Students will explore the historical aspects of globalization as well as the effects of globalization on lands, cultures, human rights, and quality of life. Students will explore the relationships among globalization, citizenship and identity. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities. Students will develop skills to respond to issues emerging in an increasingly globalized world”.

### **SOCIAL STUDIES 10-11 (5 credits)**

**To register for this course it is recommended that the student have 75% or better in the grade nine Social Studies course.** This course is intended for students wishing to enter the IB history program in grade 11 and 12. During the grade 10 year, the students will follow the curriculum as prescribed by Alberta Education; however, some modifications will occur. These will be largely in organization and emphasis placed on various components of the curriculum. Attention will be placed on issues and topics which will assist the student to appreciate more fully the scope and nature of historical studies. Students will be given the opportunity to develop and to apply methods of independent research and analysis. These will include historical investigations, research and writing, with a focus on the evaluation of sources, and critical analysis. Social Studies 10-11 will cover the entire grade 10 Social Studies theme of **Perspectives of Globalization**.

### **NEW for GRADE 11 for 2008-2009**

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

##### **Prerequisite Social 10-1**

This course follows the new Social 10-1 curriculum and its theme is *Perspectives on Nationalism*. “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 Social 10-2 or less than 60% in Social 10-1**

This course follows the new Social 10-2 curriculum and its theme is *Understandings of Nationalism*. “Students will examine historical and contemporary understandings of nationalism in Canada and the world. They will explore the origins of nationalism as well as the impacts of nationalism on individuals and communities in Canada and other locations. Examples of nationalism, ultra-nationalism, supra-nationalism and internationalism will be examined from multiple perspectives. Students will develop personal and civic responses to emergent issues related to nationalism.

**This is the last year of Social Studies 30 and Social Studies 33 which will be replaced in September 2009 with Social Studies 30-1 and Social Studies 30-2**

Other Courses that may be offered if sufficient number of students register include:

#### **PYSCHOLOGY 20 - General Psychology (5 Credits)**

This course is designed for students who have an interests in exploring areas of psychology that are relevant and of personal interest to high school students.

#### **PHILOSOPHY 35 (5 credits)**

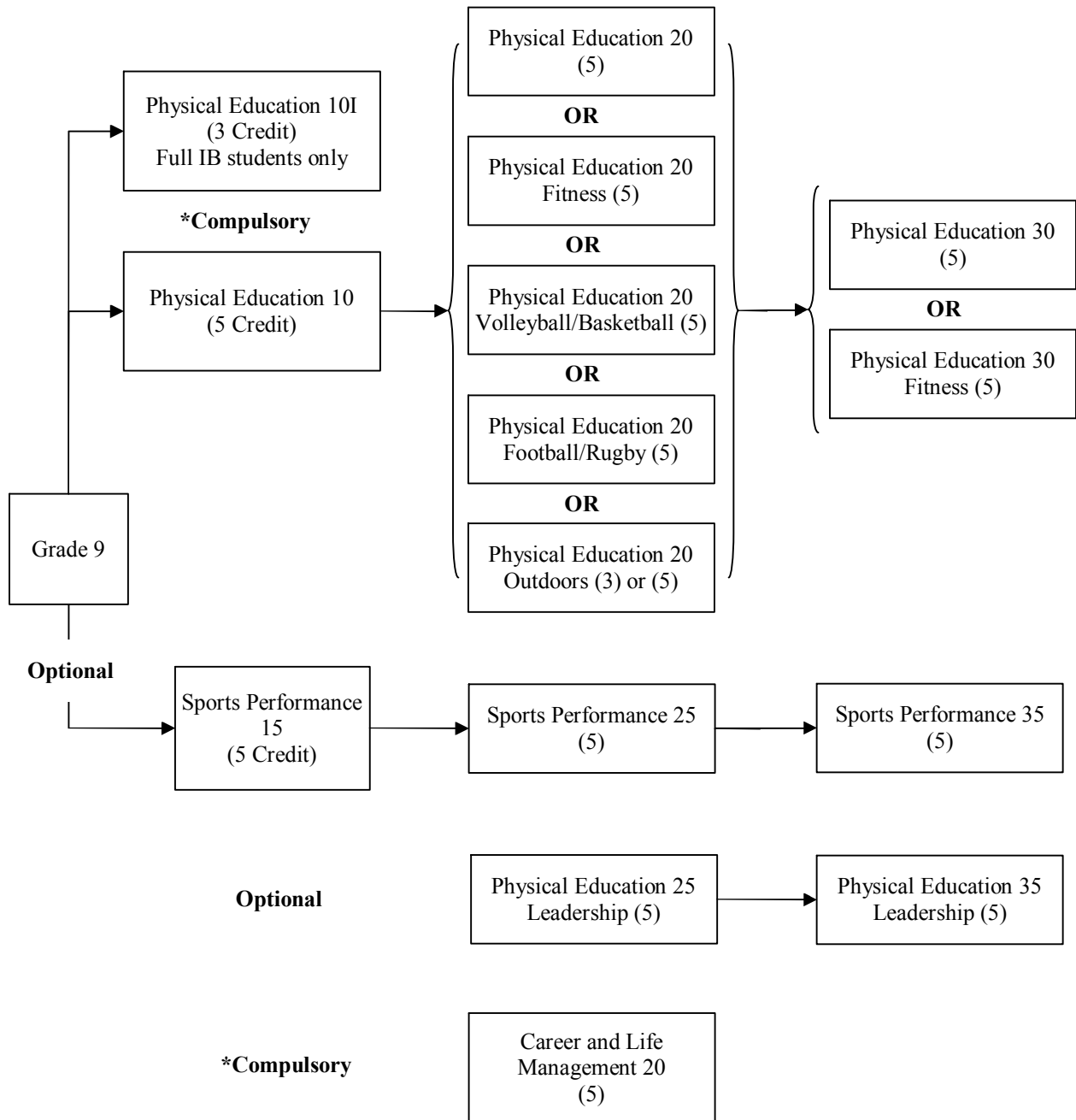
This course is for students who wish to develop critical thinking and analytical skills as important aids to decision-making in unclear, as well as conflicting and controversial, issues.

