



WESTMOUNT

CHARTER SCHOOL

Grades 9 to 12

**HIGH SCHOOL
COURSE HANDBOOK
2011-2012**

WESTMOUNT CHARTER MID-HIGH SCHOOL

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VISION STATEMENT

*Westmount Charter School will be recognized as a
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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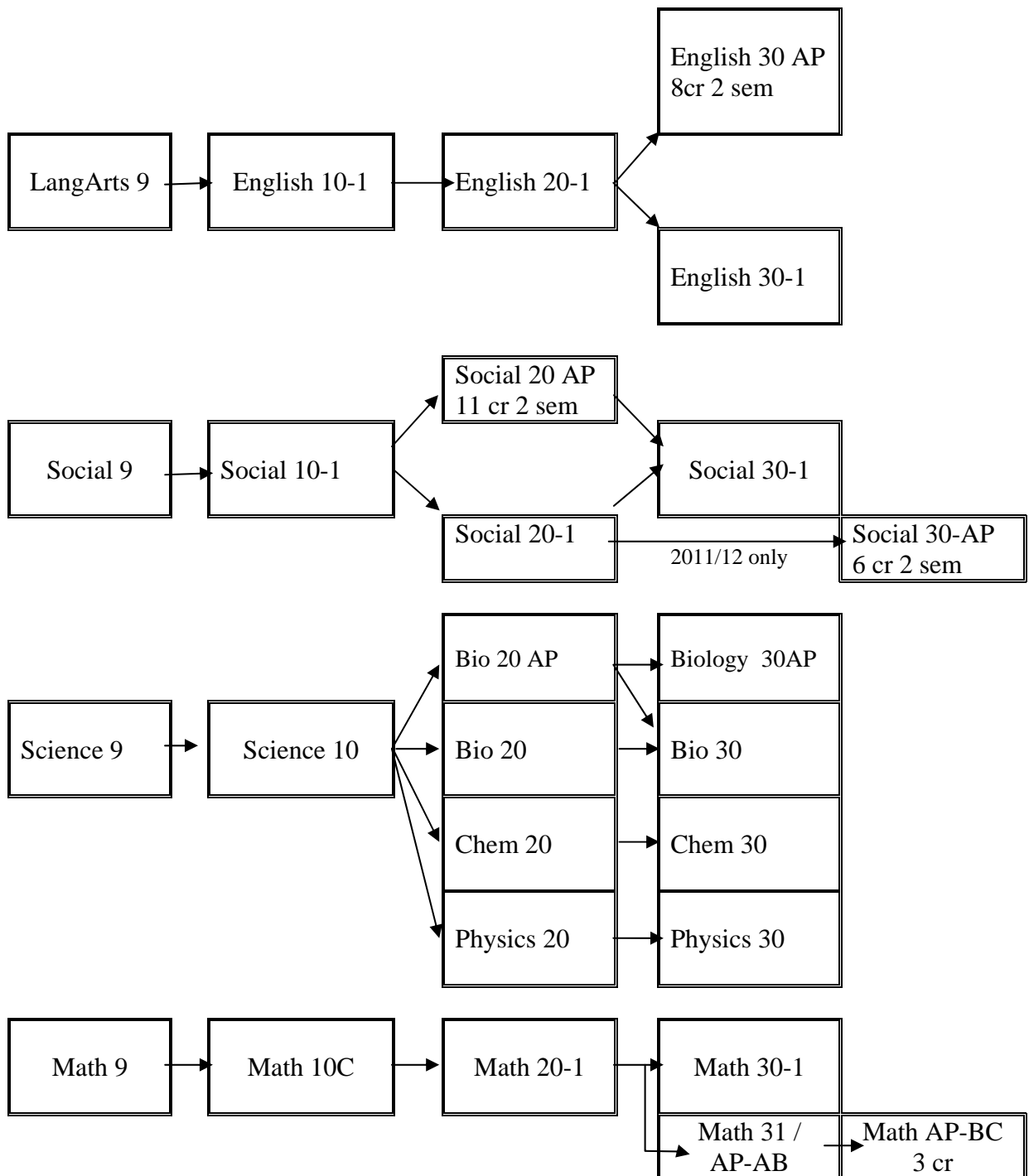
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The Summerstock Conservatory:

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



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 Gifted Education diploma requirements are a minimum of 115 credits. Credits earned in grade 9 or through the Summerstock Conservatory can be applied to the 115 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 a 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 (a mark of 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:

<u>MINIMUM CREDITS</u>	<u>COMPULSORY COURSES</u>		
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 10C (combined)	Math 20--1	
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>+15</u>	Additional option course work		
115	Total number of credits needed to receive Westmount Charter School Gifted Education Diplomas		

NOTE: These are the graduation requirements for Alberta Education and Westmount Charter School. Post Secondary institutes generally require five(5) 30-level courses for admission and may, depending on the faculty, require specific subjects at the 30 level. Please consult with a guidance counselor and research you post-secondary interests when planning your courses.

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 115 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 115 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.

**Averages will be based on the Alexander Rutherford Scholarship's criteria.
contact them at 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 formats such as 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, viewing, and representing. 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.

English 20-1 (5 credits)

Pre-requisite: 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, viewing and representing. 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.

English 30-1 (5 credits)

Pre-requisite: 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.

****English 30 is also offered as an Advanced Placement course : see AP Courses****

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.

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.

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 20 is also offered as an Advanced Placement Course– see Advanced Placement section for details ****

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)

****Social Studies 30 will be offered as an Advanced Placement Course for 2011–2012 -- see Advanced Placement section for details****

MATHEMATICS

As we are phasing in the revised Mathematics curriculum, we are representing here the new courses. For the 2011-12 school year Math 30 Pure from the old program will continue to be offered to those students still in the "pure" stream.

Mathematics 9

This course builds on skills students have learned and developed from previous grade levels. The underlying purpose is to engage students in thinking about and learning to make connections through mathematics. Mathematical topics and subjects include problem solving, use of technology in mathematics and applying differentiated problems throughout the coursework, communications, making connections to other mathematical topics, visualization and reasoning. Units of study include: Symmetry and Surface Area, Rational Numbers, Powers and Exponents, Scale Factor and Similarity, Polynomials, Linear Relations, Equations, Inequalities, Circle Geometry and Data Analysis.

Math 10C (combined course) (5 credits)

Pre-requisite: Math 9

Mathematics 10C (combined program) will prepare students for both the Mathematics – 1 and Mathematics -2 course sequences. 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 will be exposed to measurement techniques, trigonometry, exponents, radicals and polynomials, as well as, linear relations and functions. Students are required to communicate their understanding of math via their explanations, illustrations, writings and making of connections to other topics and subjects. The goal of Math 10C is to develop and encourage both problem solving skills and mathematical reasoning.

see course sequence chart

Math 20-1 (5 credits)

Pre-requisite: Math 10C

The -1 course sequence will provide students with the mathematical understanding and critical thinking skills identified for entry into post-secondary programs that require the study of Calculus. The program will build on previous knowledge to progress from simple to more complex conceptual understanding in the 30-1 level. Units of study include: Algebra, Number, Measurement, Relations and Functions.

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 credit required for entrance into most university courses in Canada that require the study of Calculus. This course emphasizes mathematical theory and the testing of hypotheses. The approach is deductive and symbolic. It endeavors to show real life problems and requires communication of ideas through explanations, illustrations and technology.

Units of study include: Performing, analyzing and creating transformations of functions and relations, with an understanding of composite functions, exponential and logarithmic equations, trigonometric equations, identities and representing and analyzing trigonometric functions, graphing and analysis of functions such as radicals, rational and polynomial, fundamental counting principal, permutations and combinations and using normal or binomial distributions to solve problems involving uncertainty.

see course sequence chart

Math 31/AP (5 credits)

Recommended: 80% + in Math 20-1 or Math 20 -Pure, Co-requisite: Math 30 Pure or Math 30 -1

Students have the option of taking only Math 31 or to also write the AP exams.

see Advanced Placement section for details

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.

