

MONSIGNOR McCOY HIGH SCHOOL



2015– 2016 REGISTRATION GUIDE GRADES 10–12



“ Showing the Face of Christ to All”



Mission Statement

In partnership with family, church and community, we provide Catholic Education of the highest quality to our students.

Vision Statement

Monsignor McCoy High School strives to promote academic excellence in all of its students. The school incorporates an integrated approach to education involving the student, home, community and parish. The school aspires to improve the intellectual, physical, social and spiritual well-being of all students and staff. Monsignor McCoy High School recognizes its students as responsible individuals who lead by example and are committed to high moral and ethical standards.

Monsignor McCoy High School
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WELCOME TO MONSIGNOR McCOY

This program handbook and registration guide has been designed to help students and parents understand more fully the Alberta Senior High School programs offered at Monsignor McCoy High School.

Students should discuss their course selections with their parents before making a final decision..

Information regarding courses and registration is available by contacting the following personnel at the school:

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Additional information regarding courses can be found in the “Curriculum Handbook for Parents” found on the Alberta Learning Web site:

<http://www.learnalberta.ca/content/mychildlearning/index.html>



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Before You Make Any Selections, Read This:

Choices of courses made at this time determine the High School Master Timetable for the next school year.

Course conflicts can be greatly reduced if subject selections are made in advance of the final preparation of the Master Timetable in May. The number of sections offered for each course also depends on the pre-registration selections.

Early course selection will help the student to plan his/her future and obtain the courses of his/her choice.

Note

COURSE LOAD REQUIREMENTS:

Grade 10 – Full timetable (no spare)

Grade 11 – Full timetable (can have one 3 credit spare if

enrolled in Work Experience)

Grade 12 – Minimum of 30 in-school (Msgr. McCoy) credits
(10 credits may be Work Experience)

Summer School does not count as an in-school (Msgr. McCoy) credit course offering.

PLEASE NOTE:

Monsignor McCoy High School reserves the right to:

- ◆ Re-arrange student timetables in order to balance class sizes
- ◆ Add courses to a student's timetable to meet the grade Course Load Requirements (see note to left)
- ◆ Substitute one option for another because the requested option conflicts with a core subject
- ◆ Accommodate students on a first registered/first serve basis.
- ◆ Change course based on prerequisite marks.

COURSE RECOMMENDATIONS

Although 50% is the Alberta Education requirement to take the next course in a specific sequence of courses, a mark of 60% is highly recommended. Students who earn between 50% and 60% traditionally have difficulty in passing the next course.

On the following charts please note the prerequisite marks as you enter the next course level. These marks are recommended to ensure student success in courses.

Grade 9	Recommended Mark	Grade 10
Language Arts 9	65%+ → Less than 60% → Less than 50% → Teacher Recommendation →	English 10-1 English 10-2 English 10-4 English 10-5
Social Studies 9	65%+ → Less than 65% → Less than 50% →	Social Studies 10-1 Social Studies 10-2 Social Studies 10-4
Mathematics 9	55%+ → Less than 55% → Less Than 50% → Teacher Recommendation →	Math 10C Math 10-3 Math 10-4 Math 10-5
Science 9	55%+ → Less than 55% → Less than 50% →	Science 10 Science 14 Science 10-4
<ul style="list-style-type: none"> For students interested in registering for Advanced Placement courses (see p. 11) a mark at 65% or higher and teacher recommendation is required. Grade 9 Students who earn less than 50% in their core subjects are encouraged to consider the 10-4 stream subjects for their Grade 10 year. Grade 9 students recommended for dash 5 programming are based upon teacher recommendation. 		
Grade 10	Recommended Mark	Grade 11
English 10-1 English 10-2	60%+ → 50-60% → Less than 50% →	English 20-1 English 20-2 English 20-4
Social Studies 10-1 Social Studies 10-2	65%+ → 50-65% → Less than 50% →	Social Studies 20-1 Social Studies 20-2 Social Studies 20-4
Science 10 Science 10 & Math 10C	60%+ → 50-60% → 40-55% → 60%+ →	Biology 20, Chemistry 20 Science 20 Science 20-4 or Science 24 Physics 20
Math 10C	65%+ → 50-65% → Less than 50% →	Math 20-1 Math 20-2 Math 20-3 or Math 20-4
Math 10-3/Math 10-4	50%+ →	Math 20-3/Math 20-4
Grade 10 Students who earn less than 50% in their core subjects are encouraged to consider the 20-4 stream of subjects for their Grade 11 year.		
Grade 11	Recommended Mark	Grade 12
English 20-1	60%+ → 40-60% →	English 30-1 English 30-2
Social Studies 20-1	65%+ → 40-60% →	Social Studies 30-1 Social Studies 30-2
Biology 20 Chemistry 20 Physics 20 Science 20	60%+ → 50% → Less than 50% → 60% → Less than 50% →	Biology 30 Chemistry 30 Physics 30 Science 30 Science 24 Science 30 Science 24
Math 20-1 Math 30-1 Math 20-2 Math 20-3	65%+ → 65%+ → 50%+ → 50%+ →	Math 30-1 Math 31 Math 30-2 Math 30-3

SENIOR HIGH SCHOOL

Monsignor McCoy High School offers a variety of courses students may choose as part of their high school program



COURSE LOAD REQUIREMENTS:

Grade 10 – Full timetable (no spare)

Grade 11 – Full timetable (can have one 3 credit spare if enrolled in Work Experience)

Grade 12 – Minimum of 30 in-school (McCoy) credits (10 credits may be Work Experience)

GRADE 10

1105AP	English L.Arts 10-1AP(5)
1105	English Lang Arts 10-1(5)
1104	English Lang Arts 10-2(5)
1780	English Lan Arts 10-4(5)
1304F	Fr. Imm Lang.Arts 10-1(5)
1771	Social Studies 10-1(5)
1772	Social Studies 10-2(5)
1781	Social Studies 10-4(5)
1771F	Fr. Imm Social Studies(5)
1791AP	Math 10 Combined AP(5)
1791	Math 10 Combined(5)
1793	Math 10-3(5)
1782	Math 10-4(5)
1270	Science 10(5)
1288	Science 14(5)
1783	Science 10-4(5)
1445B/G	P.E.10(3) Boys ___ Girls ___
1445BG	P.E. 10(5) (Boys & Girls)
1460	Religious Studies 15(3)
0770	CALM(6)
1146	Learning Strategies 15(3or5)
1594	Workplc. Readiness 10-4(5)

GRADE 11

2105AP	EnglishLangArts 20-1AP(5)
2105	English Lang Arts 20-1(5)
2104	English Lang Arts 20-2(5)
2780	English Lan Arts 20-4(5)
2304F	Fr. Imm. Lang.Arts 20-1(5)
2771	Social Studies 20-1(5)
2771F	Fr. Imm. Social Studies 20-1(5)
2772	Social Studies 20-2(5)
2781	Social Studies 20-4(5)
2791AP	Math 20-1 AP(5)-Sem 1 Only
2791	Math 20-1(5)
2792	Math 20-2(5)
2793	Math 20-3(5)
2782	Math 20-4(5)
2231	Biology 20(5)
2796	Chemistry 20(5)
2797	Physics 20(5)
2288	Science 24(5)
2783	Science 20-4(5)
2270	Science 20(5)2
2460	Religious Studies 25(3)
2146	Learning Strategies 25(3or5)

GRADE 12

3105	English 30-1(5)
3105AP	English 30-1 AP (5)
3104	English 30-2(5)
3304F	Fr. Imm. Lang Arts 30-1(5)
3771	Social Studies 30-1(5)
3772	Social Studies 30-2(5)
3771F	Fr. Imm. Soc. Studies 30-1(5)
3791AP	Math 30-1AP(5) - Sem. 1 Only
3791	Math 30-1(5)
3792	Math 30-2(5)
3793	Math 30-3(5)
3211	Math 31(5)
3211AP	Math 31AP(5) - Sem. 2 Only
3230	Biology 30(5)
3796	Chemistry 30(5)
3797	Physics 30(5)
3270	Science 30(5)
3460	Religious Studies 35(3)
3146	Learning Strategies 35(3or5)

SECOND LANGUAGES/FINE ARTS/PHYSICAL EDUCATION

1093	French 10(5)	2093	French 20(5)	3093	French 30(5)
1400	Art 10(3)/Art 10AP(3)	2400	Art 20(3)	3400	Art 30(5) ___ Art 30AP
1410	Drama 10(3)	2400A	Art 20 (5) /Art 20AP(5)	1959	Adv. Theatre 30 (5)
1959	Adv. Theatre 10(5)	1959	Adv. Theatre 20(5)	0002	Inst. Music 30(5)
0002	Inst. Music 10(5)	0002	Inst. Music 20(5)	0003	Physical Ed 30(5)
4500A	Sports Medicine 1(3)	0003	Physical Ed 20(5)	4500C	Sports Medicine 3(3)
0001	Choral Music 10(3) (block 5-after school)	4500B	Sports Medicine 2(3)	0001	Choral Music 30(3) (block 5-after school)
		CCT	Competitive Cross Training (Block 0—before school)		
		0001	Choral Music 20(3) (block 5-after school)		

CAREER AND TECHNOLOGY STUDIES

2141	Design Studies 123(3)	5803	Cosmetology 1 (5) (Introductory)
4583	Photography 1(3)	5805A	Cosmetology 2 (5)
4584	Photography 23(3)	5805B	Cosmetology 3 (5)
4654	Video 1(3)	5805C	Advanced Cosmetology (4,5,6,7)
4655	Video 23(3)	4533	Foods 1(3) Introductory)
4653	ConstTech 1(3) (Introductory)	5305	Foods 23 (3)
5003	ConstTech 23(3)	5104B	Fashion Studies 123 (3)
4906A	Mechanics 1/Fab 1(3) (Introductory)		
4906B	Mechanics 2/Fab 2(3)		
4906C	Mechanics 3/Fab 3(3)		
NOTE:	In CTS courses there are three levels of modules: Introductory, Intermediate and Advanced. The number behind each course will tell you what level will be offered.	Example:	Foods 1 (will offer only Introductory modules) Foods 23 (will offer Intermediate and Advanced modules) Fashion Studies 123 (will offer all levels of modules)



PLEASE NOTE: Monsignor McCoy High School reserves the right to:

- ◆ Re-arrange student timetable in order to balance class sizes
- ◆ Add courses to a student's timetable to meet the grade Course Load Requirements (see top of page)
- ◆ Substitute one option for another because the requested option conflicts with a core subject
- ◆ Accommodate students on a first registered/first serve basis
- ◆ Students who have not achieved the recommended mark will be put on a student success contract.

