

# **Parkland Immanuel Christian School**

## **High School Handbook**

**2018-2019**

### **“Enthusiastic Learning**

Parkland Immanuel Christian School will seek to create an environment where staff and students are inspired and challenged to use their God given talents as they joyfully teach and learn about our God and the world from a covenantal perspective. They will engage in activities that foster a love for learning, develop the ability to think critically about the world around them, and promote strong leadership skills.”

- PICS Vision

**Note: Parents please remove the last page of this booklet (course selection sheet), fill in your child’s course selections for the coming year, and have them return it to the office!**

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- A. Christian Leadership Award
- B. Female Athlete of the Year
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- E. Penguin Award for Outstanding Character in Athletics
- F. Band Member of the Year Award
- G. Top Academic Honours
- H. Art Award

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- A. Academic Athlete Scholarship
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#### Application Deadlines

## **I. SENIOR HIGH SCHOOL**

### **A. SENIOR HIGH SCHOOL PROGRAM**

The purpose of the senior high school program at Parkland Immanuel Christian School is to continue to “inspire and challenge students to use their God-given talents as they joyfully teach and learn about our God and the world from a covenantal perspective.” The staff at Parkland Immanuel are committed to helping each student to achieve this goal.

In this handbook, students and parents will find information about the senior high school program at Parkland. Included in the handbook are topics such as diploma requirements, course selection, course descriptions, applicable policies, and scholarships.

### **B. SENIOR HIGH SCHOOL COURSES**

#### **1. Course Names, Numbers and Sequences**

Each course is assigned a number which reflects the grade level at which the course is normally taken. Courses numbered with 10's are normally taken in Grade 10. Courses numbered with 20's are normally taken in Grade 11. Courses numbered with 30's are normally taken in Grade 12. Academic level is usually indicated by a dash and a number after the course number. The lower the number the more academically rigorous the course is; i.e. Math 20-1 is more rigorous than Math 20-3.

#### **2. Course Credits**

Each course taken in high school has a "credit" value assigned to it. One credit represents 25 hours of instructional time. The maximum credits that can normally be taken per school year is 40 credits. Additional credits may be earned by students taking music through private study or by summer school. A high school diploma requires a minimum of 100 credits.

### **C. ALBERTA HIGH SCHOOL DIPLOMA**

The Alberta High School Diploma is a symbol of student achievement throughout their schooling. The requirements for this diploma are outlined on the following page.

As the chart states, students can use a variety of courses to fulfill the diploma requirements. PICS cannot offer all courses authorized by Alberta Education, but we attempt to offer a program that

- meets the Alberta diploma requirements
- allows students to gain admission into most university programs
- provides some fine arts, technical and computer courses
- is responsive to parent and student input

In the senior high grades, and especially in grade 11 and 12, course selection becomes important. This should be done with a view to the post-secondary goals of the student. Research the entrance requirements of the program the student wishes to enter. Talk to the course counselor, Mrs. Shelley Leffers or the Assistant Principal Mr. Richard Veldkamp, to get advice on which courses to take.

#### **D. ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS (ENGLISH)**

The requirements indicated below 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 or 30-2)

SOCIAL STUDIES – 30 LEVEL

(Social Studies 30-1 or 30-2)

MATHEMATICS – 20 LEVEL

(Mathematics 20-1, Mathematics 20-2 or Mathematics 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:

- Career and Technology Studies (CTS) courses
- Fine Arts courses
- Second Languages courses
- Physical Education 20 and/or 30
- Knowledge and Employability courses
- Registered Apprenticeship Program courses
- Locally developed/acquired and authorized courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses

10 CREDITS IN ANY 30-LEVEL COURSE

(IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE)

These courses may include:

- 30-level locally developed/acquired and authorized courses
- Advanced level (3000 series) in Career and Technology Studies courses
- 30-level Work Experience courses□
- 30-level Knowledge and Employability courses
- 30-level Registered Apprenticeship Program courses
- 30-level Green Certificate Specialization courses
- Special Projects 30

## II. ORGANIZATION FOR INSTRUCTION

### A. COURSE SELECTION

D. Senior High Courses: 2018 - 2019

Student: \_\_\_\_\_

Grade 10	Credits	Grade 11	Credits	Grade 12	Credits
<b>Core courses</b>		<b>Core courses</b>		<b>Core courses</b>	
Religious Studies	3	Religious Studies	3	Religious Studies	5
English 10	5	English 20-1/20-2	5	English 30-1/30-2	5
Social Studies 10	5	Social St. 20-1/20-2	5	Social St. 30-1/30-2	5
Math (Choose 1)	5	Math (Choose 1)	5	Math (Choose 1)	5
Math 10 Combined	—	Math 20-1	—	Math 30-1	—
Math 10-3	—	Math 20-2	—	Math 30-2	—
Science 10	5	Math 20-3	—	Math 30-3	—
Physical Education 10	3	Science (Choose 1)	10	Science (Choose 1)	10
Construction/Food Studies	4	Biology 20/30	—	Biology 20/30	—
		Chemistry 20/30	—	Chemistry 20/30	—
		CALM	3	Math 31 (5)	—
<b>Complementary courses</b>		<b>Complementary courses</b>		<b>Complementary courses</b>	
(Must select 1 of the following 2 options)	5	(Select up to 4 credits from the following 3 courses)	4	(Select up to 5 credits from the following 3 courses)	5
French 10 (5)	—	PE 20 (4)	—	PE 30 (5)	—
Computer Science(3)/ CAD(2)	—	Wildlife 20 (4)	—	Wildlife 20 (4)	—
		French 20 (5)	—	Esthetics (Theatrical MakeUp) (1)	—
(Must select 1 of the following 2 options)	5	(Select up to 5 credits from the following 3 courses)	5	(Select up to 5 credits from the following 3 courses)	5
Music 10 (5)	—	Music 20 (5)	—	Music 30 (5)	—
Financial		Financial		Financial	
Management/Information Processing (3)/ Independent Study (2)	—	Management/Information Processing (3)	—	Management/Information Processing (3)	—
		Independent Study (2)	—	Independent Study (2)	—
		Construction 20 (5) will be offered opposite Bio/Chem 30 in the second semester.		Construction 20 (5) will be offered opposite Bio/Chem 30 in the second semester.	
		Select the blank to the right if you intend to take this course instead of a 30 level science.		Select the blank to the right if you intend to take this course instead of a 30 level science.	
<b>Total Credits (must equal 40)</b>		<b>Total Credits (must be &gt;= 35)</b>		<b>Total Credits (must be &gt;= 35)</b>	

Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

\*If you would like to discuss your child's course selection please contact either Mr. Leffers or Mr. Veldkamp

## ***B. NOTES TO COURSE SELECTION***

1. Students in Grade 10 and Grade 11 will normally carry a full 40 credit course load.
2. Students in Grade 11 and Grade 12 will take course loads of at least 35 credits, and will be in class at least 35 blocks/week.
3. Senior High students will have the opportunity to write departmental exams for a selection of the following courses:
  - a. Biology 30
  - b. Chemistry 30
  - c. English 30-1
  - d. English 30-2
  - e. Math 30-1
  - f. Math 30-2
  - g. Physics 30
  - h. Social Studies 30-1
  - i. Social Studies 30-2
4. As much as possible students will be placed in courses that allow them to best use the talents they have been given. Parkland will strive to provide an excellent core academic program and provision will be made for students who can best use their gifts in less academic courses if possible. Each student's situation will be evaluated on an individual basis but the following prerequisite chart has been developed based on many years of experience and unless there are extenuating circumstances the prerequisites listed on it will guide course assignments. Consent of parents, affected teachers and principal is required before a student can drop or switch a course.