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.

BIOLOGY

see course sequence chart

Biology 20 (5 credits)

Pre-requisite: 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 20 is also offered as an Advanced Placement Course– see Advanced Placement section for details ****

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 .

****Biology 30 is also offered as an Advanced Placement Course– see Advanced Placement section for details ****

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.

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. Students will develop more 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. Fieldtrips are geared towards this philosophy. This is the last year that Health is included in the PE curriculum, including topics such as drugs, alcohol, relationships and sexual education. Fitness testing results will be used to assess growth throughout the year.

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 program continues on with the "Do It Daily for Life" philosophy with individual and group organized sports, as well as alternative activities to keep them active. Fieldtrips are continued to be geared towards this philosophy.

CPR is a component to this course in which students will learn the proper techniques and understand when to use these skills. Fitness testing results will be used to assess growth throughout the term.

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.

Art (Studio Art) (3 credits)

Recommendation: 80% + in Art 20-1

This course is intended to replicate the environment found in competitive 1st 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.

Biology 20 Pre-AP (Sept 2011 – ongoing)(5 credits)

Pre-requisite: Science 10

Recommended: 75% or higher in Science 10

This course is designed as a pre-requisite for the Biology 30 AP course. Portions of the major areas of study will be covered in this course in addition to the Alberta Curriculum for Biology 20. The AP content learned in this course will be saved in a portfolio to be used in the 30 level, as this material is a requirement for the AP exam but will not be covered to the same extent in 30 AP. This material in the pre-AP course will be reviewed in 30 AP but will not be re-taught so it is mandatory for students to keep and maintain a cohesive portfolio of AP specific material.

Major Areas of Study

- I . Molecules and Cells, 25%
- II . Heredity and Evolution, 25%
- III . Organisms and Populations, 50%

Please visit this website for a more detailed course description

<http://apcentral.collegeboard.com/apc/public/repository/ap-biology-course-description.pdf>

Biology 30 AP (Sept 2012 – ongoing) (8 credits)

Pre-requisite: Biology 20 Pre-AP

Recommended: 75% or higher in Biology 20 Pre-AP

Note that students that will write their diploma for Biology 30 in June.

The AP Biology course is designed to be the equivalent of a two-semester post-secondary introductory biology course usually taken by biology majors during their first year. After showing themselves to be qualified on the AP Exam, some students, in their first year of college, are permitted to take upper-level courses in biology or register for courses for which biology is a prerequisite. Other students may have fulfilled a basic requirement for a laboratory-science course and will be able to undertake other courses to pursue their majors.

The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry as well. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

Major Areas of Study

- I . Molecules and Cells, 25%
- II . Heredity and Evolution, 25%
- III . Organisms and Populations, 50%

Please visit this website for a more detailed course description

<http://apcentral.collegeboard.com/apc/public/repository/ap-biology-course-description.pdf>

****Biology 30 AP (only offered Sept 2011- June 2012)(8 credits)**

Pre-requisite: Biology 20, but not Biology 30

Recommended: Chemistry 20, 75% or higher in Biology 20

The AP Biology course is designed to be the equivalent of a two-semester post-secondary introductory biology course usually taken by biology majors during their first year. After showing themselves to be qualified on the AP Exam, some students, in their first year of college, are permitted to take upper-level courses in biology or register for courses for which biology is a prerequisite. Other students may have fulfilled a basic requirement for a laboratory-science course and will be able to undertake other courses to pursue their majors.

