



# **COURSE DESCRIPTIONS**

## **2012—2013**

**MCNALLY SCHOOL**  
**8440 105 AVENUE**  
**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 2012-2013 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 head 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>
GRADE 9 LA MARK	GRADE 9 MATH MARK	GRADE 9 SC MARK	GRADE 9 SS MARK
50% - English 10-2	<50% Math 10-3	<50% Science 14	50% - Social 10-2
60% - English 10-1	50% - Math 10 Common	50% - Science 10 Prep	60% - Social 10-1
75% - English 10 I (McNally Pre-IB)	75% - Math 10 C I (McNally Pre-IB)	65% - Science 10	75% - Social 10-1 I (McNally Pre-IB)
Require 15 English Credits for High School Diploma  English 10-2, 20-2, 30-2 15 English Credits for High School Diploma and entrance into some NAIT programs  English 10-1, 20-1, 30-1 15 English Credits for High School Diploma and entrance into University programs	Require 10 Math Credits for High School Diploma  Math 10-3 to Math 20-3 Minimum requirements for diploma. Possible Math 30-3  Math 10 C, Math 20-2, Math 30-2 Require 15 Math Credits for entrance into College & some NAIT & University programs  Math 10C, Math 20-1, Math 30-1 Require 15 Math Credits for entrance into many University programs  Math 31 - a prerequisite for the Engineering Faculty & recommended course for Science Faculty	Require 10 Sci. Credits for High School Diploma.  Science 14 to Science 24 Minimum requirements for diploma  Science 10, 20, 30 Require 15 Science credits for entrance into College, NAIT and some University faculties.  Science 10 is the prerequisite for the following streams: Biology 20 & 30 Chemistry 20 & 30 Physics 20 & 30 Require 15 Science credits for entrance into College, NAIT and University faculties. <b>Computing Science is now a recognized entrance Science course.</b>	Require 15 Social Studies Credits for High School Diploma  Social 10-2, 20-2, 30-2 15 Social Credits for High School Diploma and entrance into some NAIT programs  Social 10-1, 20-1, 30-1 15 Social Credits for High School Diploma and entrance into University programs

# OPTIONS at McNally

Options help you to make choices about wherever you believe you are headed with your career. What profession, occupation and you interested in? Options help you to try a variety of courses to develop skills and interests outside of academics. McNally provides a vast variety of options for you! Option courses are designed to be tailored toward your own direction and your own interests. Chose courses from any of those listed below. Our Options can be categorized into 5 areas

OPTIONS @ MCNALLY				
Wherever you believe you are headed with your career, McNally has a plan for you! Options are designed for you to experience and develop a variety of skills and your course selection can guide you toward your own career direction. Chose courses from any of those listed below.				
Our options are in five distinct areas, although you might have interest in any course				
Fine Arts	Languages	Computer Technology	Services & Trades	Mind & Body Health & Fitness
<p><u>Visual Arts</u>  <b>Art 10, 20 &amp; 30</b>  <b>Drawing 15 &amp; 25</b>  <b>Ceramics 15 &amp; 25</b>  <i>Students can also take ART IB</i></p> <p><u>Performing Arts</u>  <b>Drama 19, 20 &amp; 30</b>  <b>Theatre Arts 15, 25 &amp; 35</b>  <i>Students can also take THEATRE ARTS IB</i></p> <p><u>Music</u>  <b>Instrumental Music 10, 20 &amp; 30 includes</b>                      Beginning Band                      Concert Band                      Jazz Band  <b>Choral Music 10, 20 &amp; 30</b>  <b>Guitar 10, 20 &amp; 30</b>  <b>Music 15, 25 &amp; 35</b>  <i>Students can also take MUSIC IB</i></p>	<p><u>International Languages</u>  <b>Chinese - Beginner 10, 20 &amp; 30</b>  <b>Chinese Language &amp; Culture (bilingual) CLA 10, CLA 20 &amp; CLA 30</b>  <b>French 10-9Y, 20-9Y &amp; 30-9Y</b>  <b>Spanish - beginner 10, 20 &amp; 30</b></p> <p><i>All languages are also offered at the IB level</i></p>	<p><u>Career &amp; Technology Studies</u>  <b>Computing Science 10, 20 &amp; 30</b> - includes                      Game Design &amp; Programming</p> <p><b>Multimedia &amp; Design 10, 20 &amp; 30</b> - includes                      Computer Aided Design—CADD</p> <p><b>Business &amp; Technology 10</b></p> <p><i>Students can also take IB Computing Science</i></p>	<p><u>Career &amp; Technology Studies</u>  <b>Foods 10, 20 &amp; 30</b>                      Food Studies                      Culinary Arts</p> <p><b>Woods &amp; Metals 10, 20 &amp; 30</b> - Includes                      •Carpentry                      •Cabinet Making                      •Fabrication                      •Metals                      •Small Engine Repair                      •Welding</p> <p><b>Work Experience 15, 25 &amp; 35</b></p> <p><b>RAP - Registered Apprenticeship Program</b></p> <p><b>Fashion 10, 20 &amp; 30</b>                      Fashion Studies &amp; Design</p> <p><b>Cosmetology*</b>                      *Off Campus Opportunity</p>	<p><u>PE &amp; Athletics</u>  <b>Phys-Ed 10, 20 &amp; 30</b>                      Phys-Ed 10 is not coed while PE 20 &amp; 30 are</p> <p><b>Fit Chicks 20 &amp; 30</b>                      (women only PE)</p> <p><b>Sports Performance 15, 25 &amp; 35</b></p> <p><b>Phys-Ed Leadership 25 &amp; 35</b></p> <p><b>DANCE 15, 25 &amp; 35</b></p> <p><b>Psychology 20</b></p> <p><b>CALM 20</b></p> <p><b>Community Health 30</b></p> <p><b>Philosophy 30</b></p>

For detailed course descriptions including grade 10, 11 and 12 courses visit our website at [www.mcnallyhigh.com](http://www.mcnallyhigh.com)

### **Why Choose McNally?**

Why explore us? McNally really is unlike the other schools! We're all about the student, and in so many ways.

### **Student Life in Tiger Territory:**

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.

Student activities are so numerous, we sometimes lose count. Our large and enthusiastic 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, Europe and even Asia! Truly, there are so many activities and Clubs that there really is something for everyone, and being involved feels great!

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!

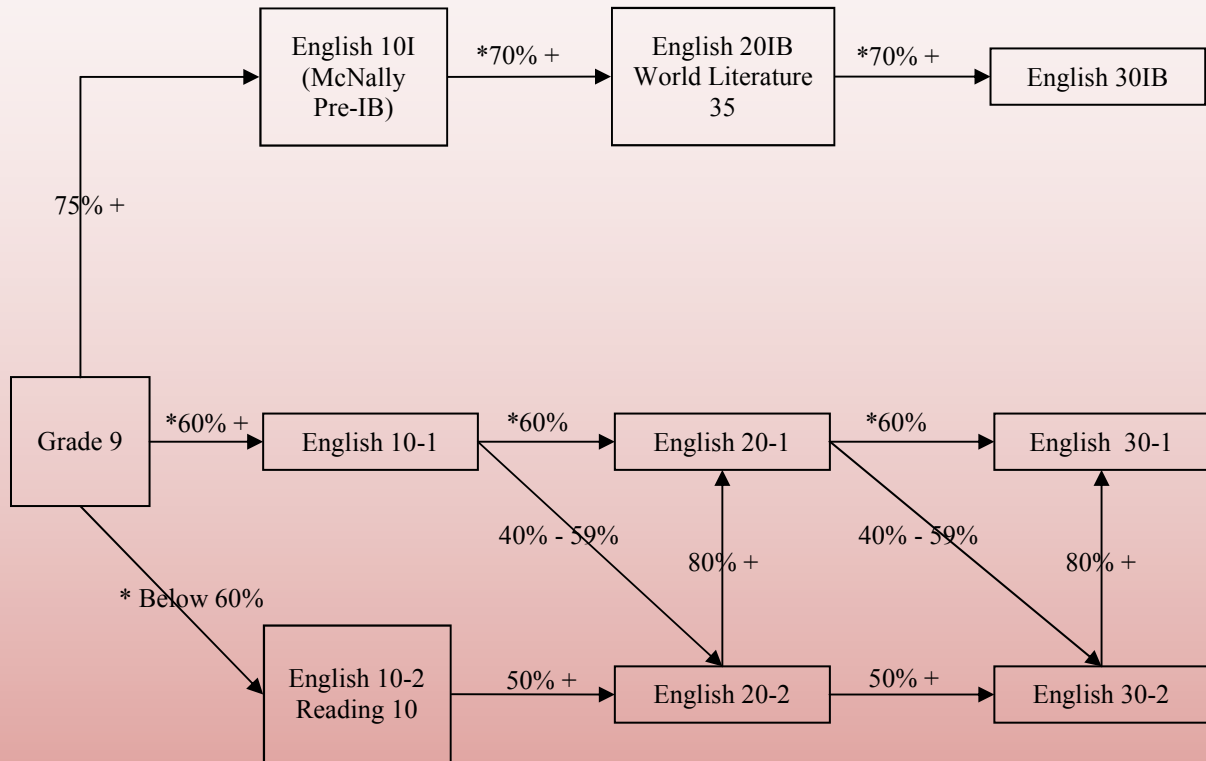
At McNally, you have opportunity. You receive respect, and you matter. You have a place that feels right, that supports you, and that brings you the successes you desire! Here at McNally, you belong!

