



# WESTMOUNT

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## CHARTER SCHOOL

**Grades 9 to 12**

**HIGH SCHOOL  
COURSE HANDBOOK  
2010-2011**

# WESTMOUNT CHARTER SCHOOL

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**Charter School Goal:** Each gifted student is provided with opportunities to optimize his or her own unique potential.

## ***VISION STATEMENT***

***Westmount Charter School, as a partner in the best learning system in the world, will be recognized as the centre for excellence in gifted education.***

## ***MISSION STATEMENT***

***To meet the learning needs of gifted students and promote their social-emotional development in a congregated setting.***

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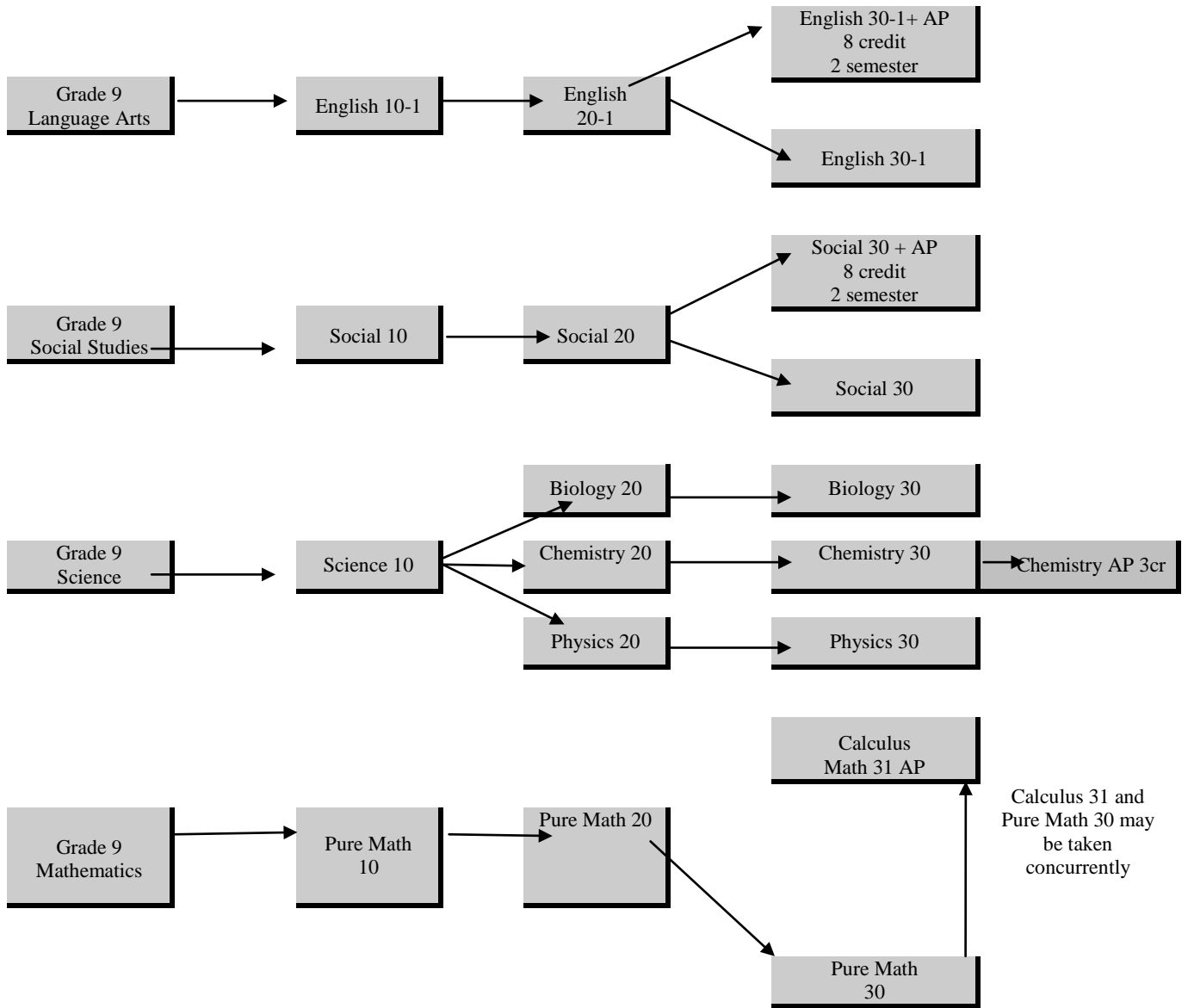
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### **The Summerstock Conservatory:**

This evening and summer, curricular performing arts program awards high school students credits for courses available through the Summerstock Conservatory.

For more details and to view course descriptions go to:

[http://www.westmountcharter.com/admissions/course\\_selection/summerstock\\_hs.html](http://www.westmountcharter.com/admissions/course_selection/summerstock_hs.html)



## SENIOR HIGH COURSE SEQUENCE CHART

10-20-30 level courses are 5-credit, 1-semester courses unless otherwise stated

## **MINIMUM CREDIT REQUIREMENTS**

Students are expected to register for a full schedule each term. Our graduation diploma requirements of 120 credits would necessitate 40 credits in each of grade 10 – 12. Credits earned in grade 9 or through the Summerstock Conservatory can be applied to the 120 credit requirement and may allow some flexibility in scheduling in grades 11 and 12.

## **DISTANCE LEARNING POLICY**

Westmount Charter School recognizes the value of enhancing our regular course selections with various course offerings, using a **distance learning** format. After consultation with the school counselor and/or an administrator, students may be directed toward taking a course through the Alberta Distance Learning Centre. A distance learning course would **only** be considered if it is **not** being offered by Westmount, or when there is a conflict in the student's timetable with a **required** course. In special circumstances school administration may also deem it necessary for a student to pursue distance education. Parents are required to pay the cost of distance learning courses at the onset however they will be reimbursed by Westmount upon the student's successful completion (60% or more) of the course.

## **COURSE CHANGE POLICY**

Students will be given the **first week** of each semester to make changes to their timetables. During this period, students may drop and/or add courses in consultation with an administrator or guidance counselor. Following the final drop/add day, a student's timetable is considered complete and a final grade will be submitted to Alberta Education on behalf of the student for each of their courses. This mark will appear on the student's academic transcript. In extenuating circumstances, a student may be excused from continuing to attend a course although the course may still appear on the student's transcript.