#### **MILITARY HISTORY 25 (5 credits)**

This course will give students the opportunity to learn about the origins of conflict and development of fighting strategies from ancient civilizations to the end of the sixteenth century.

**PHYSICAL EDUCATION**  
*Department Head—Darryl Weinberger*

*Physical education helps to develop physical fitness and motor skills in recreational activities that will be beneficial in adult life.*



\* Physical Education 10 and CALM 20 are compulsory courses that are required to receive your Alberta high school diploma. Phys. Ed 10 is normally taken in your grade 10 year and CALM 20 is normally taken in your grade 11 year.

## **PHYSICAL EDUCATION**

*Department Head—Darryl Weinberger*

**Physical Education helps to develop physical fitness and motor skills in recreational activities that will be beneficial in adult life.**

### **Physical Education 10 (5 credits)**

Physical Education is a required course for a High School Diploma. As part of a quality physical education program, students will:

1. acquire skills through a variety of developmentally appropriate movement activities
2. understand, experience and appreciate the health benefits that result from physical activity
3. interact positively with others
4. assume personal responsibility to lead an active way of life

These outcomes are interrelated and interdependent. Each is to be achieved through a variety of physical activities. Students will have the opportunity for participation in each of the following dimensions:

- alternative environment activities, i.e. aquatics and outdoor pursuits
- dance
- games
- types of gymnastics
- individual activities

### **Physical Education 10I (3 credits) FULL IB Students only**

This is a 3-credit, one semester course, designed to accommodate those students registered in the full IB program. Physical Education 10I students participate in the regular Physical Education 10 class for one semester only.

### **Sports Performance 15 (5 credits)**

The purpose of this course is to provide student athletes an opportunity to learn a wide variety of knowledge, skills and attitudes that support the maximization of physical, cultural and emotional potential through sporting endeavors. The focus of this course is on an in-depth understanding of factors related to sports performance.

The athletes will be exposed to a combination of theoretical and practical exposure to areas of sports in practices and game situations. Students enrolled in the course will learn about sports development through the study of:

- Current training principles
- performance enhancement tools
- sports injuries as they apply to the athlete
- goal setting
- performance evaluation techniques

**Students with credit in PE 10 may take:**

### **Physical Education 20 (5 credits)**

This course also emphasizes the acquisition of knowledge and the development of physical and social skills through active participation in a variety of activities. Activities selected may include badminton, curling, and golf.

**or**

### **Physical Education 20 Volleyball / Basketball (5 credits)**

This course also emphasizes the acquisition of knowledge and the development of physical and social skills. Activities selected may include badminton, curling, and golf. However, many activities will focus on the acquisition and development of technical and tactical skills for Volleyball and Basketball. This course will only be offered in Semester 1.

**or**

**Physical Education 20 Football / Rugby (5 credits)**

This course also emphasizes the acquisition of knowledge and the development of physical and social skills. Activities selected may include badminton, curling, and golf. However, many activities will focus on the acquisition and development of technical and tactical skills for Football and Rugby. This course will only be offered in Semester 2.

**or**

**Physical Education 20 Outdoors (5 credits)**

This course also emphasizes the acquisition of knowledge and the development of physical and social skills. Activities selected may include badminton, curling, and golf. However, most activities will focus on Outdoor Pursuits skills such as mountain biking, cross-country skiing, orienteering, and canoeing.

**or**

**Physical Education 20 / 30 Fitness (5 credits)**

This course also emphasizes the acquisition of knowledge and the development of physical and social skills. However, the emphasis will be on the development and implementation of Fitness training routines and the assessment of and improvement in personal levels of fitness.

**and**

**Physical Education Leadership 25 / 35 (5 credits)**

This course allows students to develop their leadership skills by assisting PE teachers during PE 10 classes. Students considering this course should consult with their PE teacher. Enrollment in this course requires recommendation and/or approval from the student's PE 20 or 30 teacher.