DIPLOMA REQUIREMENTS

The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

100 CREDITS including the following:
ENGLISH LANGUAGE ARTS—30 LEVEL (English Language Arts 30-1, 30-2, 30 or 33)
SOCIAL STUDIES—30 LEVEL (Social Studies 30-1 or 30-2)
MATHEMATICS—20 LEVEL (Math 20-1, Math 20-2, Math 20-3)
SCIENCE—20 LEVEL (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS)
CAREER AND LIFE MANAGEMENT (3 CREDITS)
10 CREDITS IN ANY COMBINATION FROM: <ul style="list-style-type: none"> ♦ Career and Technology Studies (CTS) ♦ Fine Arts ♦ Second Languages ♦ Physical Education 20 and/or 30 ♦ Locally developed/acquired and locally authorized courses in CTS, fine arts or second languages Knowledge and Employability or IOP ♦ Knowledge and Employability or IOP occupational courses ♦ Registered Apprenticeship Program
10 CREDITS IN ANY 30-LEVEL COURSE (IN <u>ADDITION TO</u> A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE) <ul style="list-style-type: none"> ♦ Locally Developed/Acquired and Locally Authorized Courses ♦ 3000 Series; Advanced Level in Career and Technology Studies Courses ♦ 35-level Work Experience ♦ One 30-4 Level Knowledge and Employability course or 36-level IOP course ♦ 35-level courses from any trade in the Registered Apprenticeship Program ♦ 30-level courses from any Green Certificate Specialization

***For more information on “Certificate of High School Achievement” see Page 29.



CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT

The requirements indicated in this chart are the minimum requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional courses.

80 CREDITS Including the following:
English Language Arts 30-4 or 20-2
Mathematics 20-4 or 10-3
Science 20-4 or 14
Social Studies 10-2 or 20-4
Physical Education 10 (3 credits)
Career and Life Managements (CALM) (3 credits)
5 credits in <ul style="list-style-type: none"> ◆ 30– level Knowledge and Employability Occupational course or ◆ 30-level Career and Technology Studies (CTS) or ◆ 30-level locally developed course with an occupational focus AND 5 credits in <ul style="list-style-type: none"> ◆ 30-level Knowledge and Employability Workplace Practicum course or ◆ 30-level Work Experience course or ◆ 30-level Green Certificate course
OR
5 credits in A 30-level Registered Apprenticeship Program (RAP) COURSE



LEARNING SERVICES

There are a number of possible strategies to ensure students will be successful at Monsignor McCoy High School.

Our programs are designed to ensure that students receive appropriate supports throughout their high school experience.

KNOWLEDGE and EMPLOYABILITY COURSES (K&E) - 4 STREAM

Knowledge and Employability courses provide students in grades 9 to 12, who meet the criteria, with opportunities to experience success and become well prepared for further studies, employment, citizenship and lifelong learning.

Knowledge and Employability courses include and promote:

- ♦ workplace standards for academic, occupational, and employability skills
- ♦ practical applications through on- and off-campus experiences and/or community partnerships
- ♦ career development skills to explore occupations and assess career skills

Enrolment in a Knowledge and Employability course(s) includes creating a Learning Plan for each student through consultation. Each student enrolls in individual courses based on assessment, level of ability in each course, and career and secondary/post-secondary goals. Majority of students may transition successfully from *Knowledge and Employability* courses to other courses in order to achieve a high school diploma, or to access post-secondary opportunities (e.g., some colleges, some apprenticeship programs).

The following key information is important to parental understanding of Knowledge and Employability courses:

- ♦ **Your son/daughter may have an opportunity to transition from Knowledge and Employability courses to Diploma courses and have an opportunity to achieve an Alberta High School Diploma.**
- ♦ **Your son/daughter will be eligible for a Certificate of High School Achievement upon fulfilling the Knowledge and Employability completion requirements.**



THE LEARNING CENTER

The *Learning Center (TLC)* provides students in grades 10 to 12, who meet the criteria, with opportunities to experience success and become well prepared for further studies, citizenship and lifelong learning. The Learning Center supports students who are currently struggling behaviourally or emotionally to be more successful within the context of the school environment.

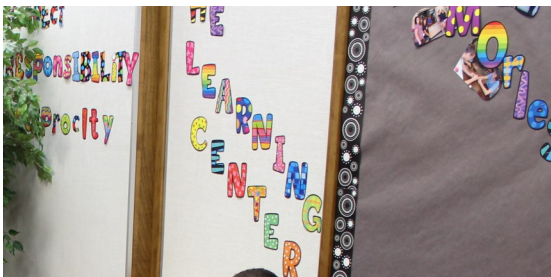
Enrolment in the Learning Center requires each student to have a Success Plan. The plan is a collaborative document that is designed to share key information about a student with staff who work with the child. The plan will be developed with input from the student, staff, parents and outside agencies when applicable.

Key Elements

The foundation for the Learning Center is based upon key elements that are critical to help students with behavioural issues. The elements may have varying degrees of importance based upon the strengths, needs and priorities of a particular student

-Souveny, Supporting Positive Behaviour in Alberta School

- ♦ Positive relations with staff, peers and parents
- ♦ Modified classroom environment that ensures the routines support the opportunity for positive behavior
- ♦ Understanding individual student behavior- goals, functions and triggers
- ♦ Social skill instruction that provides help to the student to learn acceptable behaviours
- ♦ Positive reinforcement that encourages the students to consistently display pro-social behavior
- ♦ Fair and predictable consequences
- ♦ Collaborative teamwork with all stakeholders
- ♦ Individual success plans



LEARNING SUPPORT - 5 STREAM

Learning Support (-5) courses provide students in grades 10 to 12 with opportunities to experience individualized programming to develop and enhance reading, writing, math, life skills, employability skills and citizenship.

*The (-5)*courses include and promote:

- ♦ Academic focus on Math and English Language Arts.
- ♦ Practical applications through on- and off-campus experiences and/or community partnerships
- ♦ Life skills to help foster independence beyond high school

Enrolment in Learning Support courses often includes an individual program plan that highlights special goals for your child. Each student enrolled in a (-5) class may transition to receive a Certificate of Achievement, but majority will receive a Certificate of High School Completion

The following key information is important to parental understanding of Learning Support courses:

- ♦ **Your son/daughter may have an opportunity to transition from Learning Support Course to have an opportunity to achieve an Alberta High School Certificate of Achievement if they meet the criteria**
- ♦ **Your son/daughter will be eligible for a High School Completion Certificate.**



COMPLEX NEEDS

Programming for Students with Complex Needs

An individually appropriate program that recognizes the unique learning and care needs will be created for students with complex needs. With input from school staff, related services staff and parents and in response to individual student needs, a learning plan is developed that includes supports, strategies and modified or supplemental curriculum. The goal for these students is for them to engage effectively in the learning process and to participate actively in curriculum, classrooms, the school and the wider community.

LEARNING STRATEGIES 15-25-35



Rationale

Increased knowledge, practice and application of the learning strategies presented in this course will assist you in developing personal skills for approaching learning with greater self-confidence and efficiency. Participation in this course will help you become lifelong learners who are able to transfer these acquired skills, strategies, and attitudes to any learning situation in school, in your personal lives, and ultimately your roles within a democratic society.

Course Description

Learning Strategies is designed to assist you in developing an in depth understanding of strategies you can use to be successful learners. The intent is for you to become more actively involved in planning, monitoring and evaluating your own learning. Through explicit instruction, guided practice and ongoing feedback, you will have an opportunity to apply a broad range of strategies to maximize your learning and achievement. The course includes developing an understanding of oneself as a learner, improving organization and management of time and resources, and developing a deeper understanding of the learning process.



DUAL CREDITS & ADVANCED PLACEMENT (Receive College Course Credit!!!)

1. **Art 30 + 3 credits in either Design Studies, Video, or Photography** — When a student completes these courses they will receive credits that go towards their High School diploma and they will receive transfer credit at Medicine Hat College for ARFN 232 which can either go towards the Bachelor of Applied Art (Visual Communications) Program or it can be used in place of an option class for those students not going into this program.

Studio Art AP — Advanced Placement Art consists of Art 20AP and Art 30AP. These courses will cover the content of Art 20, 30, and the Studio Art AP. This course involves a sophisticated approach to the generation of artworks that would be suitable for an AP portfolio. The student may also choose to submit their portfolio to the College Board in May through this class.

2. **Math Pre AP and AP** — Advanced Placement Mathematics courses at Monsignor McCoy High School cover the content in Math 10C, 20-1, and 30-1 but at an enriched level and a faster pace. In Gr. 12 the students take the true AP Calculus A/B course which is called Math 31AP. The course consists of concepts and problems being expressed graphically, numerically, analytically and verbally. Major topics include limits, derivatives, integrals, differential equations and applications. In May the AP exam is written which may earn the student university credits. Students who take AP Calculus will be well prepared for a University Calculus course.

Upon successful completion, students could earn university credit while in high school.

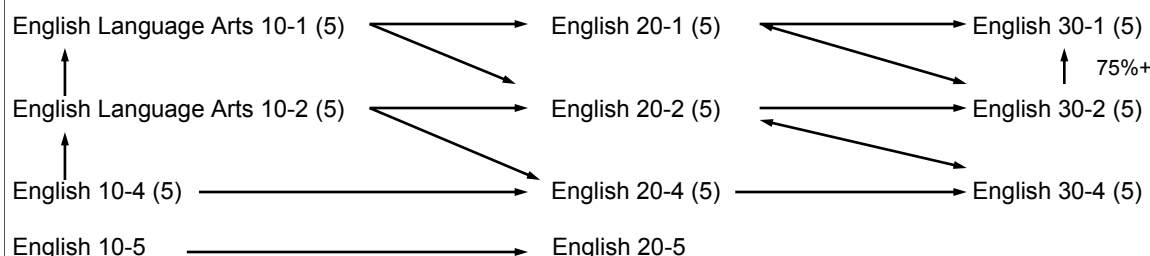
3. **English Pre AP and AP** — Advanced Placement English Literature courses cover the content of English 10-1, 20-1, and 30-1 in addition to the English Literature and Composition AP course. Students experience enriched study through the classics of English Literature. Through exploration of a variety of mediums, students focus on literary analysis, discussion and composition. These courses provide students with advanced reading and writing opportunities. At the 30 level there is more emphasis on the classics with some attention to the historical time in which the work is set and the time that it was written. An extensive examination of poetry is also required, particularly of the 17th and 18th centuries. In May, the AP exam is written which may earn them university credit. Upon successful completion, students could earn university credit while in high school.