# WESTMOUNT CHARTER SCHOOL

## GRADUATION REQUIREMENTS

Diploma requirements are set by the Minister of Education and are outlined below:

<b><u>MINIMUM CREDITS</u></b>	<b><u>COMPULSORY COURSES</u></b>		
15	English 10-1/10-2	English 20-1/20-2	English 30-1/30-2
15	Social Studies 10	Social Studies 20	Social Studies 30
10	Math 10 Pure /or Math 10 Applied	Math 20 Pure /or Math 20 Applied	
10	Science 10	<u>At least 1 of:</u> Science 20 Biology 20 Chemistry 20 Physics 20	
3	Phys. Ed. 10		
<u>3</u>		CALM 20	
56	Number of required credits from compulsory courses above		
<u>+44</u>	Number of required credits from a combination of compulsory and option courses (10 credits must be 30 level), and 10 credits must be from Fine Arts, CTS courses, Second Languages or Physical Education.		
100	Total number of credits needed to receive Alberta High School Diploma		
<u>+20</u>	Additional option course work		
120	Total number of credits needed to receive Westmount Charter School Gifted Education Diplomas		

WESTMOUNT CHARTER SCHOOL

DIPLOMAS IN GIFTED EDUCATION

Graduates from Westmount Charter School are eligible for the

Alberta Education High School Diploma  
and the  
Westmount Charter School Gifted Education Diploma

**Gifted Education Diploma in Academics**

To qualify for this diploma, students must have successfully completed a minimum of 120 high school credits throughout their 4 high school years (grades 9 – 12).

**Gifted Education Diploma in Academic Excellence**

To qualify for this diploma, students must have an academic average\*\* of 80% or higher in five level 30 courses and have completed a minimum of 120 high school credits.

**Gifted Education Diploma in Academic Excellence with Honours**

To qualify for this diploma, students must have maintained an 80% average\*\* overall in each of their four years in high school (gr. 9 – 12).

**Gifted Education Diploma in Leadership**

To qualify for this diploma, students must demonstrate volunteer leadership within our school community totaling a minimum of 60 hours. Examples may be our school library, Student Services, Peer Support Team, tutoring lessons, Student Council, school newspaper, Sports Day, or our Recycling Program.

**Gifted Education Diploma in Community Volunteerism**

To qualify for this diploma, students must demonstrate volunteer service to groups or individuals outside our school community totaling a minimum of 60 hours. Examples may be The Mustard Seed, Carewest Senior homes, City of Calgary, Youth Volunteer Corporation, Talisman Centre, Girls & Boys Clubs, community centres, or any charitable organization.

**Gifted Education Diploma with Distinction**

Students who qualify for all of above mentioned diplomas will be awarded this highly regarded diploma.

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\*\*Averages will be based on the Alexander Rutherford Scholarship's criteria.  
contact them at [www.alis.gov.ab.ca/scholarships](http://www.alis.gov.ab.ca/scholarships) or (780) 427-8640

# **COMPULSORY COURSES**

## **ENGLISH**

### **English Language Arts 9**

The Language Arts 9 curriculum reinforces a foundation of reading, writing, listening, speaking and representing skills that will prepare students for the academic rigor of senior high school. Communicating through a variety of media (oral, visual, written), students explore the forms of expression that are best suited to their learning profile as well as discovering their capacity to communicate in formats that may be outside their “comfort zone”. Through the formats of Writer’s Workshop and Independent Novel Studies, students are afforded opportunities to develop well-rounded skills through exposure to a wide variety of reading and writing genres.

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

*Pre-requisite: English Language Arts 9*

English 10-1 is the first in a series of 3 5-credit courses designed for students who wish to be actively involved in enhancing their skills in critical reading, writing, listening, speaking, and viewing. In order to improve these skills, students will study a variety of literary genres and printed materials to identify thought, detail and purpose, establish both personal connections and critical understanding, and to write effectively to express thoughts, feelings, experiences and critical viewpoints. This writing will be for various audiences and purposes in response to reading, viewing, and listening. Students will gain accurate information through listening and viewing, be able to identify (and comment critically on) the purpose, message and intended audience of such communication; and speak effectively while presenting information and expressing thoughts, feelings, and critical viewpoints, employing the appropriate language, tone and non-verbal behaviour to suit the audience, occasion and purpose. Emphasis in this course is placed on the practical (the use of language and communication skills in daily life and the workplace), the personal (using literature as a tool to enhance self-understanding and self-expression), and the critical (using language and communication skills to express ideas, opinions and viewpoints) aspects of communication and language use.

**\*see course sequence chart\***

### **English 20-1 (5 credits)**

*Pre-requisite: 60% + in English 10-1*

English 20-1 is the second in a series of 3 5-credit courses designed for students who wish to be actively involved in enhancing their skills in critical reading, writing, listening, speaking, and viewing. In order to improve these skills, students will experience, respond to, and create a variety of texts. Experiencing texts will involve: reading a variety of literature and printed material, identifying thought, detail and purpose, while seeking to establish a personal connection with and a critical/literary understanding of the material; and gaining accurate information through listening and viewing, being able to identify and comment critically on the purpose, message, intended audience, and structure of such communication. Creating texts will involve: writing correctly and effectively while describing and expressing thoughts, feelings, experiences, and critical/literary viewpoints. This writing will be for various audiences and purposes in response to reading, viewing, and listening, and effectively communicating/transmitting thoughts, feelings, experiences, opinions, critical/literary viewpoints, and information through modes of representation other than writing (primarily oral and graphic). These representations will be for various audiences and purposes, and will be created primarily in response to reading, viewing, and listening. Emphasis in this course is placed on the practical (the use of language and communication skills in daily life and the workplace),

the personal (using literature as a tool to enhance self-understanding and self-expression), and the critical (using language and communication skills to express ideas, opinions and viewpoints) aspects of communication and language use. Of particular interest is the critical understanding and assessment of literature, specifically literary structure and technique. **\*see course sequence chart\***

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

***Pre-requisite: 60% + in English 20-1***

English 30-1 is the last in a series of 3-5 credit courses designed for students to enhance their ability to read, write, listen, speak, view and represent in a variety of critical and personal contexts. In order to improve these skills, students will be actively involved in experiencing and creating a variety of texts, as well as reflecting on their approaches to both these activities.

**\*see course sequence chart\***

## **SOCIAL STUDIES**

### **Social Studies 9**

Grade 9 students will analyze the relationship between Canada's political and legislative processes and their impact on issues pertaining to governance, rights, citizenship and identity. Students will also explore issues of economics and their impact on quality of life, citizenship and identity in Canada and the United States. The course will be taught using the following mediums: Multiple Intelligence (MI) theory, experiential education, differentiated curriculum, mastery learning, and integrated curriculum.