**Students with credit in PE 20 may take:**

**Physical Education 30 (5 credits)**

This course also emphasizes the acquisition of knowledge and the development of physical and social skills through active participation in a variety of activities. Activities selected are similar to those experienced in PE 20; however, skills are developed to a more advanced level and there is a larger academic component. This course may be used for Rutherford Scholarship applications and for admission to several Faculties.

## INTERNATIONAL LANGUAGES

*Department Head—Aline deBourcier*

Note: Years of study shown are merely guidelines. Students and parents should consult their junior high International Language teacher to ensure the ideal placement.

|   |   |  |  |  |
|---|---|--|--|--|
| No past exposure to French  | → | French 10 - 3Y                                 | French 20 - 3Y                         | French 30—3Y                           |
| IB students   | → | French 10 - 3Y<br>Pre IB                       | French 20 - 3Y<br>IB                   | French 30—3Y<br>IB                     |
| French program started in grade 4<br>and grade 7<br>(French as a Second Language) | → | French 10—9Y                                   | French 20—9Y                           | French 30—9Y                           |
| IB students   | → | French 10—9Y<br>Pre IB                         | French 20—9Y<br>IB                     | French 30—9Y<br>IB                     |
| French Immersion students   | → | French 31a                                     | French 31 a/b                          | French 31 b/c                          |
| IB students   | → | French 31a<br>Pre IB                           | French 31 b<br>IB                      | French 31 c<br>IB                      |
| No prior knowledge of Mandarin  | → | Chinese<br>Language &<br>Culture 10            | Chinese<br>Language &<br>Culture 20    | Chinese<br>Language &<br>Culture 30    |
| IB Students   | → | Chinese<br>Language &<br>Culture 10I<br>Pre IB | Chinese<br>Language &<br>Culture 20 IB | Chinese<br>Language &<br>Culture 30 IB |
| Bilingual program started in<br>kindergarten                                      | → | Chinese L.A.<br>10                             | Chinese L.A.<br>20                     | Chinese L.A.<br>30                     |
| IB Students   | → | Chinese L.A.<br>10 Pre IB                      | Chinese L.A.<br>20 IB                  | Chinese L.A.<br>30 IB                  |
| No prior knowledge of Spanish   | → | Spanish 10                                     | Spanish 20                             | Spanish 30                             |
| IB students   | → | Spanish 10I<br>Pre IB                          | Spanish 20IB                           | Spanish 30IB                           |

Please note  
At McNally there is the possibility of taking  
German 10, 20 & 30  
should enough students be interested in this language program.

## INTERNATIONAL LANGUAGES

**NOTE: The study of a language is a demanding academic pursuit. A prerequisite or co-requisite of English 10-1 is required for students who wish to study a language for the first time at the high school level.**

Students who are unsure about which French course to take should consult their junior high teacher, who will assess their proficiency level.

### **French courses available for Grade 10 students**

#### **French 10 - 3Y (5 credits)**

**No prerequisite - access available to new high school registrants**

The French 10 -3Y course is intended for students no past exposure to French before high school. Basic vocabulary and grammar will be taught. Correct pronunciation and simple oral and written communication are stressed.

#### **French 10 - 9Y (5 credits)**

**prerequisite : FSL 9-9Y- access available to new high school registrants**

The French 10 -9Y course is designed for students who have successfully completed French 9-9Y in junior high school. Building on prior knowledge, vocabulary, listening, speaking, reading and writing will be enhanced. Some of the fields of experience are activities, shopping, vacations, fine arts and safety (optional).

#### **French 10 - 9Y enriched IB/AP (5 credits)**

**prerequisite : FSL 9-9Y- access available to new high school registrants**

This pre-IB course sets the preparatory background for participation in the IB - Language B - standard level courses in grade 11 and 12. This is an advanced Grade 10 French program and **is recommended for students with sufficient background in French (see prerequisite) and who are interested in entering the IB program.**

Objectives:

- Grammar - a basic grammar for most everyday speech.
- Reading - development of basic skills using readers, magazines, and newspapers.
- Composition - emphasis on correctness of simple sentence structures as used in description, in summarization, or in the sharing of information.
- Oral - develop fluency on everyday topics of conversation.

#### **French 31a - (5 credits)**

**access available to French Immersion students**

The goal of this course is to enhance students' skills in all four skill areas. Major emphasis is on the further development of reading and writing skills. Listening comprehension and speaking skills are honed by the exclusive use of French as the language of instruction. Students will use the language to discuss issues and topics of interest, explore the francophone world, read documents from original sources, as well as study short selections of literature.

### **French courses available for Grade 11 and 12 students (2008 - 2009)**

#### **French 20 (Intermediate level 4/5) (5 credits)**

**Prerequisite - French 10 only**

French 20 is for those students who have successfully achieved Beginner 3 Proficiency level. The course offers new challenges by exploring different life situations using mostly French as the language of communication. The use of communicative activities, authentic documents, partner and group work based on real life situations will be emphasized. Themes covered are friends, pastimes, fashion, and hobbies.