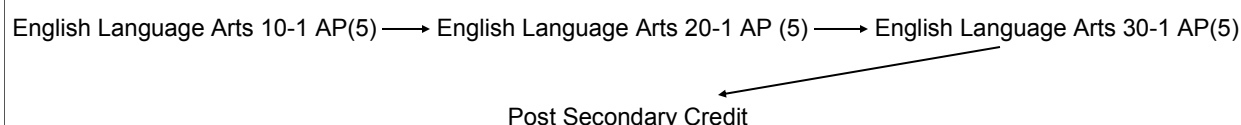
ENGLISH

The English curriculum is designed to assist students in acquiring the skill, attitudes, and knowledge they will need to meet the everyday requirements of life and to deepen their understanding and appreciation of literature. Proper program selection assists students in reaching these goals.

English Language Arts Program Recommended Transfer Points



English Language Arts Advanced Placement Course Sequence



CHOOSING THE RIGHT ENGLISH COURSE

The English 10-1, 20-1, 30-1 stream is appropriate for students intending to pursue further **academic studies** at the **university level**. The English 10-2, 20-2, 30-2 stream is designed for students intending to go to **post-secondary institutions other than university**. **There is some flexibility in transferring from the academic stream to the general stream.**

☑ **ENGLISH LANGUAGE ARTS 10-1, 20-1, 30-1**

(5 credits each) (pre-requisite for ELA 10-1: 65% in Lang. Arts 9)

The English 10-1, 20-1, 30-1 stream is appropriate for students intending to pursue further academic studies at the university level. This stream emphasizes the academic skills needed for university work and stresses critical analysis and independent judgment. Students will continue to develop communication skills and to clarify values through the study of literature. Increased home study and independent reading are expected of students. **The English Department recommends that 65% or higher be achieved in each course of the English 10-1, 20-1, 30-1 stream to be successful at the next level.**

☑ **ENGLISH LANGUAGE ARTS 10-2, 20-2, 30-2**

(5 credits each)

The English 10-2, 20-2, 30-2 stream is appropriate for students intending to go to post-secondary institutions other than university (vocational/technical schools, community colleges) or intending to seek employment immediately after leaving high school. English 30-2 is a pre-requisite for many post-secondary studies. This stream emphasizes a personal response to literature as well as practical applications in reading and writing.

ENGLISH LANGUAGE ARTS 10-4, 20-4, 30-4

(5 credits each)

The English 10, 20, 30 - 4 stream is appropriate for students experiencing difficulty with Language Arts at the senior high level. This series of courses is designed for the development of skills and attitudes needed for communication in the home, community, and work place. Many opportunities are provided for practice and application of communication skills in various

ENGLISH LANGUAGE ARTS 10-5

The English 10-5 stream is a good fit for students who struggle with the basic Language Arts course and are striving towards a Certificate of High School completion.



English 30-1 and 30-2 are subject to a provincial diploma exam which determines 50% of the student's final grade in these courses

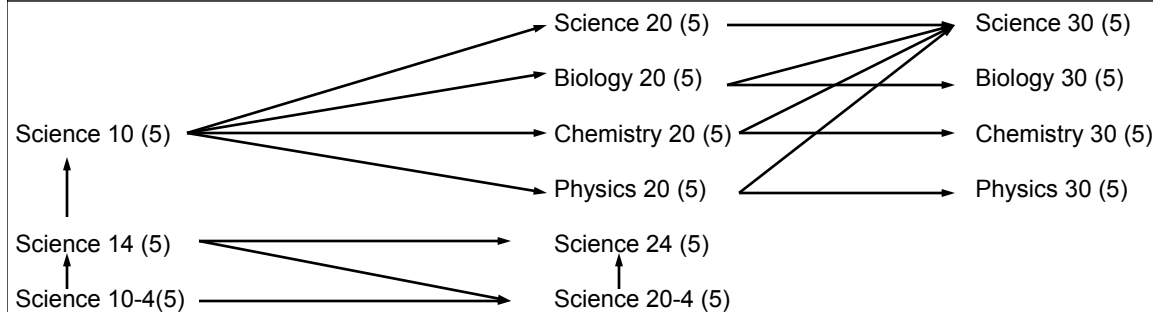


Students wanting to transfer from the general to the academic route are advised to make the transition at the Grade 10 level (English 10-2 to English 10-1). Therefore, the recommended pre-requisite for English 30-1 is English 20-1, NOT English 30-2. Those students who wish to transfer to English 30-1 after English 30-2 are recommended to have a final English 30-2 mark of 75% or higher.



SCIENCE

Science Program Recommended Transfer Points



SCIENCE 14 - 5 credits - **Prerequisite: None**

Science 14 is a general introductory course to biology, chemistry and physics, and the application of science to everyday life. The course is designed to meet the needs and interests of students who want the basic requirements for a high school diploma. It may be offered in a modularized independent study format.

SCIENCE 10 - 5 credits - **Prerequisite: 55% in Science 9**

Science 10 is an introductory academic course designed to provide a means of showing the connections among the scientific disciplines. The course is organized as units in integrated science, biology, chemistry and physics. Students take part in laboratory investigations and problem-solving strategies designed to involve the students as active participants in their own learning.

SCIENCE 10-4, 20-4

(5 credits)

This course sequence is designed to provide for the development of essential knowledge, skills and attitudes required in everyday life situations and the world of work. Themes for study are: Understanding Our Environment, Using Materials and Products, Technology at Work and Life Forms and Changes.

BIOLOGY 20 - 5 credits

Recommended Prerequisite: 60% Science 10

Biology 20 students study the biosphere, energy flow in cellular respiration and photosynthesis, energy exchange in ecosystems and the digestive, respiratory, excretory and circulatory systems of the human organism.

Laboratory work and field studies reinforce concepts learned in the classroom.

CHEMISTRY 20 - 5 credits

Recommended Prerequisite: 60% Science 10

Chemistry 20 students study solutions, concentration, stoichiometry, gases and gas laws, chemical bonding and organic chemistry. Laboratory work and societal connections accompany each of these topics.

PHYSICS 20 - 5 credits

Recommended Prerequisite: 60% Science 10, 60% Math 10C

Physics 20 students study both linear and planar motion and forces, circular motion and gravity and mechanical waves. Demonstrations, experiments, and technological applications are integrated throughout the course of studies.

SCIENCE 24 - 5 credits

Prerequisite: 50% in Science 14

Science 24 continues the study of biology, chemistry, and physics and their application in everyday life. It may be offered in a modularized independent study format.

SCIENCE 20 5 credits

Recommended Prerequisite: 60% in Science 10, 60% in Math 10C

Science 20 is a general academic science course covering material in Chemistry, Biology, Physics and Geology. This course is designed for non-Science majors and leads only to Science 30.

☒ **SCIENCE 30** 5 credits

Recommended Prerequisite: 60% in Biology 20 Or Chemistry 20 or Physics 20 or 60% in Science 20

Science 30 is a generalized academic science course including biology, chemistry and physics. There is some study of living systems, genetics, acids and bases, organic chemistry, light, alternative energy and the environmental impact of these components.

☒ **BIOLOGY 30** 5 credits

Recommended Prerequisite: 60% in Biology 20

Biology 30 focuses on human electrochemical systems as they control the effects of environmental change and reproduction and development. Students study the mechanisms for passing on genetic information which cause variation at the level of the individual, populations and communities. There are a variety of laboratory investigations and many discussions on research into current biological problems.

☒ **CHEMISTRY 30** 5 credits

Recommended Prerequisite: 60% Chemistry 20

Chemistry 30 students study energy changes in chemical reactions, oxidation-reduction reactions, chemical equilibria, acid-base reactions and simple organic nomenclature and reactions. Course material is closely integrated with laboratory investigations and STS issues.

☒ **PHYSICS 30** 5 credits

Recommended Prerequisite: 60% Physics 20, 60% Math 20-1

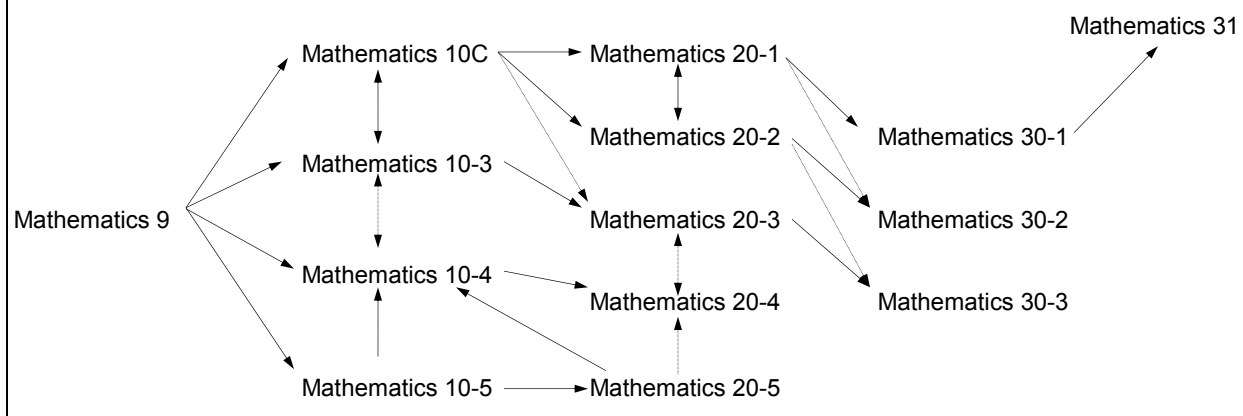
Physics 30 students study conservation laws (energy and momentum), electric forces and fields, magnetic forces and fields, the nature of the atom, and radioactivity. Experimental work, demonstrations, STS issues, and technological applications are integrated throughout the course.

- ☒ Courses are subject to a provincial diploma exam which determines 50% of the student's final grade.



MATHEMATICS

Mathematics Program Recommended Transfer Points



Mathematics Advanced Placement Course Sequence

Mathematic 10 C AP (5) → Mathematics 20-1 AP (5) → Mathematics 30-1 AP (5) → Mathematics 31 AP(5)

Post Secondary Credit

The Math - 1 stream is appropriate for students intending to pursue further math-related studies at the university level. **Recommended prerequisite mark for movement to the next course in this stream is 65%.**

The Math - 2 stream is appropriate for students intending to go to post secondary institutions AND enroll in programs that are not Math related. The Math - 3 focus on basic mathematical understanding and when completed will fulfill graduation requirements.