The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry as well. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

Major Areas of Study

- I . Molecules and Cells, 25%
- II . Heredity and Evolution, 25%
- III . Organisms and Populations, 50%

Please visit this website for a more detailed course description

<http://apcentral.collegeboard.com/apc/public/repository/ap-biology-course-description.pdf>

English Language Arts (*Literature & Composition*)

(8 credits total – Eng. 30 – 5, Eng 35 AP - 3)

Recommendation: 80% + in English 20-1

This course is intended to replicate the environment found in competitive 1st 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.

European History AP

(8 credits total – S/S 30 – 5, EH - 3)

Co-requisite: Social Studies 30 Recommendation: 80% + in Social Studies 20-1

**** This course will be offered in the 2011-12 school year only and is being replaced with Social Studies 20AP****

This course is intended to replicate the environment found in competitive 1st 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.

World History: Social Studies 20AP

(11 credits total -Social Studies 20-5 cr; Anthropology 30 -3cr; Western World History 30 – 3cr)

Advanced Placement World History is a course offered to any grade 11 or 12 student who has yet to take Social Studies 20. The course focuses on exploring the rich diversity of human history around the world. Major eras will be studied by way of primary and secondary sources in order that students may be able to develop appropriate reasoning skills in relation to major questions of history.

The class will meet every day through 2011-12 and will result in students earning 11 credits.* In May, students will have the opportunity to write the AP exam and be able to earn university credit while still in high school. Students would continue into Social Studies 30 in the following year to meet Alberta Ed graduation requirements.

Math 31 /Calculus AB (5 credits)

Recommendation: 80% + in Math 20 Pure or 20-1, Co-requisite: Math 30 Pure or Math 30-1

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 1st 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.

Calculus AP – BC Level (3 credits)

Prerequisite – Mathematics 31

This course is an optional extension of the Mathematics 31 course from the first semester. The course covers topics such as advanced limits, polynomial approximations, series mathematics, polar coordinates and parametric curves. The course prepares students to write the BC level AP Calculus exam in May. Students who do not take this extension course can still write the AB level Calculus AP exam.

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)

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.

General Psychology 20 (3 credits)

Pre-requisite: None

This course covers the following units of study: History of psychology, principles of learning, how to learn efficiently, the process of thinking, facing frustration and conflict, emotional problems of adolescents, behaviour disorders and treatment, career opportunities .

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.

Experimental Psychology 30 (3 credits)

This course examines psychology as an experimental science. Research methods and statistics will be studied and students will be involved in research projects that will culminate in research design.

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

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) (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.

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.

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.*

The Human Condition

*** 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.*

The Human Condition 15 (5 credits) (grades 9+)

Pre-requisite: None

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 (grades 10 – 12 only) (5 credits)

Recommended: The Human Condition 15

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)

Recommended: 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.

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 course will focus on appropriate, safe and sustainable use of nearby mountain recreation areas. Students will take part in an extended backpacking trip to utilize and practice skills developed in previous year's classes. The course is also developed and implemented with alternative physical activity for gifted students in mind. Students will take part in an intensive planning and packing session followed by a six day/ five night backpacking adventure and then a day of clean up and assessment/evaluation. Three CTS credits will be awarded for successful completion: ENS 1040 Living with the Environment, WLD1130 Outdoor Survival Skills and HSS1080 Fundamentals of Leadership.

This is a block, one week course to be offered over the week of September 23-30, 2011. It is open to grade 10, 11 and 12 students. It is on top of the regular 8-course schedule. Students taking part will be missing one week of their other classes and will be responsible to make up the missed work. The course is open to only 10 students due to group size restrictions in the Parks. There is a course fee of \$125 per student and there is a requirement that they have the appropriate gear for such a trip. Students selected for the course will need to demonstrate their experience, suitability and previous knowledge for such an excursion. Successful completion of EOE 1 and 2 is highly recommended.

PHYSICAL EDUCATION

Physical Education 20/30 (3 credits each)

Pre-requisite: Physical Education 10 / 20 respectively

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. 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.

