

# CHINOOK HIGH SCHOOL



## Course Descriptions Grade 10-12 (2020-2021)



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### **Science 14-24**

The criteria for an Alberta High School Diploma requires students to have successfully completed two high school science courses for 10 science credits. Successful completion of Science 14 and 24 satisfy this requirement. It should be noted that these courses do not qualify as prerequisites for many college programs nor university entrance. These courses are a good choice for a student who struggled in Science 9 or Science 10 (i.e. less than 60%).

The science 14 & 24 courses provide opportunities for students to develop knowledge, skills and attitudes that they need to explore interests, to solve problems, make decisions and prepare for further education and careers.

### **Science 10/20/30**

Science 10/20/30 is an integrated academic program that combines **biology, chemistry, physics** and **earth** sciences into one course. The focus is on helping you to understand the scientific principles behind the natural events you experience and the technology you use in your daily life. This stream leads to a diploma at the end of Science 30.

**Note: You can take this course even if you have taken Chemistry, Biology, and Physics.**

This course route is ideal for those students who:

- do not want to pick a specific science stream – you get a little bit of all three + extras
- don't need a specific science for post-secondary (Ex: someone going into fine arts)
- someone that needs another 30 level course for post-secondary – even if they have already take another 30 level science

**Pre-requisite:**

- Science 20: Science 10 + Math 10C (recommended)
- Science 30: Science 20, Chem 20, Bio 20 or Physics 20 + Math 10C (recommended)



## **Biology 20/30**

### **Biology 20**

This academic course involves the study of our world and the important interactions that maintain our biosphere. We will look at our dependency on plants and our connection to other animals, maintaining equilibrium within ecosystems, and human systems including the circulatory, excretory, digestive and motor systems!

**Prerequisite:** Science 10 (50% min, recommended 65%)

### **Biology 30**

This academic diploma course involves the concept of homeostasis at all molecular levels. We will examine the nervous system, endocrine system and reproductive systems, molecular genetics and cell division, protein synthesis, and population and community dynamics!

**Prerequisite:** Biology 20 (50% min, recommended 65%)

## **Chemistry 20/30**

### **Chemistry 20**

Chemistry 20 is the second course towards completion of the chemistry program from Alberta Education. This introductory chemistry course builds on basic content started in Science 10 and introduces students to the topics required to describe chemicals and chemical systems.

**Prerequisite:** Successful completion of Chemistry 20 serves as a prerequisite for Chemistry 30. The chemistry program is designed for students planning a post-secondary education. It is also recommended that students taking chemistry have a strong math background (10C).

### **Chemistry 30**

Chemistry 30 is the last course towards completion of the chemistry program from Alberta Education. This chemistry course builds on basic content started in Science 10 and Chemistry 20 and introduces students to the topics required to describe chemicals and chemical systems. The chemistry program is designed for students planning a post-secondary education. It is also recommended that students taking chemistry have a strong math background (10C – going into either -1 or -2 streams)

## Physics

### **Physics 20**

This course provides an introduction to our physical world. Students will learn how and why objects move, through word problems, conducting experiments and exploring other projects.

**Prerequisite:** This course is largely math based and therefore students are required to have completed both Science 10 and Math 10C as prerequisites. Math 20-1 or 20-2 is not necessary, but recommended.

### **Physics 30**

This course provides physics with a historical context. Students will learn about the discovery of; magnetic fields, electric fields, the atom's structure and subatomic particles, as well as, the formation of electromagnetic radiation.

Students will have homework and readings regularly and should be prepared to make time at home to complete them.

**Prerequisite:** Students are required to have completed Physics 20 and Math 20-1 or 20-2. Math 30-1 and 30-2 is not necessary, but recommended.



# Math

## High School Math Overview

In order to meet the graduation requirements in Alberta, students are required to successfully complete a 10-level mathematics course (10C or 10-3) and a 20-level mathematics course (20-1, 20-2, or 20-3).

Math 30-1 and Math 30-2 have a Government Diploma Exam worth 30% of the overall grade. (There is no Diploma Exam for Math 30-3)

A student must pass Math 9 to enrol in Math 10C. Math 10C is THE pre-requisite for both Math 20-1 and Math 20-2.

Each post-secondary institution/faculty determines its own specific Mathematic requirements (if any); please contact specific institutions for actual program requirements.

**The following course descriptions include suggested pre-requisite grades.**

Although a minimum passing grade of 50% is necessary, the suggested grades help indicate the necessary "learned content" to be a successful at the next level.

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

This is a combined dash-1 and dash-2 course; it is the pre-requisite course for both Math 20-1 and Math 20-2. Algebraic reasoning is the focus of this course; as it is a necessary foundation skill and concept for future courses. Topics include SI and Imperial Measurement, Trigonometry, Polynomial Operations and Equations, Linear Relations and Functions, Systems of Equations.

## **Math 20-1 and 30-1 (5 credits each)**

This is a rigorous course sequence for students who plan to enter university courses such as engineering, mathematics, sciences, or other programs that require advanced math skills, including the study of calculus.