MATHEMATICS AP (10-1, 20-1, 30-1)

This program is designed for students wishing to obtain university level math during their grade 12 year. Students begin in grade 10 by taking an accelerated 10-1 course and finish both 20-1 and 30-1 in their grade 11 year. AP students then complete a university accepted calculus course in grade 12.

MATH 10 COMBINED (Math 10C) - 5 credits

Recommended Prerequisite: 55%+ in Mathematics 9

Math 10 Combined is the starting point for both the Mathematics-1 and Mathematics-2 course sequences. Students who aren't sure which course sequence they want to follow right out of junior high can take Mathematics 10C and then choose which path they want to take, either Mathematics 20-1 or Mathematics 20-2, in Grade 11.

MATHEMATICS 10-3 - 5 credits

Prerequisite: 40% in Mathematics 9

This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Topics include algebra, geometry, measurement, number, statistics and probability.

MATHEMATICS 10-4 & 20-4 - 5 credits each

This sequence is for those students who are experiencing difficulties with mathematics. This course will give students some insight into why and how mathematics is needed in everyday life. Everyday situations are used to help understand mathematical ideas. Permission to transfer to Math 10-3/20-3 is subject to the recommendation of the Math 10-3/20-3 teacher.

MATHEMATICS 10-5 & 20-5 - 0 credits

This courses is specifically designed for students who struggle with basic math equations and are striving towards a Certificate of High School completion.

MATHEMATICS 20-1 - 5 credits

Recommended Prerequisite: 65% in Math 10C

This course stream is for students who wish to study math or sciences at a university, college or technical institute and go on to a related career. Topics include permutations and combinations, relations and functions, sequences and series, and trigonometry.

MATHEMATICS 20-2 - 5 credits

Prerequisite: 50% in Math 10C

This stream is for students who wish to attend a university, college, or technical institute after high school, but do not need calculus skills. Math 10-2 is designed with a great deal of flexibility, so that the student can switch sequences in Grade 11 or 12 if his or her interests change. Topics include relations, functions and equations, probability, statistics and trigonometry.

MATHEMATICS 20-3 - 5 credits

Pre-requisite: 50% in Math 10-3

This course meets the needs of students wishing to enter most trades, or workforce after high school. It is designed to meet the entrance requirements for apprentices in most trade programs. Math 20-3 topics include finance, statistics, spatial/proportional/logical problem solving and trigonometry

☒ **MATHEMATICS 30-1 - 5 credits**

Recommended Prerequisite: 65% in Math 20-1

This course completes the Math 10C, Math 20-1 stream of study

MATHEMATICS 31 - 5 credits

Pure Math 30/Math 30-1 is the prerequisite for Math 31

This course provides students with the opportunity to pursue a first course in calculus. Pure Math 30/Math 30-1 should be taken as a prerequisite course.

☒ **Mathematics 30-2 - 5 credits**

Prerequisite: 50% in Math 20-2 or 50% in Math 20-1

This course completes the Math 10C, Math 20-2 stream of study.

Mathematics 30-3 - 5 credits

Prerequisite: 50% in Math 20-3 or 50% in Math 20-3

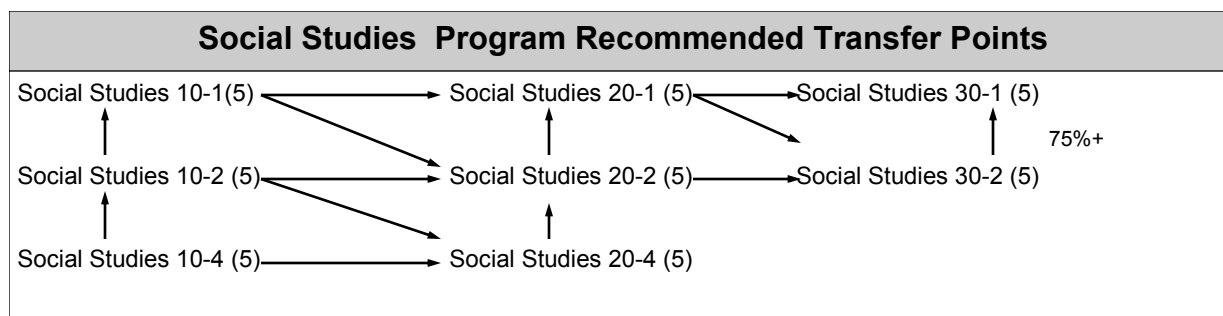
Most apprenticeship training programs in Alberta will recommend students successfully complete Mathematics 30-3.



☒ Courses are subject to a provincial diploma exam which determines 50% of the student's final grade.

SOCIAL STUDIES

The purpose of Social Studies is to assist in the development of students as responsible citizens who will actively participate as members of an increasingly complex society. Students will develop the knowledge, skills and attitudes that will enable them to plan responsible courses of action when faced with the problems of our rapidly changing world.



SOCIAL STUDIES 10-1 - 5 credits

Prerequisite: 65% in Social Studies 9

Students will explore multiple perspectives on the origins of globalization. They will also examine national and international impacts of globalization on identity, lands, cultures, economics, human rights and quality of life.

SOCIAL STUDIES 10-2 - 5 credits

Prerequisite: 40-64% in Social Studies 9

Students will explore historical aspects of globalization. This will also include the study of the relationships among globalization, citizenship and identity. Students will develop skills to respond to issues emerging in an increasingly globalized world.

SOCIAL STUDIES 10-4, 20-4 - 5 credits

Students will develop an awareness of the impacts of globalization by examining opportunities and challenges. They will also examine their roles as responsible and active citizens.

SOCIAL STUDIES 20-1 - 5 credits

Recommended Prerequisite: 65% in Social Studies 10-1

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

SOCIAL STUDIES 20-2 - 5 credits

Prerequisite: 50% in Social Studies 10-2

Students will examine historical and contemporary understandings of nationalism in Canada and the world. They will explore the origins of nationalism as well as the impacts of nationalism on individuals and communities in Canada and other locations. Examples of nationalism, ultra nationalism, super nationalism and internationalism will be examined from multiple perspectives. Students will develop personal and civic responses to emergent issues related to nationalism.



☒ **SOCIAL STUDIES 30-1** - 5 credits

Recommended Prerequisite: 65% in Social Studies 20-1 or 75% in Social 30-2

This is an academic course primarily intended for students who intend to pursue a post-secondary degree or diploma, enjoy Social Studies, or desire an academic challenge. Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

☒ **SOCIAL STUDIES 30-2** - 5 credits

Department of Education Mandatory Prerequisite: 50% in Social Studies 20-2

Students will examine the origins, values and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the viability of the values of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues



Courses are subject to a provincial diploma exam which determines 50% of the student's final grade.



CAREER AND LIFE MANAGEMENT (CALM)

Career and Life Management is a required course for a high school diploma.

This 3-credit course includes 3 broad areas of study.

- Personal Choices – a brief review of communication skills, healthy lifestyles and choices, conflict resolution, and relationships.
- Career and Life Choices – an in depth look at careers, career choices, career planning, and how to get and keep a job. Resume, covering letter and application form preparation are a major focus.
- Resource Choices – a detailed look at choices and challenges facing students as they prepare to move away from home. Budgeting, credit, banking, consumerism, insurance and investment choices will be covered in this section.

Students will also complete up to four additional CTS modules during their CALM course. This will allow them to earn up to 7 credits in this course.





RELIGIOUS STUDIES

Students must be registered in and receive 3 credits in Religion for each year at Monsignor McCoy High School.

Successful completion of all Religion Courses is required in order to participate in graduation ceremonies.

RELIGIOUS STUDIES 15 (GRADE 10) - 3 credits

The overall aim of the program is to assist young persons with the help of the gospels, to participate as Catholics in the shaping of our culture. This course focuses on three key elements:

1. The human being – the student – who enters into a discussion with Christ about Canadian Culture.
2. Culture and the things that shape Culture in Canada.
3. The person of Christ as he is present and active among us today in the power of the Holy Spirit.

RELIGIOUS STUDIES 25 (GRADE 11) - 3 credits

The course examines the positive attributes and limitations of both “reason” and “faith”, the distinction between science and religion, arguments for and against the existence of God and the dynamics of faith in God. We examine how God revealed himself to the Hebrew people (Old Testament) in the bible and will study the structure, content and kind of literature found in the bible. We then explore in the New Testament, the life, death and resurrection of Jesus, along with his teachings, parables and miracles and their meaning for Christians of today.

RELIGIOUS STUDIES 35 (GRADE 12) - 3 credits

The aim of the course is to assist young men and women to understand themselves as moral persons living the way of Christ through an examination of ethical theories, the revelation of sacred Scripture, and the experience and teaching of the Catholic Church. Part A develops the philosophical and scriptural foundations for the study of ethics and morality. Part B applies these principles to the study of moral life today



FRENCH

The goal of the **Three Year (3Y) French Second Language Program** is to allow students to understand and express themselves in basic situations, provided the language they encounter is clear and based on familiar topics and structures. Although previous experience (i.e. French 7-8-9) is an asset, it is not a prerequisite for French 10. Motivation to learn is the key to success!

There are five main components of the French 3Y program:

- **Contexts for Language Experiences** (Personal, Public, Educational, Occupational)
- **Communicative Acts** (Comprehension and expression of oral and written messages)
- **Repertoire of Language Skills** (Students will use knowledge of familiar French language structures to understand and express messages effectively in context.)
- **Cultural Literacy** (Intercultural and Cultural Knowledge)
- **Themes and Assessment**

FRENCH 10 - 5 credits - Prerequisite: positive attitude and a willingness to take risks

Themes: 1. Salut! 2. À la fac 3. La famille et les copains 4. Au café 5. Les loisirs

FRENCH 20 - 5 credits - Recommended Prerequisite: 60% in French 10

Themes: 6. Les fêtes ! 7. En vacances 8. Chez nous 9. La nourriture 10. La santé

FRENCH 30 - 5 credits - Recommended Prerequisite: 60% in French 20

Themes: 11. La technologie 12. En ville 13. L'avenir et les métiers 14. L'espace vert 15. Les arts





ATHLETIC EXCELLENCE PROGRAM



Our Athletic Excellence Programming is for students who are interested in the many facets of Athletics. Students can register in as many of the Athletic courses below to suit their needs! The entire program can be selected for those athletic enthusiasts or if you enjoy more of a non-competitive athletic class, we have classes for you as well.

