




Chart Your Course

A Guide to High School and Career Pathways



A dark green vertical bar is on the left side of the page. A light green arrow points to the right, overlapping the vertical bar and pointing towards the title.

Program planner

A Guide for Students and Parents

Several thin, curved lines in shades of green and grey originate from the bottom left corner and curve upwards and to the right, creating a decorative effect.

SACRED HEART HIGH SCHOOL
280 GLADSTONE AVENUE NORTH
YORKTON, SK S3N 2A8
RACHEL STERZUK - PRINCIPAL
MELISSA MOEN - VICE-PRINCIPAL
www.sacredheart.christtheteacher.ca



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SECTION 1

Introduction

A Catholic High School Education Philosophy

EDUCATION

“The Catholic school pursues cultural goals and the natural development of youth to the same degree as any other school. What makes the Catholic school distinctive is its attempt to generate a community climate in the school that is permeated by the Gospel spirit of freedom and love.”
(Second Vatican Council)

The goal of Catholic schools is to help develop students whose knowledge, skills and attitudes will prepare them to deal with the challenges of life, help them grow in understanding towards the teachings and traditions of the Church, be sensitive to the needs of their neighbours and be prepared to make moral decisions in today’s world.

In our Catholic schools, faith and culture come together so that faith becomes an active and visible part of the lives of the students and staff - in what they study and how they relate to one another. In a climate of openness, trust and cooperation, the school, the home and the parish must work together to create an authentic community and sense of partnership. Students who choose to attend a Catholic high school will have the benefit of this authentic community.

THE CATHOLIC HIGH SCHOOL COMMUNITY

A Shared Responsibility

The teachers of Sacred Heart High School are role models for the students. They demonstrate Christian values in their daily teaching and in their contact with students, parents and other members of the community.

These values are taught in the Christian Ethics classes at every grade level and are reinforced in all the subjects that are taught in the school system. Opportunities for religious celebration and prayers are part of the overall program at Sacred Heart High School.

Each student is expected to be a contributing member of the high school and community to which he or she belongs. When a young person chooses to attend a Catholic high school it signifies an acceptance of the teachings and values of the Roman Catholic tradition. These values are lived out when the student displays a serious attitude toward his or her academic studies, commitment to the goals of the school community, a willingness to participate in prayer and liturgical celebrations, respect for members of the community and a true sense of responsibility for his or her actions.


The Fathers are part of our High School. They bring theological knowledge to the school’s community and offer pastoral counselling to both students and teachers. Sacred Heart High School has a chapel, which is open for private contemplation for all members of the school community and used for Christian Ethics classes at times. Our Theatre is used as a place of Reverence for our Religious Celebrations.

The Catholic academic tradition is strong in our school. It will remain strong through our students, our staff and our beliefs.



SECTION 2

Building Your Future

 Consider how your High School courses will be an important part of your faith journey as you discover and pursue the purpose for which God has created you.

The course selections you make now regarding your High School program can have a major influence on your life's vocation. The vocations that people choose are the paths that seem the best way for them to live happily in the world and contribute to building the Kingdom of God.

As you make your course selections consider carefully how God has gifted you as an individual with particular talents and abilities. Consider how God is inviting you through your uniqueness to be a very special part of this plan to make known His love for all people on earth.

Building Your Future

BEFORE YOU ENTER GRADE 10

The course selections you make now regarding your high school program can have a major influence on your future career path - both in high school and post-secondary.

For this reason, it is important to take some time to plan your program and think about your future career goals. You will face many choices as you select your courses. If you select them carefully, you will graduate with a variety of options available to you. However, if you do not choose wisely, you may limit your options following graduation and therefore achieving your future goals may be difficult. Many different factors play a role in making decisions, including:

- Your abilities
- Your interests
- Your values
- Your future career goals
- Your friends
- Senior high school diploma requirements

THROUGHOUT HIGH SCHOOL

In the high school, you will discover more about yourself - what you are good at and what you enjoy. These discoveries may cause you to change your career goals and re-evaluate your selection of courses. It is important to set career goals and work toward them, but also be realistic and adaptable.

To make the greatest use of this booklet, be sure to discuss it with your parents, school counsellor, teachers, and friends. If you are planning to attend college, university or a technical institute after graduation, it will be helpful to be aware of the current entrance requirements for those institutions. Information about post-secondary institutions can be found on the Internet at www.saskcareers.ca.



SECTION 3

Setting Your Goals

Setting Your Goals

You have your own abilities, interests and values. Being aware of these will help you decide what you should study in senior high school and what career goals you should set for yourself.

CONSIDER YOUR ABILITIES

Take a realistic look at yourself and consider your abilities. Your marks and other accomplishments in elementary school, as well as your activities outside of school, may be an indication of your abilities. Your chances of success in senior high school will be greater, if you build on these abilities. Some abilities are listed below, along with some related subjects. Check the abilities you are strongest and note the subjects that you could take to develop them.

ABILITIES	RELATED SUBJECTS
<input type="checkbox"/> creative	Visual art, design studies, drama, cosmetology, English, creative writing, mathematics, music, band, construction, drafting & computer-aided design, commercial cooking, communication media, choral, animation
<input type="checkbox"/> interpersonal	Career and work experience, communication media, physical education, psychology, entrepreneurship
<input type="checkbox"/> numerical	Chemistry, math pre-calculus, math foundations, music, physics, computer science, physical sciences, accounting
<input type="checkbox"/> reasoning	Biology, chemistry, design studies, English, information processing, mathematics, physics, history, computer science, psychology
<input type="checkbox"/> speaking and writing	Communication media, English, language arts, French, history, creative writing
<input type="checkbox"/> technical/mechanical	Art, construction & carpentry, PAA survey, cosmetology, commercial cooking, information processing, workplace & apprenticeship math, welding

Senior high school is also a good time to develop your abilities. What new abilities would you like to develop?

_____ , _____ , _____

What courses would most help you develop these new abilities?

_____ , _____ , _____

CONSIDER YOUR INTERESTS

Certain subjects are associated with certain interests. School is more enjoyable when you study subjects you find interesting. Check the areas in which you are interested, and note the related subjects.

<input type="checkbox"/> Building or fixing things	Construction & Carpentry, Welding, PAA Survey, Technologies
<input type="checkbox"/> Computing	Information Processing, Mathematics, Computer Science
<input type="checkbox"/> Creating and performing	Art, Communication Media, Drama, Music, English, Creative Writing
<input type="checkbox"/> Designing & creating	Art, Cosmetology, Design Studies, Commercial Cooking, Construction
<input type="checkbox"/> Languages	English, French
<input type="checkbox"/> Arts	Art, Drama, Music, Dance
<input type="checkbox"/> Numbers	Information Processing, Mathematics
<input type="checkbox"/> People	Biology, Drama, Psychology, Law, Health Science
<input type="checkbox"/> Science	Biology, Chemistry, Earth Science, Math
<input type="checkbox"/> The World	Law, History
<input type="checkbox"/> Sports	Physical Education, Soccer, Dance, Hockey

Sacred Heart may offer courses in subjects you have not studied before, so you may not know if you are interested in them. Your teacher, counsellor or principal can tell you more about these courses. You may develop new interests as well as new abilities.

CONSIDER YOUR VALUES

Think about the kind of person you want to be and the kind of life you want to live. Your values play a role here. What is important to you? Check your values.

- | | |
|---|---|
| <input type="checkbox"/> Acceptance | <input type="checkbox"/> Friendliness |
| <input type="checkbox"/> Assertiveness | <input type="checkbox"/> Helpfulness |
| <input type="checkbox"/> Collaboration/
working in
groups | <input type="checkbox"/> Honesty |
| <input type="checkbox"/> Creativity | <input type="checkbox"/> Independence |
| <input type="checkbox"/> Family | <input type="checkbox"/> Loyalty |
| <input type="checkbox"/> Financial
security | <input type="checkbox"/> Opportunities to
learn new things |
| <input type="checkbox"/> Freedom | <input type="checkbox"/> Popularity |
| | <input type="checkbox"/> Resourcefulness |
| | <input type="checkbox"/> Risk taking |
-
-

SET YOUR CAREER GOALS

Once you know your abilities, interests and values, you can set your goals. **Short-term career goals** are the goals you hope to fulfil soon, but it is also important to set **long-term career goals** for your future. You may need to revisit your goals several times throughout your high school career.

Be open-minded when you think about your career goals, and don't put obstacles in your way. For example, if you are planning to continue studying after senior high school because you are uncertain about finding a job, maybe you first need to do some investigating about jobs. Or, if you are planning to go right to work because you can't afford to continue your studies, find out more about student loans and scholarships. There may be financial assistance of which you are unaware.

SET SHORT-TERM CAREER GOALS

Fact: Without a high school diploma, you won't be eligible for further education and training for over 60 per cent of all new jobs being created.

Achieving your senior high school diploma helps provide you with the basic skills needed for many career opportunities, plus better chances for employment. So, earning a diploma is one of your short-term career goals.

What other short-term goals do you have?

SET LONG-TERM CAREER GOALS

Considering your abilities, interests and values, what are your long-term goals?

- To continue studying at a post-secondary institution, such as a university, college or technical institute
- To get a job or start my own business after graduation
- Enter a trade, become an apprentice
- Other _____
- Don't know

Each of these short-term and long-term career goals should be considered when selecting your senior high courses.

FACT: Career planning is an ongoing process and will probably change over time. Thinking now about your career interests and options gives you a head start.

This booklet will help you in thinking about “where do I go” and in planning your senior high school program. Preparing a more detailed career plan can also help you in making informed decisions about the kinds of career paths you might want to explore during senior high school and the one career path that you might decide to follow beyond senior high school.

TO CONTINUE STUDYING?

FACT: Seventy-five per cent of students start senior high school with the intention of entering a post-secondary institution. Only 30 per cent ever actually graduate from one.

If your long-term career goal is to study at a post-secondary institution, you need to select your courses with the entrance requirements of those institutions in mind. These requirements vary between institutions and among programs within institutions. For example, the faculty of arts may require that you have a second language in order to be admitted, while other faculties at the same institution may not. Each post-secondary institution sets its own admission and program requirements. The post-secondary institutions have websites that have their requirements. Check these websites soon to find out what courses are required for entrance into the institution or program you are interested in attending. Assistance with the websites is available from your school counsellor, or visit www.saskcareers.ca.

Although most post-secondary institutions set a minimum marks average for admission, this does not mean you are guaranteed admission if you have that average. Admission to most programs is highly competitive, which often means that students with the highest averages are the ones admitted.

A senior high school diploma does not guarantee admission to ANY post-secondary institution. The requirements for a high school diploma are not always the same as the admission requirements to post-secondary institutions.

TO GET A JOB OR START YOUR OWN BUSINESS?

FACT: The job market is changing. Thousands of new kinds of jobs will be created and current jobs eliminated during the next ten years.

If your long-term goal is to go to work right after graduation, take a careful look at the workplace opportunities you may be considering. What do you really know about the work?

- Do you know what the work involves?
- Does it involve the kind of tasks you will enjoy doing?
- Do you know what kind of training is required?
- Will you have the necessary knowledge and skills?
- Do you know what the job has to offer?
- Will it provide you with the job satisfaction, salary and benefits you are seeking?
- Will there be job openings in your field when you graduate?
- Will the job provide you with opportunities for advancement and personal growth?

What kinds of jobs are you considering?