Course Sequence and Prerequisite Chart

**A. English**

ENG 9	→	English 10-1	60%+	ENG 20-1	60%+	ENG 30-1	→	University
				ENG 20-2	→	ENG 30-2	→	College Trade School

**B. Math**

					70%+	MATH 31	→	University
MATH 9		MATH 10-c	70%+	MATH 20-1	70%+	MATH 30-1	→	University
			50-70%	MATH 20-2	→	MATH 30-2	→	
		MATH 10-3	→	MATH 20-3	→	MATH 30-3	→	College
		MATH 10-4	→	MATH 20-4				Trade School

**C. Science**

SCIENCE 9	→	SCIENCE 10	→	BIOLOGY 20	65%+	BIOLOGY 30	→	University
			↘	CHEMISTRY 20	65%+	CHEMISTRY 30	→	University
			↘	PHYSICS 20	65%+	PHYSICS 30	→	University
			↘	SCIENCE 24				

**D. SOCIAL STUDIES**

SOC 9	→	SOC 10	60%	SOC 20-1	60%	SOC 30-1	→	University
				SOC 20-2	<60%	SOC 30-2	→	College Trade School



## **D. PICS Student Assessment Policy**

**Parkland Immanuel Christian School will strive to use assessment practices that inspire and challenge students to use their God-given talents to joyfully learn about God and our world from a covenantal perspective.**

### **DEFINITIONS**

**Assessment as Learning** (a component of **formative assessment**): the collection and use of assessment information by students to learn about their learning processes in order to plan, regulate and reflect on their own learning and metacognitive strategies.

**Assessment for Learning** (a component of **formative assessment**): the collection and use of assessment information by teachers to adjust teaching for the purpose of improving students' learning. This process involves the ongoing exchange of information among the teacher and students. This information is not usually used for grading and reporting.

**Assessment of Learning** (also known as **summative assessment**): the collection and use of assessment information by teachers to make judgments about students' achievement at key points during and at the end of a cycle of instruction, for the purpose of grading and reporting.

### **GUIDELINES**

1. Assessment information shall be used for the purposes of assessment *of* learning, assessment *for* learning and assessment *as* learning.
2. Students shall be actively involved in assessment as users of assessment information to support learning.
3. Principals shall inform students and their parents/guardians of how students' achievement will be assessed and of the achievement standards.
4. Teachers shall assist students to understand achievement standards for learning outcomes.
5. Teachers shall inform students on an ongoing basis how their achievement will be determined.
6. Teachers shall assess student achievement across the range of learning outcomes.
7. Communication among teachers, students and parents/guardians shall be ongoing and timely, employing a variety of methods to identify progress, success and gaps in students' achievement of the learning outcomes.
8. When students fail to submit a sufficient number of assessments for grading purposes, and every effort to obtain the assessments has been exhausted, teachers in consultation with the principal shall use professional judgment to determine students' marks for the missing assessments, that is, failing marks or zeros.
9. The School Board shall hear appeals from administrative decisions that significantly affect the education of a student provided the appeal is brought in accordance with this policy and its associated guidelines and Policy

### **Assessment Practices:**

1. Principal ensures that guidelines and procedures are in place within the school to support assessment of, as, and for learning.
2. Teachers assess students' performance and determine their achievement (attainment of the learning outcomes in the Alberta Program of Studies) across the range of learning outcomes.
3. Assessment tasks and instruments assess enduring understandings and transferable skills where reasonable.
4. Assessment tasks and instruments are valid and reliable and clearly linked to identified learning outcomes.
5. Assessment tasks and instruments are reviewed on an ongoing basis for validity and reliability.
6. Teachers assess students' performance and determine their achievement of learning outcomes at the grade level assigned for their instruction.
7. Teachers select assessment methods that are compatible with the learning outcomes being assessed.
8. Teachers inform students on an ongoing basis of how their achievement will be determined.
9. Teachers provide students with clear descriptions of performance criteria and standards, such as in rubrics and exemplars, prior to assessment tasks.
10. Teachers ensure students with special education needs receive appropriate accommodations to complete assessments.
11. Teachers retain assessment records in indirect forms, such as anecdotal notes, recordings, rubrics, and percentage scores.
12. When percentages are used for final grades, teachers may use their professional judgement to raise marks that border pass/fail, honours/not honours. For example, 48 or 49% becomes 50%, 78 or 79% becomes 80%.
13. Teachers use the evidence that supports their most accurate judgement about students' achievement of learning outcomes. For example, a teacher may exclude an assessment that contradicts achievement consistently demonstrated by a student when determining a final grade.
14. Teachers use a variety of methods to gain insights into students' interests and learning profiles for the purpose of planning assessment.
15. Teachers monitor students' actions and performance on an ongoing basis to determine and respond to their learning needs.
16. Teachers provide students with feedback that describes in a clear and understandable way students' current performance relative to learning outcomes.
17. Teachers teach students to become aware of their own learning strengths and needs and to identify their own progress toward learning outcomes.

## COMMUNICATION AND REPORTING

1. Principal ensures communication with parents/guardians about students' learning.
2. Principal ensures that the schedule for final assessments is communicated to students and parents/guardians.
3. Teachers employ a variety of strategies to communicate student progress and achievement to parents/guardians.
4. Students unable to write a final assessment because of serious illness, injury, bereavement or for other compelling reasons for which sufficient cause is demonstrated, should apply to the principal who determines if an alternative final assessment is appropriate. Accommodation may take the form of
  - a) An exemption from the final assessment, if sufficient assessment evidence is available to determine students' achievement of the learning outcomes.
  - b) Students writing an equivalent final examination or the same final assessment administered under secure conditions.
5. Report cards will be issued a minimum of twice during a semester and a minimum of three times for full year programs in grades K-12.
6. The report card and Individualized Program Plan (IPP) are complementary documents for students identified with special educational needs. An IPP is based on diagnostic information and provides the basis for intervention strategies. The report card indicates achievement in life skills, foundational skills, academic readiness and/or achievement of learning outcomes.
7. Students who have not completed a sufficient number of assessments for the assessment of their achievement will have their achievement reported as Incomplete (I) until these assessments have been completed.
8. Parent/teacher/student conferences (students optional) will be offered a minimum of two times per year.
9. Principal ensures that appeals are dealt with in a timely manner according to appeal procedures.
10. Every student and/or parent/guardian has the right to appeal final assessment results to the principal or designate. Information regarding the appeal procedures is to be made available to students and parents/guardians (unless students are independent). If the student and parent/guardian are not satisfied with the decision made at the school level, they may appeal to the School Board.
11. Appeal Procedures:

The student and/or parent/guardian may appeal a school awarded final course grade, final examination mark or a course or program placement. This appeal must be submitted in writing, to the principal/designate within 14 days of the assessment results being made available. Once received, a decision on the appeal must be made in writing within ten school days. In reviewing an appeal, the principal/designate:

  - a) Meets with the student and parent/guardian
  - b) Consults with appropriate teachers to review assessment information
  - c) Submits, in writing to the student, parent/guardian (where applicable) and teacher(s), a decision regarding the appeal.

## **PLACEMENT**

Decisions concerning course, grade and program are made in consultation with the student (where appropriate), parents/guardians, and teachers and principal/designate. These decisions are the result of ongoing communication between the school the student and parents/guardians. Retention of a student in Kindergarten to Grade 9 will be considered only if parents/guardians, the principal and the teacher(s) agree that a student's social, emotional, and academic development would benefit.

### ***E. SENIOR HIGH TEXTBOOKS***

1. Students will be issued textbooks for their classes and will be expected to treat them with respect and care.
2. Students will be charged the replacement value of the books (pro rated) for all lost or damaged books.

### ***F. EXEMPTION FROM WRITING FINAL EXAMS***

Junior and senior high school students may be exempted from writing final exams in each subject if they have achieved an average of 80% in their work during the year in that subject with the fourth term (third term for junior high students and second term in June in case of second semester semestered courses) no less than 80%. (This policy does not apply to departmental examinations or achievement tests).

#### **GUIDELINES**

1. This policy does not apply to departmental examinations or achievement tests.
2. This policy applies separately for each subject.
3. The decision to exempt is the prerogative of the principal upon recommendation of the subject teacher.
4. Exemptions will be given to students possessing a record of exemplary behaviour. Exemptions may be refused for students with a poor disciplinary record.
5. The teacher may refuse to recommend and the principal may refuse a recommendation for any reason including (among others) failure of the student to complete assignments, poor student attitude, etc.

*Board Decision, April 12, 1989*

*Reviewed: Jan. 29, 2000*

## ***G. POLICY FOR STUDENT COURSE REQUIREMENTS***

### **RATIONALE FOR POLICY**

#### **Encourage Maximum Instruction Periods:**

It is each individual's responsibility to develop their God given talents to the fullest, and the Staff and Board at Parkland Immanuel Christian School will provide and encourage an industrious learning environment.