**\*see course sequence chart\***

### **Social Studies 10 (5 credits)**

***Pre-requisite: Social Studies 9***

Students will explore multiple perspectives relating to the origins of globalization and the local, national and international impacts of globalization on lands, cultures, economies, human rights and quality of life. The infusion of multiple perspectives will allow students to examine the effects of globalization of peoples in Canada and throughout the world, including the impact on Aboriginal and Francophone communities. Throughout this course students will be challenged to think and to express themselves both critically and creatively and they will be asked to participate in the larger community as we explore the importance of political action. **\*see course sequence chart\***

### **Social Studies 20-1 (5 credits)**

***Pre-requisite: Social Studies 10***

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. (Source: Alberta Education)

### **Social Studies 30-1**

***Pre-requisite: Social Studies 20***

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. (Source: Alberta Education)

# MATHEMATICS

## **Mathematics 9**

This course builds on skills students have learned and developed from previous grade levels. These include mathematical communication, making connections to other mathematical topics and subjects, estimation and mental math, problem solving, using technology, reasoning and visualization. Units of study include: working with numbers, algebra I (building blocks), algebra II, geometry, data management, and problem solving. The results from this course determine what math stream (pure, applied or other) a student will enroll in for high school. **\*see course sequence chart\***

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

*Pre-requisite: Math 9.*

This course is the first of the 3 Math courses that lead to gaining the credit required for entrance into most university courses in Canada. Students focus on algebra and then link these concepts to other fields such as geometry, trigonometry and data management. Students are required to communicate their understanding of math via their explanations, illustrations, writings and making of connections to other topics and subjects. Units of study include: number set theory, algebra I (building blocks), algebra II, geometry, data management, problem solving, business applications, relations & functions, co-ordinate geometry, measurement of 3-Dimensional objects and trigonometry.

**\*see course sequence chart\***

## **Math 20 Pure (5 credits)**

*Pre-requisite: Math 10 Pure*

This course is an intense course which continues to develop the skills learned in Math 10 Pure. Students who are successful in Math 20 Pure have developed the ability to communicate mathematics effectively, make connections between mathematics and other disciplines, estimate and make mental calculations, problem solve, reason, visualize and use technology effectively. Units of study include: inequalities and systems of equations, quadratic functions and polynomial equations, reasoning and problem solving, the circle, geometry and personal finance. **\*see course sequence chart\***

## **Math 30 Pure (5 credits)**

*Pre-requisite: Math 20 Pure*

This course is the last of the 3 Math courses that lead to gaining the credit required for entrance into most university courses in Canada. Pure math emphasizes mathematical theory and the testing of hypotheses. The approach is deductive and symbolic. It endeavors to show real life problems. Units of study include: performing, analyzing and creating transformations of functions and relations; solving exponential, logarithmic and trigonometric equations and identities; representing and analyzing trigonometric functions; classifying conic sections; using the fundamental counting principles and permutations/combinations to solve probability problems; and using normal or binomial distributions to solve problems involving uncertainty. **\*see course sequence chart\***

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

*Pre-requisite: 80% + in Math 20-1, Co-requisite: Math 30 Pure*

**\*see Advanced Placement section for details\*** Students have the option of taking only Math 31 or to also write the AP exam.

## **SCIENCE**

### **Science 9**

This course builds on skills students learned in previous grades. It provides an opportunity for students to continually develop a healthy curiosity about the world around them and to acquire the skills, knowledge and attitudes to understand their role as responsible citizens in Science. Units of study include: biological diversity, matter and chemical change, environmental chemistry, electrical principles and technologies, and space exploration. **\*see course sequence chart\***

### **Science 10 (5 credits)**

***Pre-requisite: Science 9***

This course is the first in the academic sequence leading to Biology 20-30, Chemistry 20-30, Physics 20-30. This course emphasizes the role of radiant energy from the sun in sustaining life and driving weather systems on Earth. It deals with the processes by which matter and energy are exchanged between living forms of energy and the principles that govern energy transformations. Units of study include: essentials for life and weather, solar energy in action, cellular dynamics and pathways, explorations in matter and matter in transition, and energy in transition and energy pathways. **\*see course sequence chart\***

## **BIOLOGY**

**\*see course sequence chart\***

### **Biology 20 (5 credits)**

***Pre-requisite: 65% + in Science 10***

This course is the first in the Biology 20-30 academic sequence and builds upon applicable units from Science 10. Students will study the biosphere, ecosystems and populations, cellular matter and energy flows, and matter and energy exchanges in the human organism. Biology 20 is tied to Biology 30 by emphasizing key science themes such as energy, matter, change, systems, diversity and equilibrium. Units of study include: dynamic equilibria that exist for matter and energy in the biosphere and the systems that regulate those equilibria, interactions of the organisms mediating the flow of matter and energy through those ecosystems, tracing the energy from the environment through photosynthetic and cellular respiratory processes with the associated cycling of matter in the form of carbon, and the human organism system, its matter and energy exchanges with the environment, along with its biotic interactions with pathogenic organisms.

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

***Pre-requisite: Biology 20***

This course is the second in the Biology 20-30 academic sequence. Students will be able to make connections between the 4 units of study in this course as well as from Biology 20. Units of study include: systems regulating change in human organisms, reproduction and development, cell division, genetics, molecular biology, and change in populations and communities .

## **CHEMISTRY**

**\*see course sequence chart\***

### **Chemistry 20 (5 credits)**

***Pre-requisite: Science 10***

This course is the first in the Chemistry 20-30 academic sequence and builds upon applicable units from Science 10. Units of study include: matter that forms solutions, stoichiometry, chemical bonding, and gas laws. Chemistry 20 is tied to Chemistry 30 by emphasizing key science themes such as energy, matter, change, systems, diversity and equilibrium.

Chemistry 20 consists of four units of study:

- A. The Diversity of Matter and Chemical Bonding
- B. Forms of Matter: Gases
- C. Matter as Solutions, Acids and Bases
- D. Quantitative Relationships in Chemical Changes

### **Chemistry 30 (5 credits)**

***Pre-requisite: Chemistry 20***

This course is the second in the Chemistry 20-30 academic sequence and furthers student knowledge from Chemistry 20. The themes of change, energy and systems are central in Chemistry 30, as well as equilibrium and matter. Students explore how changes to one part results in changes to other parts of the system. Units of study include thermochemical changes, electrochemical changes, chemical changes of organic compounds, and acids-base systems.