_____ , _____ , _____

If you hope to get a job or start a business right after senior high school, you need to plan a high school program that will develop the abilities you need. Some abilities are required in all jobs, such as communication skills, a positive attitude, responsibility, adaptability, the ability to be a team member, dependability, good work habits and commitment.

Continuing to develop such abilities in senior high school can increase your success rate both in school and in the workplace. Most jobs also require job-specific training or education. You can begin to get that training in senior high school by focusing some of your learning in Practical and Applied Arts or by investigating different workplace learning opportunities, such as through work experience courses.

If you want to know more about jobs and the changing workplace, ask your school counsellor for information, talk to your parents, relatives, neighbours and friends about their careers. You can go to a library and read up on various occupations or check the variety of web sites available on careers.

Don't Know?

FACT: The average employee changes occupations three to five times during his or her working life.

Many students don't know what they want to do when they leave senior high school, and some who think they know, change their minds during their senior high school and post-secondary years. That's fine! Senior high school provides ample opportunities to explore and to investigate.

Because you may change your mind, select your courses carefully and keep your choices open. Even if you have already decided which career path to pursue, it is a good idea to consider alternatives. If your first career option doesn't work out, you will have a backup plan ready for action.

After Thinking It Over

Now you have a better idea of who you are and how that influences your choice of programs and courses in senior high school and your future career goals. To summarize what you've done, you have:

- Reviewed your abilities
- Considered your interests
- Identified your values
- Thought about related courses
- Set short-term goals
- Set long-term goals

Your teachers and school counsellor can assist you further. You may also want to talk to others who know you well - your parents, relatives and friends.

SECTION 4

Career Pathways

Career Pathways

MY STYLE WORKSHEET

Instructions

You are unique in the combination of things that interest you. From early life you have found some activities more interesting than others. As you gather information about your interests, needs and wants, you can better understand careers that match your unique self. Review the characteristics in the statements below. Make a check in the box next to each statement that matches your style. Check as many boxes that apply to you.

	A	B	C	D	E	F	G
1. I really enjoy fishing, camping, hiking and rock climbing.	<input type="checkbox"/>						
2. I want to fix problems with my hands instead of talking about				<input type="checkbox"/>			
3. I am good at noticing differences in colors, shapes and sounds.		<input type="checkbox"/>					
4. I can think clearly and focus only on the facts of a problem.				<input type="checkbox"/>			
5. I am good with people and can teach or help others.							<input type="checkbox"/>
6. I feel comfortable selling my ideas to other people.			<input type="checkbox"/>				
7. I often think of clever, creative, useful ideas.						<input type="checkbox"/>	
8. I am very interested in protecting nature.	<input type="checkbox"/>						
9. I want to take care of others and help them feel better.					<input type="checkbox"/>		
10. I like to find creative ways to express my ideas and feelings.		<input type="checkbox"/>					
11. I achieve my goals by bargaining or making deals.			<input type="checkbox"/>				
12. I feel pride in growing plants or caring for animals.					<input type="checkbox"/>		
13. I usually put personal feelings aside when dealing with a crisis.							<input type="checkbox"/>
14. I enjoy watching court trials and political talks.						<input type="checkbox"/>	
15. I carefully keep records of how I spend money.			<input type="checkbox"/>				
16. I use my energy to guide and advise others.						<input type="checkbox"/>	
17. I work well alone where I have room to reflect on my thoughts.		<input type="checkbox"/>					
18. I prefer places where I do not have to dress up.				<input type="checkbox"/>			
19. I would feel successful if I could lessen pain for other people.					<input type="checkbox"/>		
20. I feel my highest honor would be to serve my country.							<input type="checkbox"/>
21. I have talent in using colors and in knowing fashion trends.						<input type="checkbox"/>	
22. I express myself by making something instead of talking.				<input type="checkbox"/>			
23. I enjoy seeing unique paintings or musical performances.		<input type="checkbox"/>					
24. I will take personal risk to ensure safety for all people.							<input type="checkbox"/>
25. I enjoy being outdoors and like changes in the weather.	<input type="checkbox"/>						
26. I can give bad news in a caring and honest way.					<input type="checkbox"/>		
27. I like business settings that require professional dress.			<input type="checkbox"/>				
28. I value knowledge and the sharing of information with others.						<input type="checkbox"/>	
29. I enjoy mental challenges like puzzles or riddles.				<input type="checkbox"/>			
30. I am very concerned with money and profit.			<input type="checkbox"/>				

MY STYLE WORKSHEET (continued)

	A	B	C	D	E	F	G
31. I am good at knowing when a person needs to talk to someone.							<input type="checkbox"/>
32. I prefer flexible work schedule with time for creativity.		<input type="checkbox"/>					
33. I like to explore all possible reasons for something.					<input type="checkbox"/>		
34. I am happy when I can work in the garden and make it look nice.	<input type="checkbox"/>						
35. I enjoy helping others with travel or purchase plans.						<input type="checkbox"/>	
36. I prefer to see charts and data than hear a summary with words.				<input type="checkbox"/>			
37. I am not bothered by treating cuts or minor injuries.					<input type="checkbox"/>		
38. I have a special talent for working with animals.	<input type="checkbox"/>						
39. I have good ideas on how to solve personal problems.							<input type="checkbox"/>
40. I am really moved emotionally by music, color and sounds.		<input type="checkbox"/>					
41. I prefer to keep good records and pay attention to details.			<input type="checkbox"/>				
42. I want to make things happen instead of talking about them.						<input type="checkbox"/>	
43. I would rather create ideas than study them.		<input type="checkbox"/>					
44. I use talking to support and sell my ideas.						<input type="checkbox"/>	
45. I like to be busy, being fully involved in a project.	<input type="checkbox"/>						
46. I solve problems by trying a new method or making a new tool.				<input type="checkbox"/>			
47. I am more interested in a project's results than how it was done.			<input type="checkbox"/>				
48. I feel useful when I can help a sick friend feel better.					<input type="checkbox"/>		
49. I enjoy a physical task most when it helps someone else.							<input type="checkbox"/>
50. I like animals for their natural and sometimes surprising behaviors.	<input type="checkbox"/>						
51. I like to try new things even if they are not always popular things.		<input type="checkbox"/>					
52. I can understand how global events affect a person's life.						<input type="checkbox"/>	
53. I am talented in managing projects and people.			<input type="checkbox"/>				
54. I usually ignore distractions to focus on my most important task.					<input type="checkbox"/>		
55. I am good at helping other people with their problems.							<input type="checkbox"/>
56. I am very curious and enjoy solving science or math problems.				<input type="checkbox"/>			
TOTALS:							
	A	B	C	D	E	F	G

Count the number of boxes checked in each column from both pages and write the totals at the bottom of the columns. Transfer your totals to the Results page.

MY STYLE WORKSHOP RESULTS

	TOTAL
A: NATURAL RESOURCES	
B: ARTS, MEDIA & ENTERTAINMENT	
C: BUSINESS & MANAGEMENT	
D: ENGINEERING & INDUSTRIAL TECHNOLOGY	
E: HEALTH SCIENCES	
F: HOSPITALITY, TOURISM & RECREATION	
G: SOCIAL HUMAN SERVICES	

List the pathways in order according to your scores, from highest to lowest.

<u>1st</u> _____	<u>5th</u> _____
<u>2nd</u> _____	<u>6th</u> _____
<u>3rd</u> _____	<u>7th</u> _____
<u>4th</u> _____	

Reread the statements with the boxes you checked. See if you can find common characteristics that seem to describe your basic style.

You may find your personal style fits into more than one pathway. Keep in mind that you will probably change careers several times over your life and you may find work that interests you in various types of career areas. Learning about a few pathways that match closest with your style is the best way to plan for your future.

Sacred Heart High School Career Pathways

CAREER PATHWAYS

SAMPLE OCCUPATIONS

COURSES

Health Services

Careers involving services related to maintenance of health: dental and vision services, diagnostic services, medical office services, nursing services, support and therapy services.

Nursing Assistant, Home Care Aide, Nuclear Medicine Technician, Psychiatrist, Dental Assistant, Hospital Administrator, Optometrist, Surgical Technician, Dental Hygienist, Medical Office Secretary, Pediatrician, Surgeon, Dentist, Medical Records Technician, Pharmacist, Chiropractor, Emergency Medical Technician, Dietician, Physical Therapist, Radio Logic Technician

- ✓ Health Sciences
- ✓ Career & Work Experience
- ✓ Athletic Therapy
- ✓ Biology

Business & Management

Careers involving business contact with others, including sales management, information systems, finance, accounting, marketing, and entrepreneurship.

Accountant, Desktop Publisher, Office Assistant, Entrepreneur, Actuary, Financial Advisor, Public Relations Manager, Small Business Manager, Administrative Assistant, Human Resource Manager, Purchasing Agent, Stock Broker, Bank Teller, Loan Manager, Real Estate Broker, Word Processor, Customer Service Rep., Marketing Specialist, Receptionist, Lawyer

- ✓ Information Processing
- ✓ Entrepreneurship
- ✓ Law
- ✓ Accounting

Art, Media & Entertainment

Careers involving creating and designing, through writing, performing, drawing or sketching to entertain or inform others as well as communicating ideas by working with audio, visual graphic or written media arts.

Camera Operator, Journalist, Actor, TV/Radio Announcer, Art Historian, Publisher, Singer, Sound Engineer, Broadcast Technician, Stagehand, Dancer, Illustrator, Choreographer, Graphic Artist, Composer, Musician, Cartoonist/Animator, Speech Writer, Film Maker, Photographer

- ✓ Communication Media
- ✓ Visual Art
- ✓ Information Processing
- ✓ Animation
- ✓ Rock Band
- ✓ Creative Writing
- ✓ Drama
- ✓ Dance
- ✓ Band
- ✓ Design Studies

Natural Resources

Careers involving the used and distribution of natural resources including: forestry, oil & gas extraction & utilization, agriculture.

Geophysicist, Petroleum Engineer, Forest Technician, Park Warden, Land Agent, Petroleum Technologist, Conservation Officer, Biochemist, Geologist, Seismic Worker, Biologist, Agricultural Engineer, Well Driller, Chemical Engineer, Horticulturist, Farm Worker, Service Rig Operator, Forester, Agronomist, Botanist

- ✓ Environmental Science
- ✓ Earth Science

CAREER PATHWAYS

SAMPLE OCCUPATIONS

COURSES

Hospitality, Tourism & Recreation

Careers involving the hospitality and recreation of people either in their community or while travelling.

Professional Cook, Tour Guide, Desk Clerk, Professional Athlete, Baker, Bartender, Outdoor Guide, Sports Official, Travel Agent, Catering Manager, Fitness Instructor, Translator, Restaurant Owner/Manager, Housekeeper, Coach, Airline Pilot, Bus Driver, Food & Beverage Server, Recreation Facility Operator

- ✓ Tourisme (French Immersion)
- ✓ Commercial Cooking
- ✓ High Performance
- ✓ Outdoor Education

Social & Human Services

Careers involving contact with others in a helping role, including education, social work, caregiving, personal services, public services and clergy.