### **McNally Students are Citizens of the World!**

With its various partnerships and connections around the globe McNally is truly an international school.

- McNally is partnered with schools in Finland and in China. Our students have opportunities to work directly with students in other parts of the world on joint assignments and projects to develop an international perspective on world issues.
- The Students' Union has a Social Justice Chair that coordinates community and volunteer service. Whether building a school in Sierra Leone or providing micro-financing to small businesses in Africa our students are actively engaged in service to others.
- The partnership with the John Humphrey Centre for Peace and Human Rights enables our students to participate in the Global Youth Assembly, an international conference of young people held in Edmonton in July 2013.
- Each year, high school students from Spain come to McNally for several weeks on an exchange; an excellent opportunity for our students to enhance language skills! And even better, as our students get to go to Spain in exchange the following Spring!

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



\* Recommended Averages

Detailed Course descriptions for English on the next page

## 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 60% 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 60% 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 the focus of the Reaching 10 course.

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 McNally Pre IB (5 credits)**

Students attaining a merit standing (75% or better) 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 past and 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.

## GRADE 11 ENGLISH COURSES

### English 20-1 (5 credits)

The English 20-1 course is a continuation of work begun in English 10-1. In English 20-1 the student is expected to develop a degree of proficiency in the expression of thought, done through the study of literature and other texts. This course will help students

- Further develop an ability to read closely and critically,
- Represent ideas in a variety of ways,
- Respond to ideas presented in literature through literary or critical response essay as well as through personal responses,
- Begin to develop a personal style in writing, and
- Develop public speaking skills in a variety of situations.

All English 20-1 students will study short stories, a novel, poetry, a Shakespearean play, a modern play and non-fiction.

### English 20-2 (5 credits)

The English 20-2 course is a continuation of work begun in English 10-2. Students focus on improving their reading, writing and speaking skills through the study of language and literature. This course will help students

- Respond to ideas presented in literature in a variety of ways
- Read literature for emotional appeal and examination of values,
- Develop ability to speak effectively in group situations
- Be able to understand and appreciate main ideas presented in visual materials, and
- Develop ability in a variety of writing with a focus on the personal response essay.

All English 20-2 students will be required to study short stories, a novel, poetry, film and modern drama.

## GRADE 12 ENGLISH COURSES

### English 30-1 (5 credits)

The English 30-1 course centers on the study of literature. This study is to foster an understanding of the theme of the individual's place in the universe. Students examine how various literary works reflect life, specifically human behaviour. The course provides opportunities for students to increase their interest and skill in reading and understanding literature and to refine their speaking and writing skills. This course will help students

- Respond to ideas presented in literature through formal essays as well as personal responses,
- Develop more confident writing with precise diction and fluent, effective sentence structures,
- Increase close reading skills, and become independent readers
- Develop an understanding of literary terminology,
- Develop public speaking through small group and class discussions, as well as presentations, and
- Develop a personal style in writing, and represent ideas in a variety of ways.

All English 30-1 students will study short stories, modern drama, poetry, Shakespearean drama and non-fiction. Students are required to write an Alberta Education Diploma Exam in this course.

### English 30-2 (5 credits)

The English 30-2 course provides opportunities for students to increase their interest and skill in reading and understanding literature and to refine their speaking and writing skills. This course will help students

- Understand and respond to life experiences and values explored through literature,
- Become more frequent and more effective readers,
- Be able to respond to a variety of ideas in written form with a focus on the personal response and on functional writing,
- Become more aware of the influence of both the writer's purpose and the reader or audience on the form and style used,
- Understand visual communication, particularly photographs, and
- Become more effective speakers and listeners

All English 30-2 students will be required to study short stories, a novel, poetry, film, modern drama and non-fiction. Students are required to write an Alberta Education Diploma Exam in this course.

**McNally's IB ENGLISH PROGRAM****English 20 IB (5 credits)**

English 20 IB is the first year of a two-year programme of studies. This course begins the first of a comprehensive two-year course in literature, in which students are encouraged to see literary works as products of art and their authors as craftsmen whose methods can be analyzed in a variety of ways and on a number of levels.

In English 20 IB students will complete an in-depth study of four works and complete an oral presentation of 10-15 minute. The presentation topic is independently chosen by the student and may be comparative in nature. In addition, the students will complete an in-depth study of one Shakespearean play and continue with the study of poetry begun in the Grade 10 year.

**World Literature 35 IB (3 credits)**

This course is an extension of the work being completed in English 20-1 IB. This course enables students to complete the World Literature component of the International Baccalaureate program. According to the IB program of studies, the World Literature component has the potential to enrich the international awareness of IB students.

In this course students will:

Gain a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism,

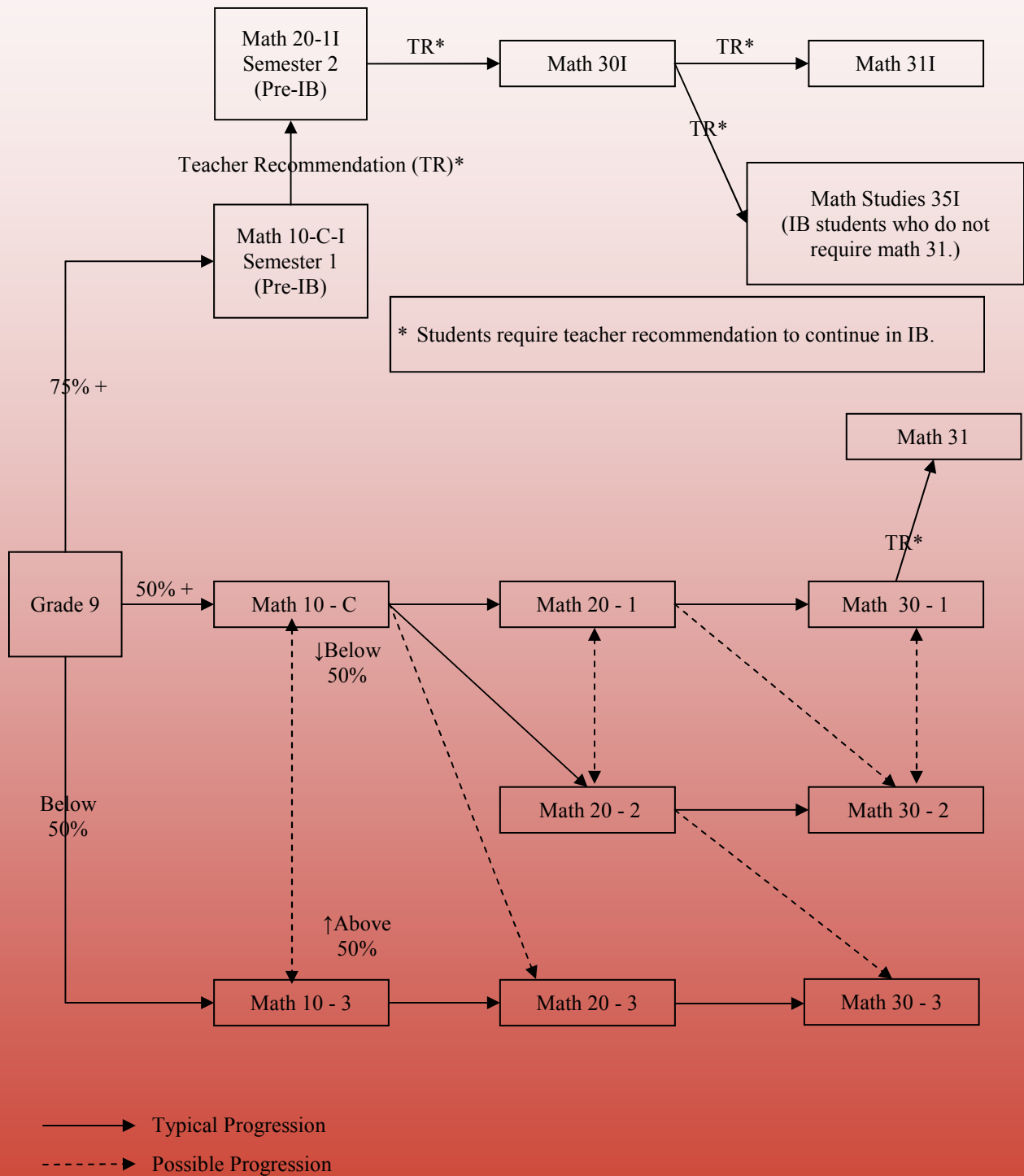
Write two 1500-word papers on topics of their own choosing, and

Study a range of literary works from different places, periods, genres, and styles.