Chemistry 30 consists of four units of study:

- A. Thermochemical Changes
- B. Electrochemical Changes
- C. Chemical Changes of Organic Compounds
- D. Chemical Equilibrium Focusing on Acid-Base Systems

## **PHYSICS**

**\*see course sequence chart\***

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

***Pre-requisite: Science 10***

This course is the first in the Physics 20-30 academic sequence and builds upon applicable units from Science 10. Units of study include: kinematics and dynamics, circular motion and gravitation, work and energy, oscillatory motion and mechanical waves. In studying the science of motion, students will explore kinetic energy, gravitational potential energy, heat energy and wave energy. Various properties of waves such as reflection, refraction, diffraction and interference will be examined in more detail.

Physics 20 consists of four units of study:

- A. Kinematics
- B. Dynamics
- C. Circular Motion, Work and Energy
- D. Oscillatory Motion and Mechanical Waves

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

#### ***Pre-requisite: Physics 20***

This course is the second in the Physics 20-30 academic sequence and furthers student knowledge from Physics 20. The themes of diversity of energy and matter are predominant in this course. Units of study include: momentum and impulse, forces and fields, electromagnetic radiation, and the nature of matter.

Physics 30 consists of four units of study:

- A. Momentum and Impulse
- B. Forces and Fields
- C. Electromagnetic Radiation
- D. Atomic Physics

## **CAREER AND LIFE MANAGEMENT**

### **C.A.L.M. (3 credits)**

#### ***Pre-requisite: None***

This is a **compulsory course** designed to prepare students for post-secondary life through career and life skills training. Topics include self-management, well-being, relationships, career education, independent living and human sexuality. Students must have this course before an Alberta High School Diploma will be granted.

**Westmount students are required to take this course in their grade 10 year.**

## **PHYSICAL EDUCATION**

### **Physical Education 9**

#### ***Pre-requisite: None***

This course has an emphasis on differentiated learning. The students are exposed to aspects of the general outcomes (Activity, Benefits Health, Cooperation and Do It Daily For Life), as well as the basic skills progress from “the selection” to “the refinement” of locomotor, non-locomotor and manipulative skills. Continuing from the monitoring and the recognition of various methods to improve functional fitness, students will design and implement personal nutrition and fitness plans. Also students will participate in more in-depth discussions regarding effective communication, fair play, leadership and teamwork. Finally, the “Do It Daily for Life” outcome shifts towards expecting more positive, independent behaviours as they relate to personal effort, safety issues, goal setting and active living beyond PE class.

### **Physical Education 10 (3 credits)**

#### ***Pre-requisite: None***

This course is the last in the compulsory PE course sequence and puts an emphasis on differentiated learning. The students are exposed to the general outcomes (Activity, Benefits Health, Cooperation and Do It Daily For Life). This course exposes students to five major environments (alternative environment, dance, games, types of gymnastics and individual gymnastics). The difference between PE 10 and PE 9 is the assumption that the student has had sufficient time to find his/her physical activity interest. Therefore, the focus of the program is more **student-centered** where the student designs and implements his/her own **personal wellness/fitness program**. The process of learning includes all general outcomes in the following six phases:

1. Identify physical activity interest.
2. Set goals based upon interest.
3. Design “in-class” training program with planned assessment methods.
4. Experience common community physical activity programs (i.e. yoga, pilates, fitness classes, weight room activities, athletic training, etc.)
5. Experience common resistance training methods in typical fitness centers.
6. Experience a variety of athletic training methods.

These six phases will represent the hallmark of the student’s PE growth portfolio section.

# **ADVANCED PLACEMENT**

## **What is A.P.?**

Advanced Placement is a program created to enrich students beyond the regular high school curriculum. Successful completion of A.P. exams can lead to students obtaining credit and advanced placement in most major universities and colleges throughout the world. There is Canadian content in all A.P. courses and a regional office. The courses are designed with enough flexibility to meet localized curriculum requirements as well as attain credits or advanced placement at most universities and colleges around the world.

## **How is A.P. different from I.B.?**

AP provides excellent enrichment opportunities for students that recognize differences in an individual's level of preparation, motivation and ability. IB also provides these opportunities to students.

AP courses award students with university credit. Only selected IB courses will award university credit. The course must be taught at the "higher level" designation, in order to qualify.

AP offers students greater flexibility, as students are only required to complete the course, with no additional requirements. IB requires students to complete the course as well as the additional requirements.

Both AP and IB programs are equally recognized on an international level.

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## **English Language Arts (*Literature & Composition*) (8 credits total – Eng. 30 – 5, AP - 3)**

***Pre-requisite: 80% + in English 20-1***

This course is intended to replicate the environment found in competitive 1<sup>st</sup> yr. University classes. In this course, students will become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Students will examine a writer's purpose, audience expectations, and subjects as well as the generic conventions and resources of language contribute to effectiveness in writing.

## **Social Studies (*European History*) (8 credits total – S/S 30 – 5, AP - 3)**

***Pre-requisite: 80% + in Social Studies 20-1***

This course is intended to replicate the environment found in competitive 1<sup>st</sup> yr. University classes. In this course, students will be introduced to cultural, economic, political, and social developments that played a fundamental role in shaping the world. In addition to providing a basic narrative of events and movements, the goal is for students to (1) understand the principal themes in modern European history (2) possess the ability to analyze historical evidence and historical interpretation (3) possess the ability to express historical understanding in writing. Units of study include: intellectual & cultural history, political & Diplomatic history, social & economic history.

## **Art (*Studio Art*) (3 credits)**

***Pre-requisite: 80% + in Art 20-1***

This course is intended to replicate the environment found in competitive 1<sup>st</sup> yr. University classes. In this course, students will submit portfolios for evaluation – there is no written exam. The goals of the course are to: encourage creative as well as systematic investigation of formal and conceptual issues, emphasize making art as an ongoing process that involves the student in informed and critical decision making, help students develop technical skills and familiarize them with the functions of the visual elements, and to encourage students to become independent thinkers who will contribute inventively and critically to their culture through the making of art.