Anthropologist, Family Therapist, Lawyer, Social Worker, Child Welfare Attendant, Firefighter, Political Scientist, Teacher's Aide, Correctional Officer, Librarian, Police Officer, Hair Stylist, Detective, Military Personnel, Psychologist, Daycare Operator, School Teacher, Parole Officer, School Counsellor, Court Bailiff

- ✓ Cosmetology
- ✓ Law
- ✓ Health Science
- ✓ Psychology

Engineering & Industrial Technology

Careers in an industrial and engineering environment in one of the following: aviation, drafting, electronics, construction, mechanical, manufacturing, energy or transportation.

Aerospace Engineer, Electrician, Machine Operator, Truck Driver, Aircraft Mechanic, Electrical Engineer, Heating & Air-conditioning Technicians, Surveyor, Architect, CAD Technician, Mechanical Engineer, Network Technician, Automotive Service Rep., Civil Engineer, Electronic Technician, Computer Programmer, Carpenter, Draftsperson, Oil & Gas Technician, Satellite Specialist

- ✓ Construction & Carpentry
 - ✓ Design Studies
 - ✓ Drafting & Computer Aided Design (CAD)
 - ✓ Welding
 - ✓ PAA Survey
 - ✓ Saskatchewan Youth Apprenticeship Program (SYAP)
-

School Subjects And Careers

FINE ARTS

Are you creative? Do you like classes such as drama, ceramics, dance or music? Do you have skills in seeing differences in colour, mood, light and shape? Are you able to perform or display your work in front of an audience? If you answer “yes” to these questions, then you may like careers related to FINE ARTS!

Natural Resources

Floral Designer, Landscape Architect, Tree Pruner, Park Warden, Botanist

Arts, Media & Entertainment

Sculptor, Dancer, Painter, Commercial Artist, Actor, Illustrator, Announcer, Choreographer, Graphic Designer, Writer, Editor, Reporter, Broadcast Journalist, Advertising Assistant, Photographer, Art Appraiser, Make-up Technician, Stunt Designer, Playwright, Property Designer, Set Designer, Lighting Designer, Costume Designer, Casting Director, Drama Teacher, Artistic Director

Business & Management

Marketing Specialist, Art Dealer, Museum Manager, Art Gallery Owner, Actor’s Agent, Studio Bookkeeper

Health Services

Dentist, Medical Consultant, Cosmetic Tester, Plastic Surgeon

Hospitality, Tourism & Recreation

Interior Decorator, Fashion Designer, Pattern Maker, Make-up Artist, Cosmetics Representative, Arts and Crafts Instructor

Engineering & Industrial Technology

Jeweler, Animator, Camera Operator, Film Editor, Interior Designer, Sewing Machine Operator, Carpenter, Printer, Die Maker, Metal Worker, Mechanical Engineer, Product Design Specialist, Watchmaker, Drafter, Stage Designer, Lighting Specialist

Social & Human Resources

Art Teacher, Art Therapist, Dance Instructor, Clergy, Urban Planner

How many more careers can you name?

ENGLISH

Are you good with words? Can you write or speak in a clear and interesting manner? Do you do well in classes such as speech, debate, journalism or literature? If you answer “yes” to these questions, then you may like careers related to ENGLISH!

Natural Resources

Agricultural Salesperson, Veterinarian Assistant, Farm Bureau Spokesperson

Arts, Media & Entertainment

Editor, Proof-reader, Song Writer, Disc Jockey, Sports Writer, Reporter, Author, Script Writer, TV Announcer

Business & Management

Salesperson, Clerical Assistant, Manager, Secretary, Personal Assistant, Marketing Assistant, Public Relations Writer, Insurance Agent, Financial Auditor

Health Services

Lab Technician, Medical Editor, Health Claims Agent, Medical Secretary

Hospitality, Tourism & Recreation

Flight Attendant, Hotel Manager, Tour Guide

Engineering & Industrial Technology

Research Assistant, Product Trainer, Technical Writer, Warehouse Manager

Social & Human Service

Librarian, Clergy, Curriculum Developer, Paralegal, City Councilperson, Political Spokesperson, Lobbyist, College Instructor, Court Reporter, Judge, Court Clerk, Grant Writer.

How many more careers can you name?

FRENCH IMMERSION

Are you in French Immersion? Do you do well in classes that teach you about other languages and cultures? Are you able to communicate with and understand the needs of people who are from different backgrounds? If you answer “yes” to these questions, then you may like careers related to INTERNATIONAL LANGUAGES!

Natural Resources

Produce Buyer, Agricultural Sales Agent, International Trade Expert

Arts, Media & Entertainment

Singer, Author, Actor/Actress, Foreign News Correspondent, Composer

Business & Management

Export Clerk, Receptionist, Customer Service Agent, Bank Teller, International Sales Agent, Economic Forecaster, Currency Exchange Agent, Commodities Broker

Health Services

Medical Secretary, Health Clinic Supervisor, Emergency Response Person, International Disease Specialist

Hospitality, Tourism & Recreation

Flight Attendant, Travel Agent, Tour Guide, Preschool Teacher/Aide, Fashion Buyer

Engineering & Industrial Technology

International Production Specialist, Communications Equipment Expert, Satellite Installation Expert, Astronaut, Pilot, Satellite Communications Specialist, Air Traffic Controller

Social & Human Services

Foreign Ambassador, Immigration Officer, Anthropologist, School Teacher, Librarian, Hostage Negotiator, Tutor, Translator, Legal Assistant, Peace Corp Manager, Crisis Intervention Specialist, Border Patrol Agent, Family Therapist, Clergy

How many more careers can you name?

MATHEMATICS

Do you enjoy math? Do you do well in classes such as algebra, geometry or business math? Do you like to compute numbers, follow financial trends or solve puzzles and riddles? If you answer “yes” to these questions, then you may wish to pursue a career related to MATHEMATICS?

Natural Resources

Plant Researcher, Weather Forecaster, Animal Research Assistant

Arts, Media & Entertainment

Producer, Broadcast Technician, Stage Designer, News Researcher, Sports Statistician

Business & Management

Bank Clerk, Statistician, Insurance Adjuster, Stock Broker, Data Entry Clerk, Loan Office, Accountant, Economist

Health Services

Dental Hygienist, Dental Assistant, Optician, Blood Bank Manager, Medical Laboratory Technician, Radiologist, Pharmacy Technician

Hospitality, Tourism & Recreation

Nutritionist, Pattern Maker, Interior Specialist, Cook/Chef

Engineering & Industrial Technology

Mechanical Engineer, Chemist, Lab Technician, Electrical Specialist, Systems Analyst, Navigator, Traffic Analyst, Surveyor, Drafter, Computer Programmer, Architect, Pilot, Astronaut, Machinist, Production Manager

Social & Human Services

Criminal Investigator, Math Instructor, Research Psychologist, Census Worker

How many more careers can you name?

PHYSICAL EDUCATION AND HEALTH

Do you enjoy Physical Education? Do you enjoy sports or classes that require physical activity? Do you like learning about sporting strategies, nutrition, physical training programs or the makeup of the human body? If you answer “yes” to these questions, then you may like careers related to PHYSICAL EDUCATION AND HEALTH!

Natural Resources

Greens keeper, Chemist, Agricultural Health Inspector, Horse Trainer

Arts, Media & Entertainment

Dancer, Professional Athlete, Sports Writer, Model, Event Advertising Agent, Broadcaster, Entertainment Editor

Business & Management

Health Club Manager, Public Relations Clerk, Stadium Manager, Team Manager, Investment Agent, Sports Statistician

Health Services

Nurse, Dental Assistant, Physical Therapist, Chiropractor, Sports Trainer, Physician, Radiologist, Optical Technician

Hospitality, Tourism & Recreation

Dietician, Clothing Designer, Sales Clerk, Event Coordinator, Recreation Leader

Engineering & Industrial Technology

Product Developer, Equipment Mechanic, Pharmacist, Chemical Engineer, Food Scientist, Lab Specialist, Sports Photographer, Equipment Maintenance Technician, Stadium Architect, Equipment Manufacturer

Social & Human Services

Coach, Social Worker, School Administrator, Public Health Educator, Referee, Teacher, Paramedic, Police Officer, Armed Services Personnel

How many more careers can you name?

SCIENCE

Do you like science? Do you do well in classes such as earth science, biology, or chemistry? Do you like to solve problems, treat injured people or animals, or research the earth or the air we breathe? If you answer “yes” to these questions, then you may like careers related to SCIENCE!

Natural Resources

Veterinarian, Ecologist, Geologist, Meteorologist, Zoologist, Fishery Worker, Fish and Wildlife Specialist, Biologist, Conservation Worker, Forester, Pest Controller, Oil and Gas Specialist

Arts, Media & Entertainment

Special Effects Consultant, Science Fiction Writer

Business & Management

Pharmaceutical Salesperson, Agribusiness Manager, Theme Park Manager, Medical Billings Clerk

Health Services

Dentist, Radiologist, Physician, Medical Laboratory Technician, Optometrist, Dental Assistant, Health Administrator, Physical Therapist, Medical Secretary

Hospitality, Tourism & Recreation

Home Economist, Dietician, Cosmetics Researcher

Engineering & Industrial Technology

Meteorologist, Geologist, Astronomer, Food Scientist, Biological Engineer, Physicist, Hazardous Material Handler, Metal Worker, Environmental Analyst

Social & Human Services

Paramedic, Health Educator, Teacher, Game Warden, Firefighter, Anthropologist

How many more careers can you name?

SOCIAL SCIENCE

Do you like learning about people and cultures? Are you good at understanding people's feelings, habits and behaviours? Do you do well in classes such as history, economics or human behaviour? If you answer "yes" to these questions, then you may like careers related to SOCIAL STUDIES!

Natural Resources

Geologist, Agricultural Economist, Animal Trainer, Horticultural Therapist

Arts, Media & Entertainment

Reporter, Foreign Correspondent, Advertising Director, Art Historian, Novelist

Business & Management

Economist, Social Statistician, Marketing Director, Personnel Manager, Insurance Agent

Health Services

Director Nursing Services, Hospice Worker, Health Benefits Coordinator

Hospitality, Tourism & Recreation

Home Economist, Interior Decorator, Child Development Specialist, Tour Guide, Camp Counsellor, Travel Guide

Engineering & Industrial Technology

Research Director, Civil Engineer, Automotive Designer, Interior Design Consultant, Product Development Consultant, Contractor

Social & Human Services

Social Psychologist, Clergy, Political Scientist, Firefighter, Lawyer, Librarian, Correctional Officer, Social Worker, Teacher, Paralegal, Anthropologist, Police Officer, Congressional Aide, Marriage Counsellor, Mayor, Community Service Officer, Genealogist

How many more careers can you name?

CAREER PATHWAYS TO SUCCESS

This program is for all students, whether planning a career in a profession, a trade, a technical field or moving directly to a workplace.

Career Planning...

A journey, not a destination

GET TO KNOW YOURSELF

Explore your Interests, Skills, Values, Personality, Learning Style & Beliefs

DEVELOP A SUPPORT NETWORK

Family, Friends, Individuals in your School and Community

EXPLORE EDUCATIONAL OPTIONS

Employment, College, Apprenticeship, University, Technical School, Up-Grading

DECISION MAKING

Review info gathered – do you need more?

There is no “right” decision, only best decision – Focus on the Journey. Be flexible!

Listen to Your Instincts

Change is Constant

CAREER RESEARCH

Education/Training

Skills Required, Working Conditions, Labour Market Info

Explore many, not just one

PLAN & TAKE ACTION (DO IT!)