**English 30 IB (5 credits)**

English 30 IB is the second year of a two-year programme of studies. The students will refine the skills of literary appreciation and criticism that were introduced in the English 20 IB course. In English 30 IB students will complete an in-depth study of one Shakespearean play and two poets. The students will also complete a study of three works required for the IB exam. The emphasis of the course is on the variety of ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works. The course will also address various components of the Alberta Curriculum so that students are fully prepared to write the Diploma Exam in English.

**MATHEMATICS**  
*Department Head - Stephanie Gower*



## MATHEMATICS

Department Head—Stephanie Gower

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

### Goals of Course Sequences

The goals of all three course sequences are to provide prerequisite attitudes, knowledge, skills and understandings for specific post-secondary programs or direct entry into the work force. All three course sequences provide students with mathematical understandings and critical-thinking skills. It is the choice of topics through which those understandings and skills are developed that varies among course sequences. When choosing a course sequence, students should consider their interests, both current and future. Students, parents and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

### “-3” Course Sequence

This course sequence is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies in trades and for direct entry into the work force.

### “-2” Course Sequence

This course sequence is designed to provide students with the mathematical understandings and critical thinking skills identified for post-secondary studies in programs that do not require the study of calculus. Examples of such programs include Humanities and Fine Arts.

### “-1” Course Sequence

This course sequence is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into postsecondary programs that require the study of calculus. Examples of such programs include Sciences, Commerce and Engineering.

## Choosing a Course after Math 9

### Mathematics 10-3

This course is designed for students who intend to pursue a career in most trades. Students may enter this course with any mark in Math 9.

### Mathematics 10C

A combined course is the starting point for the “-1” course sequence and the “-2” course sequence. This course is intended for students who intend to pursue post-secondary studies that may require math. Students must have 50% in Math 9 to enter this course.

### Mathematics 10 IB

This sequence is intended for those who excel in mathematics. An accelerated pace allows the courses in the IB sequence to extend, enrich and supplement the outcomes covered in Mathematics 10 Combined.

## Choosing a Course after Grade 10

### **Mathematics 20-3**

Students may enter this course with a passing mark in Math 10-3 or Math 10C. Students who do not successfully complete Math 10C may choose to take Math 20-3, with the permission of their principal. Students should check the current entrance requirements for the post-secondary program they are interested in pursuing.

### **Mathematics 20-2**

Students may enter this course with a passing mark in Math 10C. The choice should be made in consultation with their Math 10C teacher and their parents or guardians. This choice should be based on student interest in mathematics, algebraic reasoning skills, and career goals.

### **Mathematics 20-1**

Students may enter this course with a passing mark in Math 10C. The choice should be made in consultation with their Math 10C teacher and their parents or guardians. This choice should be based on student interest in mathematics, algebraic reasoning skills and career goals.

**Note: Graphing calculators are required in all Math courses**

## Choosing a Course after Grade 11

### **Math 30-3 (5 credits)**

Students may enter this course with a passing mark in Math 20-3 or students who did not successfully complete Math 20-2 may choose to take Math 30-3, with the permission of their principal. To complete this course students must write an Alberta Education Diploma Exam. PLEASE NOTE – This course does meet the requirements for many post-secondary programs which do not require a mathematics background

### **Math 30-2 (5 credits)**

Students may enter this course with a passing mark in Math 20-2 or Math 20-1. To complete this course students must write an Alberta Education Diploma Exam. PLEASE NOTE – This course does meet the requirements for many University and College post-secondary programs which do not require a mathematics background. Upon completion of this course students are required to write the Math 30-2 Alberta Education Diploma Exam in this course.

### **Math 30-1 (5 credits)**

Students may enter this course with a passing mark in Math 20-1. The topics developed in Math 30-1 are very theoretical in nature. All of the units in this course require proficiency in a number of topics from both Math 10C and Math 20-1. The topics covered in Math 30-1 include exponents & logarithms, trigonometric functions, trigonometric equations, permutations & combinations, probability & statistics, and conic sections. Upon completion of this course students are required to write the Math 30-1 Alberta Education Diploma Exam in this course.

### **Math 31 (5 credits)**

Students who are highly motivated in and interested by Mathematics may take this course after the successful completion of Math 30-1. This course is designed for highly motivated, academic students who wish to pursue a first course in calculus. The topics of polynomial functions, series & sequences, and trigonometry from Mathematics 20-1 and 30-1 are applied in this course, and proficiency in these topics is recommended to ensure success in Math 31.

Math 31 can be taken co-currently with Math 30-1 but this route IS NOT recommended.

**Note: Graphing calculators are required in all Math -1 and -2 courses**

**McNally's IB MATH PROGRAM - next page**

**McNally's IB MATH PROGRAM 2012-2013****Grade 10**

Students enroll in Math 10C IB Semester 1, and in Math 20-1 IB Semester 2.

**Grade 11**

Students take Math 30-1IB for a full year.

**Grade 12**

In Grade 12 students choose either Math 31 IB (Calculus) or Math Studies 30-1X, depending on the pre-requisites they need for their post-secondary studies. Both courses are full year and both courses meet the requirements for their IB Diploma.

**Math 10C IB (5 credits)**

This sequence is intended for those who excel in mathematics. An accelerated pace allows the courses in the IB sequence to extend, enrich and supplement the outcomes covered in Mathematics 10 Combined.

**Math 20-1 IB (5 credits)**

This course is an enriched course that meets all of the requirements as set out by Alberta Learning for Mathematics. Students will be introduced to curriculum-related projects as required for the Math IB portfolio criteria. Students should expect their mark in this course to be comparable to their potential mark in regular Math 20-1.

**Math 30-1 IB (5 credits)**

Specific academic extensions will be added to the Math 30-1 curriculum from the IB Mathematics curriculum as required. Upon completion of this course students are required to write the Math 30-1 Alberta Education Diploma Exam.

**Math 31 IB (5 credits)**

This course will complete the Mathematics International Baccalaureate sequence. Calculus is the central topic of this course. University-level extended material will be added to provide the necessary background to allow students to write the Mathematics IB Standard Level Exam.

**OR****Math Studies X (5 credits)**

This course will complete the Mathematics International Baccalaureate sequence. Calculus is a minor topic in this course as well as Reasoning and Statistics. Review and extended material will be added to provide the necessary background to allow students to write the Math Studies IB Exam at the end of this course.



## SCIENCE

*Department Head—Colbie Bell*

**“Science is the search for truth.”**  
-Linus Pauling, *No More War*, 1958

### GRADE 10 SCIENCES

#### **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 McNally 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.

### **GRADE 11 SCIENCES - next page**

Biology 20, Chemistry 20, Physics 20, Science 20 - Prerequisite Science 10  
Science 24 - Prerequisite Science 14

### **GRADE 12 SCIENCES - next page**

Biology 30 - Prerequisite Biology 20  
Chemistry 30 - Prerequisite Chemistry 20  
Physics 30 - Prerequisite Physics 20  
Science 30 - Prerequisite Science 20 or Biology, Chemistry or Physics 20

#### **PLEASE NOTE:**

**SCIENCE 30 is a University level course and widely accepted by all Post-Secondary institutes**

**PLEASE Check with individual post-secondary institutions and faculties regarding the required science courses necessary for entrance. Contact your grade coordinator at McNally!**

**GRADE 11 SCIENCES****Biology 20 (5 credits)**

This the first Biology course a student can take after Science 10. The units of study in this course are as follows: Photosynthesis and Cellular Respiration, Human Physiology (digestive, circulatory, immune, respiratory, and excretory systems), The Biosphere, Biomes and Ecosystems and Evolution and Adaptation. This course is a prerequisite for Biology 30.

**Chemistry 20 (5 credits)**

This the first course in the high school chemistry program. It builds on the skills and concepts student have learned in the Matter and Energy in Chemical Change topic of Science 10 and continues with the Study of Stoichiometry. The topics covered in this course include Stoichiometry of Solutions, Gravimetric Stoichiometry, Gas Laws, Chemical Bonding and an introduction to Organic Chemistry. Students should be acquainted with algebra and have good problem-solving skills.

**Physics 20 (5 credits)**

This the first course in the high school physics program. It builds on the skills and concepts student have learned in the Change and Energy topic of Science 10 and continues with the study of classical physics. The topics covered in this course include Kinematics and Dynamics with an introduction to vectors and ballistics, as well as Waves and Light and Optics. Students should be acquainted with algebra and trigonometry and have good problem-solving skills.