Topics include Algebraic Reasoning, Functions (an in depth study of quadratic, radical, polynomial, rational, trigonometric, exponential, and logarithmic functions), Trigonometry, Permutations and Combinations, Binomial Theorem (for important applications to Calculus and Statistics)

Math 20-1: **Suggested pre-requisite grade** in Math 10C: **70%** or greater

Math 30-1: **Suggested pre-requisite grade** in Math 20-1: **65%** or greater

## Math

### **Math 20-2 and 30-2 (5 credits each)**

This is a challenging course sequence for students who want to attend university or college, and pursue programs that require a high-end math but not the study of calculus. Topics include Algebraic Reasoning, Relations and Functions (including quadratic, radical, polynomial, rational, sinusoidal, exponential, and logarithmic functions), Logical Reasoning, Trigonometry, Probability, Permutations and Combinations

#### **Prerequisites:**

Math 20-2: **Suggested pre-requisite grade** in Math 10C: **60%** or greater

Math 30-2: **Suggested pre-requisite grade** in Math 20-2: **65%** or greater

### **Math 10-3, 20-3, and 30-3**

This is a course sequence for students who want to learn the mathematics needed to enter most trades or want to enter the workforce after high school. Topics include SI and Imperial Measurement, Trigonometry, Reasoning (spatial, proportional, logical), Finance, Statistics, and Probability

### **Math 31 (Calculus)**

Math 31 is designed to introduce students to the mathematical methods of calculus. The course builds on students' existing knowledge from the Mathematics 10C, 20-1, and 30-1 curriculums, and expands this knowledge into the understanding of limits, derivatives, and integrals. Emphasis in this course will be placed on preparation to study further calculus courses in university or technical schools.



## English Language Arts

### **ELA 10-1 and 20-1**

Students enrolling in this academic program and course sequence (10-1, 20-1, 30-1) are expected to possess sound reading and writing ability as well as a genuine interest in exploring literature (more deeply at the 20-level) and in the process of developing communication skills. Please visit [www.learnalberta.ca/content/mychildlearning/highschool\\_ela.html](http://www.learnalberta.ca/content/mychildlearning/highschool_ela.html) for further information about this course.

**Prerequisite:** Successful completion of the previous level.

### **ELA 10-2 and 20-2**

ELA 10-2 is the first course in the applied program, leading directly to ELA 20-2 on the path to obtaining a high school diploma. Through the study of various relevant texts, ELA 10-2 and 20-2 integrate reading, writing, speaking, listening, viewing and representing skills. Students enrolling in this course are expected to develop sound reading and writing ability as well as strengthen communication skills. Please see [http://www.learnalberta.ca/content/mychildlearning/highschool\\_ela.html](http://www.learnalberta.ca/content/mychildlearning/highschool_ela.html) for further information about this course.

**Prerequisite:** Successful completion of the previous level.

### **ELA 30-1**

ELA 30-1 is the final course in the academic program, and is the required pre-requisite for most post-secondary institutions. Through the study of various texts, students are expected to extend their understanding and appreciation of how literature relates to human experience. Students will also develop the knowledge and skills necessary to be successful both on the diploma exam and in future educational pursuits. Please visit [www.learnalberta.ca/content/mychildlearning/highschool\\_ela.html](http://www.learnalberta.ca/content/mychildlearning/highschool_ela.html) for further information about this course.

**Prerequisite:** Successful completion of the previous level.

### **ELA 30-2**

ELA 30-2 is the final course in the applied program. Through the study of various texts, ELA 30-2 integrates reading, writing, speaking, listening, viewing and representing skills. Students successfully completing this course will have completed the requirements of the English program in achieving a high school diploma. Successful students may want to attempt English 30-1. For further information about this course, see [www.learnalberta.ca/content/mychildlearning/highschool\\_ela.html](http://www.learnalberta.ca/content/mychildlearning/highschool_ela.html).

**Prerequisite:** Successful completion of the previous level.



## **Social Studies**

### **Social Studies 10-1, 10-2, 10-4 (5 credits each)**

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

### **Social Studies 20-1, 20-2, 20-4 (5 credits each)**

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

### **Social Studies 30-1 and 30-2 (5 credits each)**

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.



## Spanish

### **Modern Languages Overview**

French and Spanish courses are offered as part of a three year program beginning in grade 10.

The learning of another language, develops awareness of, and sensitivity to, cultural and linguistic diversity. It is also a means of cultural enrichment and is the best means of fostering understanding and solidarity among peoples and countries. It gives individuals the opportunity to identify, question and challenge their own cultural assumptions, values and perspectives and to contribute positively to society. Research has shown that learning another language contributes to the development of increased grammatical abilities in the student's first language and enhances cognitive functioning. Learning a second language increases the ability to conceptualize and to think abstractly; and it fosters more cognitive flexibility, greater divergent thinking, creativity and metalinguistic competence.