1. **Competitive Cross Training** – This program is developed for students who are involved in any type of competitive sport and wants to increase their competitive edge through proper training techniques, Nutrition, and Sports Psychology.

Competitive Cross Training I

HSS1020: Nutrition and Wellness - 1 Credit

Students learn the importance of nutrition and hydration for the promotion and maintenance of physical, emotional and social health and wellness throughout life. Students evaluate food and supplement choices, the effects of activity on nutritional requirements and the use of labels to improve daily nutritional intake at all ages.

Prerequisite: None

REC1040: Foundations for Training 1 - 1 Credit

Students apply basic training and movement principles to health-related and performance-related components of fitness training. Students create fitness activities and develop a basic individual fitness plan to achieve goals for health-related and performance-related components.

Prerequisite: None

REC1050: Sports Psychology 1 - 1 Credit

Students assess the impact of mental fitness on optimal sport, artistic and/or academic performance and motivation. Students examine and demonstrate strategies to strengthen mental fitness, including relaxation, visualization and positive self-talk.

Prerequisite: None

Competitive Cross Training II

REC2010: Nutrition for Recreation Activities and Sport - 1 Credit

Students explain the role of food and hydration in helping individuals achieve optimal physical performance for recreational activities and sport. Students acquire knowledge and skills to plan effectively for nutrition and hydration related to a variety of recreational activities and athletic events. Students examine food labeling and the role of recreation leaders and coaches related to promoting nutrition for performance.

Prerequisite: None

REC2040: Foundations for Training 2 - 1 Credit

Students demonstrate training and movement principles related to muscular and cardiovascular development as well as the development of speed, agility, quickness, and flexibility. Students apply safe practices when leading and participating in training exercises and activities.

Prerequisite: REC1040: Foundations for Training 1

REC2050: Sports Psychology 2 - 1 Credit

Students evaluate the impact of confidence, belief, emotions, self-awareness, rest and relaxation on optimal performance. Students examine the impact of perspective and identity on athletes and their athletic performance and evaluate team dynamics in relation to optimal group functioning.

Prerequisite: REC1050: Sport Psychology 1



ATHLETIC EXCELLENCE Cont'd...

Competitive Cross Training III

- **REC3040: Training and Conditioning** - 1 Credit

Students gain an understanding of training principles and how they affect workout design. Students also gain fundamental skills for assessing exercise intensity and learn training principles to increase and decrease workout designs for apparently health individuals.

Prerequisite: *HCS1080: Cardiovascular System*

- **REC3050: Sports Psychology 3** - 1 Credit

Students recommend and design strategies for helping athletes achieve optimal performance levels. Societal attitudes towards sport are examined. Students demonstrate and plan techniques for energy management, focus and activation, self-talk, and visualization.

Prerequisite: *REC2050 Sport Psychology 2*

- **REC3070: Fitness Instruction Leadership Principles** - 1 Credit

Students learn the components of fitness and apply them to the design of various fitness and exercise classes for apparently health individuals. Students will develop their own leadership styles and practice effective communication techniques for leadership in a group exercise setting.

Prerequisite: *HSS1020: Nutrition & Wellness*

2. SPORTS MEDICINE – This program is for athletic or non-athletic students who want to learn about injury management and rehabilitation.

Sports Medicine I

- **HSS1010: Health Services Foundations** - 1 Credit

Students examine fundamental attitudes, knowledge and skills to prepare for further study in career pathways in health, recreation and community services. Concepts related to the determinants of health, the dimensions of wellness, basic principles of anatomy, physiology and disease, and basic safety and reporting protocols for providing care to individuals in health, recreation, volunteer and community support settings are reviewed.

Prerequisite: *None.*

- **REC1020: Injury Management 1** - 1 Credit

Students learn prevention, assessment and management techniques related to injuries that may occur during recreation and sporting events and activities.

Parameters: Access to instruction from an individual with recognized training in athletic first aid; e.g., Athletic Injury Management (AIM) from the Sport Medicine Council of Alberta.

Note: Successful completion of this course enables students to apply for an Athletic Injury Management (AIM) Certificate from the Sport Medicine Council of Alberta.

Prerequisite: *None.*

- **HCS1050: Musculoskeletal System** - 1 Credit

Students explore the structure and function of the musculoskeletal system, gain an understanding of conditions of the musculoskeletal system and achieve an appreciation for the benefits of practicing a healthy lifestyle as it pertains to the individual, family, peers and community.

Prerequisite: *HSS1010 Health Services Foundation*



ATHLETIC EXCELLENCE Cont'd...



SPORTS MEDICINE II

- **REC1030: Technical Foundations for Injury Management** - 1 Credit
Students explain basic taping and wrapping fundamentals, explore the role of the athletic therapist, identify first-aid supplies, describe common injuries, and apply basic taping and wrapping techniques to various body regions.
Parameters: Access to instruction from an individual with recognized training in athletic first aid; e.g., Sport Taping and Strapping from the Sport Medicine Council of Alberta.
Note: Successful completion of this course enables students to apply for a credential in Sport Taping and Strapping from the Sport Medicine Council of Alberta. This certification is available to students from member schools that meet the Council's requirements.
Prerequisite: *HCS1050 Musculoskeletal System*
- **REC2020: Injury Management 2** - 1 Credit
Students learn prevention, assessment and management techniques specifically related to bone, joint and soft-tissue injuries that may occur during recreation and sporting events and activities.
Opportunities are provided to practice taping and wrapping skills using a variety of techniques
Parameters: Access to instruction from an individual with training in athletic first aid; e.g. Sport Taping and Strapping from the Sport Medicine Council of Alberta.
Note: Successful completion of this course enables students to apply for a Sport Taping and Strapping Certificate from the Sport Medicine Council of Alberta and/or a certificate in Foundations of Athletic Therapy from the Alberta Athletic Therapists Association. For students to be eligible for either certification, the instructor must be certified in Sport Taping and Strapping by the Sport Medicine Council of Alberta and the school must be a member school that meets the Council's requirements.
Prerequisite: *REC1020 Injury Management 1 & REC1030 Technical Foundations for Injury Management*
- **HCS1080: Cardiovascular System** - 1 Credit
Students acquire the attitude, knowledge and skills for the promotion and maintenance of a healthy cardiovascular system. Students study the pathology of cardiovascular conditions, and gain an appreciation for practicing a health lifestyle as it pertains to the individual, family, peers and community.
Prerequisite: *HSS1010 Health Services Foundations.*



SPORTS MEDICINE III

- **REC3010: Human Movement** - 1 Credit
Students acquire advanced knowledge and skills necessary for the application of the basic principles of movement and biomechanics to a variety of physical activities. Students gain an appreciation for how biomechanics can impact the health and wellness of individuals and their families, peers and communities.
Prerequisite: *HCS1050: Musculoskeletal System*
- **REC3020: Injury Management 3** - 1 Credit
Students analyze prevention, assessment and management techniques specifically related to bone, joint and soft-tissue injuries that may occur during recreation and sporting events and activities. Students evaluate sport-specific injuries considering injury prevention, mechanisms of injury, anatomy, joint structure, signs and symptoms, treatments, associated taping, strapping and wrapping options, and rehabilitation. Numerous opportunities to demonstrate and apply various taping techniques are provided.
Prerequisites: *REC2020: Injury Management 2 REC3010: Human Movement*
- **HCS2050: Nervous System & Senses** - 1 Credit
Students acquire the attitudes, knowledge and skills necessary for the promotion and maintenance of a healthy nervous and sensory system. Students study pathologies of the nervous system and sensory organs, and gain an appreciation for practising a healthy lifestyle as it pertains to the individual, family, peers and community.
Prerequisite: *HSS1010: Health Services Foundations*

ATHLETIC EXCELLENCE PROGRAM Cont'd...



PHYSICAL EDUCATION 10 (COMPULSORY)- 3 credits or 5 credits

The course activities include team sports as well as an introduction to individual sports. Fitness is a component throughout the course. Students will be taught basic skills, rules, and strategies.

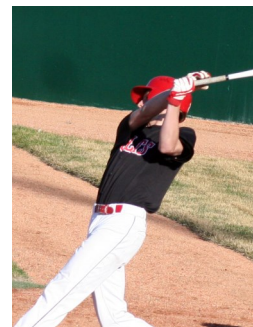
Physical Education 10 is a required course for a high school diploma.

MODULAR PHYSICAL EDUCATION 20 (5 credits) **MODULAR PHYSICAL EDUCATION 30** (5 credits)

Prerequisite: 50% in Physical Education 10

The purpose of the Physical Education Program at McCoy High School is to enable all learners to enhance their quality of life through active living, the exposure to a wide variety and choice of activities, and the development of skills and positive attitude. “**Modular Physical Education**” will allow students to choose activities of interest to them. Different modules throughout the year may include:

- | | |
|----------------|----------------|
| ♦ Golf | ♦ Badminton |
| ♦ Bowling | ♦ Ice Hockey |
| ♦ Swimming | ♦ Scuba Diving |
| ♦ Basketball | ♦ Volleyball |
| ♦ Softball | ♦ Handball |
| ♦ Floor Hockey | ♦ Pickle Ball |
| ♦ Lacrosse | ♦ Self Defense |
| ♦ Billiards | ♦ Dodge Ball |



FINE ARTS EXCELLENCE PROGRAM

Our Fine Arts Excellence program is flexible for students to enroll in the many different classes of Fine Arts below or select the class or classes that are directed towards the student individual interests. Whether it is Instrumental Music, Drama, Art, Choral or taking part in our Major Fine Arts Production we have it all for you!

INSTRUMENTAL MUSIC



INSTRUMENTAL MUSIC 10 - 5 Credits - Prerequisite: Music 9 or special permission

The course consists of the study of scales, articulation patterns, exercises and their application to concert repertoire. Music theory and history will also be studied. This is a performance course and the primary aim is to develop competent instrumentalists.

INSTRUMENTAL MUSIC 20 - 5 Credits - Prerequisite: 50% in Music 10

A continuation of Music 10. Greater technical expertise and musical sensitivities developed.

INSTRUMENTAL MUSIC 30 - 5 Credits - Prerequisite: 50% in Music 20

A continuation of Music 20. A high degree of competence in performing and discussing music of various styles is developed.