#### **Discourage Excessive Spares:**

Our objective is to discourage excessive spares, not all spares. Spares or study periods can be just that, a time for study enabling the student to achieve better grades in the courses they are taking. In the more senior grades this is increasingly important. However, more than 5 – 40 minute blocks of 'Spare' time during the course of a week are considered excessive. Excess student loitering or free time has disadvantages that outweigh the benefits. During this time students are not developing their talents to their utmost. The atmosphere of leisure is infectious, encouraging other students to spend too much of their time in a similar unproductive manner. Without adequate study facilities students with spares are often idle in the halls or foyer. This does not present a good image of the school to visitors or other students.

#### **Lost Revenue:**

Each 'Spare' taken by students deprives the school of the corresponding government grant income. This loss of income occurs when in general the staffing is available and is currently teaching a class with room for additional students. This is not good stewardship – when grant income is foregone this implies these revenues must be raised by other means, for example by increased tuition.

#### **New Culture:**

Compliance with the course Requirement policy requires a change in the current culture. We seek to replace the expectation of light course loads by providing an environment where staff and students are inspired and challenged to use their God-given talents as they grow spiritually and academically. Compliance with the policy is considered by the Board to be critically important for the benefit of the school, and all students.

### **DEFINITIONS**

#### **Spare:**

A 40 – minute block without supervised instructional activity (excluding lunch).

#### **Lunch:**

A student is entitled to a 40 – minute lunch break. If classes are scheduled during lunch, equivalent spare time will be allowed and will not count toward the allowable spare allotment.

#### **New Policy:**

Grade 11 and 12 students at Parkland Immanuel Christian School must be enrolled in 35 periods of class time per week. Under this policy, students are expected to obtain a minimum of 35 credits per year. These credits may be obtained by taking teacher-taught courses at PICS; correspondence courses will only qualify if approved by the administration. All students are expected to be in class during all class time, not including lunch break. If students are taking correspondence courses they are expected to be working on their course material during class time. Failure to do so will result in disciplinary measures. Representatives of the School Board will visit parents and students who do not wish to comply with this policy.

Board Decision: November 1988; Board Revision: April 2006; Board Revision: March 2012

### **III. COURSE DESCRIPTIONS**

#### ***A. ENGLISH***

In each of the English courses the five following areas are dealt with: Writing, Reading/Literature, Viewing, Listening and Speaking. The English 10-1, 20-1, 30 –1 stream is designed for students heading to university. The English 10-2, 20-2, 30-2 stream is designed for students heading to vocational schools.

#### **ENGLISH 10-1**

Texts: A variety of texts will be used as assigned by the teacher

Prerequisite: English Language Arts 9

The course includes units on:

1. One major novel
2. One Shakespearean play
3. Poetry: Assorted
4. Short Stories: Assorted
5. Essay Writing
6. Film Study

#### **ENGLISH 20-1/30-1**

English 20-1 and 30-1 are geared to the more academic students in preparation for the demands of college and university. Emphasis is on reading, responding and written criticism. Much attention will be given to discerning the author's world view and testing it on personal and Biblical grounds.

##### YEAR "A"

Hamlet  
Into Thin Air  
Awakenings  
Canadian Poetry  
All Quiet on the Western Front  
Punctuation  
Diction  
Effective Sentences  
Essay Writing  
Literary Essays  
Usage

##### YEAR "B"

Macbeth  
Lord of the Flies  
Unbroken  
Poetry  
Literary Essays  
Longer Papers  
Using a Library  
Essay Writing  
Reader Response  
Usage  
Diction

#### **ENGLISH 20-2/30-2**

This course is more focused on developing functional skills for students who do not intend to pursue an academic post-secondary route. This course will focus on effective speaking, writing, listening, reading, and viewing skills. Different themes and topics will be taken in alternate years. The works studied are for the most part the same as those in English 20-1/30-1 although occasionally a more appropriate text will be selected for a particular unit.

## ***B. SOCIAL STUDIES***

### **SOCIAL STUDIES 10-1/10-2**

Prerequisite: Social 9

Textbook: Exploring Globalization

Key Issues: To what extent should we embrace globalization? (Social Studies 10-1)  
Should we embrace globalization? (Social Studies 10-2)

Related Issue 1: To what extent should globalization shape identity?

General Outcome: Students will explore the impacts of globalization on their lives

Related Issue 2: To what extent should contemporary society respond to the legacies of historical globalization?

General Outcome: Students will assess the impacts of historical globalization on Indigenous and non-Indigenous peoples.

Related Issue 3: To what extent does globalization contribute to sustainable prosperity for all people?

General Outcome: Students will assess economic, environmental and other contemporary impacts of globalization.

Related Issue 4: To what extent should I, as a citizen, respond to globalization?

General Outcome: Students will assess their roles and responsibilities in a globalizing world.

### ***SOCIAL STUDIES 20 - 1 (5 credits)***

(Nationalism)

Prerequisite: 50% in Social 10

Suggested Entry: 60% in Social 10

Text: Gardner, Robert. et al. *Exploring Nationalism* McGraw Hill Ryerson. Toronto. 2008

The Purpose of Social Studies 20-1 is to answer the question: "To what extent should we embrace nationalism?" This issue is explored by examining the following topics

1. Nationalism and identity
2. Pursuing national interests
3. Internationalism
4. Nationalism and Canada

## ***SOCIAL STUDIES 20 -2 (5 credits)***

(Nationalism)

Prerequisite: 50% in Social 10

Suggested Entry: 60% in Social 10

Text: Hoogeveen, Margaret. *Understanding Nationalism* McGraw Hill Ryerson. Toronto. 2008

The Purpose of Social Studies 20-2 is to answer the question: “Should we embrace nationalism?” This issue is explored by examining the following topics

1. Nationalism and identity
2. Pursuing national interests
3. Internationalism
4. Nationalism and Canada

## ***SOC 30-1/30-2 PERSPECTIVES ON IDEOLOGY***

Prerequisite for Social 30-1: 60% in Social 20-1

Prerequisite for Social 30-2: 50% in Social 20-1 or 20-2

Key Issue: To what extent should we embrace an ideology? (Social Studies 30-1)

Should we embrace an ideology? (Social Studies 30-2)

Related Issue 1:

To what extent should ideology be the foundation of identity?

General Outcome: Students will explore the relationship between identity and ideology.

Related Issue 2: To what extent is resistance to liberalism justified?

General Outcome: Students will assess impacts of, and reactions to, principles of liberalism.

Related Issue 3: To what extent are the principles of liberalism viable?

General Outcome: Students will assess the extent to which the principles of liberalism are viable in a contemporary world.

Related Issue 4: To what extent should my actions as a citizen be shaped by an ideology?

General Outcome: Students will assess their rights, roles and responsibilities as citizens.



### C. MATHEMATICS

There are three basic Math streams (-1, -2, -3).

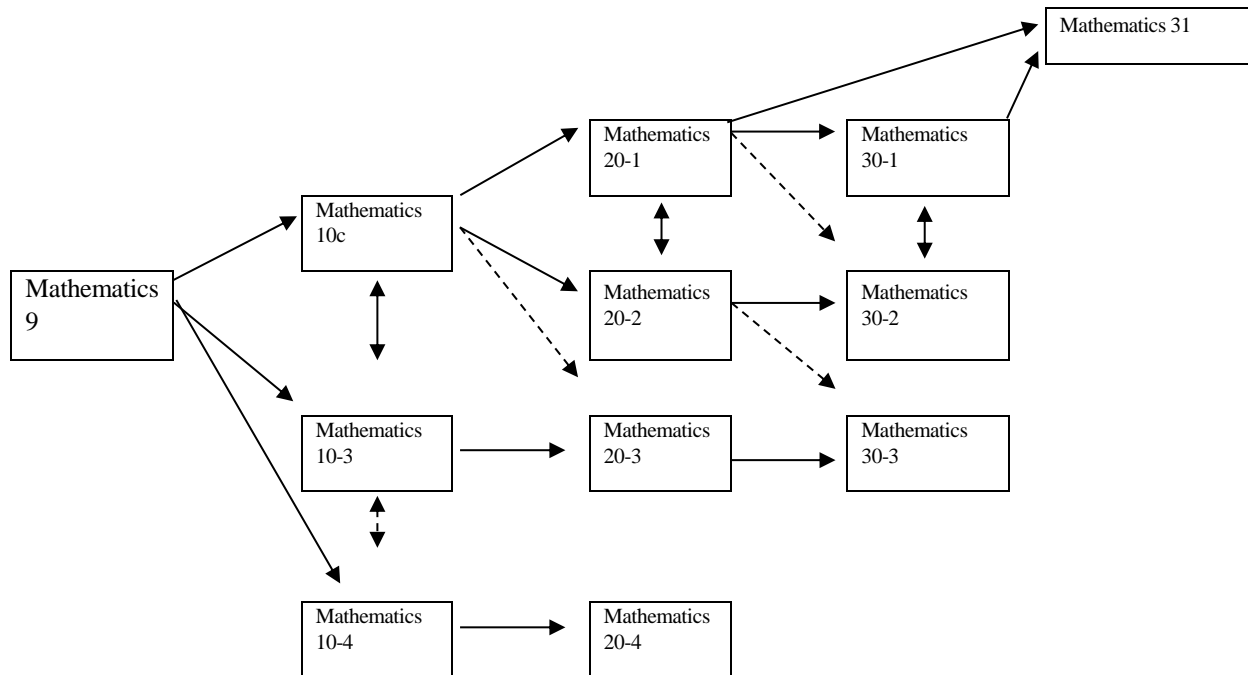
Students have a choice of three mathematics courses when entering Grade 10: 10C, 10-3 and 10-4.