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) (3 credits)

This Sport Medicine course will be taught in Modules as presented by Alberta Education (2011). There will be three modules to complete this term. These modules are the Musculoskeletal System, Injury Management 1 and Technical Foundations for Injury Management.

The course is designed to help students understand and utilize the scientific method of learning. Also, this course will serve as a method to help students identify areas of scientific interests so that they can better select appropriate 20 and 30 level high school science courses. For each module, special assignments related to sport medicine and exercise physiology will be performed.

Medical Studies 15 (grades 9 –12) (3 credits)

The purpose of this course is to expose students to the applied scientific inquiry process as it relates to the field of Medicine. The course is designed to help students understand and utilize the scientific method of approaching current societal medical challenges. Lastly, this course will serve as a method to help students identify areas of scientific interests so that they can better select appropriate 20 and 30 level high school science courses. This Medical Science course will be taught in modules as presented by Alberta Education (2011). There will be three modules to complete this term; Health Service Foundations, Mental Health and Wellness and Advances in Medical Technology.

Forensic Science 25 (3 credits)

Pre-requisite: Science 10.

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. Students at Westmount are required to begin their language study in middle school and may continue following a program of studies through high school.

****We will be phasing out the 3 year program with the implementation of compulsory second languages up to grade 9.****

French 20 -3Y (5 credits)

Pre-requisite: 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, as well as the passé compose and the imparfait.

French 30 -3Y (5 credits)

Pre-requisite: 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.

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, past and future tense. Some of the grammatical structures studied at this level are: present perfect, direct and indirect object pronouns, reflexive verbs, imperative verbs as well as the use of negative and positive expressions in the language. Students will also have the opportunity to enrich their experience by working on cultural and linguistic activities and projects that will encourage the use of the language in both written and verbal forms.

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. At this level, students should be able to read, write and communicate basic ideas in Spanish. Some of the grammatical structures cover are: passive voice, subjunctive tense, the conditional verb, comparative superlatives and diminutive forms of different words and adjectives. Students will have the opportunity to practice their linguistic skills through skits, games and situational projects that are designed to help **them** practice and feel comfortable using the language.

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: 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: 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: 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.

Spanish 9 (grade 9 only)

Pre-requisite: Spanish 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. At this level, students are introduced to Spanish literature, culture and more advanced grammatical structures.

Spanish 10-7Y (5 credits)

Pre-requisite Spanish 9

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 oral and written work. At this level, Students are encouraged to use their grammatical and linguistic skills to understand and manipulate the language while working on a literature study and a film study that is introduced and completed each term. One of the most exciting opportunities that students have at this level is to engage in volunteer opportunities that allow them to practice their written and linguistic skills while being active in the community.

Spanish 20-7Y (5 credits)

Pre-requisite: Spanish 10

In this course, students will explore Spanish language and culture in different environments and through different mediums. The purpose of the program is to provide students with opportunities to comfortably manipulate the Spanish language, allowing them to communicate in a practical and effective manner. Complex grammatical structures will be learned during the semester to broaden their vocabulary and to enhance their ability to express themselves at an intermediate to advanced level of communication.

Spanish 30-7Y (5 credits)

Pre-requisite: 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 conversations 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. At this level, students will complete a three year novel and film study. In addition, students will be required to participate in different field trips that will allow them to practice their linguistic skills outside the classroom (real life situation) as mentors, tutors, and teachers.

ART

Art 9

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 develop 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: 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: 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.

Studio Art is also available as an Advanced Placement extension –see AP section

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 (3 or 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.

BAND, ORCHESTRA, and CHOIR

The Westmount band program provides opportunities from beginner to advanced levels of performance. Placement for students new to Westmount is determined through audition. All Band students are required to rent/purchase their instrument and supplies, (method books and workbook are provided in Course fees). 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 7 Band or minimum 2 years of Band experience.* This course is for Grades 8/9 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. The level of difficulty of the music begins the year at Grade 3 and the year ends with some Grade 4 repertoire.