### **Math 31/AP (Calculus AP) (5 credits)**

**Pre-requisite:** 80% + in Math 20-1, **Co-requisite:** Math 30 Pure

The course is designed to bridge the gap between the Math 10-20-30 course sequence and the calculus course sequences offered by post-secondary institutions. It is intended to replicate the environment found in competitive 1<sup>st</sup> yr. University classes. This course emphasizes the theoretical and practical development of topics in the algebra of functions, trigonometry, differential calculus and integral calculus up to a standard acceptable for entry into all first-year programs in mathematics, science, engineering and business. In this course, students will develop stronger skills and knowledge in algebra, trigonometry, differential calculus and integral calculus. Units of study include: pre-calculus and limits, derivatives and derivative theorems, applications of derivatives, as well as integral, integral theorems and integral applications. Students will gain a better understanding of the concepts of calculus and providing experience with its methods and applications. It emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically and verbally.

### **Chemistry AP (3 credits)**

**Required Pre-requisites:**

- 75% or higher in Chemistry 20
- Credits for Math 20 Pure

**Recommended Pre-requisite:**

- Although not mandatory, Physics 20 is highly recommended

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake, in their first year, second- year work in the chemistry sequence at their institution or to register in courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the laboratory science requirement and frees time for other courses. Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the kind of textbook used, the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory.

AP Chemistry will run one course in both first and second term, and may require additional time for laboratory work through lunch hour, depending on the weekly lab. Because the AP course is run in conjunction with Chemistry 30, the AP exam will occur in May, and students will write the Chemistry 30 Diploma in June. (8 credits in total).

For more information please visit AP Canada's website, [www.ap.ca](http://www.ap.ca) specifically Chemistry AP programming.

## **COMPLEMENTARY COURSES**

The following is a list of complementary courses available over a three year period. Not all courses are offered every year.

### **SOCIAL SCIENCES**

#### **Canadian History 20 (6 Credits – see course descriptions below)**

*Pre-requisite: None*

This course introduces students to the early foundation through to 1815, the emergence from colonialism (1815-1849), creation of a nation (1849-1867), nation building (1867-1896), a maturing nation (1896-1911), a nation in trial, and the modern nation.

#### **Western Canadian History 20 (3 credits)**

*Pre-requisite: None*

This course covers the following topics: Indian pioneers, fur trade and exploration; impact of United States on Western Canada; settlement and immigration, the Canadian Pacific Railway; responsible government and provincial autonomy, Western alienation, the Depression and Western political response, and the Western Canadian mystique.

#### **Western World History 30 (3 credits)**

*Pre-requisite: None*

This course covers the following topics: geographic survey of the Western world; the classical heritage; the medieval synthesis and the beginnings of national movements; absolutism; science, technology and progress; equality and revolution; nationalism and imperialism.

#### **Contemporary Western Philosophy 20 (3 credits)**

*Pre-requisite: None*

This course introduces students to what philosophy is, the need for philosophy, the historical roots of contemporary philosophy, systematic approaches to the traditional problems of philosophy, expressions of a major philosophy, analysis of a major philosophy, the value of philosophical thought as a basis for an individual philosophy.

#### **Origins of Western Philosophy 20 (3 credits)**

*Pre-requisite: None*

This course introduces students to what philosophy is and the need for philosophy in our society. Units of study include: the need for philosophy, transition from mythological understanding to philosophical reflection, search for an ultimate element, search for a principle or order and harmony, the problems of identity and change, shift of interest from physical speculation toward human life, Plato's world of ideas, and The Aristotelian universe.

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

*Pre-requisite: None*

This course covers the following units of study: introduction to psychology, personality, behaviour, intelligence, heredity and environment, biological influences on behaviour, and understanding perception.

#### **The Human Condition 15 (5 credits)**

*Pre-requisite: None (grades 9+ )*

This course is the introductory level for this progressive Human Rights program. It is an interdisciplinary subject that combines elements of History, Philosophy, Political Science, Law, Religion and Ethics. Units of study include: the evolution of human rights, the theory of human rights in a historical context, human rights in a contemporary context, and a case study of the Holocaust as it pertains to Human Rights. 20 hours of volunteer work with a relevant community group is required to complete this course.

### **The Human Condition 25 (5 credits)**

*Pre-requisite: Recommend The Human Condition 15 (grades 10 – 12 only)*

This course is the second in the series and is designed to build upon the knowledge obtained in The Human Condition 15 by investigating the key factors that contribute to the human condition in a variety of settings worldwide. Units of study include: modern and post-modern ideologies in the human condition, the impact of social, economic and environmental conditions that affect the human condition in developed and developing nations as well as the advantages and disadvantages of organizations that affect the Human Condition. 20 hours of volunteer work with a relevant community group is required to complete this course.

### **The Human Condition 35 (grades 11 & 12 only)(5 credits)**

*Pre-requisite: Recommend The Human Condition 25*

This is the final course in the series and further extends the previously presented material to include International relations and cultural influences on humans. Units of study include the complexities in human interactions, the importance of international law, protection systems, politics, and Non-Government Organizations (NGO's), as well as completing an action plan for future involvement. 20 hours of volunteer work with a relevant community group is required to complete this course.

*\*\* Students entering grades 11 or 12 intending to travel internationally with Westmount Charter School should be enrolled in, or have already completed The Human Condition 25 and/or 35.*

### **Speech & Debate 15 (grades 9- 12) (3 credits)**

*Pre-requisite: None*

This course introduces students to the effective use of language and how it is essential to achieve greater success in all curriculum areas. Units of study include: lifelong application of language skills, the interrelatedness of listening, speaking, reading, writing and viewing, strengthening research skills, development of higher level cognitive skills, as well as strengthening the use of language to communicate understandings, ideas and feelings. These skills assist with the student's development of social and personal skills. Students will have opportunities to experience language in functional, artistic and pleasurable activities, such as Speech & Debate competitions.

### **Legal Studies 15 (grades 9- 12) (min. 3 credits)**

This course presents students with basic and practical information about the law. Students will develop the knowledge, skills and attitudes required to respond appropriately to the affect of law in their daily lives. They will also be equipped with the capabilities and confidence required to participate in the changing of laws. Students will gain an awareness of the many law-related occupational opportunities that are available.

### **Creative Writing and Publishing 15/25 (6 credits)**

*Pre-requisite: LA 9*

Students will follow their writing interests and passions, writing in a variety of specific creative writing genres. Students will build and manage their own digital portfolios and participate in an actual publishing process. *This course is created by, and offered with the permission of, Calgary Board of Education.*

### **Journalism (grade 8 & 9)**

In this course students will look at the role journalists play a role in informing society. Students will have the opportunity to develop journalistic skills through research and writing. They will also look at the industry of media and the potential for work in the area.