**Modern language students have the opportunity to participate in a government organized exchange program to Quebec, Spain or Mexico.**

**French and Spanish do not require a diploma exam in grade 12, and if taken to the 30 level, can be counted towards the academic entrance requirement for university.**

***\*all language courses can be challenged with an exam by native speakers***

### **Spanish Language and Culture 10 (5 credits)**

Spanish 10 is the first course in the three year language and culture program. It is an introductory course to learn basic concepts of communication in the Spanish language and cultural awareness of Spanish speaking countries and peoples. Students will be exposed to the Spanish language in four formats: reading, writing, speaking and listening. Students can expect to learn vocabulary to discuss situations in daily life as well as the grammatical building blocks of the structure of language. Students that attend class regularly and participate in classroom activities can expect to be very successful in Spanish 10.

**Prerequisite:** None



## Spanish

### **Spanish Language and Culture 20 (5 credits)**

Spanish 20 is the second course in the three year language and culture program. It is an intermediate course to grow and build on the language basics and cultural components from Spanish 10. Students can expect to greatly expand their vocabulary as well as learning how to communicate in different tenses. Students that attend class regularly and participate in classroom activities can expect to be successful in Spanish 20.

**Prerequisite:** Spanish 10 (or equivalent exam challenge)

### **Spanish Language and Culture 30 (5 credits)**

Spanish 30 is the final course in the three year language and culture program. *It does not require a diploma exam and can be counted towards the academic requirements to university.* Students that take Spanish 30 can expect to expand their communication and understanding to include higher level language structures to create more complex thoughts and sentences. Multiple verb tenses will be explored and practiced to add a great deal more depth to the way in which students are able to express themselves in both spoken and written word.

**Prerequisite:** Spanish 20 (or equivalent exam challenge)



## French

### **French 10-3Y**

The French 10-3year course is a beginner French course that will address all aspects of the French 10-3Y curriculum: Language experiences in context, language skills/functions for communicative purposes, and linguistic intercultural/cultural repertoire needed for communicative purposes. Using the themes in the assigned textbook and accompanying workbook as a basis, students can expect the daily classes to be divided into listening and speaking activities, reading and writing activities and activities related to understanding the cultural aspects French.

### **French 20-3Y**

The French 20-3year course will address all aspects of the French 20-3Y curriculum: Language experiences in context, language skills/functions for communicative purposes, and linguistic intercultural/cultural repertoire needed for communicative purposes. Using the themes in the assigned workbook as a basis, students can expect the daily classes to be divided into listening and speaking activities, reading and writing activities and activities related to understanding the cultural aspects French. **Students taking French 20-3Y are required to have French 10-3Y.**

### **French 30-3Y**

The French 30-3year course will address all aspects of the French 30-3Y curriculum: Language experiences in context, language skills/functions for communicative purposes, and linguistic intercultural/cultural repertoire needed for communicative purposes. Using the themes in the assigned workbook basis, students can expect the daily classes to be divided into listening and speaking activities, reading and writing activities and activities related to understanding the cultural aspects French. **Students taking French 30-3Y are required to have French 20-3Y.**

## Psychology

The objectives of the 3-credit courses in psychology are designed to develop within the student the skills and understandings that make it possible for more effective living in our complex environment. The student's attention will focus on the scientific approach to understanding human behaviour so that he or she may appreciate more fully the reasons that underlie one's own acts and those of one's fellows.

**Personal Psychology 20/Abnormal Psychology 35** is split into Personal Psychology 20 (3 credits) and Abnormal Psychology 35 (3 credits). Abnormal Psychology provides students with an overview of abnormal behaviour and conditions that affect individuals in our society. Personal Psychology 20 is a pre-requisite course which must be successfully completed before taking Abnormal Psychology 35. Abnormal Psychology 35 **CAN** be used as a part of the requirement for 10 credits at the 30 level (in addition to English and Social). **Psychology 20/30 CANNOT be used as part of the 10 credits in CTS/Fine Arts/Second Languages requirement.**

**Experimental Psychology/Applied Sociology at the 30 level** is split into Experimental Psych for (3 credits) and Abnormal Psychology 30 for another (3 credits). The split in these two disciplines takes place at the mid-term point within the semester. **This course CAN be used as a part of the requirement for 10 credits at the 30 level (in addition to English and Social). Psychology 20/30 CANNOT be used as part of the 10 credits in CTS/Fine Arts/Second Languages requirement.**

**\*\*\* Note, there is no pre-requisite for Psychology or Sociology at the 30 level but students who have taken the 20 level classes are better prepared for a 30 level course. \*\*\***



## **Business, Administration, Finance and Information Technology (BIT)**

The BIT cluster focuses on the management, marketing and use of electronic technologies to access, use and manipulate information within personal, family, workplace, community and global contexts. This cluster challenges students to expand their confidence, experience and skills as innovators and leaders. The two strands that are presently being offered at Chinook High School are:

### **Financial Management 10, 20, 30**

**Financial Management 10** is a course covering the accounting cycle for a service business. The course includes modules on (1) Accounting Preparation (2) Accounting Cycle 1 for a Service Business, and (3) Completing the Accounting Cycle for a Service Business.

**Financial Management 20** is a course that has students apply specialized accounting procedures associated with a retail business. The course includes modules on (1) Retail Accounting System 1, (2) Retail Accounting System 2, and (3) Personal Taxation.