What has to be done – break it into steps – Set timelines – Plan finances



SECTION 5

Earning Your Diploma

Key Words in the High School Program

Grade 10 is the beginning of the high school program and a variety of new terms will be introduced to students. The terms below are key words to become familiar with in a high school program.

Credit – One high school course is equivalent to one credit. A one-credit course is developed or approved by the Ministry of Education and requires 100 hours of instruction. All courses in this document are one-credit courses.

Semester – There are two semesters in each school year. The first semester is September to January. The second semester is February to June.

Required Courses of Study – There are compulsory courses of study all students must take at each grade level.

Specified Areas of Study – Students are required to take certain courses from an area of study, but have some choice within an area. This provides students with the opportunity to take courses of a general nature or to specialize in areas of individual interest.

Electives – Students take a certain number of courses, but there is choice as to what those courses might be. Electives provide opportunities for further choice and specialization based on individual needs, personal interests, and local priorities.

Prerequisites – All Grade 10 courses expect the completion of Grade 9. Courses at the 20 and 30 level may or may not have previous expectations for courses.

Locally Developed Courses – Locally developed courses may only be used to meet elective options. Locally developed courses are developed by the School Division and approved by the Ministry of Education.

Types of High School Programs

Two types of programs (Regular and Additional) provide program options for students attending Saskatchewan high schools.

1. Regular

Within the Regular Education Program there are three course options:

- Provincially developed (10, 20, 30)
- Locally developed (10L, 20L, 30L)
- Modified (basic 11, 21, 31)

A provincially developed course of study (10, 20, 30) is defined as a course that has been determined by the Ministry of Education.

A modified (basic) course of study (11, 21,31) is defined as a course where 50% of the course is determined by the Ministry of Education through basic objectives listed from the provincial curriculum and the remaining 50% of the course is determined by the School Division. Modified courses can be used to fulfill requirements in the required courses of study, specified areas of study, and electives. Modified courses (basic) may not be accepted as entrance requirements at post-secondary institutions.

2. Additional Education

Additional Education Programs include:

Alternative Education Programs (18, 28, 38 level); and

Functional Integrated Programs.

Alternative Education Programs (18, 28, 38) are approved, locally-developed programs designed to meet the specific needs of students who require curricula that are different from those available in the regular program. Within each grade level program, a student must complete a minimum of eight courses that may include various combinations of courses from regular and alternative education programs. Students may receive an Alternate Grade 10, Alternate Grade 11, or Alternate Grade 12 standing. Approved courses are listed below.

Alternative Education Program	<u>Regular Education Program</u> (Locally Modified Advanced Course, Core, Locally Modified Basic Course)	<u>Alternative Education Program</u> (Various combinations of Regular, which includes Modified and Alternative Education Courses)
English Language Arts	5	5
Mathematics	2	2
Science	2	1
Social Sciences	3	1
Health Education/Physical Education	1	1
Arts Education/Practical and Applied Arts	2	1
SUB-TOTAL	15	11
Electives	9	13
TOTAL	24	24
	At least 5 credits must be at the Grade 12 level	

- Alternative Education Programs may include various combinations of Regular (which includes modified) and Alternative Education Courses. Refer to Saskatchewan Curriculum, Locally Developed Courses, Locally Modified Courses and Alternative Education Courses.
- Prerequisites that apply in the Regular Education Program also apply when those courses are used in an Alternative Education Program.
- Career and Work Exploration, Family Studies and Life Skills courses are highly recommended electives.

Students require at least one course in each specified area at either Grade 10, 11, or 12.

Electives may be taken from Regular Education Program courses and/or Alternative Education Program courses.

Functionally Integrated Program

The Functional Integrated Program is designed for students with significant multiple or cognitive disabilities who require qualitatively different, individualized programs. Each student in a functional integrated program requires an Intervention and Inclusion Plan (IIP) that focuses on individual strengths and needs. Although students do not receive credits for individual courses, recognition is given for the completion of the functional integrated program.

Adult 12 Program

The Adult 12 program is for a person who is at least 18 years of age and who has been out of school for at least one year or who is 19 years of age. An adult may obtain a Grade 12 standing without having completed previous grades by completion of a minimum of 7 credits. English Language Arts A 30 and B 30, one of History 30 or Native Studies 30 (Canadian Studies requirement), one credit from each of the mathematics and science level 20 or 30 areas of study, plus two level 30 elective credits are compulsory. A prior learning credit may be used as an elective. Credits can also be from 11, 21, 31 courses and 18, 28, 38 courses.

Program Delivery Options and Earning Other Credits

High school courses can be offered in a variety of formats and can provide opportunities for other types of credits to be earned.

- Distance Learning – A number of high school courses are available via distance learning.
- Advanced Placement (AP) – The Advanced Placement (AP) program is an enriched course that is recognized by the College Board and offered to high school students. The course is recognized to be equivalent to an undergraduate course in university. Many universities across North America grant credit to students who obtained high enough scores on the AP exam. The career counsellor can provide more information on Advanced Placement courses.
- University English – Parkland College provides high school students with the opportunity to take their first year university classes while still in Grade 12. Students earn a first year university credit. The career counsellor can provide more information on university courses.
- Special Projects Credits – Students are able to earn three Special Project Credits for out-of-school activities, on the basis of work proposed and completed by an individual student. The credits are called Special Project 10, Special Project 20, and Special Project 30. The credits may be used to fulfill elective requirements only. Students may use programs currently in place (e.g., Cadet Training, Royal Conservatory of Music) to develop their personal learning proposal. A proposal must be approved by the principal, **prior** to beginning the work on a special project credit.
- Saskatchewan Youth Apprenticeship (SYA) – is offered to students registered in some Practical and Applies Arts classes. SYA is comprised of three level of challenges which can be completed during Grades 10, 11 and 12. Students learn awareness about apprenticeship, research career pathways and develop hands-on experience with tradespeople. Students who complete all three levels and register as an apprentice in a designated trade within five years after graduation can receive the following benefits: Waiver of Registration Fee (currently \$150), free tuition for first level of technical training, and 300 hours of trade time credit (100 hours per level completed).

Earning Your High School Diploma

REQUIREMENTS

	Grade 10	Grade 11	Grade 12	Total Credits
English Language Arts	2 credits: ELA A10 or A11 ELA B10 or B11	1 credit: ELA 20 or 21	2 credits: ELA A30 or A31 ELA B30 or B31	5
Mathematics	1 credit: Workplace & Apprenticeship Mathematics 10 or Foundations of Mathematics and Pre-calculus 10	1 credit: Workplace & Apprenticeship Mathematics 20 or Foundations of Math 20 or Pre-calculus 20		2
Science	1 credit: Science 10 or 11	1 credit: Biology 30, Health Science 20, Physical Science 20, Environmental Science 20, Earth Science 30, Chemistry 30, Physics 30, Computer Science 20, Computer Science 30, Science 21, or Science 31		2
Social Sciences	1 credit: History 10 or 11 Native Studies 10	1 credit: History 20, History 21, Native Studies 20, Law 30, Psychology 30	1 credit: History 30 or 31	3
Health Education/ Physical Education	1 credit: Wellness 10, Physical Education 20 or Physical Education 30			1
Christian Ethics/ Catholic Studies	1 credit for each year registered at Sacred Heart High School			3
Elective Courses	3 credits at level 10, 20, 30, and 6 credits at level 20 or 30			8
Minimum Credits²	8 Credits	16 Credits (combined credits at the 10 and 20 level)	24 Credits (15 compulsory credits + 9 electives) (5 classes must be at the 30 level)	24

Overview of High School Courses

Courses	Prerequisites
Arts Education	
Arts Education 10, 20, 30	None
Band 10, 20, 30	None
Choral 10, 20, 30	None
Dance 10, 20, 30	None
Drama 10, 20, 30	None
Visual Art 10, 20, 30	None
Health/Physical Education	
Physical Education 20, 30	None
Wellness 10	---
Christian Ethics	
Catholic Studies 10	Must successfully complete one Christian Ethics course for each year registered at Sacred Heart High School to participate in graduation.
Catholic Studies 20	
Catholic Studies 30	
Languages	
Creative Writing	ELA A10, ELA B10
English Language Arts A10	---
English Language Arts B10	---
English Language Arts 20	ELA A10, ELA B10
English Language Arts A30	ELA 20
English Language Arts B30	ELA 20
English Language Arts A11	---
English Language Arts B11	---

Courses	Prerequisites
English Language Arts 21	ELA A11 or ELA B11
English Language Arts A31	ELA 21
English Language Arts B31	ELA 21
French 10	---
French 20	French 10
French 30	French 20
Mathematics	
Workplace & Apprenticeship Math 10	---
Foundations of Math & Pre-calculus 10	---
Workplace & Apprenticeship Math 20	Workplace & Apprenticeship Math 10
Pre-calculus 20	Foundations of Math & Pre-calculus 10
Foundations of Math 20	Foundations of Math & Pre-calculus 10
Workplace & Apprenticeship Math 30	Workplace & Apprenticeship Math 20
Pre-calculus 30	Pre-calculus 20
Foundations of Math 30	Foundations of Math & Pre-calculus 20
Calculus 30	Pre-calculus 30
Math 11	---
Math 21	Any 10 Level Math
Practical & Applied Arts (PAA)	
Accounting 10	---
Accounting 20	Accounting 10
Accounting 30	Accounting 20
Career & Work Exploration 10	---

Courses	Prerequisites
Practical & Applied Arts (PAA) cont'd...	
Career & Work Experience 20	None
Career & Work Experience 30	None
Commercial Cooking 10	---
Commercial Cooking 20	Commercial Cooking 10 (recommended)
Commercial Cooking 30	Commercial Cooking 10 and 20
Communication Media 10	None
Communication Media 20	None
Communication Media 30	None
Construction & Carpentry 10	---
Construction & Carpentry 20	Construction & Carpentry 10 (recommended)
Construction & Carpentry 30	Construction & Carpentry 10 and 20
Cosmetology 10	---
Cosmetology 20	Cosmetology 10 (recommended)
Cosmetology 30	Cosmetology 10 and 20
Design Studies 10	---
Design Studies 20	None
Drafting & Computer Aided Design 10	---
Drafting & Computer Aided Design 20	Drafting & Computer Aided Design 10
Drafting & Computer Aided Design 30	Drafting & Computer Aided Design 10 and 20
Entrepreneurship 30	None
Information Processing 10	None
Information Processing 20	None

Courses	Prerequisites
Information Processing 30	None
PAA Survey 10	None
PAA Survey 20	None
PAA Survey 30	None
Welding 10	---
Welding 20	Welding 10 (recommended)
Welding A30	Welding 10 and 20
Welding B30	Welding 10, 20 and A30
Sciences	
Science 10	---
Biology 30	Health Science 20 or Environmental Science 20
Chemistry 30	Physical Science 20
Computer Science 20	None
Computer Science 30	Computer Science 20
Earth Science 30	Environmental Science 20 or Physical Science 20
Environmental Science 20	Science 10
Health Science 20	Science 10
Physical Science 20	Science 10
Physics 30	Physical Science 20
Science 11	---
Science 21	Science 10 or Science 11
Advanced Placement (AP) Courses	
Calculus AP	Pre-Calculus 30

Courses	Prerequisites
Social Sciences	
History 10	---
History 20	None
History 30	None
Law 30	None
Native Studies 10	---
Native Studies 20	None
Native Studies 30	None
Psychology 30	None
History 11	---
History 21	None
History 31	None
Locally Developed Courses	
Active Living and Fitness	None
Leadership 20L, 30L	
EAL 10, 20, 30	None
Hockey 10, 20	None
Soccer 10	None

Catholic Studies

Students must have successfully completed a Christian Ethics course for each grade level of attendance at Sacred Heart to be eligible to participate in the Commencement Ceremonies at Sacred Heart.