#### **French 30 (Intermediate level 5/6) (5 credits)**

**Prerequisite - French 20 only**

This course is for students who have successfully achieved Intermediate 5 Proficiency level. Students will continue to improve and perfect all language skills, using French exclusively as the language of communication in the classroom. This course can be used for entrance to post-secondary institutions. Themes covered are the world of work, trips and excursions, money, conservation and the environment.

**French 31a (Advanced level) (5 credits)**

French 31a is for students who have successfully achieved Intermediate 6 Proficiency level. Students will learn more complex grammatical structures. Excerpts from literature will be examined. Themes covered are challenges of the future, myths and legends, and sciences.

By the end of Grade 12 they will be prepared to take the IB examination for Language B. There are two possible routes:

**French Ab Initio (for beginners)**

This course series is designed for students with limited French experience.

**French Standard Level**

This course series is designed for students with elementary and junior high French as a second language experience.

**French 10 - 3Y Pre IB (5 credits)**

This course is designed for grade 10 students who have little or no previous French study.

**French 10 - 9Y Pre IB (5 credits)**

This course is designed for grade 10 students who started French in grade 4 or 7.

**Chinese Language and Culture 10/10I (5 credits)**

Absolute beginner's course.

No previous written or spoken knowledge of the language is required. Simplified characters will be taught. This series can also be used to fulfill the IB full diploma requirements.

**Chinese Language Arts 10/10I Pre IB (5 credits)**

This course is intended for those students who have completed the Mandarin Bilingual program K to 9. However, students with competent language skills in Mandarin will be allowed to take this course. New immigrants, foreign students, and graduates from weekend Chinese Language schools are asked to contact the department head for assessment.

This course aims to continue improving listening, speaking, reading, and writing skills with emphasis on conversational skills. A variety of short stories, plays, novels, and poetry will be studied.

Chinese word processing will be taught. Culture and arts activities are also included. Both simplified and traditional characters will be used.

**Spanish 10 (5 credits)**

No previous knowledge of the language is required. The classroom emphasis will be on oral communication. You will also learn the fundamentals of written Spanish and will explore diverse aspects of Spanish culture in the world.

**Spanish 10I Pre IB (5 credits)**

This is an International Baccalaureate preparatory course for beginners. No previous knowledge of Spanish is necessary but students must be self-motivated and quick language learners. They will be prepared to write the Ab Initio exam at the end of grade 12.

## FINE ARTS

*Department Head—Aline deBourcier*

*Life-long learning skills that help shape the “whole” student*

| GRADE 10                  |   | GRADE 11                  |   | GRADE 12                  |
|---------------------------|---|---------------------------|---|---------------------------|
| Drama 10<br>(5)           | → | Drama 20<br>(5)           | → | Drama 30<br>(5)           |
| Performing Arts 15<br>(5) |   | Performing Arts 25<br>(5) |   | Performing Arts 35<br>(5) |
| Art 10<br>(5)             | → | Art 20<br>(5)             | → | Art 30<br>(5)             |
|                           |   | Art 20 IB*<br>(5)         | → | Art 30 IB<br>(5)          |
| Choral Music 10<br>(5)    | → | Choral Music 20<br>(5)    | → | Choral Music 30<br>(5)    |
| Guitar 10<br>(5)          | → | Guitar 20<br>(5)          | → | Guitar 30<br>(5)          |

|                                      |   |                                      |   |                                      |
|--------------------------------------|---|--------------------------------------|---|--------------------------------------|
| Instrumental Music 10<br>(5) or (10) |   | Instrumental Music 20<br>(5) or (10) |   | Instrumental Music 30<br>(5) or (10) |
| Music 10B<br>Beginning Band          | → | Music 20C*<br>Concert Band           | → | Music 30C<br>Concert Band            |
| Music 10C*<br>Concert Band           |   |                                      |   |                                      |

|                         |   |                 |   |                 |
|-------------------------|---|-----------------|---|-----------------|
| Music 15 (5)            |   | Music 25 (5)    |   | Music 35 (5)    |
| Music 10I<br>Pre IB (5) | → | Music 20 IB (5) | → | Music 30 IB (5) |

**\*A teacher recommendation is required for Music 10C and for Art 20IB**

**Five excellent reasons for arts education:**

- 1. Enhances critical and diverse thinking**
- 2. Encourages constructive leisure activity**
- 3. Develops creative and artistic skills**
- 4. Instills positive lifelong attitudes**
- 5. Nurtures the acceptance of differences**

## **ART**

Art is about expressing yourself. Art is also learning skills and techniques to get your ideas on paper.

All levels of classes include art history, studio work, and self-reflection.

Criteria for success in all art classes at McNally are to display a positive learning effort, to be highly motivated, to come to class with an open mind, and to create.

### **Art 10 (5 credits)**

Meeting all expectations of the curriculum guide and then some, the art course is designed to develop art students into well rounded artists. The projects are filled with interesting ideas and have students learning about elements and principles of art, multimedia, art history, self-exploration, and personal success.