- Students choosing 10C have two sequence options out of Grade 10: 20-1 and 20-2. These sequences are designed for students considering post-secondary studies in most colleges and universities.
- Students choosing 10-3 follow the 20-3 and 30-3 course sequence through Grade 11 and Grade 12. This course sequence is designed for students entering the trades or the workforce immediately after high school.
- Students choosing 10-4 can follow the 20-4, Knowledge and Employability, course sequence through Grade 11 or move to 10-3. This course is designed for students who need a functional knowledge of basic mathematics to live independently in society.

Students who enroll in 10C don't need to choose their course sequence until Grade 11. This gives students an extra year to decide which sequence best suits their interests and their future needs.

Students can transfer between the -1 and -2 course sequences in grades 11 and 12, which allows them to change their mathematics program if their future goals change.

The following chart depicts the math streams and the pathways that exist between them.



—————▶ Typical Progression

- - - - -▶ Possible Progression

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

Prerequisite: Math 9

Text: Davis, Garry et al. *Foundations and Pre-Calculus Mathematics 10*. Pearson Canada Inc. 2010

The course is divided into 5 units of work, as follows:

- Measurement (SI and Imperial)
- Trigonometry
- Polynomial factoring and operations
- Systems of equations
- Linear relations and functions

### ***MATH 10-3 (5 credits)***

Prerequisite: Math 8

Text: Borgen, Katharine et al. *MathWorks 10* Pacific Educational Press. Vancouver, 2010.

The course will focus on the following topics:

1. Number Sense
2. Geometry
3. Measurement
4. Algebra

### ***MATH 10-4 (5 credits)***

Prerequisite: K&E Math 9 or similar

Text: Resources will be allocated as necessary.

The course will focus on the following topics:

1. Number Concepts and Operations
2. Patterns and Relations
3. Shape and Space
4. Statistics and Probability

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

Prerequisite: 50% in Math 10C

Suggested Entry: 70% in Math 10C

Text: McAskill, Bruce et al. *Pre-Calculus 11* McGraw-Hill Ryerson. Toronto. 2011.

The course is divided into 3 major units:

1. Algebra and Number
2. Trigonometry
3. Relations and Functions

### ***MATH 20-2 (5 credits)***

Prerequisite: 50% in Math 10C

Text: Canavan-McGrath, Cathy et al. *Principles of Mathematics 11*. Nelson Education. Toronto

The course will focus on the following topics:

1. Measurement
2. Geometry
3. Number and Logic
4. Statistics
5. Relations and Functions
6. Mathematics Research Project

### ***MATH 20-3 (5 credits)***

Prerequisite: 50% or higher in Math 10-3

Text: Borgen, Katharine et al. *MathWorks 11* Pacific Educational Press. Vancouver, 2011.

Topics to be covered:

1. Measurement
2. Geometry
3. Number
4. Algebra
5. Statistics

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

Prerequisite: 50% in Math 20-1

Suggested Entry: 70% in Math 20-1

Text: McAskill, Bruce et al. *Pre-Calculus 12* McGraw-Hill Ryerson. Toronto. 2012.

The course will focus on the following topics:

1. Trigonometry
  - a. Functions
  - b. Identities
2. Relations and Functions
  - a. Transformations
  - b. Logarithms
3. Permutations, Combinations, and the Binomial Theorem

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

Prerequisite: 50% in Math 10C

Suggested Entry: 70% in Math 10C

Text: Canavan-McGrath, Cathy et al. *Principles of Mathematics 12*. Nelson Education. Toronto. 2012.

The course will focus on the following topics:

4. Logical Reasoning
5. Probability
6. Relations and Functions
7. Mathematics Research Project
8. Measurement
9. Geometry
10. Number
11. Algebra

### ***MATH 31 (5 credits)***

Suggested entry: 70% or higher in Math 20-1

Can be taken concurrently with Math 30-1

This course will focus on the 8 following units:

1. Pre-calculus
2. Limits
3. The Derivative
4. Trigonometry
5. Curve Sketching
6. Application of the Derivative
7. The Integral
8. Exponential and Logarithmic Functions

### ***D. SCIENCE***

The Science program includes Science 10 in Grade 10. In Grade 11 and 12, Biology 20 and 30, and Chemistry 20 and 30, will be offered with each of these courses being semestered (i.e. 10 periods each in half a year). Physics 20 and 30 will be offered in the same format every second academic year.

#### ***SCIENCE 10 (5 credits)***

Text: Visions, Gage

Science 10 is a mandatory course designed for credit towards an Alberta High School Diploma. It is the first of three courses which present an integrated program to help the student understand and apply fundamental concepts and skills that are common in Biology, Chemistry, Physics and Earth Science. An emphasis on the key concepts and principles of Science provides students with a more unified view of the natural sciences and a greater awareness of the connections among them.

The course will focus on the following topics:

1. Energy from the sun
2. Matter and energy in living systems
3. Matter and energy in chemical change
4. Energy and change

### ***SCIENCE 24 (5 credits)***

Science 24 is offered as needed to Gr. 11 and Gr. 12 students who need 10 credits in Science to obtain an Alberta High School Diploma but do not have the necessary background to take the senior science courses in Biology, Chemistry or Physics.

Units included are:

1. Biology Unit: Disease Defence
2. Chemistry Unit: Materials and Molecules
3. Physics Unit: Energy for Living
4. Safe Transportation Unit: Arrive Alive
5. Geology Unit: Earth Changes

### ***BIOLOGY 20 (5 credits)***

Prerequisite: 50% or higher in Science 10.

Text: Biology, Nelson

Lab Manual, Wiley

The course will focus on the following topics:

1. The biosphere
2. Cellular matter and energy flow
3. Matter and energy exchange in ecosystems
4. Matter and energy exchange by man

### ***BIOLOGY 30 (5 credits)***

Prerequisite: 65% or higher in Biology 20

Text: Biology, Nelson

Lab Manual, Wiley

The course will focus on the following topics:

1. Systems regulating changes in man
2. Reproduction and development
3. Cells, chromosomes and DNA
4. Changes in populations and communities

### ***CHEMISTRY 20 (5 credits)***

Prerequisite: 50% or higher in Science 10.

Text: Chemistry, Addison-Wesley

Lab Manual, Addison-Wesley

The course will focus on the following topics:

1. Matter and Chemical Bonding
2. Gases
3. Solutions
4. Quantitative Relationships in Chemical Reactions

### ***CHEMISTRY 30 (5 credits)***

Prerequisite: 65% or higher in Chemistry 20

Text: Chemistry, Addison-Wesley

Lab Manual, Addison-Wesley

The course will focus on the following topics:

1. Thermochemistry
2. Electrochemistry
3. Equilibrium, acid and base chemistry
4. Organic Chemistry

### ***PHYSICS 20 (5 credits)***

Prerequisite: 50% or higher in Science 10.