CATHOLIC STUDIES 10

The core theme of this course is Jesus of History, Christ of Faith. The objective is to have the students understand that their life story is interrelated with their communities' stories. The students will appreciate Scripture as the backdrop of the Christian community and study the Gospels to learn about the Christian understanding of Jesus. They will realize that the Christian message calls us to serve as Jesus did and by the end of the course, hopefully have cultivated a deeper personal relationship with Jesus. ***A service project with a required minimum of ten hour of personal time must be completed to fulfill course requirements.***

CATHOLIC STUDIES 20

The Christian Ethics 20 course centers on a Community Called Church. The objective is to invite the students to understand the nature of the Christian community by studying the history of Christianity. They also take a close look at the morals and values of our faith, what it tells us about contemporary moral issues and ultimately learn how to make good decisions for themselves and their community. ***A service project with a required minimum of ten hours of personal time must be completed to fulfill course requirements.***

CATHOLIC STUDIES 30

The Christian Ethics 30 focuses on Christian spirituality, vocations, sacraments, relationships and world religion. ***A service project with a required minimum of ten hours of personal time must be completed to fulfill course requirements.***

English Language Arts

ENGLISH LANGUAGE ARTS A10

The focus for this course is communicating with purpose, correctness, unity, coherence, and completeness. The aim is to continue to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction. Students will have the opportunity to engage in learning experiences within the suggested themes of *The Challenges of Life* and *The Mysteries of Life*.

ENGLISH LANGUAGE ARTS B10

The focus for this course is communicating with purpose, correctness, unity, coherence, and completeness. The aim is to continue to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction. Students will have the opportunity to engage in learning experiences within the suggested themes of *Equity and Ethics* and *The World Around and Within Us*.

ENGLISH LANGUAGE ARTS 20

The focus of this course continues from ELA A10 and B10 on communicating with purpose, correctness, completeness, unity, coherence, and emphasis. The aim is to continue to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction. Students will have the opportunity to engage in learning experiences within the suggested theme of *Starting Out – Beginning and Becoming*. Prerequisite for ELA 20: ELA A10, ELA B10

ENGLISH LANGUAGE ARTS A30

The focus of this course continues from ELA 20 on communicating with purpose, correctness, originality, and logical reasoning. The aim is to continue to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction. Students will have the opportunity to engage in learning experiences within the suggested themes of *Canada – Diverse Landscapes and Peoples* and *Canada – Diverse Voices*. Prerequisite for ELA A30: ELA 20

ENGLISH LANGUAGE ARTS B30

The focus of this course is communicating with purpose, correctness, originality, and logical reasoning. The aim is to continue to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction. Students will have the opportunity to engage in learning experiences within the suggested themes of *The Human Condition, In Search of Self* and *The Social Experience – Beyond Personal Goals*. Prerequisite for ELA B30: ELA 20

ENGLISH LANGUAGE ARTS A11

The aim and goals for English Language Arts A11 (Basic) and B11 (Basic) courses are the same as those for English Language Arts A10 and B10 which are to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction. A locally modified (basic) course of study is defined as a course where 50% of the course is determined from outcomes and indicators listed from the provincial curriculum and the remaining 50% of the course is determined by the School Division. Students will have the opportunity to engage in learning experiences within the suggested themes of *The Challenges of Life* and *The Mysteries of Life*.

ENGLISH LANGUAGE ARTS B11

The aim and goals for English Language Arts B11 (Basic) and A11 (Basic) courses are the same as those for English Language Arts A10 and B10 which are to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction. A locally modified (basic) course of study is defined as a course where 50% of the course is determined from outcomes and indicators listed from the provincial curriculum and the remaining 50% of the course is determined by the School Division. Students will have the opportunity to engage in learning experiences within the suggested themes of *Equity and Ethics* and *The World Around and Within Us*.

ENGLISH LANGUAGE ARTS 21

The aim and goals for the English Language Arts 21 course is the same as those for English Language Arts 20 which are to help students understand and appreciate language, and to use it confidently and competently in a variety of situations of learning, communication, work, life, and personal satisfaction. A Locally Modified (Basic) Course of Study is defined as a course where 50% of the course is determined from objectives listed from the provincial curriculum and the remaining 50% of the course is determined by the School Division. Students will have the opportunity to engage in learning experiences. Prerequisite for ELA 21: ELA A11 or ELA B11

ENGLISH LANGUAGE ARTS A31

The aim and goals for the English Language Arts A31 course are the same as those for English Language Arts A30 which are to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction. A locally modified (basic) course of study is defined as a course where 50% of the course is determined from objectives listed from the provincial curriculum and the remaining 50% of the course is determined by the School Division. Students will have the opportunity to engage in learning experiences within the suggested themes of *Canada – Diverse Landscapes and Peoples* and *Canada – Diverse Voices*. Prerequisite for ELA A31: ELA21

ENGLISH LANGUAGE ARTS B31

The aim and goals for the English Language Arts B31 course are the same as those for English Language Arts B30 which are to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction. A locally modified (basic) course of study is defined as a course where 50% of the course is determined from objectives listed from the provincial curriculum and the remaining 50% of the course is determined by the School Division. Students will have the opportunity to engage in learning experiences within the suggested themes of *The Human Condition – In Search of Self* and *The Social Experience – Beyond Personal Goals*. Prerequisite for ELA B31: ELA 21

CREATIVE WRITING 20

This course encourages students to see creative writing as a unique way of thinking, and as a means of constructing and conveying meaning. Students are encouraged to explore and develop their own ideas. Students will see connections between their own writing, the writing of others, and the broader world around them. Four major genres will be explored: poetry, short fiction, play writing, and non-fiction. Prerequisite for Creative Writing 20: ELA A10 or ELA B10

Social Sciences

HISTORY 10

This course involves a study of European history from the age of absolutism up to World War I. It emphasizes the social, cultural, political and economic changes that led to the emergence of modern Western society. Major topics include the French Revolution, the Industrial Revolution, Nationalism, Imperialism, the rise and fall of monarchies and nations and the Age of Revolution.

NATIVE STUDIES 10

This is the study of the historical and contemporary organizations and the institutions of the First Nations and Métis people who lived and now live in Saskatchewan, Alberta and Manitoba. Students will examine how changes occurred and how continuing change may affect the future.

HISTORY 20

This course emphasizes the events of the 20th century. Major topics include the First World War and its aftermath; the rise of totalitarian societies and nations; World War II; the Cold War; Détente; the Middle East and Global Interactions. Emphasis is also placed on current world issues and their relationship to the past.

NATIVE STUDIES 20

This course is designed to familiarize students with the contemporary concerns of Indigenous people. The scope of study is global in nature, but has applications for the individual living in Saskatchewan. Five themes will be considered: Indigenous people of the World, Change, Social Justice, Development and Self Determination.

LAW 30

Law 30 is designed to prepare students to become active, informed and productive citizens who know and understand their legal rights and responsibilities. Students will learn about the rule of law and learn that the law reflects, and is shaped by, society's values and attitudes regarding social and human relationships. Students will study the abstract nature of law as well as its applications to current Canadian and global legal issues. The six units covered include: Unit One: The Need for Law, Unit Two: Canada's Legal System, Unit Three: Legal Rights, Unit Four: Criminal Law, Unit Five: Family Law, and Unit Six: Other Relevant Issues.

HISTORY 30

History 30 examines some of the key social, economic, political, historical, and cultural developments in Canada from the arrival of the first Canadians (First Nations People) to present day. Topics studied include the geography of Canada and its influence, Canada's First Nations People, the French and British Periods, Confederation, the Canadian system of government, the emergence of the Canadian Nation, Canada and the World, and current events from a primarily Canadian perspective. The course is organized into five major units: Relationship: Peoples and Paradigms, The 19th Century: The Road to Democracy, External Forces and Domestic Realities, The Forces of Nationalism, and Opportunities.

PSYCHOLOGY 30

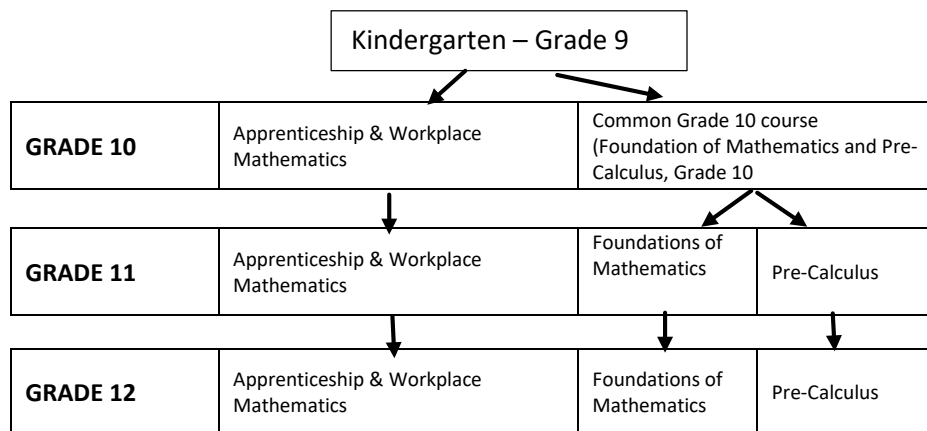
The focus of this course is human development. Developmental psychology is the field of psychology that focuses on human development across the lifespan. Students will learn about human growth and changes in behaviour associated with age, including various stages of development from infancy through childhood, adolescence, adulthood and old age. As well, students will learn how psychological studies are conducted, and engage in studies of their own. Students will be encouraged to re-assess preconceived ideas and prejudices, and begin to discover how psychological theories, methods and studies lead to greater understanding of how, in general, humans think, feel and behave relative to each stage of development.

Mathematics

Each student is required by Ministry of Education to successfully complete a grade 11 level course (either Apprenticeship & Workplace Math 20, Foundations of Math 20 or Pre-Calculus 20) in order to obtain a High School Diploma.

Ministry of Education states in the Handbook for Parents and Students the following:

Students should choose courses based upon their abilities, interest, plans for post-secondary studies and potential career choices. Students who did not pass Grade 9 Mathematics will not have the necessary prerequisite skills and knowledge to take Foundation Mathematics & Pre-Calculus 10.



WORKPLACE & APPRENTICESHIP MATHEMATICS 10

This pathway 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.

FOUNDATIONS OF MATHEMATICS & PRE-CALCULUS 10

This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus. Topics include algebra, relations and functions, and trigonometry.