CHORAL MUSIC

CHORAL MUSIC 10, 20, 30 (3 credits)

Prerequisite: none

Choral will be offered as a full year option and will include students from Grade 10 - 12. This music program seeks to develop musical excellence in performance as a vocalist. This is accomplished in a choral setting although some small ensemble and solo experience may be provided. It will also include the study of music for singing performances. This course will involve:

- a) Musical Dictation
- b) Reading music for singing
- c) Participation/practice for singing

NOTE: Choral Music may be scheduled by the school as an option outside of the regular day schedule (i.e. before or after school)



ART



ART 10 - LEARN HOW TO DRAW AND PAINT - 3 credits

A step by step method to learn how to draw and paint. Examples of units: how to draw faces, printmaking, painting, clay, calligraphy, shading, watercolour techniques, composition and much more.

This is an introductory survey and development course. No previous experience with Art is necessary. Techniques and materials used are others than those taken in Art 9.

ART 10AP - 3 credits (Prerequisite: 80% in Art 9 or letter of permission from instructor)

Introductory to the advanced placement program for Art. This is the prerequisite course for Art 20AP.

ART 20 - IMPROVE YOUR DRAWING AND PAINTING - 3 or 5 credits - Prerequisite: 50% in Art 10

Learn how to use many new materials and techniques. Refine and develop the skills taken in Art 10. Examples of units: oil pastel, dry pastel, acrylic painting, pen and ink, clay and plaster sculpture, watercolour techniques, silk screening and much more.



ART 20AP - 5 credits (Prerequisite: 80% in Art 10 or letter of permission from instructor)

Continuation to the advanced placement program for Art. This is the prerequisite course for Art 30AP.

ART 30 - PERFECT YOUR DRAWING AND PAINTING - 5 credits--Prerequisite: 50% in Art 20 or Art 20AP

Further develop your creative edge on the competition. Individualized instruction for students. Opportunity to study in-depth: painting, drawing, pencil crayon techniques, collage, commercial art skills, sculpture, woodcut prints, and other areas of your own choice. (such as airbrush and computer graphics).

ART 30 AP—5 credits—Prerequisite: 80% in Art 20AP or letter of permission from instructor)

This course involves a sophisticated approach to the generation of artworks that would be suitable for an AP (Advanced Placement) portfolio. Students **may also choose** to submit their portfolio to the College Board through this class. This way, in addition to receiving Advanced Placement, they may also earn college and/or university credit while in high school.



DESIGN STUDIES

3 credits

This course is for students interested in investigating the field of the commercial artist, specifically animation, graphic design and visual communications.

Design Studies is a CTS cluster course covering media, design and communication arts modules (MDC Pathway strand). Modules selected include:

INTRODUCTORY	INTERMEDIATE	ADVANCED
DES1010 Sketch, Draw & Model	DES2035 2-D Design 2	DES3035 2-D Design 3
DES1020 The Design Process	DES2045 3-D Design 2	DES3055 CAD 3
DES1030 2-D Design 1	DES2055 CAD 2	DES3065 Technical Design 3
DES1040 3-D Design 1	DES2060 Evolution of Design	DES3075 Technical Drafting 3
DES1050 CAD 1	DES2065 Technical Design 2	DES3095 Architectural Design
DES1060 Technical Design & Draft 1	DES2075 Technical Drafting 2	DES3105 Engineering Design
DES1910 DES Project A	DES2910 DES Project B	DES3910 DES Project D



ADVANCED THEATRE PRODUCTION 15/25/35

Advanced Theatre Production provides a continuum of theatre experiences that move well beyond the introductory or exploratory activities outlined in Drama 10, 20, 30. Advanced Theatre Production expands the specific skills related to performance. The major difference between Drama 10, 20, 30 and Advanced Theatre lies in the learning strategy employed in the course. In this course all of the learning objectives will be achieved in production experience. Through putting together and/or performing in our play or musical at the end of the course.

Mission

The Mission of ATP is to learn advanced techniques in acting, technical design and theater production in accordance with the Advanced Acting Program of Studies approved by Alberta Education.

Purpose

The purpose of the ATP Program is to give students the knowledge, skills and abilities necessary to be competent as a performer, technician, designer or crew member. This is achieved through action; learn by doing. Each year students will be participating in the production of a large scale play or musical. Students may be involved in many different aspects of the production of our musical or play, from hair and make-up to set construction to acting and singing.



DRAMA

DRAMA 10 - 3 Credits.

The emphasis in Drama 10 is to acquire knowledge of self and others through participation and reflection on the dramatic experience. To develop competency in communication skills through participation in movement, speech and improvisation. To develop an appreciation for theatre history, design, script, and live performance. To become aware and address social issues. The main focus is also to have fun working together to create through self expression. This is a hands on course that will contain positive attitude about life.

DRAMA 20 & 30 - 5 Credits

Drama 20 and 30 program outcomes can be offered through Advanced Theatre Production when possible upon request.





MUSIC BY PRIVATE STUDY

A limit of fifteen credits for private music study may be granted through the high school.

Students must submit their examination results to the school counselor for evaluation. Credits may be granted retroactively or in advance of the grade in which they are enrolled.

		Grade 10	Grade 11	Grade 12
Western Board of Music	Singing	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Electronic Organ, Pipe Organ, Organ	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Piano, Strings	Grade 6 + Theory II	Grade 7 + Theory III	Grade 8 + Theory IV
	Woodwind, Brass, Percussion, Recorder	Grade 3 + Theory II	Grade 5 + Theory III	Grade 7 + Theory IV
Royal Conservatory of Toronto	Singing	Grade 6 + Theory 1	Grade 7 + Theory II	Grade 8 + Theory II
	Piano, Strings, Accordion Guitar	Grade 6 + Theory 1	Grade 7 + Theory II	Grade 8 + Theory II
	Woodwind, Brass, Percussion, Recorder	Grade 4 + Theory 1	Grade 6 + Theory II	Grade 8 + Theory II
Mount Royal College, Calgary	Singing	Grade 4 + Theory 1	Grade 6 + Theory II	Grade 8 + Theory II
	Piano, Strings	Grade 6 + Theory 1	Grade 7 + Theory II	Grade 8 + Theory II
	Woodwind, Brass, Percussion	Grade 4 + Theory 1	Grade 6 + Theory II	Grade 8 + Theory II



CAREER AND TECHNOLOGY STUDIES

Career and Technology Studies (CTS) is an optional program designed for Alberta's secondary school students. CTS helps senior high school students to:

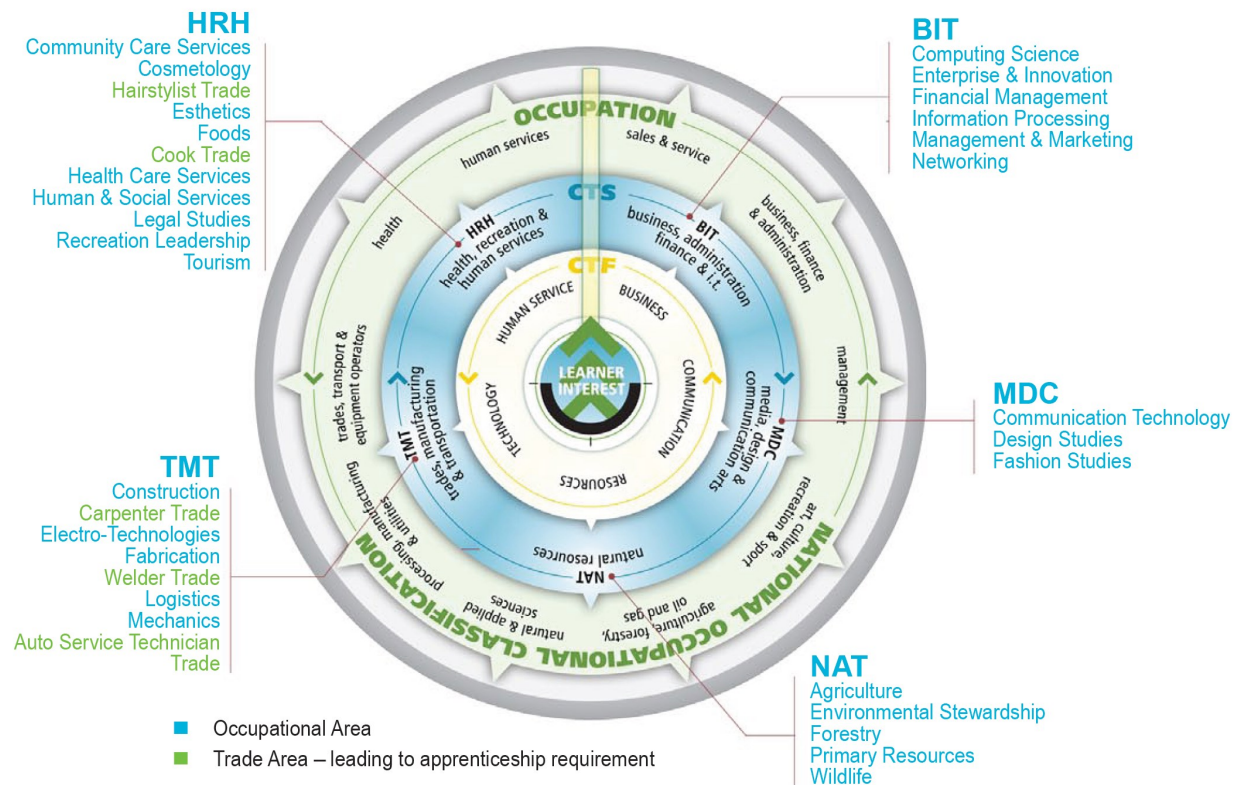
- develop skills they can apply in daily living now and in the future
- investigate career options and make effective career choices
- use technology (processes, tools and techniques) effectively and efficiently
- apply and reinforce learning developed in other subject areas
- prepare for entry into the workplace or further learning

Program Strands

The CTS curriculum is centered around five clusters. Each cluster represents a group of courses designed to support broad career and occupational opportunities. Courses are the building blocks for each cluster, and defines what a student is expected to know and be able to do.

- Business, Administration, Finance & Information Technology (BIT)
- Health, Recreation & Human Services (HRH)
- Media, Design & Communication Arts (MDC)
- Natural Resources (NAT)
- Trades, Manufacturing & Transportation (TMT)

Each of the 28 occupational areas are listed in their respective clusters.