## **ENVIRONMENTAL/OUTDOOR EDUCATION**

### **Environmental/Outdoor Education II : Outdoor Wilderness Ed (grade 8 & 9)**

*Pre-requisite: at least one year of Environment / Outdoor Education*

The second year of the Westmount Outdoor Education program will focus on outdoor recreation and environmental sustainability in a wilderness setting. Calgary's close proximity to innumerable wilderness options represents a multitude of possible outdoor recreational experiences for students. Having completed one year of EOE, students will be aware of the need for combining responsibility and integrity with any outdoor activity. Moving these to a wilderness setting will require a deeper look into systems and processes both at a recreational and scientific level. Students will take part in various educational and recreational based trips including at least one overnight excursion to a wilderness area. Focus on responsibility, fitness and understanding will be the key.

### **Environmental/Outdoor Education- III (3 credits)**

*Pre-requisite: at least one year of Environment / Outdoor Education*

The third level of the Westmount Outdoor Education program will focus on outdoor recreation and environmental sustainability as an overall way of looking at our world. The modules for this course represent a different way of looking at the natural world including conservation, economics, sustainability, societal health, tourism and recreation. Combining forestry, wilderness and tourism looks at the outdoor recreation experience from many different and compatible angles. Students will take part in various excursions urban and rural, focusing on responsible wilderness travel and recreation. The culmination of this will be a group appropriate, multi-day wilderness trip.

## **PHYSICAL EDUCATION**

### **Physical Education 20/30 (3 credits each)**

*Pre-requisite: Physical Education 10*

This course puts an emphasis on differentiated learning. The students are exposed to aspects of the general outcomes (Activity, Benefits Health, Cooperation and Do It Daily For Life). The course expands from the school environment to introduce students into various community programs. Similar to the PE 10 program, the PE 20 program follows the student-centered wellness/fitness program design: identify physical activity interest, set goals based upon interest, design "in-class" training program with planned assessment methods, experience common community physical activity programs (i.e. yoga, pilates, fitness classes, weight room activities, athletic training, etc.), experience common resistance training methods in typical fitness centers, experience a variety of athletic training methods. Students will also participate in a variety of land or water based activities in alternative environments, such as scuba diving, aqua-aerobics, diving, snorkeling or aquatic games. Students also participate in a wide variety of dance experiences to enhance development of creative, expressive and rhythmical movements. Games designed to develop individual and manipulative skills, techniques, strategies and spatial and teach cooperation, respect for others, fair play and etiquette are taught. Students participate in movement challenges that enable them to develop poise, grace, rhythm, coordination, balance, strength, flexibility and effective body mechanics. Individual activities include running, jumping and throwing activities, individual manipulative, combative or self-defense activities and target activities. All of these phases will represent the hallmark of the student's PE growth portfolio section. The progression from PE 10 lies in the student's ability to apply his/her PE 10 knowledge to improve the personal wellness/fitness plan and model positive physical activity behaviours in all environments. One program component that will compliment the

positive modeling process is the assistance with elementary students in a variety of physical activity pursuits.

### **Yoga (grade 8 & 9)**

The aim of this course is to introduce students to the ancient eastern practice of Yoga. The course will focus on the history and philosophy of yoga, the eight limbs of Raja yoga, eastern and western anatomy, physical asana (posture) practice, mindfulness meditation and interpretation of Patanjali's yoga sutras.

## **Science Options**

### **Sports Medicine 15 (grades 9 –12) (min. 3 credits)**

*Pre-requisite: None*

This course is designed to introduce students to medical terminology related to Athletic Therapy. Students will apply their knowledge in a functional approach to anatomical kinesiology, and will analyze structures and functions of the body in motion. Units of study include: basic anatomy, physiology and pathology of the following body systems – respiratory, circulatory, digestive and musculoskeletal. In addition, principles of strength and conditioning will also be addressed from the Canadian Society of Exercise Physiology.

### **Medical Studies 15 (min. 3 credits)**

*Pre-requisite: None*

This course introduces students to the required competencies of maintaining good health, strong families, and healthy communities. Units of study include: mental health, sport first aid as well as an in-depth study of body systems. Upon completion of this course, students will be certified in Standard First Aid and Sport First Aid. Students will also explore careers in the health care field, and the National Strength & Conditioning Assoc. perspectives.

### **Forensic Science 25 (3 credits)**

Forensic Science 25 is designed for students who have completed Science 10 or 14. Content includes the collection and analysis of evidence from crime scenes, the principles of fingerprinting, breathalyzers, polygraphing, and DNA analysis. A major component is an analysis of real crime cases including the Laci Peterson murder, the infamous John Dillinger, the Zodiac killer, the O.J. Simpson case, the Atlanta Child Murders, and the tragic death of Princess Diana. There is a final exam.

**Disclaimer:** Due to the graphic nature of the course material and its basis on real events, this course may not be suitable for everyone. This course includes discussions on substance abuse, rape, and semen analysis. It involves experiments using simulated blood made from household materials.

## **SECOND LANGUAGES**

Alberta Education has provided numerous models for the study of a second language. Westmount provides for two paths:

- 1) Students at Westmount may chose to begin their language study in middle school and may continue following a program of studies based on the 9 year model through high school.
- 2) Students who wish to begin their language studies in high school have the opportunity to follow the 3 year model.

### **Three-Year Program of Studies in French:**

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

*Pre-requisite: none*

This is the beginning entry point for students in high school, wishing to learn French as a second language. The social act of communicating is at the core of this course. This involves interaction between individuals (i.e.: students being involved simultaneously in the comprehension, interpretation and expression of messages). Students are both at the centre of and responsible for their learning. They are able to learn skills needed for the development of learner autonomy. Students will use their life and learning experiences related to *themselves, family members and friends, school, daily routines, community, weather and the Francophonie* to understand a variety of messages in French and/or to express messages in French that have a personal meaning.

#### **French 20 -3Y (5 credits)**

*Pre-requisite: 60% + in French 10*

Students will engage in various language experiences in the following fields: close friends, fashion, social life, outdoor activities, clubs and associations, shopping, and senses and feelings. Students will also study present, past and future verb tenses, the comparative and superlative, adverbs and adverbial expressions, Expressions with the verb "faire", questions using inversion, emphatic pronouns, and the passé compose and the imparfait.

#### **French 30 -3Y (5 credits)**

*Pre-requisite: 60% + in French 20*

Students will engage in various language experiences in the following fields: world of work, trips, excursions or student exchanges, money, and roles of the media. Students will also study the simple future, use of the passé composes and imparfait, the pronouns "y" and "en" and a number of other verb tenses.