WORKPLACE & APPRENTICESHIP MATHEMATICS 20

Course content in this pathway is chosen to meet the needs of students intending to pursue careers in the trades and general workplace. Students who enjoy hands on work would be well-suited on this pathway. Content includes personal budgeting, scale, models and views, and formula manipulation. Prerequisite: Workplace & Apprenticeship Math 10

PRE-CALCULUS 20

Course content in this pathway is chosen to meet the needs of students intending to pursue careers in math or science related areas. Content includes quadratic functions, operations on radicals, and geometric sequences. Prerequisite: Foundations of Mathematics & Pre-Calculus 10

FOUNDATIONS OF MATHEMATICS 20

Course content in this pathway is chosen to meet the needs of students intending to pursue careers in areas that typically require university, but are not math intensive, such as the humanities, fine arts, social sciences, and nursing. Content includes: rate applications, scale, and quadratic functions. Prerequisite: Foundations of Mathematics and Pre-Calculus 10

WORKPLACE & APPRENTICESHIP MATHEMATICS 30

This course covers such topics as reasoning, measurement, sine and cosine law, properties of polygons, transformations, finances, linear relations, measures of central tendency, percentiles and probability. Prerequisite: Workplace & Apprenticeship Mathematics 20

FOUNDATIONS OF MATHEMATICS 30

Course content in this pathway is chosen to meet the needs of students intending to pursue careers in areas that typically require university, but are not math intensive, such as the humanities, fine arts, social sciences, and nursing. Content includes: Finance, statistics and graphing. Prerequisite: Foundations of Mathematics 20

PRE-CALCULUS 30

This course covers such topics as angle measurement, trigonometry, trig functions, trig equations, trig identities, compositions of fractions, radical & rational functions, permutations and combinations. Prerequisites: Pre-Calculus Mathematics 20

CALCULUS 30

This course is directed to students who intend to pursue mathematics or sciences at a post-secondary institution. The course includes an in depth study of limits, derivatives, and integration, as well as practical applications of derivatives and integration. This course is strongly recommended for any students who plan to attend university. Prerequisites: Pre-Calculus 30

CALCULUS 30AP

AP Calculus is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course utilizes many different representational approaches to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are also important. With successful completion of the Advanced Placement Examination, students may be eligible for a university credit. Prerequisite: Pre-Calculus 30

MATHEMATICS 11

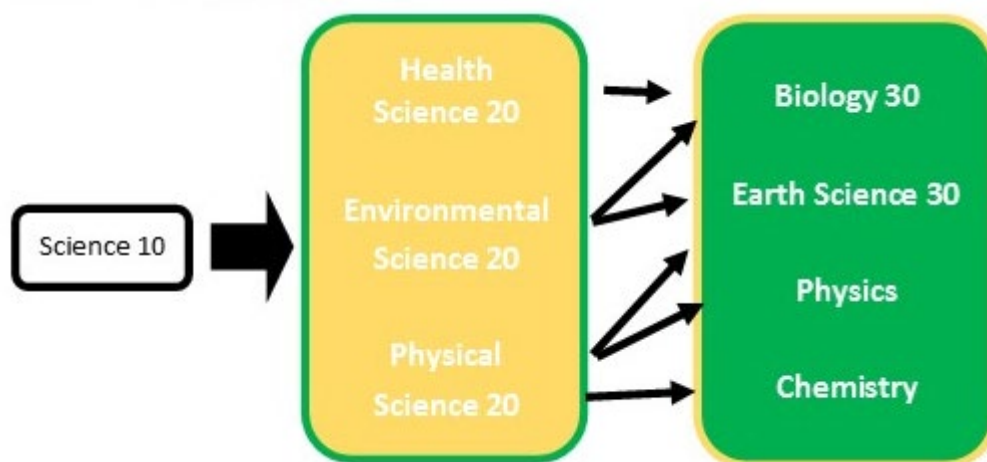
This course is designed for students experiencing difficulties in mathematics. It is designed for theme-based instruction, which enables students to broaden their understanding of mathematics as it is applied in important areas of day-to-day living. In this course, emphasis is placed on making informed decisions about finances, home design and maintenance, personal recreation and wellness, and travel and transportation. Assessment must be completed by Student Support Services in order for students to enrol in this course.

MATHEMATICS 21

This course is a continuation of Mathematics 11. It is designed for theme-based instruction to broaden understanding of mathematics in day-to-day living. In this course, students will extend their knowledge about earning and spending money, and will apply Mathematics for the purpose of designing, building and maintaining a home and yard. In addition, students will apply principles of probability, logical reasoning and problem solving to make predictions and decisions in recreation and wellness activities, and will use problem solving, estimation, data analysis and metric conversions to plan a trip. Assessment must be completed by Student Support Services in order for students to enrol in this course. Prerequisite: Any Grade 10 Mathematics Course

Science

Proposed Science Courses & Prerequisites



The arrows on the above list of courses point out the recommended transfer points between courses.

SCIENCE 10

Science 10 is a course that follows the Pan-Canadian curriculum. It is designed to better prepare students for senior sciences in each of the three disciplines (Biology, Chemistry, Physics). The five units of studies include: Science 9 review, Ecology (Biology), Chemistry, Motion (Physics) and Weather (Earth Science). Students must also complete a major project as part of the course. Each unit encourages interaction within discussion, laboratory settings and group work.

COMPUTER SCIENCE 10, 20, 30

This course is designed to extend your skills with programming in BASIC and its Visual (object oriented) component. The bulk of this course will deal with a hands-on approach to programming. Students can expect to spend a good deal of their time actually writing visual basic programs with an emphasis on a major programming project at the end of the course. As well, students may begin to explore Visual C++ or other programming language. Prerequisite for Computer Science 20: Computer Science 10; Prerequisite for Computer Science 30: Computer Science 20

ENVIRONMENTAL SCIENCE 20

Students will learn how to examine local and global environmental issues such as climate change, water, soil, and air quality, urbanization, bio resource management, waste handling and disposal, land-use planning, and the impacts of agriculture and industry on the environment from scientific and Indigenous knowledge perspectives. Students will examine the role of environmental policies and ethics on decision making, and will investigate environmental science related careers. Student directed studies will lead to the development of environmental action plans. Prerequisite: Science 10

HEALTH SCIENCE 20

This course will challenge students to look at the health science field from holistic and analytic perspectives to provide a basis for making sound personal health choices. Students will apply information in the areas of medical knowledge systems and ethics, human anatomy and physiology, nutrition and metabolism, and medical diagnostics. Understanding the basic anatomy and physiology of the human body will provide a context for studying the normal and abnormal functioning of various body systems and the tools and techniques used to diagnose those systems. Students will also investigate the range of health science careers and post-secondary programs available in Saskatchewan. Prerequisite: Science 10

PHYSICAL SCIENCE 20

This course is an integrated hands-on manner to investigate concepts related to heating and cooling, the foundations of chemistry, including the mole and quantitative analysis of molecules and chemical reactions, and the characteristics and properties of electromagnetic radiation. An overarching theme is the study of the enterprise of public and private science as it occurs in agriculture, industry, and universities to help students better understand the physical science related career paths. Student inquiry will guide independent investigations of physical science phenomena. Prerequisite: Science 10

EARTH SCIENCE 30

Students will examine our planet's geological origins and the geological timescale as a foundation to guide decision making with regard to the use of its mineral and energy resources, the maintenance and remediation of the environment, and response to geological hazards. Hands-on field experiences will enable students to develop visual-spatial reasoning skills and an understanding of the role of Geographic Information Systems. Students will also explore the historical and contemporary significance of Earth Science and related careers. Prerequisite: Physical Science 20 or Environmental Science 20

SCIENCE 11/21

A modified credit offered in science at the senior level for students who have encountered difficulty with science at the Grade 9 and 10 level. This course covers similar units as Science 10, but is modified to provide a reduced level of difficulty to meet individual students needs. Assessment must be completed by Student Support Services in order for students to enrol in this course.

BIOLOGY 30

In Biology 30 students will gain experiences which allow them to see the connections between the external macroscopic world, and the internal microscopic world, while focusing on human structures and processes. A number of experiments and activities are given to ensure that students understand the biological principles presented. The five units covered include: Unit One – Biochemistry; Unit Two – Cytology; Unit Three – Genetics; Unit Four – Animal Systems; and Unit Five – Evolution. Prerequisite: Environmental Science 20 or Health Science 20

CHEMISTRY 30

This course examines some advanced principles of physical chemistry. It includes the study of reactions (energy, rates and equilibrium). Study also includes acids and base chemistry, plus oxidation-reduction reactions. The four units covered include: Unit One – Solutions and Solubility; Unit Two – Acids and Bases, Equilibrium; Unit Three – Reaction Rates and Thermodynamics; and Unit Four – Oxidation-Reduction. Prerequisite: Physical Science 20

PHYSICS 30

Physics 30 is the study of introductory Newtonian mechanics, electricity, and nuclear physics. Topics such as straight-line motion, force that causes motion, vectors, work power, kinetic and potential energy are examined based on a problem-solving approach. Students will develop an understanding of some simple electric circuits and power supplies. The units covered include: Velocity and Acceleration, Vectors Projectile, Motion Forces Work, Power and Energy Electricity, and Nuclear Energy. Prerequisite: Physical Science 20 or Foundations of Mathematics 20 or Workplace & Apprenticeship 20 or Pre-Calculus 20

Physical Education

Ministry of Education requires ONE Physical Education class from Grade 10 to 12.

WELLNESS 10

Wellness 10 is a combination of physical education and health education. This class emphasizes the need for balance between mind, body and spirit. Its aim is the development of a wellness philosophy and the pursuit of wellness as a life-long behaviour pattern. Students will investigate five different strands: physical activity and fitness, stress and its management, leisure, relationships and healthy eating.

INSTRUCTIONAL PHYSICAL EDUCATION 20/30

An elective personalized course, PE20/30 is a class designed to promote and encourage lifelong participation in physical activity and the development of a commitment to overall well-being through physical fitness. There will be a fee for the course. Some objectives of this course are: Continuing physical education as a discipline, with the introduction of the recreational aspect; Increasing skill and knowledge in the fundamentals fo selected activities; Broadening the knowledge of history, rules, and officiating of selective activities; and Increasing the development of fitness and the understanding of the basic principles of fitness.

Career and Technology Studies

ACCOUNTING 10

The purpose of this course is to introduce students to the practices of tracking finances and transactions of a sole proprietorship. Students will become familiar with careers related to accounting and to the concepts, principles, and procedures of working with a ledger.

ANIMATION 10

This course is a hands-on course allowing students the opportunity to engage in the planning, constructing and publishing of an animated project. The plan can take the form of sketches, storybooks and scripts. Then after being grounded in the traditional principles of animation, students will use computer software to model an object, organize and render an animated scene, and composite a final product. At each level, the student is expected to maintain a portfolio to show how their skills have developed over the term of the course.

DRAFTING AND COMPUTER-AIDED DESIGN (CAD) 10

The purpose of the Computer Aided Drafting (CAD) course is to introduce students to basic concepts in orthographic, isometric, sectional, and dimension drafting. Students will be introduced to several software applications to assist in this computer-based course.

COMMERCIAL COOKING 10

This course combines theory and “hands on” experience when preparing foods on a larger scale. Learning how to use commercial food equipment and tools is necessary to assure safety on the job. Learning how to handle food safely and prevent food poisoning is equally as important.

CONSTRUCTION & CARPENTRY 10, 20, 30

The Construction program is designed to prepare students for the Level 1 Apprenticeship Program. Students will learn how to safely use a variety of hand tools, portable power tools and stationary power tools. Students will demonstrate construction techniques required in a typical residential dwelling and will construct projects from a blueprint. Students will also be exposed to electrical wiring, plumbing and drywall applications.