**Science 20 (5 credits)**

Students taking this course will use skills learned in Science 10 to explore topics in biology, chemistry and physics. This course is the approved pre-requisite for Science 30 a post-secondary recognized course.

**Science 24 (5 credits)**

This course develops the concepts and skills from Science 14 and continues with investigations into chemical change, energy conversions in various systems, diseases and their prevention, and motion and transportation issues like collisions. The program has the same hands-on focus as Science 14.

**GRADE 12 SCIENCES****Biology 30 (5 credits)**

This is the second and final course in the high school biology program, and it is a diploma course. The units of study for this course are: Control of Human Metabolism (endocrine and nervous systems), Human Reproduction, Cells, Chromosomes and DNA, Genes and Heredity, as well as Populations, changes and Communities. Students must have good attendance habits to be successful in this course. Students are required to write a Diploma exam at the end of this course.

**Chemistry 30 (5 credits)**

This the last course in the high school chemistry program, and it is a diploma course. It builds on the skills and concepts student have learned in the stoichiometry unit in Chemistry 20 and continues with the study of solution stoichiometry. The topics covered in this course are Thermochemical Changes, Electrochemistry, Acid-Base Chemistry and Equilibrium. Students should be acquainted with algebra and have good problem-solving skills. Students are required to write a Diploma exam at the end of this course.

**Physics 30 (5 credits)**

This the last course in the high school physics program, and it is a diploma course. It continues to look at classical physics with investigations into the conservation laws, momentum and energy. The remaining topics cover a number of significant ideas in twentieth-century physics and are Electricity, Magnetism, and the Nature of Matter. In this last unit students study key discoveries about the wave-particle duality of light, and retrace Frank's, Hertz's, Planck's and Bohr's work on atomic structure and finish the course with a look at nuclear fission, fusion and power generation. Students who have succeeded in Physics 20 will find this course quite accessible. Students are required to write a Diploma exam at the end of this course.

**Science 30 (5 credits)**

This is an excellent science alternative for many university, college or technical school programs. In this course, Biology, Chemistry and Physics topics are covered with a minimum of mathematics. Students who have found Biology, 20, Chemistry 20 and/or Physics 20 difficult are encouraged to choose this course. This is a diploma course; students are required to write an Alberta Education Diploma Exam at the end of this course.

**PLEASE NOTE:**

**SCIENCE 30 is a University level course and widely accepted by all Post-Secondary institutes**

**PLEASE Check with individual post-secondary institutions and faculties regarding the required science courses necessary for entrance. Contact your grade coordinator at McNally!**

## **McNally's IB SCIENCE PROGRAM**

### **Biology 20 IB and Biology 35 IB (5 credits)**

This course is the first of two International Baccalaureate Biology courses. It covers both the Alberta Biology Program as well as the IB Biology Syllabus with an emphasis on experimental work. Students must have completed Science 10 IB and have excellent work and attendance habits.

### **Biology 30 IB (5 credits)**

This course is the second of two International Baccalaureate Biology courses. It covers the Alberta Biology Program as well as the IB Biology Syllabus with an emphasis on experimental work. The course prepares students for the IB Exam and the Alberta Diploma Exam. Students need to have completed Bio 20/Bio 35 IB and have excellent work and attendance habits.

### **Chemistry 20X - Grade 10 (5 credits)**

This course is the first of three International Baccalaureate Chemistry courses. It covers both the Alberta Chemistry Program as well as preparing the students for their I.B. lab studies in Chemistry 35I and 30I. Students must have completed Science 10 IB and have excellent work and attendance habits.

### **Chemistry 35 IB – Grade 11 (3 credits)**

This course is the second of three International Baccalaureate Chemistry courses. It is focused on the material from the option sections of the I.B. syllabus.

### **Chemistry 30 IB - Grade 12 (5 credits)**

This course is the third of two International Baccalaureate Chemistry courses. It covers the Alberta Chemistry Program as well as the IB Chemistry Syllabus with an emphasis on experimental work. The course prepares students for the IB Exam and the Alberta Diploma Exam. Students need to have completed Chemistry 20 X, Chemistry 35I and have excellent work and attendance habits.

### **Physics 20 IB (5 credits)**

This course is the first of two International Baccalaureate Physics courses. It covers both the Alberta Physics Program as well as the IB Physics Syllabus with an emphasis on experimental work. Students must have completed Science 10 IB and have excellent work and attendance habits.

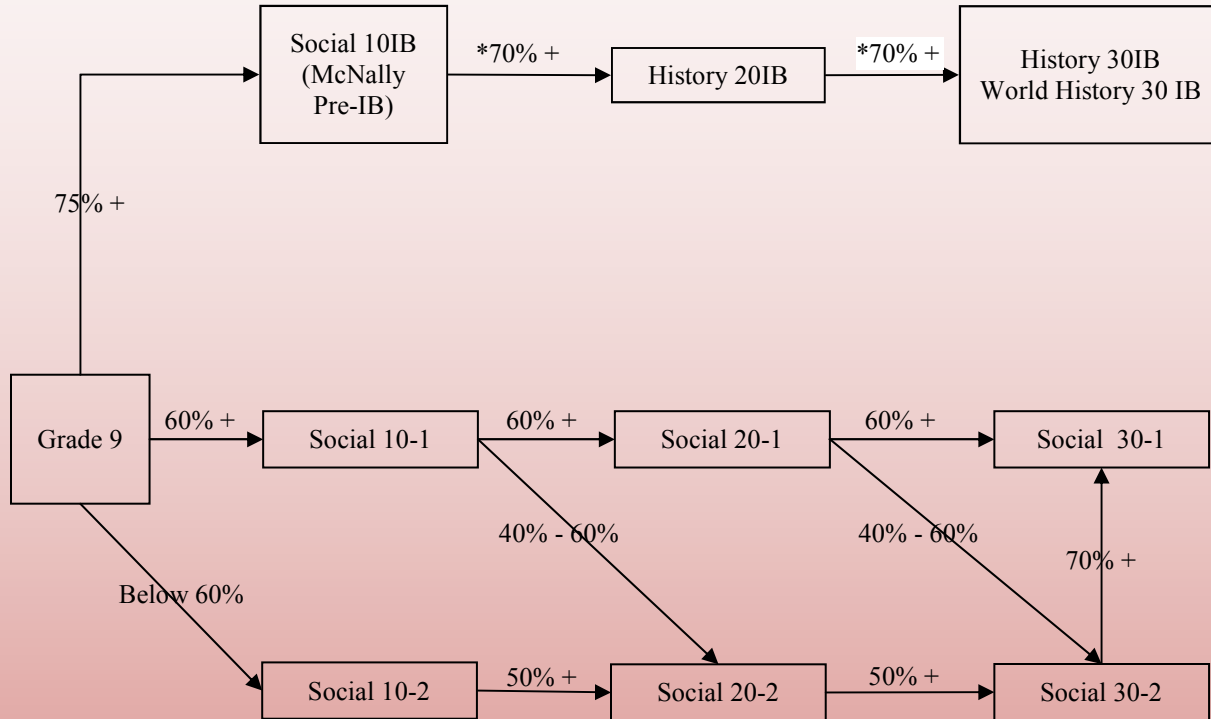
### **Physics 30 IB (5 credits)**

This course is the second of two International Baccalaureate Physics courses. It covers the Alberta Biology Program as well as the IB Physics Syllabus with an emphasis on experimental work. The course prepares students for the IB Exam and the Alberta Diploma Exam. Students need to have completed Physics 20 IB and have excellent work and attendance habits.

## **\*\*Computer Science\*\***

**McNally offers Computer Science at all three levels (10, 20 & 30).** Computer Science is recognized as a Science entrance at University Alberta, Grant McEwen, NAIT and many other Universities, Colleges and Post Secondary Institutions. To see more about our Computer Science program please see the **CTS course description on Page 29.**

**SOCIAL STUDIES**  
*Department Head—Robert Gardner*



Options within the Social Department include  
**Military History 15/25**  
**Film Studies 35**  
 See page 38 for a description of these courses!

*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

### Grade 10 Courses

#### **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 - McNally Pre-IB (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*.

### Grade 11 Courses

#### **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.

**Courses for Grade 12 - next page**

**GRADE 12****SOCIAL STUDIES 30-1 (5 credits) Prerequisite Social 20-1**

This course follows the new Social 20-1 curriculum and its theme is *Perspectives on Ideology*. "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)****Prerequisite Social 20-2 or less than 60% in Social 20-1**

This course follows the new Social 20-2 curriculum and its theme is *Understandings of Ideology*. "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."

**INTERNATION BACCALAURATE SOCIAL STUDIES PROGRAM****SOCIAL STUDIES 10-11B (McNally Pre-IB Program) (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**.