DIGITAL PHOTOGRAPHY/DIGITAL VIDEO

Digital Photography 1

This is the introductory stream of Digital Photography. Students will learn the basics required before moving on to the intermediate and advanced streams in Digital Photography 23.

Digital Photography 23

The Digital Photography course encourages students to use creative thinking and problem-solving skills in presentations, photography, print and audio/visual production, in order to help them develop media and technology literacy. Students are introduced to digital photography and photography in general. Students operate a digital camera to take photographs and produce prints. Students review and expand on the concepts of composition, exposure, camera operation, image processing, proofing and enlarging. Students are introduced to the creative use of the camera, and digital techniques, in order to produce various photographic effects. They will extend and refine their knowledge of bitmap editing software and composition principles, and apply more advanced editing techniques to composite images.

Digital Video 1

This is the introductory stream of Digital Video. Students will learn the basics required before moving on to the intermediate and advanced streams in Digital Video 23.

Digital Video 23

The Digital Video course encourages students to use creative thinking and problem-solving skills in presentations, photography, print and audio/visual production, in order to help them develop media and technology literacy. Students will use digital video cameras to acquire video and then manipulate their work to produce short productions. Students acquire basic production skills through the use of simple audio and video equipment and techniques. Students are introduced to the integration of various media; e.g., audio, video, photographic, graphic, for the purpose of producing a multimedia message. Students build on production skills through application of preproduction and post-production techniques. Students write sample scripts for a variety of media.

INTRODUCTORY	INTERMEDIATE	ADVANCED
COM1005 Visual Composition	COM2015 Media Impact	COM3005 Creative Writing
COM1015 Media	COM2035 Raster Graphics 1	COM3035 Raster Graphics 2
COM1035 Graphic Tools	COM2045 Vector Graphics 1	COM3045 Vector Graphics 2
COM1055 Web Design 1	COM2055 Web Design 2	COM3055 Rich Media - Basics
COM1105 Audio/Video	COM2105 AV Pre-production	COM3065 Rich Media - Programming
COM1205 Photography - Introduction	COM2115 AV Production 1	COM3105 AV Preproduction 2
COM1215 Photography - Exposure	COM2145 Animation 2	COM3115 AV Production 2
COM1275 Photography - Digital Proc.	COM2205 Photography - Composition	COM3125 AV Postproduction 2
COM1910 COM Project A	COM2215 Photography - Communication	COM3135 Audio Techniques
	COM2225 Photography - Darkroom	COM3145 Animation 3
	COM2235 Photography - Lenses	COM3165 AV Broadcasting
	COM2910 COM Project B	COM3910 COM Project D



CONSTRUCTION TECHNOLOGY

The Construction Technologies occupational area 1 - credit courses provide opportunities for students to investigate and develop knowledge and skills related to the building and manufacturing trades and occupations. Students learn to recognize how these competencies apply in their personal lives, as well as in making informed choices related to careers, gainful employment and/or further study.

INTRODUCTORY Con Tech 10	INTERMEDIATE Con Tech 23	ADVANCED Con Tech 23
<p>The following courses are required: CON1160 Manufactured Materials CON1010 Construction Tools & Materials</p> <p>Optional courses include: CON1120 Project Management CON1130 Solid Stock Construction CON1140 Turning Operations CON1160 Manufactured Materials CON1070 Building Construction CTR Project Courses</p>	<p>Students may enroll in a three credit course and must have successfully completed the introductory level course before enrolling in intermediate or advanced level courses.</p> <p>Required Course: CON1120 Project Management</p> <p>Optional courses include: CON2120 Multiple Materials CON2130 Furniture Making 1 (Box Type Const.) CON2140 Furniture Making 2 (Frame and panel) CON2150 Finishing and Refinishing CON2160 Cabinet Making 1 (Web & Face Frame) CON2170 Cabinet Making 2 (Door and Drawer) DES Courses relating to project design may also be chosen. CON2190 Manufacturing Systems CON2200 Product Development CON2035 Framing Systems 1, Floors CON2045 Framing Systems, Walls CON2050 Roof Structures CON2100 Agri-structures CTR Project Courses</p>	<p>Students may enroll in a three credit course and must have successfully completed the introductory level course before enrolling in intermediate or advanced level courses.</p> <p>Required Course: CON1120 Project Management</p> <p>Optional courses include: CON3120 Tool Maintenance CON3130 Furniture Making 3 (Leg and Rail) CON3190 Production Planning CON3200 Production Management CON3060 Doors & Trims CON3140 Surface Enhancement CON3150 Furniture Repair CTR Project Courses</p>



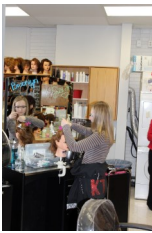
MECHANICS/FABRICATION STUDIES

The Mechanics occupational area 1 - credit courses provide students with the opportunity to research, design, build and test a model of transportation vehicle, using a simple power source, common materials and tools.

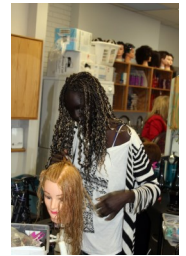
The Fabrication Studies occupational area 1 - credit courses provide opportunities for students to investigate and develop important knowledge and skills central to the transformation of metals and other related materials into useful products and structures. Students learn to recognize how these competencies apply in their personal lives, as well as in making informed choices relating to careers, gainful employment and/or further study.

INTRODUCTORY Mechanics/Fab	INTERMEDIATE Mechanics/Fab	ADVANCED Mechanics/Fab
<p>The following courses are available in both occupational areas:</p> <p>MEC1010 Modes & Mechanisms MEC1020 Vehicle Service & Care MEC1040 Engine Fundamentals MEC1090 Electrical Fundamentals MEC1150 Ride & Control Systems MEC1160 Structures & Materials MEC1130 Mechanical Systems</p> <p>FAB1010 Fabrication Tools & Materials FAB1040 Oxyacetylene Welding FAB1050 Basic Electric Welding</p>	<p>Students must have successfully completed the introductory level course before enrolling in intermediate or advanced level courses.</p> <p>MEC2020 Vehicle Maintenance MEC2030 Lubrication & Cooling MEC2040 Fuel & Exhaust MEC2050 Alternative Fuel Engines MEC2060 Ignition Systems MEC2070 Emission Controls MEC2090 Electrical Components MEC2110 Braking Systems MEC2130 Drive Lines MEC2140 Transmissions/Transaxles MEC2150 Suspension Systems MEC2160 Steering Systems</p> <p>FAB2030 Oxyfuel Welding FAB2040 Thermal Cutting FAB2050 Arc Welding 1 FAB2060 Arc Welding 2 FAB2070 Gas Metal Arc Welding 1 FAB2170 Pipe Fitting</p>	<p>Students must have successfully completed the introductory level course before enrolling in intermediate or advanced level courses.</p> <p>MEC3060 Engine Reconditioning - Head MEC3070 Engine Reconditioning - Block</p> <p>FAB3030 Gas Tungsten Arc Welding FAB3050 Arc Welding 3 FAB3170 Gas Metal Arc Welding 2 FAB3048 Flux Cored Arc Welding 2 FAB3040 Specialized Welding</p>





COSMETOLOGY STUDIES



The Cosmetology Studies occupational area 1 - credit courses focuses on personal and professional grooming, as well as body care and enhancement practices, and provides students with opportunities to explore and prepare for cosmetology-related career options. It is possible to take Cosmetology both semesters. There are a variety of advanced courses available after completing Cosmetology 4. These will involve Client Services and specialized courses of your choice.

COSMETOLOGY 1 — INTRODUCTORY	COSMETOLOGY 2 — INTERMEDIATE	COSMETOLOGY 3 — ADVANCED	COSMETOLOGY 4 (5, 6, 7, 8) ADVANCED CONTINUED
Required course: COS1010 Personal & Prof.I Prac. HSA3400 Hair & Scalp Care 1 COS1020 Long hair Design HSA3430 Hair Styling 1 EST1070 Manicuring 1	COS2010 Long Hair Des. 2 HSA3520 Chemical Text. HSA3450 Haircutting 1 HSA3570 Haircolouring 1 EST1020 Skin Care Prac.	HSA3410 Hair & Scalp Care 2 HSA3460 Haircutting 3 HSA3580 Haircolouring 2 Oxidative HSA3590 Haircoloring 4 Decolour EST3090 Nail Enhancement Gel	COS3020 Long Hair Design 3 EST3060 Facial & Body Adornment HSA3460 Haircutting 2 HSA3600 Haircoloring 6 - Col.Corr. EST3040 Hair Removal



FOODS



The Foods occupational area 1 - credit courses help students develop an appreciation for the nature of food, nutrition and health, management, safety, sanitation and equipment, preparation of food, presentation and service, consumerism/food selection, multicultural aspects of food, and food ecology.

INTRODUCTORY Foods 10	INTERMEDIATE Foods 23	ADVANCED Foods 23
Required Course FOD1010 Food Basics	This is a combined class and modules from each will be offered each semester FOD1010 Food Basics is a required course for all Foods students. A student who did not take Introductory Foods may challenge this course and move directly into the Intermediate/Advanced foods modules. Modules will vary each semester. This is a sample semester:	
FOD1020 Baking Basics FOD1020 Contemporary Baking FOD1060 Canadian Heritage Foods FOD1070 Farm to Table	FOD2050 Bread Products FOD2070 Soups & Sauces FOD2180 Vegetables & Fruits FOD2090 Creative Cold Foods Other modules available: FOD2120 Meal Planning 2 FOD2130 Vegetarian Cuisine FOD2140 Rush Hour Cuisine FOD2150 Food Safety & Sanitation FOD2160 Food Venture FOD2170 International Cuisine	FOD3010 Food for Life Stages FOD3020 Nutrition & Digestion FOD3030 Creative Baking FOD3040 Yeast products FOD3050 Advance soups & Sauces FOD3060 Food Presentation FOD3070 Short-order Cooking FOD3080 Advanced Meat Cookery FOD3100 Entertaining with Food FOD2060 Milk Product & Eggs FOD2190 Grains, Legumes & Nuts FOD3160 Regional Cuisine



FASHIONS



The Fashion Studies occupational area 1 - credit courses help students increase their knowledge of the fashion industry and prepares them for fashion-related careers or for roles as consumers. Students extend their abilities to design, produce and/or merchandise fashion projects.