**Financial Management 30** offers students an opportunity to examine more advanced applications in accounting. Some of those opportunities include modules in: Payroll Accounting, Accounting Software, Marketing, Financial Analysis, Financial Statements, and Personal Financial Planning.



## **Business, Administration, Finance and Information Technology (BIT)**

### **Media, Design & Communication Arts (MDC)**

The MDC cluster is designed to provide students the flexibility to adapt to various situations relating to design, communication and esthetics. This cluster includes courses related to art and culture, such as the performing arts, film and video, broadcasting, journalism, writing, creative design, fashion, libraries and museums.

### **Digital Media 10, 20, 30 (5+ Credits)**

#### **Communication Technology Program of Studies (Formerly Communication Technology)**

This strand introduces (10 level), builds upon (20 level) and specializes (30 level) students skills in the Adobe Master Collection CS6 software packages (i.e. Photoshop, Illustrator, Premiere Pro, After Effects, Flash, InDesign, Dreamweaver (HTML), Audition, etc.). The areas of study include graphic design digital video production, animation, interactive presentation, digital photography, digital image manipulation, branding, electronic layout and publishing, web design, audio mixing, and printing (large format and/or 3D). Some of our project-based learning challenges activities include: T-shirt print and design, producing a video, event poster, photo shoots and editing, page layouts for print and digital publishing. Students are encouraged to create a portfolio of their work. Career pathways and post-secondary opportunities are discussed at each level.

Please note: 5 30-Level credits in this strand is approved as a 5<sup>th</sup> course requirement at the University of Lethbridge.



# Construction Technology

## **Construction Technology 10**

This is an introductory construction class designed to implement identification of tools, materials, and basic safety procedures used in the construction industry. Some important items covered which are essential in this trade are measurements, proper cutting methods, safe environments and pre-requisites for intermediate and advanced construction modules.

### **INTRODUCTORY MODULES INCLUDE:**

#### Con 1010

- Construction Tools & Materials – Prerequisites for all construction modules
- Text book - Modern Carpentry: Units 1–5
- Safety Test

#### Con 1070

- Building Construction (Group Project) – Prerequisite for all construction modules.
- 16 x 20 Model Garage (Scale 1:12)
- Power Point Presentation

#### Con 1120

- Project Management – Prerequisites for all Cabinetry modules.
- Student initiated plan of a project
- Build Project – i.e. Long Board

#### Con 1130

- Solid Stock Materials
- Used to construct student initiated project
- Oak/maple/walnut etc.

#### Con 1160

- Manufactured Materials
- Used to construct student initiated project
- Plywood, particle board etc.

#### Con 1140

- Turning Operations (Optional)
- Wood Lathe
- Mallets/Table legs etc.

#### Con 1180

- Mold Making & Casting
- Part of Model Garage Group Project
- Garage Foundation





# Construction Technology

## **Construction Technology 20**

This construction class is designed to use skills acquired in construction 10 to practice and enhance abilities using hands on practices as well on task instruction to build projects (instructor initiated and/or student initiated) that further student enhancement in construction techniques. The intermediate level is a combination of Cabinetry/Furniture modules as well as carpentry modules which are dependent on the projects chosen. Some important items covered which are essential in this trade are measurements, proper cutting methods, safe environments.

### **INTERMEDIATE MODULES INCLUDE:**

Con 2020 – Concrete Forming

Con 2035 – Floor Framing Systems

Con 2045 – Wall Framing Systems

Con 2050 – Roof Structures 1 (Framing and Finishing)

Con 2060 – Exterior Finishing (Door, Window, Siding)

Con 2120 – Multiple Materials

Con 2130 – Furniture Making 1 (Box Construction)

Con 2140 – Furniture Making 2 (Frame & Panel)

Con 2150 – Finishing & Refinishing

Con 2160 – Cabinetry 1 (Web & Face Frame)

Con 2170 – Cabinetry 2 (Door & Drawer)

Con 2180 – Wood Forming

## **Construction Technology 30**

This construction class is designed to use skills acquired in construction 10 & 20 to practice and enhance abilities using hands on practices as well as on task instruction to build projects (student initiated) that further student enhancement in construction techniques. The advanced level is a combination of Cabinetry/Furniture modules as well as carpentry modules which are dependent on the project chosen. Students are expected to work independently or in groups to solve problems in the projects they are constructing.

### **ADVANCED MODULES INCLUDE:**

Con 3040 – Stair Construction

Con 3050 – Roof Structures 2 (Framing & Covering)

Con 3060 – Doors & Trim

Con 3070 – Floor Covering

Con 3130 – Furniture Making 3 (Leg & Rail)

Con 3140 – Furniture Making 4 – (Surface Enhancement)

Con 3160 – Cabinetry 3 (Cabinets/Countertops)

Con 3170 – Cabinetry 4 (Layout & Installation)

Con 3210 – Framing Systems 2 (Floor, Wall & Ceiling)



## Fashion Studies

### **Fashion Studies 10**

Fashion Studies is not just about sewing, it is about creativity, design and inspiration. When you register in Fashion Studies you will be introduced to many different elements of fashion like fashion designers, fashion illustrations, merchandising, retailing, repair/recycle, leatherwork, quilting, outerwear, active wear, knitting, beading just to mention a few of the 47 courses offered. Students work independently on their choice of projects and interests. You can earn as many credits you can by studying the strand of fashion studies that you want. Fashion Studies is not just for girls, boys should learn how to handle a sewing machine and how to sew, too. Come and learn a new skill and try your hand at Fashion Studies.