## **DRAMA**

McNally's Drama program is intended to help develop personal life skills in conjunction with developing skills and knowledge with regard to theatre. Theatre is a multifaceted area for exploration incorporating all of the fine arts (drama, art, music, dance) and some of the practical arts (carpentry, electrical, mechanical, etc.) Areas of exploration include movement, speech, improvisation, acting, directing, playwriting, theatre studies, technical theatre, and design.

### **Drama 10 (5 credits)**

The course emphasis is on the development of personal and interpersonal skills; introduction to basic aspects of theatre.

### **McNally Masque (Performing Arts)**

**Note: No pre-registration is required. Registration will be through audition and/or application.**

Students have excellent opportunities to be involved with theatre productions, whether as actors, technicians, directors, and/or designers, by participating in McNally Masque. Each year we produce one or two main stage shows plus student-directed one-acts stemming from Drama 30 directing/design projects. Over the years major productions have included plays such as *A Midsummer Night's Dream*, *A Streetcar Named Desire*, *Of Mice and Men*, *Rebel Without a Cause*, *Romanoff and Juliet*, *The Laramie Project*, *Village of Idiots* and the *Tempest* plus (in conjunction with the music department) such musicals as *Godspell*, *Little Shop of Horrors*, *Footloose*, and *Five Guys Named Moe*.

In the past, students have been eligible for credits under Performing Arts but at the time of printing it remains unclear as to what the actual courses will be called, however, it is anticipated that students will continue to be able to earn credits through involvement with McNally Masque.

### **Performing Arts 15 (5 credits)**

**Note: No pre-registration. Registration will be through audition and/or application.**

This course is designed for students wishing to work towards a full theatrical production whether as a performer or a technician.

### **Video 15 (5 credits)**

This course will introduce students to screenwriting, acting for the screen, directing, cinematography, editing and all other aspects involved in producing an independent film. Students will develop commercials and short films, learning how to take them from pre-production to post-production. Combining film study with film production, this course should appeal to aspiring filmmakers.

## MUSIC

McNally and musical excellence are synonymous with a long tradition of music accolades and awards, which have placed us in the premier position of music education in the Edmonton district.

In a performance-oriented setting, music study encompasses the complete spectrum of Music. Opportunities in music include:

- Bands (5 or 10 credits)
- Woodwind , Brass & Percussion ensembles
- Jazz Band & Choir
- Choral groups, including Chamber Choir and Madrigal Singers
- Guitar

### Choral Music 10

Develop self-confidence and an appreciation for music as you develop your singing skills. Emphasis will be placed on the development of individual vocal technique and the ability to sing in parts, as well as the ability to sing in concerts.

### Beginner Band—Instrumental Music 10B

This course presents the opportunity to learn a Concert Band instrument, having had little or no previous Concert Band experience. Available to students of any year, even those who already play another instrument, the basics of music are presented within a team approach. Together as a band, students learn to play and read music in a variety of styles. Proper music reading technique, playing by ear and some basic musical theory are covered. **Prerequisite: None.**

### Concert Band—Instrumental Music 10C (5 or 10 credits)

Concert band is the core of the music program. It is a ten-credit course offering an accelerated environment of music study. For individualization of instruction, classes are structured into three groupings based on instrument type. As well, these three sections combine three times per week (in school time) to form the concert band. The concert band is the primary performance group at McNally. Concerts, festival participation, and touring are the norm for this group.

### Guitar 10

This course is designed for anyone interested in learning to play guitar. Prerequisite or prior experience is not required. Students learn fundamentals, proper technique, musical reading & theory, melody & chording, and playing by ear in a variety of styles. Players develop challenging guitar abilities through both group and individual environments. Rentals are made available at a modest fee, as an acoustic guitar is required.

### Music 15

An extra credit course for those who wish to be involved in more than one musical ensemble in a given year. Music 10, 20, 30 curricula (choral, instrumental, general) are pre-requisites for Music 15, 25, 35. Through the 15, 25, 35 courses, students are challenged to broaden their understanding of specific repertoire and techniques involved in performance of music in various styles.

In the performance ensemble, students find they are in a group setting in which they have a more significant role. Closer attention is paid to the development of the students' abilities and their mastery of the essential musical elements of music. In this manner, the ensemble becomes an excellent motivational vehicle. Students are encouraged to develop role models through listening to solo artists and groups with specialized skills, and to strive for high musical standards as individuals and in the ensemble. Students are also motivated to research and explore new repertoire, discover recordings of new performing groups, and may create compositions for their own performance. In the ensemble, the students function as members of the ensemble, as soloists, and as leaders of a group; they work in smaller combinations, such as duets, trios, or quartets as the music demands. The experiences in these ensembles promote the students' abilities in the areas of self-expression, creativity, leadership and communication, and ultimately develop individuals confident in their abilities.