COMMUNICATION MEDIA 10

Students will develop basic knowledge, skills, and abilities in audio, video and multimedia production. Students will be introduced to the three stages of production including: pre-production, production, and post-production. They will be involved in basic audio, video, and multimedia production activities, and will participate in one or more production projects. Students will be introduced to Final Cut Pro, a professional video editing program.

COSMETOLOGY 10

Cosmetology refers to the study and practice of beauty culture. It is a practical, “hands on” class that is recommended for students who have an interest working with hair, nails and make-up. In addition, this class provides a strong basis of understanding for students considering related careers.

DESIGN STUDIES 10

This course is intended to support students in their understanding and application of design principles. Students use a variety of materials and fabrication processes to design and create products. Students will be introduced to software programs such as ArtCam and Inventor as part of this course.

INFORMATION PROCESSING 10

Information Processing 10 offers students an introduction to the ever changing world of computers and technology. Students are given the opportunity to explore several computer software applications that are used for word processing, information exchange and design. They will demonstrate these skills in the various projects that they complete throughout the course. Adobe Creative Suite 3 to create computer-generated images.

PRACTICAL AND APPLIED ARTS SURVEY 10, 20, 30

These classes are offered to students in grades 10, 11 and 12. Within the class the students will learn skills in the areas of drafting, design and woodworking (furniture/cabinet). This class offers students the opportunity to see how projects come together including designing the plans and building from the plans.

WELDING 10, 20, A30, B30

The Welding program is designed to prepare students for the Level 1 Apprenticeship Program. It covers the areas of oxy-acetylene welding and cutting, plasma cutting, gas metal arc welding (mig) and shielded metal arc welding (arc). Emphasis is on safety and students will develop skills with tools and equipment used in the trade. Students will read blueprints and perform various types of welds and then apply those techniques to building projects.

ANIMATION 20

Students will examine the history, concepts and techniques of basic animation production, including storyboards and character development. Emphasis will be placed on creating movement and expression utilizing traditional and electronically generated image sequences. Animation 20 will look at the development of two-dimensional (2-D) and three-dimensional (3-D) modeling and rendering techniques using lighting, staging, and special effects for digital output. Students will work toward creating one animated short for their portfolio. Prerequisite: Animation 10

COMMUNICATION MEDIA TECHNOLOGY 20

Increases the students' understanding of important knowledge, skills, and abilities required in the creation of audio, video, and multimedia products. Post-production activities will begin to make more of a focus in this class. Students will work collaboratively to create a variety of multimedia projects. Emphasis will be placed on creating media for an artist's portfolio. Students will also gain a working knowledge of Final Cut Pro.

ANIMATION 30

This course prepares students for complex character animation while introducing them to the fundamentals of inverse kinematics through the development of an understanding of advanced animation techniques. Human walk cycles and motion will familiarize students with natural movements. Students will explore an introduction to lighting and surfacing 3-D scenes. Real life scenes will be studied and used as references for the course. The course will focus on proper lighting techniques and rendering abilities. Students will explore surfacing objects using several methods of image mapping.
Prerequisite: Animation 20

CAREER AND WORK EXPLORATIONS 10, 20, 30

The purpose of this course is to provide students the opportunity to enhance their personal self-knowledge, research career planning and labour market information, build student portfolio and resumes, and develop an understanding of Occupational Health and Safety and Labour Laws.

COMMUNICATION MEDIA TECHNOLOGY 30

This course increases the students' understanding of important knowledge, skills, and abilities required in the creation of audio, video, and multimedia products. Post-production activities will begin to take more of a focus in this class. Students will work collaboratively to create a variety of multimedia projects. This course is an extension of Communication Media 10 and 20 with more emphasis on individualized projects for the student's portfolio.

ENTREPRENEURSHIP 30

Small business in Canada produces a significant number of new jobs, and makes a tremendous contribution to the economy. Students in Entrepreneurship 30 will have the opportunity to learn about the various characteristics of entrepreneurs and create a student venture. Students will develop an appreciation for the spirit of entrepreneurship, and for the planning, marketing, and financing that goes into a venture.

Locally Developed Courses

Locally developed courses may only be used to meet elective options. Locally developed courses are developed by the School Division and approved by the Ministry of Education.

ACTIVE LIVING AND FITNESS LEADERSHIP 20 & 30

The goals of this course are that students have the opportunity to acquire and evaluate exercise science and strength and conditioning related research and information. Students will develop skill in making knowledgeable decisions to improve physical fitness and athletic performance, and develop positive attitudes towards physical training and exercise science.

HOCKEY 10L, 20L AND 30L

Sacred Heart High Performance Hockey is a player focused program developed to assist players' individual hockey development. The programs focus is to complement our student athletes with support away from club team activities. We will provide our players with additional hours of on and off ice player development.

SOCCER 10L, 20L, 30L

Soccer 10L is a locally developed course designed to enhance a student-athlete's confidence, self-esteem, engagement, and opportunities in both academics and athletics beyond the school system. Soccer 10L will encourage students to value the benefits of an active and healthy lifestyle. It will also promote life-long personal well-being and leadership in community athletic activities. Additionally, this course will prepare students to participate in all levels of soccer available to them in the future. The program has been developed to offer student athletes the opportunity to further improve their soccer skills and pursue excellence in soccer with the assistance of trained professionals. Participants will develop individual soccer skills, individual and team tactics, and off-field training specific to soccer within a positive learning environment. There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. Soccer 10L contributes to the Goals of Education through helping students achieve understandings, skills, and attitudes related to the following:

Building Lifelong Learners, Building a Sense of Self and Community, Building Engaged Citizens

Fine Arts

BAND 10

This class attempts to solidify techniques learned in Band 9. The class focuses on tone development, intonation, dynamics, blend, rhythm reading and repertoire development. Band students are expected to play in all concerts and in-town festival performances. Students may have the opportunity to participate in a band trip or various workshops.

DRAMA 10

Students in this course are introduced to character study and the elements of putting a play together. Through monologues, scene work, one act plays and improvisation, students are launched into the world of theatre.

MUSIC 10 (ROCK BAND)

Students must audition for a role in the Sacred Heart Rock Band – Channel 22. Students accepted will develop individual and group techniques and routines in preparation for public performances. Students are expected to participate in some sessions and performances that take place outside of school hours.

VISUAL ART 10

Visual Art 10 consists of studies in studio art, history, art criticism and appreciation. The studio art making component consists of basic drawing, design, painting, sculpture and print making. The art historical component includes an overview of art through the ages. Students will explore past, present and cross cultural artistic traditions. They will develop personal expression and creative thinking. Students will also develop the skills or critiquing many forms of art work.

BAND 20

This class attempts to solidify techniques learned. The class focuses on tone development, intonation, dynamics, blend, rhythm reading and repertoire development. Band students are expected to play in all concerts and in-town festival performances. Students may have the opportunity to participate in a band trip or various workshops.

DRAMA 20

This course builds on the principles of Drama 10. Scenes by contemporary authors as well as traditional monologues are studied. Through the development of advanced improvisation skills, students will cross the threshold into script writing and producing their own production.

MUSIC 20 (ROCK BAND)

Students must audition for a role in the Sacred Heart Rock Band – Channel 22. Students accepted will develop individual and group techniques and routines in preparation for public performances. Students are expected to participate in some sessions and performances that take place outside of school hours.

VISUAL ART 20

This course expands on knowledge and skills acquired in Visual Art 10. The studio component consists of development in drawing, design, painting, sculpture and printmaking. The art historical component focuses on Saskatchewan artists and historical art periods. Students will continue to develop critical abilities, personal expression and creative thinking.

BAND 30

This class attempts to solidify techniques learned. The class focuses on tone development, intonation, dynamics, blend, rhythm reading and repertoire development. Band students are expected to play in all concerts and in-town festival performances. Students may have the opportunity to participate in a band trip or various workshops.

DRAMA 30

Continues with the student's creation and development of characters and script content. The students will focus on the creation of material through the use of dramatic activities and improvisation, with the ultimate goal of the reaction of scenes and one act plays. They will review the acting skills from Drama 10 and Drama 20 with the ultimate goal of a group collaboration. In Drama 30, the actors will participate in individual activities and group activities will challenge and explore their creativity and imagination.

MUSIC 30 (ROCK BAND)

Students must audition for a role in the Sacred Heart Rock Band – Channel 22. Students accepted will develop individual and group techniques and routines in preparation for public performances. Students are expected to participate in some sessions and performances that take place outside of school hours.

VISUAL ART 30

This course expands on the foundation and techniques learned in Visual Arts 10 and Visual Arts 20. It allows students to develop a greater knowledge in art mediums already introduced in the two previous courses and gives them the opportunity to pursue independent art projects of interest in term two of this course.

DANCE 10, 20, 30

Students in Dance 10 will provide students with the opportunity to experience and explore dance education and styles in a diverse and authentic environment. These styles will include, but are not limited to jazz, ballet, and modern dance. An emphasis will be placed on developing technique, developing creative skills and developing analytical skills. As students move into Dance 20 and 30 they will study components such as Social and Global Issues, Choreographers, Dance as a Part of Life as well as independent studies. During each Dance course, about 50% of the class will continue to focus on practical dance training, at the level of each individual student.

French Immersion

FRANÇAIS IMMERSION 10

Français Immersion 10 is a course which provides the student with the opportunity to develop the ability to use the French language as an instrument of personal and social communication. Students will improve their listening, reading, writing and oral skills through a study of French literature, grammar, media study and culture. The language of instruction is in French. Prerequisite: Enrolment in the Français Immersion Program

HISTOIRE 10

This course generally covers the same topics and material as the History 10 course. The language of instruction is in French.

ÉDUCATION CHRÉTIENNE 10

This course covers the same topics and material as the Christian Ethics 10 course. (A service project with a required minimum of ten hours of personal time must be completed to fulfill course requirements.) The language of instruction is in French.

SCIENCES 10

This course generally covers the same topics and material as the Science 10 course. The language of instruction is in French.