Senior Band (Level IV) *Pre-requisite: Intermediate Band and Audition* Senior Band is for the most experienced and advanced band students. Students new to Westmount must submit a recorded audition before acceptance into the Senior Band, with emphasis placed on skills and musicianship. Music study begins with Grade 4 music and finishes the year with some Grade 5 repertoire.

String Orchestra II

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

Ensemble performance group for students in Grades 7-12 with experience playing violin, viola, cello or double bass. Students should have at least one year of experience playing their string instrument. 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. Music study begins with Grade 2 music and finishes the year with some Grade 3 repertoire.

Instrumental Jazz 15 (5 Credits)

Co-requisite: Students enrolled in Instrumental Jazz 15/25/35 must also enroll in either Junior or Senior Jazz Band.

The High School Instrumental Jazz program 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 the Calgary Board of Education.*

Jazz Band (Extra-curricular) Westmount Concert Band or Orchestra membership is mandatory for acceptance into one of the Jazz Bands. Rehearsals are after school, once a week (Tuesday or Wednesday). Instrumentation is limited to alto sax, tenor sax, bari sax, trumpet, trombone, piano, double bass, drums, and guitar. There are currently 2 levels of study: Junior and Senior Jazz Band. Junior Jazz is for Grade 7+ students who are new to Jazz or have 2 or fewer years of Jazz experience. Senior Jazz is for the most experienced players who have studied Jazz for at least two years previously.

Choir

Pre-requisite: none

Students enrolling in Choir should be able to read Music, although vocal experience is not required.

DRAMA

Drama 9: Exploration of Character and Text

This course is designed to assist in the development of the student through a variety of artistic explorations. Units include an introduction to Scene Study, Scene Creation, Shakespearian Scenes and Armed and Unarmed Stage Combat. Technical theatre components will be addressed through learning the application of "Old Age" character make-up. The Drama 9 student can look forward to integrating their imagination on a daily basis while working with like-minded peers and building self-confidence.

Drama 10: Character, Movement and Motivation (5 credits)

Recommended: Drama 9

Drama 10 investigates the physical and emotional make-up of character. Modules include a further exploration and development of Scene Study, Character Creation, Improvisation, and Intensive Mask Workshops. Students will explore physical communication through neutral mask and the Laban Technique. They will also create and develop their own unique characters masks and participate in activities designed to assist character development through a process of discoveries and stimulus. Students of Drama 10 can look forward to developing a heightened personal awareness while building on dramatic skills that will take them to the next performing arts level.

Drama 20: Theatre Styles and Performance (5 credits)

Pre-requisite: Drama 10

Drama 20 places a high regard on theatre professionalism and ensemble work through inspired learning modules including an exploration into Theatre Styles, Advanced Scene Study and Character Development. Students will also participate in an intensive Improvisation Workshop, have an introduction to Technical Theatre and attend three live professional theatrical productions at Lunchbox Theatre. Each student will also prepare a classical and contemporary monologue that will be used for casting the students as performers in the Drama 30 Directing Projects, which will be performed in an evening performance for an invited audience.

Drama 30: Advanced Theatrical Pursuits/Directing (5 Credits)

Pre-requisite Drama 20

Drama 30 aims to incorporate all dramatic discoveries learnt to date while preparing the student for an ultimate Directing Project. Students will select, plan, organize, cast and direct a professional one-act play to be performed for an invited audience. Extra evening and weekend hours may be required to prepare for this event. The students will host An Evening of One Acts. The Directing Projects serve as a final exam and make up 30% of the student's final grade. Additional concepts explored in Drama 30 include Theatre Styles, The Rhythm Project, Technical Theatre Workshop, Professional Theatre Audition for a panel of Calgary's finest theatre artists and the opportunity to attend three live professional theatrical productions at Lunchbox Theatre to help inspire their directorial vision.

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.