Ensembles addressed in this resource are:

|              |            |                        |                |
|--------------|------------|------------------------|----------------|
| CHORAL       | Jazz Choir | Chamber Choir          | Madrigal Group |
| INSTRUMENTAL | Jazz Band  | Instrumental Ensembles | Marching Band  |

## CAREER AND TECHNOLOGY STUDIES (CTS)

*Department Head—Scott Couprie*

### Computers and Business Courses

|                                |   |   |
|--------------------------------|---|---|
| Multimedia 10                  | Multimedia 20<br><i>*Coming September 2009: Web and Animation 20, Graphics and Video 20</i> | <i>*Coming Sept. 2009: Multimedia 30</i>            |
| Computer Aided Drafting 10     | Computer Aided Drafting 20<br>(prerequisite: CAD10)   | Computer Aided Drafting 30<br>(prerequisite: CAD20) |
| Programming and Game Design 10 | <i>*Coming September 2009: Computer Science 20</i>  | <i>*Coming Sept. 2010: Computer Science 30</i>      |
| Business and Technology 10     | <i>*Coming September 2009: Business and Technology 20</i>                                   |   |

*\*depending on student interest*

### Foods and Fashion Courses

|                    |                    |                   |
|--------------------|--------------------|-------------------|
| Foods 10           | Foods 20           | Culinary Arts 30  |
| Fashion Studies 10 | Fashion Studies 20 | Fashion Design 30 |

### Trades Based Courses

|                                    |                              |                              |
|------------------------------------|------------------------------|------------------------------|
| Woods, Welding and Metals 10       | Woods, Welding and Metals 20 | Woods, Welding and Metals 30 |
| Registered Apprenticeship Program. |                              |                              |

### Other CTS Courses

|                    |                    |                     |
|--------------------|--------------------|---------------------|
| Legal Studies 10   | Legal Studies 20   | Legal Studies 30    |
| Work Experience 15 | Work Experience 25 | Work Experience 35  |
|                    |                    | Community Health 30 |

## Computers and Business Courses

### Multimedia 10

*Want to be a professional photographer? Animator? Web designer?* Tapping into the creative side of the computer, this course is designed for students interested in building advanced web sites, image editing and computer animation. Specific topics covered will include digital photography, Photoshop, electronic publishing, Flash animation, HTML and software based web design.

Note: Students who enter this course without basic computer skills will also have the opportunity to learn introductory concepts.

### Multimedia 20

***Recommended Prerequisite: At least 3 credits from Web Design 10 (no longer offered) and/or Multimedia 10***

This course will meld and build on the skills learned in past Multimedia and Web Design classes. Advanced skills in Flash and Photoshop plus elements of audio and video production will be combined to make larger scale multimedia projects.

### Computer Aided Drafting 10

*What does your dream house look like? Want to be an architect? Design the next Ferrari?* This course combines art, problem solving and the computer to let students turn what they “think” into what they “see”. Students will develop basic skills and knowledge in Computer Aided Design and Drafting (CADD). CADD is used to produce multi-view, pictorial and mechanical (orthographic and isometric) drawings. The design process will be applied to solve a variety of two and three dimensional problems. In addition, students will learn fundamental drafting terminology and theory.

### Computer Aided Drafting 20

*Prerequisite: Computer Aided Drafting 10*

Building on concepts learned in the 10 level course, students will focus on 3-D modeling to create projects such as a complete house floor plan including interior design elements, 3-D mechanical drawings, etc. Students will also be exposed to the history of architecture, Feng Shui and fundamentals of building design.

### Programming and Game Design 10

***Prerequisite: Due to the focus on computer programming and the difficulty in content, it is strongly recommended that students have at least mark of 70% in Math 9 or their most recent Math course.***

*Want to cure cancer? Want to design the compression software to replace the MP3?* Computer Scientists are now a part of every key invention and development from medicine to electronics to automobiles. However there is a HUGE shortage in qualified workers and graduates of university level programs are in very high demand. This new course will focus on the concepts of computer programming and will serve as a starting point for future Computer Science courses. If demand exists, it may also evolve into a Computer Science IB program. The first two thirds of the course will focus on coding concepts and the remainder will use these skills along with the GameMaker software to build advanced 2-D computer games.

### Business and Technology 10

*Have an idea that is going to make you rich? Want to learn about the world of e-commerce? Want a promotion into management?* Business and Technology 10 teaches the concepts of entrepreneurship and business management while increasing computer skills in spreadsheets and e-commerce. Students will learn the complete marketing process and be introduced to financial and people management. As part of the course, students will run their own school-based businesses or events.

## Foods and Fashion Courses

### Foods 10

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

|                     |                         |                      |
|---------------------|-------------------------|----------------------|
| Food Basics         | Baking Basics           | Milk Products & Eggs |
| Snacks & Appetizers | Canadian Heritage Foods |                      |

### Foods 20

#### ***Prerequisite: Foods 10 – Foods Basic Module***

Advanced techniques in the selection and preparation of foods in each of the food groups will be studied. The course includes a detailed study of calories and fat content found in various foods; yeast application & theory; high protein meat alternates; separation preparation & poultry safety; filleting. Units covered include:

|                         |                |                      |
|-------------------------|----------------|----------------------|
| Food & Nutrition Basics | Cake & Pastry  | Yeast Breads & Rolls |
| Basic Meat Cookery      | Fish & Poultry |                      |

### Culinary Arts 30

#### ***Prerequisite: Foods 10 – Foods Basic, Foods 20 - Basic Meat Cookery***

Advanced food preparation techniques will be employed in all areas including creative baking, advanced yeast products, cuisine of culture of choice, advanced meat cookery and creative food presentation. Units covered include:

|                         |                          |                |
|-------------------------|--------------------------|----------------|
| International Cuisine I | International Cuisine II | Soups & Sauces |
| Advanced Meat Cookery   | Entertaining with Food   |                |

This advanced program is designed to prepare students for direct entry into the world of work, the apprenticeship program or post-secondary institutions and culinary colleges. The focus is on the development of more specialized techniques as well as enhancing acquired skills in the production of soups, stocks, sauces, seafood, short order items, garden items, etc.