Text: Physics, Merrill

Lab Manual, Merrill,

The course will focus on the following topics:

1. Kinematics and dynamics
2. Circular motion and gravitation
3. Mechanical waves
4. Light

## ***PHYSICS 30 (5 credits)***

Prerequisite: 65% or higher in Physics 20

Text: Physics, Merrill

Lab Manual, Merrill

The course will focus on the following topics:

1. Conservation laws
2. Electric forces and fields
3. Magnetic forces and fields
4. Nature of matter

## ***E. FRENCH***

### ***FRENCH 10-20-30***

The Second Language Program of Alberta Education encourages schools to teach a second language from Grade 4 to Grade 12. Additionally, the value of learning a second language to one's general academic growth is well established. Also, the ability to speak in another language increases one's ability to show Christian hospitality to all. Given its status as an official language in Canada and its widespread worldwide use, French is the second language of choice at PICS, and will be offered when possible.

Historically, school policy stated that all students who had taken French 9 would take French 10 in Grade 10, subject to teacher availability. This year however we're able to offer an alternative to French 10. Students and their parents will be asked to express a preference for either French 10 or series of CTS modules on Computer Assisted Design and Computer Science. Students who have not taken French 9 will be automatically assigned to these modules. In years where a qualified teacher is not able to teach French 10, other options will be pursued. French 20 and 30 will be offered when there is both a sufficient level of interest and a qualified instructor is available.

Specific Outcomes:

Students will engage in various language activities, based on the context, the communicative task, and the different information and communication technologies available. The specific outcomes will focus on the following areas:

French 10:

- Activities
- Shopping
- Vacations
- Fine Arts
- Safety (optional)



French 20:

- Senses and Feelings
- Close Friends
- Fads and Fashions
- Consumerism
- Outdoor life (optional)

French 30:

- World of Work
- Travel and Tourism
- Role of the Media
- Conservation and the Environment (optional)

## ***F. PHYSICAL EDUCATION***

### ***PHYSICAL EDUCATION 10-20-30***

These courses are co-educational and are available to Gr. 10, Gr. 11 and Gr. 12 students.

These courses will involve skill development and activities involving the following:

1. Team sports: Soccer, Flag Football, Hockey, Softball, Volleyball, European Handball, Lacrosse, and Rugby.
2. Dual and individual sports: Badminton, Basketball, Skating, Skiing, Gymnastics, Wrestling, Track & Field, Curling, and Golf
3. Exercises and Fitness
4. Aquatics
5. Outdoor Pursuits

The aim of the physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.

The physical education program emphasizes:

**Active living-** with a focus on physical activity that is valued and integrated into daily life.

**Benefits health-** understand, experience and appreciate the benefits resulting from activity

**Cooperation-** interact positively with others

**Do it daily, for life-** assume responsibility to lead an active way of life.

## **G. RELIGIOUS STUDIES**

### **RELIGIOUS STUDIES 15-25-35**

This sequence is a mandatory sequence at PICS, and is therefore considered a compulsory component for graduation.

### **RELIGIOUS STUDIES 15**

#### **3 credits**

Text: Bible (ESV / NIV)

Topics to be covered in this course:

1. Students will expand their knowledge of the history of redemption as revealed in the Bible.
  - a. Major Prophets and Pauline Letters
2. Students will demonstrate knowledge of God's covenant faithfulness to His church throughout history.
  - a. Church History 400 BC to 1500 AD
3. Students will demonstrate knowledge of the richness and variety among and within the religions of the world and an ability to respond to that knowledge from a Christian perspective.
  - a. Judaism and Islam

### **RELIGIOUS STUDIES 25**

#### **3 credits**

Text: Bible (ESV / NIV)

Topics to be covered in this course:

1. Students will expand their knowledge of the history of redemption as revealed in the Bible.
  - a. Wisdom Books, Revelations, and the Synoptic Gospels
2. Students will demonstrate knowledge of God's covenant faithfulness to His church throughout history.
  - a. Religious Studies (Reformed) 25 – 1500 AD to 1600 AD
  - b. Biblical Archaeology
3. Students will demonstrate knowledge of the richness and variety among and within the religions of the world and an ability to respond to that knowledge from a Christian perspective.
  - a. Eastern Religions

## **RELIGIOUS STUDIES 35**

### **5 credits**

Text: Bible (ESV / NIV)

Topics to be covered in this course:

1. Students will expand their knowledge of the history of redemption as revealed in the Bible.
  - a. Minor Prophets and Poetic Books
2. Students will demonstrate knowledge of God's covenant faithfulness to His church throughout history.
  - a. 1600 AD to present
  - b. Bible Translation
3. Students will demonstrate knowledge of the richness and variety among and within the religions of the world and an ability to respond to that knowledge from a Christian perspective.
  - a. North American Protestantism
4. Students will engage with and evaluate a variety of religious philosophies and worldviews from a Christian perspective.
  - a. Relativism and Post-Modernism
5. Students will assess the impact that religion has on how people answer essential questions about life.
  - a. How do we decide what is true and how do we define right and wrong?

## **H. CAREER AND LIFE MANAGEMENT**

### **CALM 20**

The aim of the CALM course is articulated through three general outcomes.

#### **General Outcome 1: Personal Choices**

*Students will* apply an understanding of the emotional/psychological, intellectual, social, spiritual and physical dimensions of health—and the dynamic interplay of these factors—in managing personal well-being.

#### **General Outcome 2: Resource Choices**

*Students will* make responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrate commitment to self and others.

#### **General Outcome 3: Career and Life Choices**

*Students will* develop and apply processes for managing personal, lifelong career development.

## ***I. MUSIC***

**INS. MUSIC 10 (5 credits)**

**INS. MUSIC 20 (5 credits)**

**INS. MUSIC 30 (5 credits)**

Instrumental Music 10 / 20 / 30 is a performance-based stream of music courses in which students can continue to hone their musical skills. Students will be able to participate by playing wind, brass, or percussion instruments. The Instrumental Music program uses a developmental approach to music instruction, and provides for several levels of student ability and achievement. Students have the opportunity to strive for excellence in the following areas: performing, listening, creating and valuing. Through Instrumental Music, students are encouraged to develop their creative abilities, and to apply maximum effort in performance through physical and mental discipline. Evaluation is based on participation, music analysis, playing tests and performance. Opportunities will also exist for larger concerts and events inside and outside of the community.

Instrument Rentals: Students are required to have rentals arranged either privately or through PICS by September 1st. Students previously renting from PICS will have their rental instrument held for the following year, unless otherwise advised by parents. Rental instruments available at PICS include tenor saxes, baritone saxes, French horns, trombones, baritones, and tubas. New PICS rental arrangements depend on availability, and rental fees are \$150/year per instrument.

### **CREDIT FOR MUSIC BY PRIVATE STUDY**

Students may apply for credit for instrumental music studies taken privately. Credit will be awarded on the basis of established Alberta Education policy.

#### **Procedures**

1. Students who think they qualify for credit for music taken by private study will present to the principal the reports of their most recent exams in practical work and theory.
2. Rather than go through this exercise every year again, students are encouraged to make the request for credits in September of their Grade 12 Year.
3. The principal will prepare the necessary documentation for recommendation to Alberta Education.
4. The credits so awarded will appear on the student's Validation Record in October of their Grade 12 year.

## **J. CAREER & TECHNOLOGY STUDIES**

Career and Technology Modules are used to complement the core curriculum. Generally, these modules will be combined to form a connected course of study as indicated below. If there is sufficient interest however, a section of Independent Study may be set up where students may choose from a selection of CTS modules and complete these modules under the supervision of a teacher but with a greater degree of independence than a 'regular' classroom.

### **1. Business, Admin, Finance, and IT**

#### **Computer Science 10**

Computer Science 10 will consist of the following three modules.

##### **CSE1110: STRUCTURED PROGRAMMING 1**

Students are introduced to a general programming environment in which they write simple structured algorithms and programs that input, process and output data, use some of the more basic operators and data types, and follow a sequential flow of control.

##### **CSE1120: STRUCTURED PROGRAMMING 2**

Students work with structured programming constructs by adding the selection and iteration program control flow mechanisms to their programming repertoire. They write structured algorithms and programs that use blocks to introduce an element of modularity into their programming practice.

##### **CSE1210: CLIENT-SIDE SCRIPTING 1**

Students are introduced to Internet computing through the use of one or more Web-specific markup languages. As part of this process, students learn how the Web uses markup languages to provide a client-side approach to display static information. Students also learn how to analyze, modify, write and debug algorithms and documents that use a markup language.