### **Fashion Studies 20/30**

Fashion Studies 20/30 is an extension of Fashion Studies 10 where students continue their exploration of new courses and skills in the world of fashion and sewing. There are a total 47 courses that students can select from in all strands of interests. Look what Fashion Studies can offer:

- **Fashion & Design** – Fashion Illustration, Couture, Draping, Pattern Drafting, Flat Pattern
- **Fashion Fabrics and Production** – Sewing Fundamentals and Construction, Speciality Fabrics, Active wear, Knitwear, Outdoor Clothing, Creating Home Décor
- **Fashion and Promotion** - Fashion Dynamics, Fashion Retailing, Fashion Merchandising
- **Fashion & History** - Creative Costuming, Theatrical Costuming, Textile Arts, Evolution of Fashion, Cultural Fashions
- **Fashion & Textile Arts** – Fashion Dynamics, Digital Embroidery , Surface Embellishment, Wearable /Art, Textile Arts

Discover what Fashion Studies can do for you. It is a program tailor made just for you. Challenge yourself and try it!

### **Fashion Media Technology**

Like Fashion? Art? Digital Media? Learn digital technology through the Fashion industry! Create professional looking digital illustrations, collages, trend boards, technical drawings, textile designs, and more. These skills are not only useful for fashion, but for many fields, including communications, art, engineering, new media, interior design, business, education and more! Instruction for beginner, intermediate and advanced levels, so EVERYONE is welcome!



## Foods

The Health, Recreation & Human Services (HRH) cluster focuses on a vast array of challenging and rewarding careers in health care, community supports, recreation, cosmetology, food services, tourism and law.

### **Food Studies 10, 20, 30**

This course sequence enables students to develop a broad interest in foods in such a way that they are motivated to continue practicing and learning about food. Students will cultivate their individual talents and interests through the study of Food Basics, Contemporary Baking, Meal Planning I, Fast & Convenience Foods, Snacks & Appetizers and Canadian Heritage Foods.

## Legal Studies

### **Legal Studies 10/20/30**

Legal Studies 10/20/30 allows students to explore modules that focus on public law (the legal relationship between the government and the citizen) and private law (the legal relationships between individuals). Students will become familiar with the influence, impact and complexities of these laws in their daily lives. The goal is for students to complete 3 modules at the 20 level and 3 at the 30 level.

**Prerequisite: none**



## **Robotics 15/25/35**

Robotics – Combining the excitement of sport with the rigors of science and technology. FIRST Robotics is the ultimate sport for the mind. Under strict rules, limited resources, and an intense six-week time limit, teams of 20 or more students are challenged to raise funds, design a team "brand," hone teamwork skills, and build and program industrial-size robots to play a difficult field game against like-minded competitors. It's as close to real-world engineering as a student can get. Students must be willing to put in time after school (and maybe some weekends) and to do any job the team needs to succeed (lots of important jobs available for all skill levels and interests). These would include 3D CAD design, Mechanical construction, Electrical construction, Programming, and Media (Photography, Video Editing, Logo Design, Fundraising, recruitment, Web Design, etc.). Enthusiasm and a willingness to learn are the key ingredients for success.

## **Leadership 10-12**

This 5 credit course will help students explore the basic principles of leadership and evaluate their own personal leadership characteristics and qualities. It will be run outside the time table on Monday nights from 7-9pm. In Leadership, you will learn practical skills in teamwork, decision-making, reflection, organization, communication and serving others.



## **Yoga 15/25/35**

Yoga 15/25/35 is a course which will allow students to experience the postures (asana), breathing techniques and relaxation techniques of a yoga practice. It will help students to understand and support their own unique needs, limitation and growth within their own bodies. They will acquire an understanding of anatomy and physiology as it pertains to their practice, and explore the historical roots of yoga as an art, science and philosophy. This course is designed for all levels, beginner to advanced, and will build and encourage a well- rounded yoga experience.

## **High School Outdoor Education**

This course will help anyone wanting to learn more about the outdoors be able to plan trips, pack a backpack, do basic first aid, use a compass, read maps and set up camp. It involves a weekend navigation course and a 3 day trip in the mountains. Beginners welcome.



## Drama

### **Drama 10/20/30**

These action packed courses explore the wonderful world of creative drama and theatre. From improvisation games to scripted work, we will play at the art of making a play. Drama helps students develop creative ways to think outside the box and discover their confidence. Students voice their thoughts and ideas through a range of medium which encourages the creative soul. If you are shy, this is the class for you. If you are outgoing, this is the class for you. If you like to have fun and get to know others, this is definitely the class for you. Drama 30 is accepted as a university entrance course.