**HISTORY 20 IB (5 credits)**

History 20I is the first year of the IB History of Europe course. It covers European history from the French Revolution in 1789 through to World War I in 1914. With a focus on nationalism and the rise of nationalism in 19<sup>th</sup> century Europe the course material meets the Alberta requirements for Social Studies 20 as well as the International Baccalaureate.

**HISTORY 30 IB & WORLD HISTORY 30 IB (8 credits)**

History 30I is the final year of the IB History course with a focus on 20<sup>th</sup> Century World History topics. Topics include in-depth study and opportunity for independent research on a history topic of the student's choice. As well, all material of the Alberta Social Studies 30 curriculum is covered. Students will write the IB HL History examination in May and the provincial Social 30 Diploma exam in June of their grade 12 year.

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

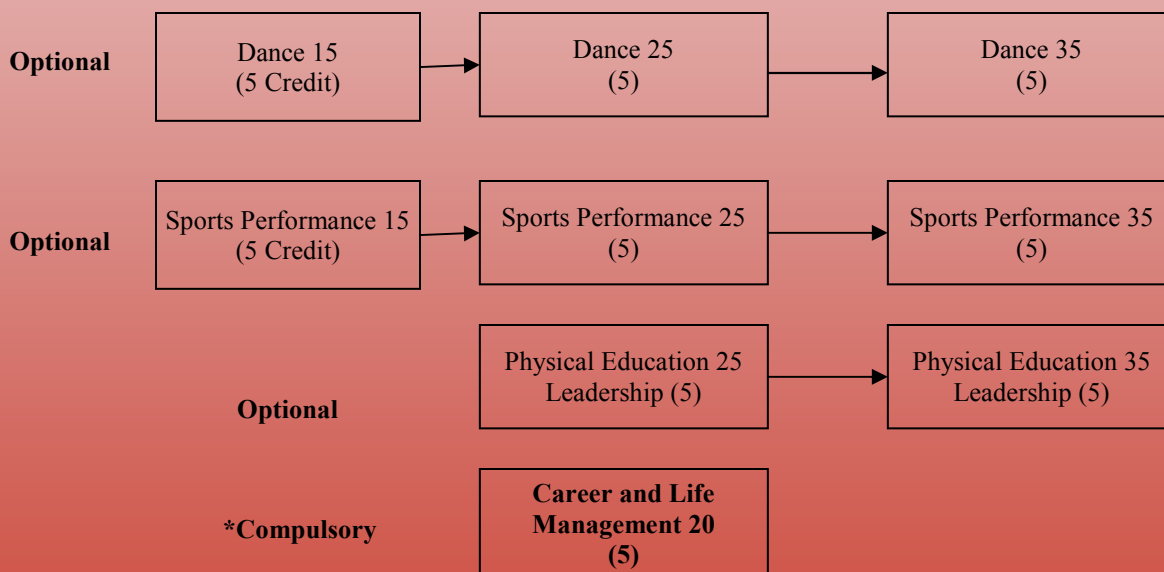
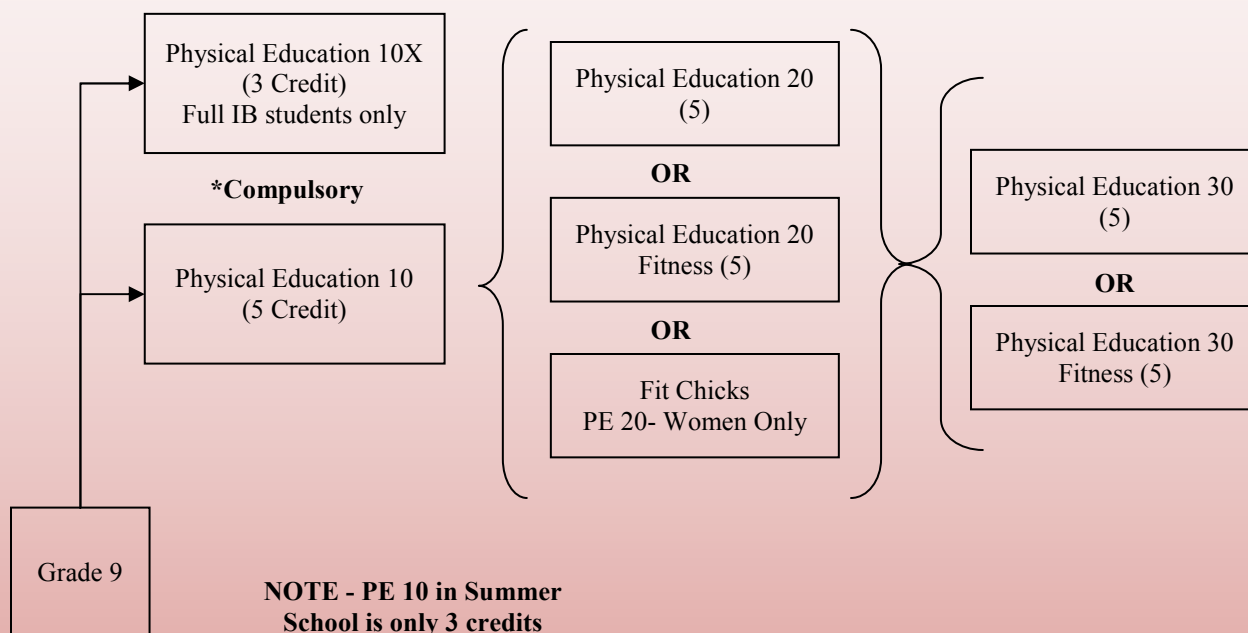
**MILITARY HISTORY 25 (5 credits)**

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.

**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.

**PHYSICAL EDUCATION**  
*Department Head—Philip Smyth*  
*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—Philip Smythe*

**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.

### **Grade 10 Students can take the following courses along with PE 10**

#### **Dance 15 (5 credits)**

Dance 15 is an introductory course designed for students with little or no dance training. Students will explore a wide range of dance styles including ballet, modern, and jazz with elective components in tap, hip hop, and folk dance. These dance styles will be studied in a practical format where students learn new steps and choreography. Students will also learn about each dance style and its history theory, and terminology. Performing in McNally's Fine Arts Event is an expectation, including some after school rehearsals.

- All dance students must successfully complete Dance 15 or Dance 15 Advanced before enrolling in any other dance class.
- Students wanting to enroll in Dance 15 Advanced must have at least 3 years of studio experience.

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

Sports Performance provides students an opportunity to further develop their physical abilities and understanding in all areas of sport. This course combines **classroom** theory and practical application in the areas of personal health, wellness, and performance. Included in this introductory level, will be topics such as basic anatomy and physiology, injury management, and personal fitness and multifunctional training.

### **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 / 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.

**and**

#### **FTI CHICKS Physical Education 20/30 Health & Fitness Women Only (5 credits)**

Two thirds of classes are spent on the following activities:

Fitness Room - the emphasis is on developing and applying a personal work-out program

Gym - recreational sports and other fitness activities.

Community Fitness – we will explore activity, wellness and fitness options in the community,

During the other one-third of the classes' students participate in developing personal wellness via healthy eating plans and shopping, and recipe remakes, & positive self-image exploration

### **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.

### **NEW to PHYS-ED Program - SPORTS PERFORMANCE**

#### **Sports Performance 15, 25 & 35 (5 credits) Pre-requisite Phys-Ed 10**

Sports Performance provides students an opportunity to further develop their physical abilities and understanding in all areas of sport. This course combines classroom theory and practical application in the areas of personal health, wellness, and performance. Included in this introductory level, will be topics such as basic anatomy and physiology, injury management, and personal fitness and multifunctional training.

Sports performance is preparing athletes to excel in sport specific skills and is geared toward athletes who want to excel in "their" sport, be that hockey, football, basketball, badminton, swimming, wrestling, cycling....

## **NEW to PHYS-ED Program - DANCE**

### **DANCE**

McNally's dance program offers students the opportunity to study, practice, and perform a wide range of dance forms while at the same time exploring their own creativity. Learning to work co-operatively and professionally with others in a supportive atmosphere is an essential component of the program. Under the guidance of a dedicated instructor, students will study dance technique, history, theory, performance and composition within each dance discipline. The dance styles of ballet, modern, and jazz with elective components in tap, folk, and hip hop will be included in McNally Dance classes. Students in dance also have the opportunity to perform at McNally's Fine Arts Event.

### **Dance 15 (5 credits)**

Dance 15 is an introductory course designed for students with little or no dance training. Students will explore a wide range of dance styles including ballet, modern, and jazz with elective components in tap, hip hop, and folk dance. These dance styles will be studied in a practical format where students learn new steps and choreography. Students will also learn about each dance style and its history theory, and terminology. Performing in McNally's Fine Arts Event is an expectation, including some after school rehearsals.