### Fashion Studies 10

In Fashion Studies, you will have the opportunity to express yourself, making original garments and accessories. This is a wonderful, personally rewarding activity that is both cost-effective and creative. Learn about clothing design, construction and fabric uses. At this introductory level, you will learn the basics and achieve the prerequisite for all other Fashion courses.

### Fashion Studies 20

Fashion Studies 20 students will build on the skills learned in the 10 level course. Advanced techniques will be used to develop more challenging and intricate products.

### Fashion Design 30

The 30 level course involves advanced fashion design techniques and projects using flat patterns. Students will develop project portfolios in preparation for entrance into post secondary programs.

## Trades Based Courses

### Woods, Welding and Metals 10

The areas of study in the 10 level course are:

Woods – Students are introduced to basic tools and equipment. They are challenged to develop their planning and design skills to create a project from a single 1 x 6.

Construction – Students will build a scale model of a shed as well as explore career opportunities in the trades.

Metals/Fabrication – Students are introduced to variety of hand tools used in metals area and will build a couple of small projects with the emphasis on detail work and finished quality.

Welding – Grade ten has students gaining an understanding of welding processes through Oxy – Acetylene welding. Basic skills must be demonstrated with an optional “art” project to finish off the module.

Small Engine Fundamentals – This module has students disassembling a small engine and rebuilding. The intent is to gain an understanding of the components and systems that go into the operation of a combustion engine.

### Woods, Welding and Metals 20

In Woods, Welding and Metals 20, students will build on the skills learned in the 10 level course. They will have the opportunity to specialize in areas of their choice.

### Woods, Welding and Metals 30

In Woods, Welding and Metals 30, students will build on the skills learned in the 20 level course. They will have the opportunity to specialize in areas of their choice.

Registered Apprenticeship Program (RAP) described on next page along with Work Experience

## **Other CTS courses**

### **Legal Studies (5 credits)**

Legal Studies presents students with basic and practical information about the law as it applies to their daily lives. Students will explore laws that affect them as members of a family, as consumers, and as employees. Elements of criminal and civil law which may affect them will also be covered. The second part of this course will give the student a knowledge and understanding of the law and its implications for society in three major areas: criminal law, the law regarding negligence, and a special project. A mock trial and participation in a crime scene investigation project with the city police are a highlight of this course.

### **Community Health 30 (5 credits)**

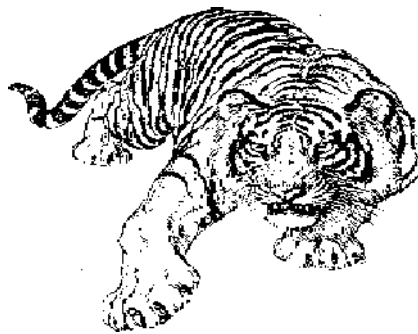
This course prepares students for the competencies required to attain and maintain good health and strong families and communities. Topics covered include:

- marriage
- prenatal and postnatal care
- parenting

## REGISTERED APPRENTICESHIP PROGRAM

### SAMPLE YEAR PLAN FOR GRADES 10-11-12

| GRADE 10   | GRADE 11  | GRADE 12   |
|--|---|--|
| English 10-1 or<br>English 10-2 (5) & Reading 10 (3)                           | English 20-1 or 20-2 (5)  | English 30-1 or 30-2 (5)   |
| Social 10-1 or 10-2 (5)  | Social 20 or 23 (5)   | Social 30 or 33 (5)  |
| Science 14 or 10 (5)   | Science 24 (5)<br>Biology 20 (5)<br>Physics 20 (5)<br>Chemistry 20 (5)<br><br>Safety Skills | may take, if needed<br>Science 30 (5)<br>Biology 30 (5)<br>Physics 30 (5)<br>Chemistry 30 (5)<br>Math 30 Applied (5)<br>Math 30 Pure (5) |
| Math 14 or 10 Applied (5)<br>Math 10 Pure (5)<br><br>Physical Education 10 (5) | Math 24 or Math 20 Applied (5)<br>Math 20 Pure (5)  | <b>The second semester would be dedicated to Registered Apprenticeship Placement (earn and learn)</b>                                    |
| Options (8)  | Work Experience 15, 25, 35 (3 or 5)   |  |



RAP students earn 40 high school credits towards their high school diploma in RAP 15a, 25a, 25b, 25c, 35a, 35b, 35c, 35d, as well as 5 credits in Work Experience 35 and 3 credits in Job Preparation, and Personal Safety Management and Workplace Safety Practices which prepare them for the workplace. Additionally RAP students must complete Emergency First Aid and CPR prior to going to their job sites. There are currently 51 trades and services in which the students may choose to apprentice.