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

This class nurtures the students who loves to perform. Advanced Acting/Touring Theatre is a project based class that focuses on Performing Arts. Students are involved in school productions and learn about the rigors of rehearsals, performance and working with a cast. Analysing script and developing character are the cornerstones for Advanced Acting. Students will perform for both school and community audiences to develop the craft of acting. **Students are asked to audition before being enrolled.**

### **Technical Theatre 15/25/35**

The backstage demands of lights, sound, costumes and set are the focus of this class. Students will learn by experiencing the responsibilities of the technical side of the theatre. Working in an outstanding facility and with school staff and community professionals, technical theatre students learn by doing. At the higher level, students are introduced to the design components of theatre productions.

## Dance

### **Dance 15**

This is a non-performance dance class for anyone who wants to learn or to continue their study of dance. The focus will be split between various forms of dance including: Jazz, Contemporary, Hip Hop, Tap, West African and Musical Theatre. Dance history and basic anatomy will help to deepen and broaden our appreciation for dance as an art form. In this class, dance will be a vehicle to build confidence, creativity, strength and flexibility. Any questions can be directed toward Alisha Hornberger at [alisha.hornberger@lethsd.ab.ca](mailto:alisha.hornberger@lethsd.ab.ca).

## Dance

### **Dance 25**

This is a non-performance dance class for those who want to continue their study of dance from Dance 15. This class will build on the technique and experienced gained in the previous year. More emphasis will be placed on the process of creativity during the study of various dance forms which will lead to an in-class presentation of student work. The styles studied can include: Hip Hop, Contemporary, Jazz, Musical Theatre, West African and Tap. Dance history and anatomy will continue to be a foundation for the work we do in this course. Students must have Dance 15 or teacher approval to participate in class.

### **Dance 35**

This is a non-performance dance class for those who want to continue their study of dance from Dance 25. It is an intermediate-advanced class, which will study various dance styles including: Jazz, Hip Hop, Contemporary, West African, Musical Theatre and Tap. The study of the creative process, built in Dance 25, will be deepened during the course of the semester which will lead to an informal presentation of student works. Students will continue to study dance history and anatomy as it pertains to the course. Students must have Dance 25 or teacher approval to participate in class.

### **Dance Performance 15**

Dance Performance 15 is for the dancer looking to work at a higher level and to focus on dance as a performing art. Students will study a variety of different forms of dance including: Hip Hop, Jazz, Contemporary, Tap, West African, and Musical Theatre. The focus will be on developing skills and strength in technique, choreography, composition, and stage presence/energy to support our work in the semi-annual performance. Dance history and anatomy will be a foundation for this course. Any questions can be directed toward Alisha Hornberger at [alisha.hornberger@lethsd.ab.ca](mailto:alisha.hornberger@lethsd.ab.ca).

### **Dance Performance 25**

Dance Performance 25 focuses on dance as a performing art and continues the work completed in Dance Performance 15. Students will study different forms of dance including: Hip Hop, Jazz, Contemporary, Tap, West African, and Musical Theatre which will lead towards our semi-annual performance. With a foundation in dance history and anatomy, this course will train dancers to have a strong work ethic, increased technique and choreographic ability, and an energetic stage presence. Any questions can be directed toward Alisha Hornberger at [alisha.hornberger@lethsd.ab.ca](mailto:alisha.hornberger@lethsd.ab.ca)



## Dance

### **Dance Performance 35**

Dance performance 35 focuses on dance as a performing art and works to train dancers as they take their next step into the dance world. This course continues the work completed in Dance Performance 25 by offering various opportunities to showcase dance as art. Students deepen their knowledge of various dance styles including: Hip Hop, Jazz, Contemporary, Tap and West African so they can enter the dance world with confidence, a strong work ethic and a passion for movement. Class work will be shown in our semi-annual dance production as well as evening performances of student works. Any questions can be directed toward Alisha Hornberger at [alisha.hornberger@lethsd.ab.ca](mailto:alisha.hornberger@lethsd.ab.ca).

## Music

### **Choral Music 10/20/30**

The choral music program features three ensembles: Mixed Chorus (meets at flex twice a week all year for 5 credits), Women's Chorus (5 credits – meets in the “regular” teaching block) and Chamber Choir (5 credits – meets after school, twice a week, all year). Students interested in being involved (no previous “formally trained” singing experience is necessary) in any of the above choir classes should register for Choral Music 10/20/30. They will then be put into the appropriate ensemble for their timetable needs and skill level.

### **Instrumental Music (Band 10/20/30)**

The wind ensemble at Chinook meets at Flex twice a week all year for 5 credits. This senior level band is combined with the Grade 9 Band students to create Concert Band. While there is no prerequisite for High School Band, students are expected to be able to perform on their instrument at a Grade 3 (concert band level) minimum in order to meet with success in playing the repertoire in the class. If you are interested in joining this class, but are unsure of your musical level, feel free to speak with the instructor for guidance as to how to proceed. Jazz Band (5 credits – meets twice a week after school, all year) is populated by interested students from the concert band roster.