- All dance students must successfully complete Dance 15 or Dance 15 Advanced before enrolling in any other dance class.
- Students wanting to enroll in Dance 15 Advanced must have at least 3 years of studio experience.

### **Dance 25 (5 credits)**

This course is a continuation of Dance 15 and expands on the dance technique and theory components from ballet, modern, and jazz dance styles learned. Students will be challenged with more difficult choreography and higher expectations in terms of risk taking and creativity. Performing in McNally's Fine Arts Event is an expectation. Interested students are encouraged to audition for extracurricular involvement in the dance program (extra choreography).

### **Dance 35 (5 credits)**

This course is a continuation of Dance 25 and expands on the dance technique and theory previously learned with an additional focus on the principles of composition and performance. Students will study different choreographers, learn choreographic principles, and incorporate these findings into new work. Performance in McNally's Fine Arts Event is an expectation, and interested students are encouraged to choreograph for the Fine Arts Event (extra choreography).

## INTERNATIONAL LANGUAGES

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

French program started in grade 4 (French as a Second Language)	→	French 10—9Y	French 20—9Y	French 30—9Y
IB students	→	French 10—9Y McNally Pre IB	French 20—9Y IB	French 30—9Y IB
French Immersion students	→	French 30—9Y CHALLENGE program - anytime in their high school career.		
No prior knowledge of Mandarin	→	Chinese Language & Culture 10	Chinese Language & Culture 20	Chinese Language & Culture 30
IB Students	→	Chinese Language & Culture 10I McNally Pre IB	Chinese Language & Culture 20 IB	Chinese Language & Culture 30 IB
Bilingual program started in kindergarten	→	Chinese L.A. 10	Chinese L.A. 20	Chinese L.A. 30
IB Students	→	Chinese L.A. 10 McNally Pre IB	Chinese L.A. 20 IB	Chinese L.A. 30 IB
No prior knowledge of Spanish	→	Spanish 10	Spanish 20	Spanish 30
IB students	→	Spanish 10I McNally Pre IB	Spanish 20IB	Spanish 30IB

### PLEASE NOTE

**All of the above courses are also offered as a part of the International Baccalaureate Program.** The curriculum in each course is identical in the IB course. Students are exposed to more opportunities to read, write and express themselves orally according to the demand of the International Baccalaureate Language B Syllabus.

## INTERNATIONAL LANGUAGES

### **French Courses**

French courses are sequential in nature. Grade 10 students start in French 10-9Y. In grade 11, students move to French 20-9Y and in grade 12, students follow with French 30-9Y. French immersion students should apply to challenge French 30-9Y. They can do the challenge anytime during their 3-year high school career.

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

##### **French 10 - 9Y (5 credits) prerequisite : FSL 9-9Y**

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 courses available for Grade 11 students**

##### **French 20- 9Y (5 credits) - prerequisite 50% in French 10 - 9Y**

This grade 11 course continues to expand students' knowledge of French grammar and vocabulary through the study of the following general themes: senses and feelings, close friends, fads and fashions, consumerism and outdoor life.

#### **French courses available for Grade 12 students**

##### **French 30- 9Y (5 credits) - prerequisite 50% in French 10 - 9Y**

This grade 12 course continues to expand students' knowledge of French grammar and vocabulary through the study of the following general themes: world of work, travel and tourism, role of the media, conservation and environment

*All of the above courses are also offered as a part of the International Baccalaureate Program. The curriculum in each course is identical in the IB course. Students are exposed to more opportunities to read, write and express themselves orally according to the demand of the International Baccalaureate Language B Syllabus.*

### **Mandarin**

#### **Chinese 10, 20, 30**

This course sequence is designed for students who have had little or no previous study of Chinese. Students who have studied Mandarin in grades 7 through 9 should discuss their language placement with their current junior high Chinese teacher. Based on teacher recommendation, grade 9 students may enroll directly into Chinese 20.

**NOTE: Students who are intending to use Chinese as their second language for the International Baccalaureate Program, may NOT enter directly into Chinese 20. They must enroll in Chinese 10IB.**

#### **Chinese Language Arts (CLA) 10, 20, 30**

This course sequence is designed for students who have been in the Chinese bilingual program since Kindergarten or grade 1. **Students who wish to use Chinese as their second language for the International Baccalaureate Program should enroll in CLA 10IB, 20IB, 30IB.**

**NOTE: Native speakers of Chinese who do not wish to study Chinese may challenge Chinese 30, which can be used for university entrance. Students who wish to challenge must apply to do so within the first two weeks of each semester. The challenge process can take place anytime in the students high school career.**

#### **Spanish 10, 20, 30**

This course sequence is designed for students who have little or no previous experience in Spanish. Students who have studied some Spanish in junior high or in Saturday school programs may be able to enroll directly into Spanish 20. Please contact the school, to arrange for a language assessment. **Students who wish to use Spanish as their second language for the International Baccalaureate Program should enroll in Spanish 10IB. Students who have previous knowledge of Spanish may not use Spanish toward an IB diploma.**

**NOTE: Native speakers of Spanish may apply to challenge Spanish 30. The application to challenge must be made within the first two weeks of the semester.**

## FINE ARTS

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

GRADE 10		GRADE 11		GRADE 12
<b>ART</b>				
Art 10 (5)	→	Art 20 (5)	→	Art 30 (5)
		Art 20 IB* (5)		Art 30 IB* (5)
Ceramics 15/25		Drawing 15/25		
<b>DANCE</b>				
Dance 15 (5)	→	Dance 25 (5)	→	Dance 35 (5)
<b>DRAMA</b>				
Drama 10 (5)		Drama 20 (5)	→	Drama 30 (5)
Advanced Acting 15 (3 or 5)		Advanced Acting 25 (3 or 5)		Advanced Acting 35 (3 or 5)
		IB Theatre Arts 25* (5)		IB Theatre Arts 35* (5)
<b>MUSIC</b>				
Choral Music 10 (5)		Choral Music 20 (5)		Choral Music 30 (5)
Instrumental Music 10B Beginning Band (5)		Instrumental Music 20 (5)		Instrumental Music 30 (5)
Instrumental Music 10C* Concert Band		Instrumental Music 20C Concert Band		Instrumental Music 30C Concert Band
Guitar 10 (5)	→	Guitar 20 (5)	→	Guitar 30 (5)
Music 10I* McNally Pre IB (5)	→	Music 20IB* (5)	→	Music 30 IB* (5)
Music 15 (5)		Music 25 (5)		Music 35 (5)

\*A teacher recommendation is required

**Five excellent reasons for arts education:**

1. Enhances critical and diverse thinking
4. Encourages constructive leisure activity
2. Develops creative and artistic skills
5. Instills positive lifelong attitudes
3. 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.

### **Art 20 (5 credits)**

The major emphasis of this class is to continue to develop the foundation of visual arts concepts and to explore the concepts intellectually and experientially while focusing on individual creativity and personal artistic statements. The students are given the opportunity to create Art that uses a variety of media that builds on previous skills and understandings. Each unit in Art 20 is focused on further developing the understanding of the Elements and Principles of Art and Design and are aligned with Provincial curricular objectives.

### **Art 30 (5 credits)**

The emphasis in Art 30 is on Drawing, Encounters and Compositions, according to the Provincial curriculum. The focus in this class is to continue to explore the Elements and Principles of Art and Design, while developing and refining skills to develop a personal style of art. The students are expected to produce an in-depth portfolio of personal work that exhibits these expectations.

### **Ceramics 15/25:**

Students create works of art in clay utilizing hand building, molds, wheel throwing, slip and glaze techniques, and the firing process. Additionally students will reflect on the outcome of these experiences, explore cultural and historical connections, write about the process and make presentations of their work. In Ceramics 15 students will develop their understanding of clay and ceramics by using pinch, slab, coil and more complex combinations of these processes. In Ceramics 25 students will use their skills to develop a personal portfolio of work that includes ceramics pieces and sculpture.

### **Drawing 15/25**

Drawing focuses on black and white or monochromatic rendering from life, pictures, masterworks, and imagination. With an emphasis on studio production, this course is designed to develop higher-level thinking, art-related technology skill, art criticism, art history, and aesthetics. Students will also focus on the use of the Art journal in this class.

## **DANCE**

McNally's dance program offers students the opportunity to study, practice, and perform a wide range of dance forms while at the same time exploring their own creativity. Learning to work co-operatively and professionally with others in a supportive atmosphere is an essential component of the program. Under the guidance of a dedicated instructor, students will study dance technique, history, theory, performance and composition within each dance discipline. The dance styles of ballet, modern, and jazz with elective components in tap, folk, and hip hop will be included in McNally Dance classes. Students in dance also have the opportunity to perform at McNally's Fine Arts Event

### **Dance 15 (5 credits)**

Dance 15 is an introductory course designed for students with little or no dance training. Students will explore a wide range of dance styles including ballet, modern, and jazz with elective components in tap, hip hop, and folk dance. These dance styles will be studied in a practical format where students learn new steps and choreography. Students will also learn about each dance style and its history theory, and terminology. Performing in McNally's Fine Arts Event is an expectation, including some after school rehearsals.