INTRODUCTORY	INTERMEDIATE	ADVANCED
Required Course: FAS1030 Ready, Set, Sew! Optional Courses FAS1040 Fashion Basics - FAS1050 Repair & Recycle	FAS2070 Creative Construction FAS2080 Active wear FAS2120 Surface Embellishment FAS2090 Specialty Fabrics 1 FAS2110 Creating Home Décor	FAS3080 Cultural Fashions FAS3090 Specialty Fabrics 2

OFF-CAMPUS EDUCATION

Off-campus education is best described as a partnership between schools, employers and students that supports and enhances student learning.

Off –campus education may be described as learning in “real-world” situations.

Students engaged in off-campus education are considered Government employees. The workplace employer, therefore, is not responsible for paying Workers’ Compensation Board (WCB) premiums for these students when employed during between 7:00 AM—10:00 PM.

WORK EXPERIENCE

Work Experience 15-25-35

1. Each of the Work Experience courses, at each level, may be offered for 3,4,5,6,7,8,9, or 10 credits. The number of Work Experience credits that may count toward a diploma is limited to 15.
2. The introductory course, HCS3000 - Workplace Safety Systems, is a required component of, but in addition to, the first Work Experience course taken by a student.
3. [a] Each Work Experience course is to be time-based; i.e., 25 hours per credit. (minimum of 75 hours)
[b] A student may enrol in Work Experience 35 without having completed Work Experience 15 and/or Work Experience 25.
[c] A student completing Work Experience 35 for 10 credits will have met the “10 credits in any 30-level courses” graduation requirement for the Alberta High School Diploma.
4. However, students can receive more than 15 credits (up to an additional 15 credits: total of 30 credits) for Work Experience 15-25-35. The additional 15 credits do **NOT** apply towards the high school diploma.

Work Experience-Frequently Asked Questions

Office Location: The work experience office and the RAP office (registered apprenticeship program) are located in the library.

How do I contact the Work Experience Supervisors?

You may see them on a drop in basis. They can also be reached on their cells: (403) 866-8161 (Mrs. Gloin) or (403) 952-6061 (Mr. Immel)

Who may go into work experience?

Any student in grade 10, 11, or 12 who has a part time job, or who volunteers, can sign up for work experience.

What do I need to do?

Get a work experience contract filled out – copies available in the work experience office. Return the contract to the Work Experience Supervisor and they will then contact you and make arrangements to meet your employer.

How do I earn credits?

Credits are based on time. Each credit requires 25 hours of work. (for example, 5 credits will require 125 hours of work, 6 credits- 150 hours, and so on)



WORK EXPERIENCE FAQ cont'd

Is there a time limit of when the credits must be completed?

No. Students' work schedules vary from one student to another and therefore, students earn credits on an individual basis. It may take another student less time, or more time, depending on the amount of hours worked. Summer employment also applies. (see note below)

Can I use more than one job for work experience?

Yes. Students can also use two jobs at one time. The student just needs a contract for each job.

What are the advantages of being in work experience?

- ◆ 15 credits may be used to earn a high school diploma
- ◆ Students may have a 3-credit spare in grade 11, if they have completed or are completing 10 credits of work experience.
- ◆ Grade 12 students are required to earn a minimum of 30 credits in their grade 12 year. Students may use 10 credits of work experience to assist in meeting this 30 credit requirement.
- ◆ Students in Grade 10 and 11 can bank credits for their grade 11 and/or grade 12 year.

What is the procedure to be a summer work experience student?

- Students must submit a contract to the summer work experience teacher by calling the advertised cell number as soon as the student secures employment. This contact can be made at **ANY TIME** during the summer.
- The summer contract will be on the web page and advertised throughout the school prior to summer vacation.

As a work experience student, what are my responsibilities?

- Get a contract signed and handed in (**students cannot be in work experience and count hours until this is handed in**). This contract can be made at **ANY TIME** during the summer.
- Signed time sheets and/or signed electronic employee log of hours must be submitted monthly.
- Get evaluations filled out and handed in when required



REGISTERED APPRENTICESHIP PROGRAM (RAP)

(For High School Students)

The Registered Apprenticeship Program (called RAP) is a modified apprenticeship program that permits a high school student to become an apprentice while attending high school.

A RAP apprentice accumulates hours of on-the-job training as credit toward his or her apprenticeship, and credit toward a high school diploma.

Why RAP?

Skilled trades people are in short supply. A RAP apprentice begins learning a skilled trade.

- ♦ RAP gives employers an opportunity to find quality young employees, and to participate in their educational process.
- ♦ RAP offers an enriched high school education and provides an opportunity to learn the skills industry needs.
- ♦ A RAP apprentice gets a realistic look at the work world and learns employability skills.

Who can employ a RAP Apprentice?

Anyone who is eligible to employ an apprentice can employ a RAP apprentice.

How is a RAP Apprentice different from a regular apprentice?

- ♦ A RAP apprentice is a full-time high school student.
- ♦ A RAP apprentice must be paid at least minimum wage.
- ♦ Apprenticeship's formal or technical training is delayed until the RAP student completes high school.
- ♦ Alberta Education is responsible for Worker's Compensation coverage for RAP apprentices.

Employer Benefits:

- ♦ Builds a community based work force
- ♦ WCB – covered by Alberta Education
- ♦ Guidance by workplace mentor
- ♦ Participate in the development of your future work force
- ♦ Integrates trade training in high school education process
- ♦ Develops employability skills, feedback and performance review
- ♦ Participates in education process
- ♦ Assists with shortage in trades
- ♦ Minimizes cost of training



How much time does a RAP apprentice spend on the job?

The employer, the student/parent, and the school determine the hours of work.

- ♦ Grade 10: Majority of the students begin in the summer following Grade 10 with a 125 hour pre-RAP internship prior to registering with Apprenticeship and Industry Training. They work full time during the Grade 10 summer.
- ♦ In Grade 11, students may continue as a RAP apprentice working after school, weekends, and holidays, and returning full time during the summer following Grade 11.
- ♦ In Grade 12, students may continue as a RAP apprentice working after school, weekends, and holidays. Most try to arrange their timetables to accommodate in one semester a half-day at the workplace during the Grade 12 school year.

What are the entrance requirements?

- ♦ Good academic standing, particularly in Math, Science and English
- ♦ Excellent attendance at school, good citizenship and attitude
- ♦ HCS3000 Job Preparation Module
- ♦ CSTS Safety Training prior to placement
- ♦ 125 hours Work Experience (pre-RAP Internship, pay optional)

• **If any students are interested in RAP – contact Mr. Immel**
• **Selection by application, screening, and interview**

RETROACTIVE CREDITS

| Guide to Education: ECS to Grade 12 | September 2014 |

COURSES ELIGIBLE FOR RETROACTIVE CREDITS^①

Registered Course Reported Failed: Semester/School Year A	Alternative Course Passed: Semester/School Year B	Alternative Retroactive Credits: Semester/School Year B
<u>English Language Arts</u> English Language Arts 20-1 English Language Arts 10-1 English Language Arts 10-2	English Language Arts 30-2 English Language Arts 20-2 English Language Arts 20-4	English Language Arts 20-2 English Language Arts 10-2 English Language Arts 10-4
<u>Français</u> Français 10-1 Français 20-1 Français 10-2	Français 20-2 Français 30-2 Français 20-4	Français 10-2 Français 20-2 Français 10-4
<u>French Language Arts</u> French Language Arts 10-1 French Language Arts 20-1	French Language Arts 20-2 French Language Arts 30-2	French Language Arts 10-2 French Language Arts 20-2
<u>Mathematics</u> Mathematics 10C Mathematics 10-3 Mathematics 20-1 Mathematics 20-2	Mathematics 20-3 Mathematics 20-4 Mathematics 30-2 Mathematics 30-3	Mathematics 10-3 Mathematics 10-4 Mathematics 20-2 Mathematics 20-3
<u>Social Studies</u> Social Studies 10-1 Social Studies 20-1 Social Studies 10-2	Social Studies 20-2 Social Studies 30-2 Social Studies 20-4	Social Studies 10-2 Social Studies 20-2 Social Studies 10-4
<u>Science</u> Science 10 Science 14	Science 24 Science 20-4	Science 14 Science 10-4
① The references to Semester/School Year “A” and Semester/School Year “B” are to emphasize that sequential registration and instruction are required.		

Courses for which retroactive credits have been granted will be recorded as “P” for pass on the student’s record and transcript.

A student shall be awarded retroactive credits automatically by Alberta Education when all of the following criteria are met:

- The student is registered by the principal in an approved course and receives instruction in the course in Semester “A”/School Year “A.”
- At the end of Semester “A”/School Year “A,” the principal reports that the student has failed in the registered course. A mark of less than 50% must be reported and recorded on the student’s file for the student to be eligible for retroactive credits in the following years.

- Pursuant to a specific school authority promotion policy, the student is registered by the principal in the next higher-level course in an alternative sequence in the following Semester “B”/School Year “B.”
- Using PASI, the principal subsequently submits in the appropriate reporting period for Semester “B”/School Year “B” a pass mark in the higher-level alternative course completed.



MONSIGNOR McCOY HIGH SCHOOL “CYBER SCHOOL”



Please note: “Cyber School” is for students who are self motivated only!

Monsignor McCoy High School provides a supervisor and some tech support for each student registered in Cyber School. The course is provided on-line and students work on the course at school and if need be at home.

Students may register in Cyber School if the following “**special circumstances**” exclude students from taking McCoy scheduled classes:

1. A student cannot fit a course into the existing McCoy timetable
2. A requested course is full
3. A student cannot attend McCoy on a regular basis for medical or other reasons.
4. A student has historically had trouble succeeding in a regular classroom environment — an intake meeting process with counselor, and administration recommendation would be required.
5. A student is re-taking the course after taking it through McCoy

If any of the above “special circumstances” exist, a student may register through the school counselor. Students can take cyber classes as an “add-on” to their full McCoy schedules.

Please note that Cyber School students must comply with all attendance requirements and adhere to appropriate classroom behavior as determined by the school



3 - YEAR PLANNER FOR STUDENTS

3 - Year High School Planner

Grade 10		Grade 11		Grade 12	
English ____	Social ____	English ____	Social ____	English ____	Social ____
Math ____	Science ____	Rel 25	Math ____	Rel 35	
CALM	Rel 15				

High School Diploma Requirements

- PE 10 ☐
 CALM ☐
 Grade 11 Math ☐
 Grade 11 Science ☐
 Grade 12 English ☐
 Grade 12 Social ☐
 10 credits CTS/ Fine Arts ☐
 10 credits grade 12 ☐