### **Nine-Year Program of Studies in French:**

#### **French 9 -9Y**

*Pre-requisite: successful completion of middle school French program*

Students will review all elements previously covered in the middle school French program, and build upon their understanding of the language with the aim of expanding both their written and oral communication skills.

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

*Pre-requisite: 60% + in French 9 or French 13*

Students will engage in various language experiences in the following fields: community, exercise, housing, activities, vacations, fine arts, trades and professions and hygiene and safety. Students will also study the imperative, the verbs vouloir, pouvoir and devoir in the present tense, simple questions; "IR" and "RE" verbs in the present tense, possessive adjectives (notre, nos, votre, vos, leur, leurs) and other verb tenses.

### **French 20 -9Y (5 credits)**

*Pre-requisite: 60% + in French 10*

Students will engage in various language experiences in the following fields: close friends, fashion, social life, outdoor activities, clubs and associations, shopping, and senses and feelings. Students will also study present, past and future verb tenses, the comparative and superlative, adverbs and adverbial expressions, Expressions with the verb "faire", questions using inversion, emphatic pronouns, and the passé composé and the imparfait.

### **French 30 -9Y (5 credits)**

*Pre-requisite: 60% + in French 20*

Students will engage in various language experiences in the following fields: world of work, trips, excursions or student exchanges, money, and roles of the media. Students will also study the simple future, use of the passé composé and imparfait, the pronouns "y" and "en" and a number of other verb tenses.

## **Three-Year Program of Studies in Spanish:**

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

*Pre-requisite: none*

This course is geared towards students in grade 9 and 10 who have never studied Spanish. Students will learn the grammatical fundamentals in the present tense using a wide range of vocabulary.

### **Spanish 20-3Y (5 credits)**

*Pre-requisite: Spanish 10*

This course is the continuation of the Spanish 10 course. Students will build on their existing knowledge and acquire skills to use and communicate in the present and the past tense.

### **Spanish 30-3Y (5 credits)**

*Pre-requisite: Spanish 20*

In this course, students should be able to utilize skills and knowledge acquired in the past two years to interpret texts, analyze media and communicate using oral and written work.

## **Nine-Year Program of Studies in Spanish:**

### **Spanish IV (grade 9 only)**

*Pre-requisite: 65% + in Spanish III (gr 8)*

In this course, students will have the opportunity to demonstrate listening, oral and written skills in different settings. They should be comfortable with vocabulary and grammatical structures learned in previous years. In this level students are introduced to Spanish literature, culture and more advanced grammatical structures.

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

*Pre-requisite: 65% + in Spanish IV*

This course is academically oriented. Independent and group work is encouraged and expected. Students will be challenged to develop their critical thinking skills and demonstrate their understanding through written work.

### **Spanish 20-9Y (5 credits)**

*Pre-requisite: 65% + in Spanish 10*

In this course, students will explore Spanish language and culture in different environments and through different mediums. Students will manipulate the Spanish language, allowing them to communicate in a practical and effective manner.

### **Spanish 30-9Y (5 credits)**

*Pre-requisite: 65% + in Spanish 20*

This course is designed to consolidate and increase intermediate and advanced skills in comprehension, speaking, reading, and writing. Students will be able to participate in conversation on a range of topics. They will also develop the ability to orally narrate and describe past and future events with a series of interrelated sentences. Creative and analytical writing will be improved by expanding vocabulary and increasing the use of grammatical structures.

## ART

### **Art IV (Advanced Middle School Studio Art - grade 9's only)**

Students will be introduced to contemporary media and its impact on their artwork. Media can have a direct influence on the appearance and conceptual nature of an artwork. Non-traditional media has a tendency to alter the manner that an artist approaches their audience and the work itself. Students will be engaged in developing work that incorporates digital image editing and digital collage, expressive texture with acrylics on canvas, digital character design, the principles of environmental artworks, the idea of using auditory media, multi-media work and assemblage sculpture. With new avenues of artistic expression continually becoming an option to artists of today, it is important to allow our young artists access to work with these media as early as possible. Students will be challenged to development artworks that pursue their own passions and interests. Through discussions students can explore concepts and theories as a group of artists (using visual presentations and class lectures). Students will develop their own projects that illustrate their understanding of these objectives. A major component of this course will be developing the skills that artists need to acquire when solving a visual and/or artistic problem; students will be given strategies that they can employ to successfully demonstrate their understanding of key concepts and theories in the Visual Art.

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

*Pre-requisite: None*

This is an introductory Visual Arts course that allows high school students to explore a variety of media areas and techniques. Students will acquire a basic understanding of art principles and elements. The focus of the course is to develop strong foundation skills in Visual Arts. Students will be involved in sketchbook activities and projects that are designed to stimulate creativity and will focus on technical drawing and design skills. Students will be instrumental in the development of their own projects and pursuit of their passions as they demonstrate their understanding of the course objectives.

### **Art 20 (Instructional & Intermediate Studio Art) (5 credits)**

*Pre-requisite: 65% + in Art 10*

This course will help students to continue to develop and refine the skills and artistic foundation developed in Art 10. The students will develop these skills through in-depth studies and critical analysis that enables the artist to interpret and evaluate art. The students will continue to demonstrate and develop an advanced control of a range of visual artistic skills and techniques. The studio experience will focus on personal themes of expression, requiring appropriate selection of media by the artist and the application of artistic skills and knowledge.

### **Art 30 (Mentoring & Advanced Studio Art) (5 credits)**

*Pre-requisite: 65% + in Art 20*

This is an advanced studio class where artists are encouraged to hone their technical ability and demonstrate an advanced understanding of media and media techniques. Students at this level are expected to adopt a strong mentorship role in the studio and demonstrate professional studio behaviour. Artists will continue to develop their skills but may choose to focus on a specific media in which to specialize or master. Art critiques continue to play an important role in the development of artistic vocabulary and understanding. The exploration and development of conceptual artwork is encouraged by artists of this caliber. The studio experience will focus on students growing in an individual direction, artistic evolution, conceptual maturity in their work and advanced technical ability.

## **COMMUNICATION TECHNOLOGY**

### **Communication Technology I (5 credits)**

*Pre-requisite: None*

This is an introductory course that offers students the opportunity to explore digital photography/imaging, audio/video production, animation and digital design. Students entering the course will explore media through an introductory module ***Media & You (COM1020)*** wherein they are provided with a hands-on introduction to the various segments of communication studies (media and how it can be used to communicate both ideas and information). The course will be supplemented by guest speakers and instructors during specific modules. Students will acquire a basic understanding of digital media and become competent with several high profile software applications. These skills will allow students the opportunity to create work that incorporates and integrates 3D rendering, digital animation of figures and environments, digital photo manipulation and re-touching, multimedia design and digital presentations.