### **Musical Theatre Studies 15/25/35**

This course is designed for students with an interest in stage performance work that features emphasis in the areas of singing, acting and dancing. With an emphasis on skill development in each of these three areas, the program is diverse and engaging. Utilizing individual and group performance work. Students are featured in a term end showcase as part of their final performance projects. Music Theatre is offered in the regular timetable in one semester for 5 credits.





## Music

### **Guitar Orchestra 10/20/30**

Guitar Orchestra is all about the art of classical guitar playing with students building off of what they previously learned. Students will learn solo classical, but will mostly focus on ensemble performance and techniques. Students will expand their knowledge on music reading, interpretation, and stage etiquette through music literature. Students will work on classic guitar songs, which combine melody, bass and chords together. By the end of the course the students will be able to present a selection of guitar repertoire in a final concert.

### **Rock and Pop 15/ 25/ 35**

This course is classroom instruction in performing popular music. Students will learn how to play melodies, develop rhythm, and recognize musical terms and symbols. Students will also learn how to operate sound and recording equipment with the purpose of gaining a basic understanding of how sound equipment works.

Students will learn to transcribe Pop or Rock songs as a group by rote and learn to perform it in their own style. This program will be designed to contain information specific to the student's requests. During the weekly sessions many practical situations regarding the student's individual interests in a variety of guitar playing situations will be covered. The students will select their own songs, material, topics for their desired learning and performance.

### **Jazz Band**

The Chinook Jazz Band consists of, but is not limited to, saxophones, trumpets, trombones and a full rhythm section (drum set, bass, guitar and piano) like a traditional Big Band modeled on legendary acts like Count Basie or Duke Ellington. This group studies and performs a variety of literature from various periods of jazz performance, ranging from Swing to Bossa Nova, Funk to Fusion and anything else that will enrich the class. Traditionally, Big Band has a smaller number of performances than a concert band. Because of this, **students are asked to audition before being enrolled.**



## Art

The **Art 10, 20** and **30** sequence of courses allows students to explore and develop their creative practice and technique. Students will work with a variety of mediums in two and three-dimensions and develop their knowledge and use of the elements of art and principles of design. Students will create and explore art through drawing, painting, print making, sculpture, public art, social sculpture, design and mixed media.

As students progress through the courses they will develop personal style, explore conceptual ideas and refine their artistic techniques. Students will develop their own unique creative process and learn to effectively engage in critique. Each course provides connections to historic and contemporary art and encourages students to become engaged in the local art community as well as research and discuss art on a global scale. Collaboration with other classes and the presentation of art work in the school community is also part of the art program.

Everyone has the potential to engage in creative practice and every student, no matter what kind of previous experience they have, is encouraged to try an art class at Chinook.

### **Art 10**

Art 10 is open to any students with an interest in art or creative practice. Each unit begins with a variety of exercises to learn techniques, followed by a final project. Students are encouraged to explore the mediums, develop their own creative process, and create unique works of art. Critique and the development of conceptual ideas is also an important part of the Art 10 program.

## Art

### **Art 20**

Art 20 focuses on refining artistic techniques as well as developing a creative voice. Students work through a series of units exploring conceptual ideas and communicating meaning in their art work. Art 20 makes connections to art in real life including public installations, collaborative projects and personal identity. Oil paint, drawing, sculpture, mixed media and social sculpture are some of the mediums used. Artistic process and critique are refined and evaluated for each studio project created in Art 20. **Prerequisite:** Art 10

### **Art 30**

Art 30 pushes students to develop their own artistic style, conceptual themes and refined technique. Students work through a series of drawings and studio projects over the course of the term. Each studio project includes a carefully documented process as well as critique. Students are evaluated on their planning and artistic process, final product and critique. The course begins with set parameters for projects and becomes more self-directed as the term progresses.

**Prerequisite: Art 20**

### **Portfolio Art 35**

Portfolio Art 35 is an extension of the high school art program for students who are passionate about art and want to pursue their art practice beyond Art 30. The format is the same as Art 30, however; studio projects and drawings are more self-directed. The goal of this course is for students to develop a unique personal style and to build a successful portfolio of artwork.

**Prerequisite: Art 30** (In most cases, 80% or higher is recommend in Art 30 before taking Art 35)



## **Physical Education & Sports Performance**

### **PE 10**

Physical Education 10 is a compulsory course at Chinook High School and is offered in combination with CALM 20 (3 credits each). The aim of the Physical Education Program is to enable individuals to develop knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Students will have the opportunity to participate in a number of different activities including a variety of team sports as well as some individual pursuits.

### **PE 20/30**

Physical Education 20 & 30 are optional courses at Chinook High School. The aim of the Physical Education Program is to enable individuals to develop knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. PE at the 20/30 level is structured much more around individual pursuits and provides students the opportunity to experience a wide variety of activities including, golf, climbing, bowling, hiking, scuba diving, downhill skiing, ice hockey, curling, and many more. Classes will take place off-campus twice per week.

### **Sports Performance 10/20/30**

The Sports Performance program at Chinook enables students to explore the world of athletics from a variety of perspectives, including anatomy and physiology, sport psychology, nutrition, as well as an emphasis on physical training. Other points of emphasis include biomechanics and the social contexts of sport.