- All dance students must successfully complete Dance 15 or Dance 15 Advanced before enrolling in any other dance class.
- Students wanting to enroll in Dance 15 Advanced must have at least 3 years of studio experience

### **Dance 25 (5 credits)**

This course is a continuation of Dance 15 and expands on the dance technique and theory components from ballet, modern, and jazz dance styles learned. Students will be challenged with more difficult choreography and higher expectations in terms of risk taking and creativity. Performing in McNally's Fine Arts Event is an expectation. Interested students are encouraged to audition for extracurricular involvement in the dance program (extra choreography).

### **Dance 35 (5 credits)**

This course is a continuation of Dance 25 and expands on the dance technique and theory previously learned with an additional focus on the principles of composition and performance. Students will study different choreographers, learn choreographic principles, and incorporate these findings into new work. Performance in McNally's Fine Arts Event is an expectation, and interested students are encouraged to choreograph for the Fine Arts Event (extra choreography).

## **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.

### **Advanced Acting 15/25/35**

Advanced Acting provides a continuum of theatre experiences developing and expanding skills related to performance. In this course, all learning objectives will be achieved by theatre production experiences. Advanced Acting is designed to be an extension of the Drama curriculum, but students **do not** need to be registered in Drama to qualify for this course. This program replaces Performing Arts and is available for 5 credits. Students enrolled in this course will work towards the development and presentation of a theatrical production (either a play or musical theatre). This course is internally referred to as McNally Masque.

### **IB Theatre Arts 25/35**

IB Theatre Arts is offered for students at the grade 11 and 12 levels. It is an intensive program that provides students opportunities to see and participate in many theatre experiences. It can be used as a choice for the IB part 6 "the arts". Students will be exploring their ability to be creative and imaginative, and to communicate in dramatic form. They will be challenged and extended through the theoretical and practical content of the course and will experience theatre traditions from around the world. This program is designed for true theatre enthusiasts.

### **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 *Flowers for Algernon*, *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 *Fiddler on the Roof*, *Godspell*, *Little Shop of Horrors*, *Footloose*, and *Five Guys Named Moe*.

## **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:

- Instrumental Music (Beginner or Concert Bands)
- 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 and Design 10*	Multimedia and Design 20*	Multimedia and Design 30*
Computing Science and Game Design 10*	Computing Science 20 Computing Science 20IB	Computing Science 30 Computing Science 30 IB
Business and Technology 10		

\* Including Web and Animation , Graphics and Video

### Foods Courses

Foods 10	Foods 20	Foods 30 Culinary Arts
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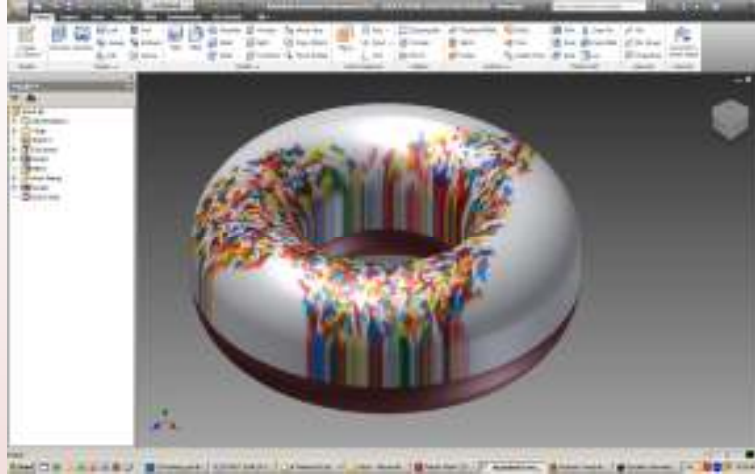
### Trades Based Courses

Construction 10	Construction 20	Construction 30
Registered Apprenticeship Program.		

### Other CTS Courses

Legal Studies		
Work Experience 15	Work Experience 25	Work Experience 35
Sports Medicine & Community Health		

## CTS—Multimedia & Design



*Want to be a professional photographer? Animator? Web designer? Want to be an architect? Design the next Ferrari? Whether it is 2D, 3D or HD... our **Multimedia & Design** program will appeal to you!*

### Multimedia & Design 10

This course combines art, problem solving and the computer to let students turn what they “think” into what they “see”. Units include:

Photography	Photo Editing with <i>Photoshop</i>	2D Design and Typography
2D Animation with <i>Flash</i>	Video Production with <i>Premier</i>	

### Multimedia & Design 20

This course will build on the skills learned in past Multimedia and Design courses with a greater focus on 3D design. Units include:

Architecture with <i>Revit</i>	3D Modeling with <i>Inventor</i>	Advanced Video
3D Animation with <i>3DSMax</i>	Graphics with <i>Illustrator</i>	

### Multimedia and Design 30

Based on past experience and interest, students will have the chance to choose from either a Media focus, a Design focus or a Hybrid of the two.

## CTS - Business & Technology

*Have an idea that is going to make you rich? Want to learn about the world of e-commerce? Want a promotion into management? Our **Business and Technology** course will give you the skills you need for success!*

### Business and Technology 10

Business and Technology 10 teaches the concepts of entrepreneurship and business management while increasing computer skills in spreadsheets and e-commerce. Units include:

Entrepreneurship & Marketing	Spreadsheets	Databases
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## CTS - Computing Science

*Want to cure cancer? Want to make the next must-have Smart Phone app? McNally **Computing Science** will help you change the world... or just have a little fun!*



### Computing Science and Game Design 10

*Prerequisite: It is strongly recommended that students have at least mark of 60% in Math 9.*

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 CS courses. Units include:

Game Design Theory	Game Design Project	
Scratch Programming	Java or Python Programming	Computer Hardware

### Computing Science 20/20IB

Computing Science 20 will expand on the coding and hardware concepts learned in Computer Science and Game Design 10. It will also delve into Robotics and Smart Phone App Programming. IB students will largely follow the same concepts as the regular stream but will focus on a few additional components that are part of the IB curriculum. Units include:

Robotics with Vex Robotics	Smart Phone App Programming	Advanced Programming
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### Computing Science 30/30IB

*Did you know that Computing Science 30 is now considered an equivalent to any of the traditional sciences when applying to University?* CS30 will expand on the computer science concepts learned in Computing Science 20. IB students will plan and design a complete piece of software for their Dossier and focus on the content of the IB exam. Units include:

Real World Robotics	Advanced Programming	Student Chosen Projects
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## CTS - Food Studies

*Want to be a professional chef? Want to wow your friends at a dinner party? Want to survive college on something more than Kraft Dinner? The **McNally Foods** program will get your taste buds watering!*



### Food Studies 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	Contemporary Baking	Meal Planning
Snacks & Appetizers	Canadian Heritage Foods	

### Food Studies 20

The course includes a detailed study of calories and fat content found in various foods; yeast application, cake and pastry products, proteins, meat alternates & theory. Units covered include:

Food & Nutrition Basics	Cake & Pastry	Bread Products
Basic Meat Cookery	Milk Products and Eggs	

### Food Studies 30

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 baked products, advanced yeast products, plus presentation and production of foods for a specific purpose or event. Units covered include:

Creative Baking	Short Order Cooking	Food Presentation
Advanced Meat Cookery	Entertaining with Food	Yeast Breads



## CTS - Construction

*Want to work in the Construction Trades? Want to build a garage... or even just a bird house? The **McNally Construction** program is for those looking for a career and those just hoping to be more handy around the house!*



### Construction 10

Construction 10 gives students an introduction to a wide range of building tools and skills. Units include:  
 Hand and Power Tools      Wood Working      Introductory Construction Concepts

### Construction 20 and Construction 30

McNally's advanced Construction courses focus on all aspects of the building trades from the foundation to the rooftop. Units include:

Walls and Framing	Concrete Foundations	Roof Trusses
Floor Framing	Stair Construction	Doors and Trim

## CTS - Other Courses

Depending on student interest, additional CTS courses are often offered including **Legal Studies, Psychology, Sports Medicine** and **Community Health**.