### **Communication Technology II (5 credits)**

*Pre-requisite: 5 credits in Communication Technology I*

In this intermediate course, students will focus on the knowledge, skills and attitudes that would apply in many sectors of the communications industry. Students will expand on their study of photography, printing techniques and applications, audio/video production techniques and will use the computer as a significant production tool.

### **Communication Technology III (5 credits)**

*Pre-requisite: 5 credits in Communication Technology II*

In this advanced level course, students will focus on the knowledge, skills and attitudes previously learned, that would apply in many sectors of the communications industry. Students will continue to expand their study of photography, printing techniques and applications, audio/video production techniques and will use the computer as a significant production tool.

## **MUSIC / BAND**

The Westmount band program provides opportunities from beginner to advanced levels of performance. Student placement in the band program is determined through audition. All Band students are required to rent/purchase their instrument and supplies, and purchase their method book and workbook. Students are also required to own the Band uniform, appropriate to their Band membership (orders are placed in late September). A complete list of materials is distributed to registered students, or upon request.

High School students are eligible to earn 5 credits in each of their grade 10, 11 and 12 years under the course title, "Instrumental Music 10/20/30" and marks will be submitted under this name at the completion of the school year.

### **Intermediate Band (Level III)**

*Pre-requisite: Junior Band or 2 years of experience on instrument*

This course is for students with at least 2 years of experience on their instrument, and previous experience playing in a Concert Band. Study is more in-depth than in Junior Band and requires strong commitment to a regular practice routine. Double bass is introduced at this level.

### **Senior Band (Level IV)**

*Pre-requisite: Intermediate Band and Audition*

Senior Band is designed for the most experienced and advanced band students. Students must perform an audition before acceptance into the Senior Band, with emphasis placed on musicianship.

## **String Orchestra II**

***Pre-requisite: String Orchestra I or one year of experience***

Ensemble performance group for students with experience playing violin, viola, cello or double bass. Students should have at least one year of experience playing their string instrument. Open to Grades 6-12. The school owns cellos and basses in limited numbers for students to play in rehearsals. Violinists and violists are required to bring their own instrument for rehearsals

## **Instrumental Jazz 15 (3 Credits)**

***Co-requisite: Band***

The High School Instrumental Jazz program is a specific discipline worthy of study and is an integral part of the Fine Arts program which is process driven culminating with public performance opportunities. This genre is extremely demanding in that it provides an opportunity for students to work independently as critical thinkers, performers, and artists. Students engage in the study of complex harmonies, chordal progressions and rhythms only associated with this form of music.

Instrumental Jazz offers students the opportunity to study music as a performance based course. This unique area of study gives the student the opportunity to focus their learning by exploring and experiencing skills necessary to understand, communicate and perform publicly. *This course is created by, and offered with the permission of, Calgary Board of Education.*

## **Jazz Band (Extra-curricular)**

Junior/Senior Concert Band membership is mandatory for acceptance into one of the Jazz Bands. Rehearsals are after school, once a week (Tuesday, Wednesday or Thursday). Instrumentation is limited to alto sax, tenor sax, bari sax, trumpet, trombone, piano, bass, drums, and guitar.

## **Stage Band (Extra-curricular)**

Junior/Senior Concert Band membership is mandatory for acceptance into one of the Stage Bands. Music is similar to the Jazz Bands, but instrumentation is open to any Concert Band instrument. Stage Bands are not performance-based. Rehearsals are after school, once a week (Tuesday, Wednesday or Thursday).

# **DRAMA**

## **Drama 9 (Introduction to Drama and Theatrical Experiences- grade 9's only)**

***Pre-requisite: None***

This course is designed to assist in the development of the whole person – emotionally, physically, intellectually, imaginatively, aesthetically and socially, by giving form and meaning to experience through “acting out”. Units of study include: movement, speech, improvisation and theatre studies. Improvisational plot development and work-shopping is explored in-depth with specialization in the dramatic forms of comedy and tragedy.

## **Drama 10 (Exploration of Drama Skills) (5 credits)**

***Pre-requisite: None***

This course is designed to assist the development of the whole person - emotionally, physically, intellectually, imaginatively, aesthetically and socially by, giving form and meaning to experience through “acting out”. Students will explore movement, speech, improvisation and theatre studies. Improvisational plot development and work-shopping is in-depth with specialization in the dramatic forms of comedy and tragedy.

### **Drama 20 (*Method Acting & Script*) (5 credits)**

*Pre-requisite: 60% + in Drama 10*

This course further explores the principles of theatre by expanding on the skills learned in Drama 10. Method Acting with an emphasis on ensemble playing, emotional recall, "as-if's", motive vs. conflict, critical observation and concentration are explored in detail. Textual analysis of script, looking at internal meaning of sub-text, actor interpretation of character and the importance of specifics in character development is investigated. The genres of surrealism and absurdism may also be examined. The successful producing of a complete one-act play is required for successful completion of this course.

### **Drama 30 (*Advanced Studies in Theatre*) (5 credits)**

*Pre-requisite: 60% + in Drama 20*

This course is designed for the serious drama student with an emphasis on directing, advanced acting, theatre sports and a detailed look at script and the stage. Playwrights such as Neil Simon and Tennessee Williams and their influence on contemporary American theatre are assessed. Artistic unity, directorial concept, the director's eye, composition, tempo and dramatic intensity are among the concepts explored. A **FINAL EXAM and/or SENIOR THESIS** will be required for successful completion of this course.

## **INFORMATION PROCESSING**

### **Information Processing (min. 3 credits)**

Students are able to build on competencies previously developed and focus on more complex competencies. Students will also have a broader range of related topics to choose from. At least three 1-credit modules will be covered at each level. Examples of modules to be offered are database, spreadsheet, correspondence, software integration, programming and the information highway.

## **FINANCIAL MANAGEMENT**

### **Financial Management I (min. 3 credits)**

This introductory course allows students the opportunity to explore introductory accounting. Students are introduced to such concepts as ethics, the economic environment, acquiring and using financial resources and the effects of government legislation on the finances of an individual and a small business. Students have the opportunity to establish a set of books, record business transactions and are introduced to accounting terminology.