#### **Financial Management/Information Processing 10/11/12**

This course will consist of a selection of the following modules.

##### **FIN1015: ACCOUNTING PREP**

Students are introduced to accounting and terminology unique to financial accounting. They become familiar with financial statements, generally accepted accounting principles and how to prepare for the process of starting up a business.

##### **FIN1020: ACCOUNTING CYCLE 1**

Students are introduced to the accounting cycle for a service business. They will analyze and record business transactions up to trial balance for the fiscal period of a business using terminology unique to financial accounting.

**FIN1030: ACCOUNTING CYCLE 2**

Students complete the accounting cycle for a service business, preparing financial statements and closing accounts. They also will explore other factors of a business, including budgets.

**INF1030: WORD PROCESSING 1**

Students are introduced to the proper use of word processing software, including document creation, editing and printing of properly formatted documents.

**INF1050: DATABASE 1**

Students develop skills in the proper use of a database management system by developing flat-file databases and demonstrating their use in personal and business applications.

**INF1060: SPREADSHEET 1**

Students develop skills in the proper use of spreadsheet software through general data manipulation and personal recordkeeping.

**INF1070: DIGITAL PRESENTATION**

Students develop skills with tools used for computerized presentations involving text, data, graphics, sound and animation.

**2. CONSTRUCTION TECHNOLOGIES**

Construction courses generally involve learning skills while producing a piece of work that the student will then be able to take home and enjoy. In order to cover the costs of the materials for these projects a fee will be assessed on a course by course basis.

**CONSTRUCTION TECHNOLOGY 10****CON1010: Basic Tools & Materials.**

Students develop basic hand tool and production skills to transform, safely, common building materials into useful products.

**CON1120: Project Management**

Students develop basic shop drawing and estimating skills and apply them to build a project.

## **CONSTRUCTION TECHNOLOGY 20/30 Semester #2**

There are no set modules for this course since it is dependent to a certain degree on the shop experience of the students in the class and on other factors (i.e. we may not build sheds every year, especially as the classes grow because there may not be sufficient demand for the number of sheds produced by a large class.) However, the following modules represent a sample of the modules we use in this course.

### **CON 1070: Building Construction**

Students examine common building systems and develop basic skills related to building a simple model or full-size system/structure.

### **CON 2035: Floor Framing System**

Students develop basic framing knowledge and skills associated with the construction of a floor and wall system.

### **CON 2045: Wall Framing Systems**

Students develop basic framing knowledge and skills associated with the construction of a wall system.

### **CON 2050: Roof Structures 1 (Framing and Finishing)**

Students develop basic knowledge and skills associated with framing and finishing a simple roof system.

### **CON 1130: Solid Stock Construction**

Students develop basic hand and power tool skills to build a product made from solid wood.

### **CON 1160: Manufactured Materials**

Students select and use the appropriate materials and tools to build a product or structure from a wood composite or another manufactured material.

### **CON 2120: Multiple Materials**

Students develop a product that incorporates two or more types of material in its construction.

### **CON 2160: Cabinetmaking 1 (Web and Face Frame)**

Students apply web and face frame construction techniques and use solid and/or manufactured materials to produce a built-in or modular cabinet.

### **CON 2170: Cabinetmaking 2 (Door and Drawer)**

Students use solid and composite materials to develop skills in building cabinet doors and drawers.

### **3. Health Recreation and Human Services**

This module is being offered to grade 12 students

#### **EST1140: THEATRICAL MAKE-UP 1**

Students describe the purpose and scope of theatrical make-up, identify elements related to designing theatrical makeup and use appropriate materials to perform basic theatrical make-up techniques.

The following two modules make up the Food Studies 10 Course

#### **FOD1010: FOOD BASICS**

Students learn safe and sanitary food handling procedures, equipment care, comprehension of recipes and the importance of efficient work habits.

#### **FOD1020: CONTEMPORARY BAKING**

Students develop and demonstrate an understanding of traditional and contemporary baking focusing on basic measuring techniques, preparation methods, role of ingredients and the proper use of equipment for baked goods.

### **4. Media, Design and Communication**

#### **Design 10**

This course focuses on the development on design skills that will be useful in a variety of contexts. Specific emphasis will be on construction projects.

#### **DES1050: CAD 1**

Students develop basic knowledge and skills in computer-aided design (CAD).

#### **DES2055: CAD 2**

Students develop intermediate knowledge and skills in computer-aided design (CAD).



## **5. Natural Resources**

### **Wildlife 12**

In order to foster a greater appreciation of God's creation and to equip students with the skills they need to safely and comfortably enjoy the wilderness we offer the following modules to Grade 12 students. This course is currently undergoing an expansion in scope and the Navigation and Fishing Modules are currently only provisional.

To defray some of the costs a \$50 fee will be charged to students taking this course.

#### **WLD1060: WILDERNESS NAVIGATION**

Students develop the attitudes, skills, and knowledge in wilderness navigation to enhance their outdoor experiences.

#### **WLD1080: ANGLING & FISH MANAGEMENT THEORY**

Students explain the role of recreational fishing in the management and conservation of fish resources, and develop the attitudes, skills and knowledge required for responsible fishing practices and related outdoor activities.

#### **WLD1130: OUTDOOR SURVIVAL SKILLS**

Students develop and demonstrate the attitudes, skills, and knowledge required for responsible participation in a range of outdoor activities.

#### **WLD2130: OUTDOOR EXCURSION**

Students plan, prepare for and conduct an extended outdoor wilderness trip.

#### **HCS2020: FIRST AID/CPR WITH AED**

Students study and demonstrate first-aid skills and procedures, including cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED), for dealing with emergency situations. Students recommend practices for a safe environment and demonstrate skills and procedures for dealing with common emergency situations. Students examine safety strategies to prevent infection from blood-borne pathogens in health care and recreational settings.

## **IV. ADDITIONAL COSTS**

In addition to regular tuition some courses and programs have additional costs that students or their parents are responsible for. These courses and programs are listed below.

### **Courses:**

**Physical Education Courses:** Although these courses don't have set fees they often have a higher than average number of field trips most of which have some costs associated with them.

**Instrumental Music:** Students are responsible for providing their own instruments for this course. The school will rent out some types of instruments and we provide access to the rental program run by Long and McQuade but ultimately it is the responsibility of the students and their parents to either access these opportunities or make other arrangements.

**Construction Courses:** In order to cover the costs of materials for projects that students will be able to take home when completed a fee is assessed for each course depending on need.

**Wildlife:** In order to cover some of the costs associated with the overnight trip that is an essential part of this course a fee assessed to each student. In addition to this a successful trip requires that the students will have a significant amount of hiking gear that they will need to either borrow or buy.

### **Extra-Curricular Activities:**

**Sports Teams:** Sports Teams generally assess a fee in order to help cover the costs associated with their activities.

**Art Club:** In order to cover the costs of materials the Art Club periodically requires its members to pay a fee.

**Outdoor Club:** Similar to the Wildlife course the Outdoor club requires parents and students to cover some of the costs of their own gear and the costs of the excursions themselves.

## **V. AWARDS AND SCHOLARSHIPS**

### **AWARDS**

#### **Christian Leadership Award**

This award recognizes a student who demonstrates Christian leadership and service to others. This award is specifically awarded to a student who demonstrated a willingness to be involved in the school community, and provided leadership and service to their fellow students. One award will be given out in Junior High, and one in Senior High.

#### **Female Athlete of the Year Award**

This award is given annually to the female student who demonstrated exceptional athletic abilities, and who contributed positively to the school's athletics program in the form of Christian conduct, leadership, and sportsmanship. The award will be given at the discretion of the Athletic Director, after consultation with the coaches and staff. One award will be given out in Junior High, and one in Senior High.

#### **Male Athlete of the Year Award**

This award is given annually to the male student who demonstrated exceptional athletic abilities, and who contributed positively to the school's athletics program in the form of Christian conduct, leadership, and sportsmanship. The award will be given at the discretion of the Athletic Director, after consultation with the coaches and staff. One award will be given out in Junior High, and one in Senior High.

#### **Penguin Award for Outstanding Character in Academics**

This award honors the student who may or may not be a top academic performer, but who represents the ideals and values of Christian character in his/her studies. The recipient consistently portrays a positive attitude and demonstrates outstanding dedication to his/her studies (e.g. effort, punctuality, diligence, classroom behavior, etc.) throughout the school year. One award will be given out in Junior High, and one in Senior High.