## **Physical Education & CALM**

### **Lifestyle / Alternative PE 10**

Lifestyle or Alternative PE 10 will focus on providing students with the knowledge and skills to engage in a healthy lifestyle. There will be less emphasis on team sports and more of a focus on individual lifelong pursuits.

### **Ice Training Sports Performance**

This course is open to all skill levels. Predominantly a skill building course that incorporates hockey drills and game like conditions to facilitate skill development in the game of ice hockey . Some classroom instruction but most of the course is spent on the ice at the ATB center. Goalies are encouraged to enroll as they receive instruction as well as a great deal of on ice practice. All players are required to have full equipment for safety reasons Class can be taken a maximum of twice for students in grades 10-12 with advanced activities in the second year.

### **Career and Life Management (CALM)**

The aim of senior high school Career and Life Management (CALM) is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others, now and in the future. CALM is the core course for health literacy at the senior high school level in Alberta.



## Dual-Credit Courses

Lethbridge School District No. 51, University of Lethbridge and Chinook High School are working together to develop High School Dual Credit opportunities for the 2019/20 school year and in the future. Collaboration and partnership in our communities and with our post-secondary institutions is a vital part of providing opportunities and choice for our high school students.

### What is Dual Credit?

Offering the Dual Credit Program compliments the Lethbridge School District No. 51, Board of Education Priorities: enhancing Achievement, Inclusion and Innovation. Allowing our high school students to explore and experience university and college programming through Dual Credit programming is exciting and inspiring. It creates a vision of "what can happen after high school".

Each dual credit program presents different opportunities and experiences. "Dual Credit" allows for students enrolled in these programs to receive High School credits toward graduation, and credit in College or University programs.

### Advantages

Ultimately, this initiative seeks to increase exciting learning opportunities and choice for high school students in Lethbridge School District High Schools. Further, the "Dual Credit experience" will assist high school students in building a deeper understanding of the College or University experience.

### **Cinema 1000 (University of Lethbridge) - Fall 2019**

About the course: Cinema 1000 is intended as a foundational course that introduces students to the basic constructive principles and formal components of moving image art. Therefore, the material covered in the course will be instrumental to students' creative and critical work in all subsequent moving image and/or media courses.

Course title: Introduction to Cinema Studies, taught by Dr. Aaron Taylor

Contact hours/week: TBD – Will most likely be 2 weekday evenings during the week, 12 weeks

Location: The University of Lethbridge

Teacher Liaison: Amanda Sequeira (Chinook High School)

### **Problems & Puzzles – Liberal Education 2200**

This dual-credit course will focus on the development of problem solving skills, through word and number puzzles, games, and logic problems. Studying problems solving in these ways, will increase a student's ability to understand and solve problems in everyday life! We will look at problem solving from the point of view of a variety of disciplines including history, anthropology, and psychology. The target for this class is not just math or science minded students, but every learner can benefit from taking part. The class will alternate between lectures on problem solving tools and approaches, and actually working on the problems. This dual-credit course offers students the opportunity to receive both High School credit and credit for a University of Lethbridge.



## Knowledge and Employability Program (K & E)

This program is a hands on, skill based program designed to help students find employment. There is a work experience component, a curriculum based on practical experience and a certificate of completion which assists student in the world of work.

Students continuing from the K&E grade 9 program may continue to qualify for this program.

The Knowledge and Employability courses are designed to assist students in developing the essential concepts, skills, and attitudes of Mathematics, Social Studies, Science and English that are required for responsible participation in the home, school, workplace, and community.

The Knowledge and Employability (K&E) program requires qualification; please contact an administrator for more details.

Knowledge & Employability courses include:

- **Science 10-4, and 20-4**
- **Math 10-4, and 20-4**
- **Social 10-4, and 20-4**
- **English 10-4, and 20-4**



# CHINOOK HIGH SCHOOL



## Required Credit Courses in High School

Grade 10	Grade 11	Grade 12	Minimum Credits
English 10-1 or English 10-2	English 20-1 or English 20-2	English 30-1 or English 30-2	<b>15</b>
Social 10-1 or Social 10-2	Social 20 or Social 20-2	Social 30 or Social 30-2	<b>15</b>
Math 10C or Math 10-3	Math 20-1 or Math 20-2 or Math 20-3		<b>10</b>
Science 10 or Science 14	Science 20 or Science 24 or Biology 20 or Chemistry 20 or Physics 20		<b>10</b>
Physical Education 10			<b>3</b>
CALM 20			<b>3</b>
10 credits in Career and Technology Studies (CTS), or Fine Arts or Second Languages, Locally Authorized Courses, or Physical Education 20 and/or Physical Education 30 (Psych 30 and Sociology 30 do not count in this category)			<b>10</b>
10 credits in any 30 level courses other than English and Social Studies, (Students may use Work Experience 35)			<b>10</b>
The final 24 credits required can be from any combination of 10, 20 or 30 level courses not already accounted for.			<b><u>76</u></b>
<b>Total Credits Required for a Diploma = 100</b>			