## **WORK EXPERIENCE PROGRAM**

### **Work Experience (WEX) 15, 25, 35 (3 to 10 credits)**

- prerequisite CTR 1010
- must be 15 years of age or older to participate

Work Experience has been offered at McNally for the last thirty years and has been steadily growing in popularity. It is a credit course, offering 3 or more credits. Work Experience focuses on helping students to see the relevance of schooling and to make a smooth transition from secondary school to the world of work or to further training and/or education.

### **CTR 1010, CTR 1210, CTR 2210 and Emergency First Aid**

This course is designed to prepare students for the work force. Students will take all of the necessary training in Job Preparation, Personal Safety Management, Workplace Safety Practices and First Aid, better preparing them for the workplace. The results will be a reduction in workplace injuries and fatalities to young workers.

Work Experience focuses on helping students develop acceptable work habits and positive attitudes towards work. Work Experience has the potential to create some of the more meaningful and educational experiences for today's high school students. It encourages partnerships in which students, schools and businesses can work together toward common goals. **Work Experience workshops are held at lunch time every other Wednesday throughout the school year. Additionally students may sign up for summer work experience in May.**

## **SPECIALIZED PROGRAMS**

### **Success Program**

Our Success Program is a two part program.

The first program is a stand alone program that provides a structured and supportive environment to assist students to achieve success in their first year of High School. This is a transition program that offers a full course schedule with limited enrolment. Students are identified as those who have experienced difficulty with their studies in junior high. This program provides a structured learning environment with varying levels of support dependent upon student need and can lead to a high school diploma recognized by Alberta Education.

At McNally staff are well versed in a variety of intervention strategies to assist students who may be identified as being "at risk". This is a process undertaken by staff, monthly and the second part of our success program, as staff intervene monthly with students considered to be at risk. A variety of strategies are employed to assist students identified as being at risk of not completing a regular high school program. Individualized assistance and attendance monitoring is available to students to support their personal (academic and career) goals. This is our Academic Support program and may involve flexible program and modular based learning.

McNally will continue to meet the challenges and needs of students who face specific challenges in their learning, through the Knowledge & Employability (K& E) program. This will allow students who have been identified as requiring specialized programming and instruction to finish their high school program within the context of the Knowledge & Employability curriculum, as an alternative to a High School Diploma. The goal of this program is the Certificate of Achievement recognized by Alberta Education.

### **Community Life Skills Program**

The CLS program is a community based program for students with cognitive delays. As the High School years are years of transition, students will develop skills that will prepare them for semi-independent or independent living. The program provides a caring and safe environment where students can maximize their potential.

### **Interactions Program**

The Interactions program is a self-contained program for students diagnosed with varying degrees of autism. The classroom goals focus on communication, social, behaviour and life skills. Involvement and independence within the school, home and community settings are promoted. Respecting and understanding the unique abilities and needs of each student, all activities are geared for students to be successful in a positive, safe and caring learning environment.

## 2008—2009

### GENERAL INFORMATION

#### Credit System

Each high school course is assigned a credit value based upon the number of hours of instruction or the achievement of expected outcomes.

|           |                 |
|-----------|-----------------|
| 1 credit  | 1 C.T.S. Module |
| 3 credits | a half course   |
| 5 credits | a full course   |

Credits are earned with a minimum mark of 50%.

#### Course Numbering System

|          |  |
|----------|--|
| Grade 10 | Courses are assigned numbers between 10 and 14, e.g. English 10-1, Math 14           |
| Grade 11 | Courses are assigned numbers between 20 and 24, e.g. English 20-1, Math 24           |
| Grade 12 | Courses are assigned numbers between 30 and 33, e.g. English 30-1, Social Studies 33 |

#### Grading System

|   |            |                              |
|---|------------|------------------------------|
| A | 80% - 100% | Credits awarded all subjects |
| B | 65% - 79%  | Credits awarded all subjects |
| C | 50% - 64%  | Credits awarded all subjects |
| D | 0% - 49%   | No credits awarded           |

#### High School Diploma

The Alberta High School Diploma is awarded to students meeting the requirements outlined below.

To earn an Alberta High School Diploma, students must:

- earn a minimum of 100 credits
- complete and meet the standard of the following courses:
  - English 30-1 or 30-2
  - Social Studies 30 or 33
  - Mathematics Pure 20, Applied 20 or Math 24
  - Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20
- complete and meet the standards of the following:
  - Physical Education 10 (3 credits)
  - Career and Life Management (CALM) 20 (3 credits)
  - 10 credits from career and technology studies (CTS ) or fine arts or second languages or Physical Education 20/30
- 10 credits in any 30-level courses in addition to English and Social Studies

**A credit represents the specific knowledge, skills and attitudes that most students can achieve with approximately 25 hours of instruction.**