#### **Penguin Award for Outstanding Character in Athletics**

This award honors the student-athlete who may or may not be a top athletic performer, but who represents the ideals and values of Christian character while practicing and competing. The recipient will meet the following criteria (including, but not necessarily limited to): displays unwavering commitment to the team, consistently gives full effort, stands as a moral example to his or her teammates, and whose positive body language reflects a ceaseless determination to be successful. This award will be given at the discretion of the Athletic Director, after consultation with the coaches and staff.

Awards given to:

- 1 Junior High Female
- 1 Junior High Male
- 1 Senior High Female
- 1 Senior High Male

### **Band-Member-of-the-Year Award**

This award is given to the student who has contributed most to the Band's program in the form of leadership, musicianship, and Christian conduct. One award will be given out in Junior High, and one in Senior High.

### **Top Academic Honors**

Awards will be given to the top 3 academic students in Grades 7-12. The highest averages will be recognized by calculating overall grade point average in all courses taken (based on school awarded marks).

### **Art Award**

This award is given annually to the student who demonstrated exceptional artistic abilities, and who contributed positively to the school's Art program in the form of Christian conduct, leadership, and willingness to be actively involved in opportunities such as Art Club, service projects involving art, and the sharing of these gifts with the community. The award will be given at the discretion of the Art teachers, after consultation with relevant community members involved in the Art Program. One award will be given out in Junior High, and one in Senior High.

## **SCHOLARSHIPS**

Scholarships recognize the achievements of our Grade 12 students and often provide financial assistance for future post-secondary studies. Unless otherwise stated scholarships will be awarded at the Graduation Ceremony of Parkland Immanuel Christian School. For all school managed scholarships, funds will be disbursed upon proof of registration into the relevant post-secondary program unless otherwise specified. Additionally, any scholarships will be added to the general Parkland scholarship fund if they are not claimed within 5 years from the time they were awarded.

### **Academic Athlete Scholarship**

This \$250 scholarship is presented to the graduating Grade 12 student who has displayed excellence in both athletics and academics. Its purpose is to recognize those students who balanced the dedication needed to achieve athletic excellence with the discipline needed to maintain a strong academic record.

Criteria:

To qualify a student must:

- maintain a grade 12 academic average above 80%
- demonstrate athletic excellence in at least two sports in their final year before graduation.

Selection Process:

The selection of the recipient of this scholarship award will be made by the Athletic Director, after consultation with the coaches and staff.

## **Academic Excellence Scholarships**

To encourage academic excellence, a \$250 scholarship is given to the students who excel in the core grade 12 courses.

Criteria:

To qualify a student must:

- Achieve the highest grade (minimum 80%) in their grade for the following subjects:
  - Religious Studies 35
  - English 30-1
  - English 30-2
  - Math 30-1
  - Math 30-2
  - Social Studies 30-1
  - Social Studies 30-2
  - Biology 30
  - Chemistry 30
  - Physics 30

Selection Process:

The selection of the recipients of this scholarship award will be made by the administration based on final school awarded academic results.

## **Alexander Rutherford Scholarships**

The purpose of this scholarship is to recognize and reward academic achievement at the senior high school level and to encourage students to pursue post-secondary studies. The value of scholarship can be as high as \$2500

Criteria:

To qualify a student must:

- Meet the eligibility criteria and:
  - be a Canadian Citizen, a permanent resident of Canada or have protected person status under Canada's Immigration and Refugee Protection Act Note: Visa students are not eligible for this scholarship.
  - be an Alberta resident at the time of application; you or your parent(s)/legal guardian must have resided in Alberta at least 12 consecutive months prior to starting post-secondary studies
  - Must have resided in Alberta throughout the whole of the qualifying grade(s); you or your parent(s)/legal guardian were resident in Alberta throughout the whole of the qualifying grade(s)

- be enrolled in, or have completed 60% of a full course load in a post-secondary or an apprenticeship program of at least one semester in length
- A student must have a minimum combined average based on five designated courses in at least one grade: Grade 10, 11 or 12.
- Only marks earned prior to post-secondary study can be used to calculate this average.
- A student does not need to meet this average in all three school years or in all courses to qualify for a portion of the scholarship.
- The designated courses must meet the criteria in the table below.

Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>● Average of 75.0% to 79.9% in <b>five</b> subjects - \$300</li> <li>● Average of 80% or higher in <b>five</b> subjects - \$400</li> </ul>	<ul style="list-style-type: none"> <li>● Average of 75.0% to 79.9% in <b>five</b> subjects - \$500</li> <li>● Average of 80% or higher in <b>five</b> subjects - \$800</li> </ul>	<ul style="list-style-type: none"> <li>● Average of 75.0% to 79.9% in <b>five</b> subjects - \$700</li> <li>● Average of 80% or higher in <b>five</b> subjects - \$1,300</li> </ul>
<b>Average is calculated from 5 designated subjects (Option/CTS courses may also be considered).</b>		
<b>One of:</b> <ul style="list-style-type: none"> <li>● English 10-1, 10-2</li> <li>● Français 10, 13 or 10-2</li> </ul>	<b>One of:</b> <ul style="list-style-type: none"> <li>● English 20-1, 20-2</li> <li>● Français 20, 23 or 20-2</li> </ul>	<b>One of:</b> <ul style="list-style-type: none"> <li>● English 30-1, 30-2</li> <li>● Français 30 or 30-2</li> </ul>
<b>At least two of:</b> <ul style="list-style-type: none"> <li>● Mathematics 10C</li> <li>● Science 10</li> <li>● Social Studies 10-1 or 10-2</li> <li>● A language other than one used above in Grade 10</li> </ul>	<b>At least two of:</b> <ul style="list-style-type: none"> <li>● Mathematics 20-1, or 20-2</li> <li>● Chemistry 20</li> <li>● Physics 20</li> <li>● Science 20</li> <li>● Biology 20</li> <li>● Social Studies 20-1 or 20-2</li> <li>● A language other than one used above in Grade 11</li> </ul>	<b>At least two of:</b> <ul style="list-style-type: none"> <li>● Mathematics 30-1, 30-2 or 31</li> <li>● Science 30</li> <li>● Social Studies 30-1 or 30-2</li> <li>● Biology 30</li> <li>● Chemistry 30</li> <li>● Physics 30</li> <li>● A language other than one used above in Grade 12</li> </ul>
<b>Any two courses</b> with minimum three credit value at Grade 10 level (1000 or 4000 series) including those listed above and combined introductory CTS courses.	<b>Any two courses</b> with minimum three credit value at Grade 11 level (2000 or 5000 series) including those listed above and combined intermediate CTS courses.	<b>Any two courses</b> with minimum five credit value at Grade 12 level (3000, 6000 or 9000 series) including those listed above and combined advanced CTS courses.

**Selection Process:**

Applicants who satisfy the above criteria are automatically selected. There is also no application deadline for this award. Students can apply as soon as their final high school marks are available and they intend to pursue full-time post-secondary studies. Applications can be made online at the Student Aid Alberta website where one can also find the most up to date set of criteria and application procedures.

### **Christian Credit Union Scholarship**

A \$1000.00 scholarship is available annually to a graduating student from Parkland Immanuel Christian School who best fulfills the conditions listed below.

Criteria:

- The Applicant must be a member of the Christian Credit Union on March 31<sup>st</sup> of the year of application.
- Application for the scholarship will be made by the student in writing in the form of an essay of approximately 300 words emphasizing the meaning of “Biblical Stewardship” and how it applies to their life. In addition, the student should provide a brief outline of their accomplishments, volunteerism, and life and career goals. The application essay should be unsigned and accompanied by a covering letter addressed to “Christian Credit Union Scholarship” in care of the Principal for identification purposes.
- Applications will be considered from graduating Grade 12 students entering any discipline at any post-secondary institution.

Selection Process:

The application essays will be reviewed by the principal or his/her designate to verify the accuracy of the facts stated in the application. The essays and accompanying letters will then be forwarded to the Christian Credit Union. The Christian Credit Union Promotion Committee will make the final selection of the recipient and the award will be made at the graduation ceremony. Payment will be made to the recipient only upon the recipient providing to the Credit Union the following:

- Confirmation of enrolment at a post-secondary institution.
- Confirmation of payment of tuition to the institution.