**Registered Apprenticeship Program (RAP)** and **Work Experience** are described on next page.



## REGISTERED APPRENTICESHIP PROGRAM

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

GRADE 10	GRADE 11	GRADE 12
English 10-1 or 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 20-2 (5)	Social 30 or 33 (5)
Science 14 or 10 (5)	Science 24 (5) Biology 20 (5) Physics 20 (5) Chemistry 20 (5)  Safety Skills	may take, if needed Science 30 (5) Biology 30 (5) Physics 30 (5) Chemistry 30 (5)
Math 10-3 or Math 10 C (5)  Physical Education 10 (5)	Math 20-3, 20-2 or 20-1	Math 30-3, 30-2 or 30-1 (5)
Options	Work Experience 15, 25, 35 (3 or 5) CALM 20	<b>A full semester would be dedicated to Registered Apprenticeship Placement (earn and learn)</b>

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 52 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.**

## **Other OPTIONS @ McNally**

### **Military History 15/25 (5 credits each course)**

In what ways is the Jewish Revolt against Rome in 130 CE related to the present day Islamic Taliban in Afghanistan? Where the clues to solving the ‘riddle of the trenches’ that defined Canadian experience in the First World War to be found in history, before the invention of gunpowder? Or for that matter, was the ‘first world war’ really fought in 1914-1918 or was there a ‘first world war’ Canadians participated in that ended in 1763? Was the super-power confrontation, when millions risked annihilation through total war, merely an artifact of the Cold War? Or did entire civilizations become extinct through warfare since the beginning of time? Why do societies organize themselves and behave in such destructive ways?

**Got questions? Let’s explore possible answers through the study of military history.**

#### **Course Objectives:**

Students will:

- understand the sequence and significance of some key military events, issues and personalities from the prehistoric era to the gunpowder revolution
- understand the relationship between technology and warfare
- understand the socio-economic and political background to military events
- gain an understanding of some of the principal issues that shaped Canada's military history from the late Nineteenth Century to the present day
- gain practical research, analysis, writing, and presentation skills
- understand the nature of historiographic debate
- think critically about military events and issues and their relevance to contemporary society
- appreciate the impact of military events on the social development of societies
- understand how historical events relate to contemporary issues

### **Film Studies 35 (5 credits)**

The course will examine different types of film from documentaries to short films to Hollywood movies, and explore how film functions as a form of communication. Use of symbols and imagery, editing techniques and camera angles, and director’s point of view are among the types of analysis that students will engage in.

Students will be expected to write essays, do presentations, and engage in meaningful discussions about film.

## **Career Preparation @ McNally**

### **BEGINS WITH CAREER EXPLORATION!**

At McNally all students work through 3 Career Exploration Modules.

#### **GRADE 10 - JOB PREPARATION**

In grade 10 students are provided with the opportunity and instruction in a 1-credit module - CTR1010: JOB PREPARATION during class time in Semester 2. All Grade 10 students work on this module which prepares students for Career Readiness. During this class time students develop resumes, letters of inquiry and introduction as well as successful employment search skills and a personal employment search portfolio through

- conducting successful employment searches
- preparing a personal employment search portfolio
- using technologies, tools and information systems appropriately for job preparation

#### **GRADE 11 - CAREER DIRECTIONS**

In grade 11 students are provided with the opportunity and instruction in a 1-credit module - CTR3310: CAREER DIRECTIONS-TRANSITIONS during class time in Semester 2. All Grade 11 students work on this module which prepares students for Career Directions - Making the Transition. During this class time students:

- update learning/career planner and expand personal career network/ resource list
- update and assess personal career transition scenarios,
- investigate links to personal competencies, interests and goals
- work on the career planning process and principles
- research potential career paths

#### **GRADE 12 - PREPARING FOR CHANGE**

In Grade 12 students are provided with the opportunity and instruction in a 1-credit module - CTR3010: CAREER DIRECTIONS-PREPARING FOR CHANGE during class time in Semester 2. All Grade 12 students work on this module which prepares students for leaving High School and entering world of work and post-secondary studies.

During this class time students:

- investigate the labour market
- research the role of government, unions and professional associations in labour
- attend activities related to careers, post-secondary, work, scholarships & student finance both at school seminars and on own time.
- work on the career planning process and principles
- completed career cruising online activity ([www.careercurising.com](http://www.careercurising.com))

# CAREER PATHWAYS

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:

<b>Business &amp; I.T.</b>	<b>Construction &amp; Manufacturing</b>	<b>Health &amp; Human Services</b>	<b>Communication in a Global Community</b>
<b>CORE</b> English Math Sciences Social Studies Computer Science International Languages <b>OPTIONS</b> Business & Technology Computer Science Programming & Game Design Multimedia Productions Web Design Legal Studies	<b>CORE</b> English Math Sciences <b>OPTIONS</b> Foods & Fashion Woods, Welding & Metals Computer Applications CADD - Computer Assisted Drafting Work Experience	<b>CORE</b> English Math Sciences Social Studies International Languages <b>OPTIONS</b> Dance Food Studies Cosmetology Culinary Arts Phys-Ed & Athletics Psychology CALM 20 Community Health Sports Performance Sports Medicine Fitness Classes	<b>CORE</b> English Math Sciences Social Studies International Languages <b>OPTIONS</b> Fine & Performing Arts Instrumental Music Choral Music Drama Visual Arts History Of Cinema Creative Communication Philosophy

## **SPECIALIZED PROGRAMS & SERVICES**

### **Academic Centre for Excellence - ACE Centre**

The ACE program is an intervention program offered to all students who are more than one year behind in reading and/or require remediation in numeracy. The program has been developed locally and is under the direction of a teacher with the support of a teacher assistant. Students are placed in small groups and receive direct intervention for 80 minutes every other day. Students who are reading substantially below grade level receive intervention every day. Students, who require the Knowledge and Employability course level, may also take some of their core subjects in the ACE centre.

### **Extended Learning Opportunities (ELO's)**

At McNally we want our students to be able to meet with their teachers during the day. As such we have organized our teachers to hold their own weekly ELO's during school hours, allowing students to meet with their teachers during this time. Students and parents have access to their teacher's 'office' hours, where subject teachers provide extra-assistance before class, over lunch or afterschool for their students. Students can be assigned an ELO, in order to catch up on missed work, make up an exam or assignment, and ELO's are only assigned with parent contact.

### **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 - CLS 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.

## 2012—2013

### 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, Science 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 34, e.g. English 30-1, Math 31

#### 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

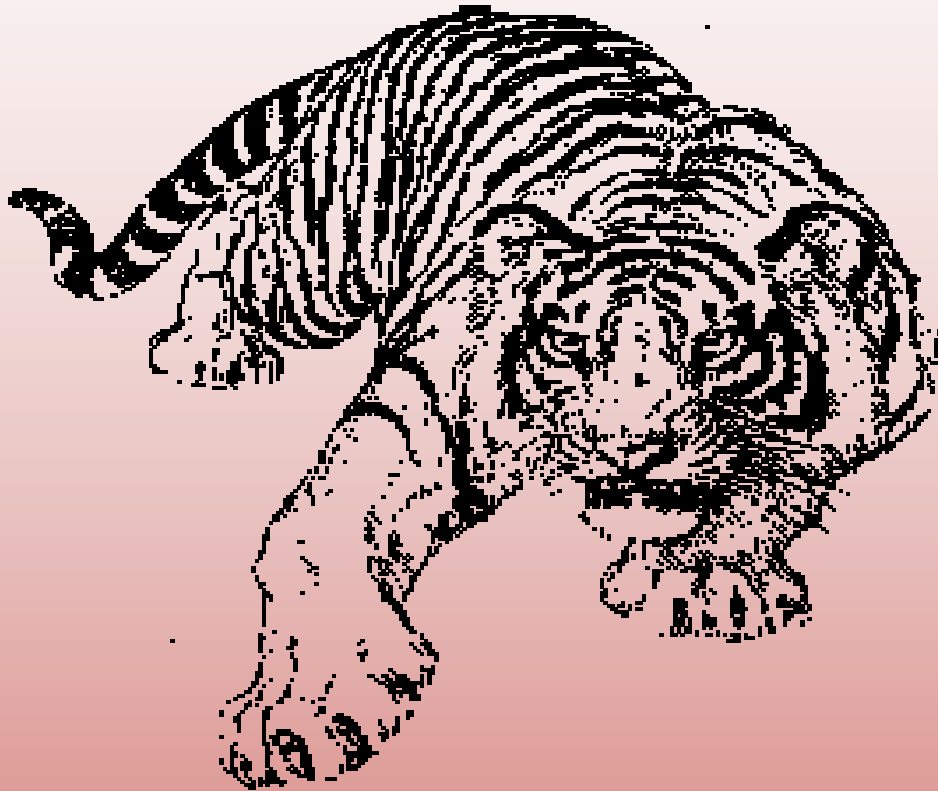
The Alberta High School Diploma is awarded to students meeting the requirements outlined below.

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 30-2
  - Mathematics 20-1, 20-2 or 20-3
  - 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.**

# McNally High School



**Check us out!**  
**[www.mcnallyhigh.com](http://www.mcnallyhigh.com)**