Application deadline April 15.

### **Dutch Delicious Scholarship**

To assist students who are enrolling in a trade apprenticeship or technical program at a post-secondary institution, Dutch Delicious Bakery is making available a scholarship valued at \$750.

Criteria:

To qualify a student must:

- Secure enrolment in a trade or technical program at a post-secondary institution.
- Submit a letter outlining past accomplishments and future educational plans.
- Must be enrolled and passing courses that will provide them with a grade 12 diploma

Selection Process:

Recommendations for the candidate for the scholarship will be made by a committee consisting of the principal of the school and the Grade 12 teachers. This recommendation will be based on the quality of

the applications letters submitted, the alignment of the applicant's educational plans with the purpose of this scholarship, and the work ethic the applicant has displayed in their grade 12 courses. The recipient will be announced at the graduation ceremonies of Parkland Immanuel Christian School. Payment will be made to the recipient only when they have provided confirmation of enrolment in a trade or technical post-secondary program.

Application deadline May 1.

### **The Gary Drost Memorial Scholarship**

This \$500 scholarship is presented to the graduating Grade 12 student who has most positively influenced and contributed to the Dramatic Arts program in their graduation year.

Criteria:

To qualify a student must display in the current year of Drama:

- Christian conduct
- Dedication
- Cooperation
- Respect to staff, students and properties
- Drive to improve.

Selection Process:

The selection of the recipient of this scholarship will be made by the current year's director after consultation with the other staff members involved in the drama program. The scholarship funds will be provided upon proof of registration into any post-secondary program.

### **Governor General's Bronze Academic Medal**

This prestigious award is sponsored by the Governor General of Canada in order to encourage scholarship and recognize outstanding students. Additionally, Parkland Immanuel Christian School has attached a \$600 scholarship to it.

Criteria:

To qualify a student must:

- Achieve the highest average upon graduation from Grade 12. This average includes all grade 11 and grade 12 courses as listed on the student's official Transcript of Grades issued by the ministry of education regardless of the stream or subjects chosen.

Selection process:

The administration will select a recipient based on the criteria listed above once final results of provincial diploma exams are available. Courses taken after graduation to upgrade marks will not be included.



### **Honors in Music Scholarship**

This \$250 scholarship honors the graduating Grade 12 student who demonstrates outstanding achievement in Instrumental Music 30.

Criteria:

To qualify a student must:

- display excellence in performance
- be a student leader
- demonstrate Christian conduct
- inspire others through his or her example
- maintain an average of 85% or higher throughout the Music 30 course.

Selection process:

The selection of the recipient of this scholarship award will be made by the Music 30 teacher, after consultation with the administration and any staff members who worked closely with the Music 30 students.

### **Parkland Immanuel Christian School Education Scholarship**

This scholarship of \$500 is intended to encourage Grade 12 students to pursue a career in education and to recognize academic excellence.

Criteria:

To qualify a student must:

- display a high academic standing in grade 12 diploma exam courses
- submit a written application including an explanation of the applicant's desire to pursue a career in Education.
- be accepted into an education program or an education transfer program.

Selection process:

The selection of a scholarship recipient will be made by a committee consisting of the principal of the school and the Grade 12 teachers using the applications received. Application deadline May 1.

### **Premier's Citizenship Award/Founders Memorial Scholarship**

This scholarship of \$800 is awarded to recognize students who show Christian character and are positive and contributing members of their communities. It combines the Premier's Citizenship Award offered by the provincial government and the Founders Memorial Scholarship.

Criteria:

To qualify a student must

- display outstanding:
  - citizenship
  - leadership
  - community service
  - engagement in volunteer work
  - initiative
  - positive impact on their community and school
- Submit an application letter including a Record of Accomplishments and two reference letters.

Selection process:

The selection of a scholarship recipient will be made by a committee consisting of the principal of the school and the Grade 12 teachers. This committee will consider the applications received, their own knowledge of the applicants and the results of a survey of the Sr. High students.

Application deadline May 1.

### **Valedictorian**

Although not technically an award or scholarship the selection of a Valedictorian to represent a class at graduation is an important process. This honour is awarded to a member of the graduating class who meets the following criteria:

Criteria:

To qualify a student must:

- demonstrate academic excellence
- earn the respect of his or her peers
- exhibit the characteristics that Parkland Immanuel Christian School strives to instill in its students.

Selection process:

The administration will present the names of the top students academically who also meet the other two criteria to both the grade 12 students and a committee including the principal and the Grade 12 teachers. Each group will select the person that they feel is the most appropriate valedictorian. If both groups agree the person they chose will be the valedictorian. If they don't agree the candidate with the higher academic average will be the valedictorian.

**OTHER SCHOLARSHIP OPTIONS:**

The following websites provide information on additional scholarships. Students are encouraged to access these resources to finance their post-secondary education.

<http://studentaid.alberta.ca/scholarships.aspx>

<http://www.univcan.ca/programs-and-scholarships/>

<http://www.scholarshipcanada.com/>

<http://alis.alberta.ca/hs/fo/pay/scholarships.html>

## **APPLICATION DEADLINES**

**ALEXANDER RUTHERFORD SCHOLARSHIPS  
FOR HIGH SCHOOL ACHIEVEMENT**

**(When enrolment is secured)**

**CHRISTIAN CREDIT UNION SCHOLARSHIP**

**April 15**

**DUTCH DELICIOUS SCHOLARSHIP**

**May 1**

**PARKLAND IMMANUEL CHRISTIAN EDUCATION SCHOLARSHIP** **May 1**

**PREMIER'S CITIZENSHIP/FOUNDERS MEMORIAL SCHOLARSHIP** **May 1**

D. Senior High Courses: 2018 - 2019

Student: \_\_\_\_\_

Grade 10	Credits	Grade 11	Credits	Grade 12	Credits
<b>Core courses</b>		<b>Core courses</b>		<b>Core courses</b>	
Religious Studies	3	Religious Studies	3	Religious Studies	5
English 10	5	English 20-1/20-2	5	English 30-1/30-2	5
Social Studies 10	5	Social St. 20-1/20-2	5	Social St. 30-1/30-2	5
Math (Choose 1)	5	Math (Choose 1)	5	Math (Choose 1)	5
Math 10 Combined	—	Math 20-1	—	Math 30-1	—
Math 10-3	—	Math 20-2	—	Math 30-2	—
Science 10	5	Math 20-3	—	Math 30-3	—
Physical Education 10	3	Science (Choose 1)	10	Science (Choose 1)	10
Construction/Food Studies	4	Biology 20/30	—	Biology 20/30	—
		Chemistry 20/30	—	Chemistry 20/30	—
		CALM	3	Math 31 (5)	—
<b>Complementary courses</b>		<b>Complementary courses</b>		<b>Complementary courses</b>	
(Must select 1 of the following 2 options)	5	(Select up to 4 credits from the following 3 courses)	4	(Select up to 5 credits from the following 3 courses)	5
French 10 (5)	—	PE 20 (4)	—	PE 30 (5)	—
Computer Science(3)/ CAD(2)	—	Wildlife 20 (4)	—	Wildlife 20 (4)	—
		French 20 (5)	—	Esthetics (Theatrical MakeUp) (1)	—
(Must select 1 of the following 2 options)	5	(Select up to 5 credits from the following 3 courses)	5	(Select up to 5 credits from the following 3 courses)	5
Music 10 (5)	—	Music 20 (5)	—	Music 30 (5)	—
Financial Management/Information Processing (3)/ Independent Study (2)	—	Financial Management/Information Processing (3)	—	Financial Management/Information Processing (3)	—
		Independent Study (2)	—	Independent Study (2)	—
		Construction 20 (5) will be offered opposite Bio/Chem 30 in the second semester.	—	Construction 20 (5) will be offered opposite Bio/Chem 30 in the second semester.	—
		Select the blank to the right if you intend to take this course instead of a 30 level science.	—	Select the blank to the right if you intend to take this course instead of a 30 level science.	—
<b>Total Credits (must equal 40)</b>		<b>Total Credits (must be &gt;= 35)</b>		<b>Total Credits (must be &gt;= 35)</b>	

Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

\*If you would like to discuss your child's course selection please contact either Mr. Letters or Mr. Veldkamp