ÉDUCATION CHRÉTIENNE 20

This course covers the same topics and material as the Christian Ethics 20 course. (A service project with a required minimum of ten hours of personal time must be completed to fulfill course requirements.) The language of instruction is in French. Prerequisite: Éducation Chrétienne 10

FRANÇAIS IMMERSION 20

Français Immersion 20 is a course which provides the student with the opportunity to develop the ability to use the French language as an instrument of personal and social communication. Students will improve their listening, reading, writing and oral skills through a study of French literature, grammar, media study and culture. The language of instruction is in French. Prerequisite: Français Immersion 10

FRANÇAIS IMMERSION INTÉGRÉ A20

FRANÇAIS IMMERSION INTÉGRÉ B20

These courses improve students' oral and written communication in French through the study of Psychology, Sociology (Français Intégré A), Entrepreneurship, and Film (Français Intégré B). Prerequisite: Français Immersion 10

HISTOIRE 20

This course generally covers the same topics and material as the History 20 course. The language of instruction is in French. Prerequisite: Histoire 10

SCIENCES DE LA SANTÉ 20

This course generally covers the same topics and material as the Health Science 20 course. The language of instruction is in French. Prerequisite: Science(s) 10

SCIENCES DE L'ENVIRONNEMENT 20

This course generally covers the same topics and material as the Environmental Science 20 course. The language of instruction is in French. Prerequisite: Science(s) 10

ÉDUCATION CHRÉTIENNE 30

This course covers the same topics and material as the Christian Ethics 30. A service project with a required minimum of ten hours of personal time must be completed to fulfill course requirements. The language of instruction is in French. Prerequisite: Éducation Chrétienne 20

FRANÇAIS IMMERSION 30

Is a course which seeks to “help students create a vision of the world which will help them in their adult lives.” (Sask. Ed.) Prerequisite: Français Immersion 20

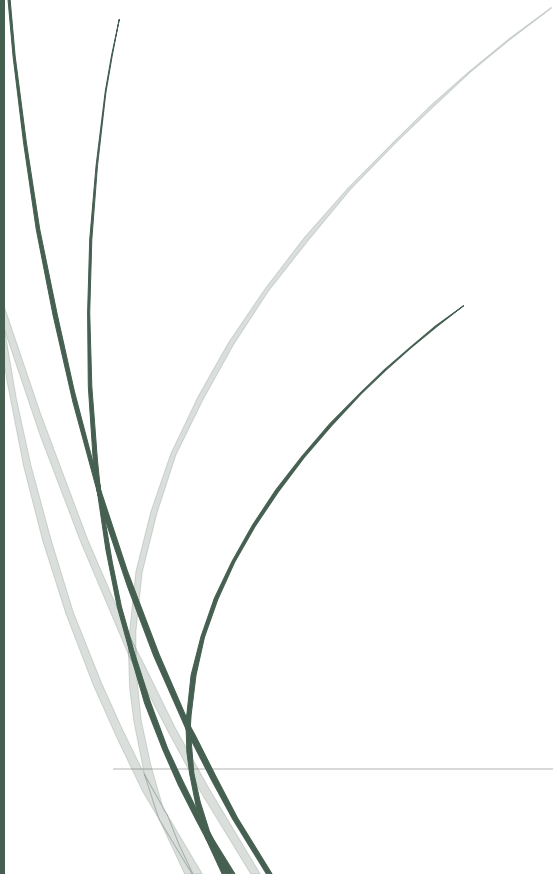
HISTOIRE 30/SCIENCES SOCIALES 30

This course generally covers similar topics and material as the History 30 course. The language of instruction is in French.



SECTION 6

Selecting Your Courses



Selecting Your Courses - English

CREDIT REQUIREMENTS FOR GRADES 10, 11 AND 12

GRADE 10 (LEVEL 10) REQUIRED COURSES:

Catholic Studies 10

CHOOSE ONE:

English Language Arts A10
Modified English Language Arts A11

CHOOSE ONE:

English Language Arts B10
Modified English Language Arts B11

CHOOSE ONE:

History 10
Native Studies 10

CHOOSE ONE:

Science 10
Modified Science 11

CHOOSE AT LEAST ONE:

Workplace & Apprenticeship Math 10
Foundations & Pre-Calculus Math 10
Modified Mathematics 11
Pre-Advanced Foundations & Pre-Calculus Math 10
Pre-Advanced Foundations of Math 20

CHOOSE ONE:

Wellness 10 Boys
Wellness 10 Girls
Wellness 10 Co-ed

LEVEL 10 ELECTIVES:

Accounting 10
Animation 10L
Band 10
Career & Work Exploration 10
Choral 10
Core French 10
Commercial Cooking 10
Communication Media 10
Construction & Carpentry 10
Cosmetology 10
Dance 10
Design Studies 10
Drafting & Computer-Aided Design 10
Drama 10
Hockey 10L
Instrumental Jazz Band 10
Music 10 (Rock Band)
Practical & Applied Arts Survey 10
Soccer 10L
Visual Art 10
Welding 10

GRADE 10 - MINIMUM 8 CREDITS

GRADE 11 (LEVEL 20) REQUIRED COURSES:

Catholic Studies 20

CHOOSE ONE:

English Language Arts A20
Modified English Language Arts 21

CHOOSE AT LEAST ONE:

Math Workplace & Apprenticeship 20
Math Foundations & Pre-Calculus 20
Math Pre-Calculus 20
Modified Mathematics 21
Pre-Advanced Math Pre-Calculus20

CHOOSE AT LEAST ONE:

History 20
Native Studies 20
Law 30
Psychology 30

CHOOSE AT LEAST ONE:

Computer Science 20
Environmental Science 20
Health Science 20
Physical Science 20
Modified Science 21

LEVEL 20 ELECTIVES:

Accounting 20
Active Living & Fitness Leadership 20L
Animation 20L
Band 20
Career & Work Exploration 20
Choral 20
Commercial Cooking 20
Communication Media 20
Construction & Carpentry 20
Cosmetology 20
Creative Writing 20
Dance 20
Design Studies 20
Drafting & Computer-Aided Design 20
Drama 20
Hockey 20L
Information Processing 20
Instructional Physical Education – Boys
Instructional Physical Education – Girls
Instructional Physical Education – Co-ed
Instrumental Jazz Band 20
Music 20 (Rock Band)
PAA 20 (CAD/Furniture Building/Carpentry)
Visual Art 20
Welding 20

GRADE 11 – MINIMUM 16 CREDITS

GRADE 12 (LEVEL 30) REQUIRED COURSES:

Catholic Studies 30

CHOOSE ONE:

English Language Arts A30
Modified English Language Arts A31

CHOOSE ONE:

English Language Arts B30
Modified English Language Arts B31
English 114-Univ. of Sask. English class

CHOOSE ONE:

History 30-Canadian Studies
Modified Social Studies 31-Canadian Studies

LEVEL 30 ELECTIVES:

Biology 30
Chemistry 30
Earth Science 30
Physics 30
Computer Science 30
Band 30
Choral 30
Dance 30
Drama 30
Instrumental Jazz Band 30
Music 30 (Rock Band)
Visual Art 30
Pre-Advanced Calculus 30
Calculus Math 30
Workplace & Apprenticeship Math 30
Foundations of Math 30
Pre-Calculus Math 30
Animation 30L
Active Living & Fitness Leadership 30L
Career & Work Exploration A30
Career & Work Exploration B30
Commercial Cooking 30
Communication Media 30
Construction & Carpentry 30
Cosmetology 30
Dance 30
Drafting & Computer-Aided Design 30
Entrepreneurship 30
Information Processing 30
Hockey 30L
PAAS-Carpentry & Furniture Building A30
Welding A30
Welding B30
Instructional Physical Education 30 Boys
Instructional Physical Education 30 Girls
Instructional Physical Education 30 Co-ed

GRADE 12 – MINIMUM 24 CREDITS (5 of which must be at the 30 level)

Selecting Your Courses – French

CREDIT REQUIREMENTS FOR GRADES 10, 11 AND 12 – Students need 12 credits taken in French to complete a bilingual diploma

GRADE 10 (LEVEL 10) REQUIRED COURSES:

Éducation chrétienne 10
Français 10
Sciences 10
Histoire 10
English Language Arts A10
OR
English Language Arts B10

GRADE 11 (LEVEL 20) REQUIRED COURSES:

Éducation chrétienne 20
Français 20
Français intégré 20 (Psych/Social)
English Language Arts 20
Histoire 20

CHOOSE ONE:

Sciences de l'environnement 20
Physical Science 20
Sciences de la santé 20

PLEASE CHOOSE ELECTIVES FROM PREVIOUS PAGE

GRADE 12 (LEVEL 30) REQUIRED COURSES:

Éducation chrétienne 30
Français 30
Histoire 30
Français intégré B20 (Film & Entrepreneurship)
English Language Arts A30
OR
English Language Arts B30

GRADE 10 – MINIMUM 8 CREDITS

GRADE 11 – MINIMUM 16 CREDITS

GRADE 12 – MINIMUM 24 CREDITS (5 OR WHICH MUST BE AT THE 30 LEVEL)

GRADE 10 (LEVEL 10) REQUIRED COURSES:

Required Courses:

- ___ Catholic Studies 10
- ___ English Language Arts A10
- ___ Modified English Language Arts A11
- ___ English Language Arts B10
- ___ Modified English Language Arts B11
- ___ History 10
- ___ Native Studies 10
- ___ Science 10
- ___ Modified Science 11
- ___ Workplace & Apprenticeship Math 10
- ___ Foundations & Pre-Calculus Math 10
- ___ Modified Mathematics 11
- ___ Pre-Advanced Foundations & Pre-Calculus Math 10
- ___ Pre-Advanced Foundations of Math 20
- ___ Wellness 10 Boys
- ___ Wellness 10 Girls
- ___ Wellness 10 Co-ed

French Immersion:

- ___ Éducation chrétienne 10
- ___ Français 10
- ___ Sciences 10
- ___ Histoire 10

Electives:

- ___ Accounting 10
- ___ Animation 10L
- ___ Band 10
- ___ Career & Work Exploration 10
- ___ Choral 10
- ___ Core French 10
- ___ Commercial Cooking 10
- ___ Communication Media 10
- ___ Construction & Carpentry 10
- ___ Cosmetology 10
- ___ Dance 10
- ___ Design Studies 10
- ___ Drafting & Computer-Aided Design 10
- ___ Drama 10
- ___ Hockey 10L
- ___ Instrumental Jazz Band 10
- ___ Music 10 (Rock Band)
- ___ Practical & Applied Arts Survey 10
- ___ Soccer 10L
- ___ Visual Art 10
- ___ Welding 10

of Credits _____

GRADE 11 (LEVEL 20) REQUIRED COURSES:

- ___ Catholic Studies 20
- ___ English Language Arts A20
- ___ Modified English Language Arts 21
- ___ Math Workplace & Apprenticeship 20
- ___ Math Foundations & Pre-Calculus 20
- ___ Math Pre-Calculus 20
- ___ Modified Mathematics 21
- ___ Pre-Advanced Math Pre-Calculus 20
- ___ History 20
- ___ Native Studies 20
- ___ Law 30
- ___ Psychology 30
- ___ Computer Science 20
- ___ Environmental Science 20
- ___ Health Science 20
- ___ Physical Science 20
- ___ Modified Science 21

French Immersion:

- ___ Éducation chrétienne 20
- ___ Français 20
- ___ Français intégré 20 (Psych/Social)
- ___ Histoire 20
- ___ Sciences de l'environnement 20
- ___ Sciences de la santé 20

Electives:

- ___ Accounting 20
- ___ Active Living & Fitness Leadership 20L
- ___ Animation 20L
- ___ Band 20
- ___ Career & Work Exploration 20
- ___ Choral 20
- ___ Commercial Cooking 20
- ___ Communication Media 20
- ___ Construction & Carpentry 20
- ___ Cosmetology 20
- ___ Creative Writing 20
- ___ Dance 20
- ___ Design Studies 20
- ___ Drafting & Computer-Aided Design 20
- ___ Drama 20
- ___ Hockey 20L
- ___ Information Processing 20
- ___ Instructional Physical Education – Boys
- ___ Instructional Physical Education – Girls
- ___ Instructional Physical Education – Co-ed
- ___ Instrumental Jazz Band 20
- ___ Music 20 (Rock Band)
- ___ PAA 20 (CAD/Furniture Building/Carpentry)
- ___ Visual Art 20
- ___ Welding 20

of Credits _____

GRADE 12 (LEVEL 30) REQUIRED COURSES:

- ___ Catholic Studies 30
- ___ English Language Arts A30
- ___ Modified English Language Arts A31
- ___ English Language Arts B30
- ___ Modified English Language Arts B31
- ___ English 114-Univ. of Sask. English class
- ___ History 30-Canadian Studies
- ___ Modified Social Studies 31-Canadian Studies

French Immersion:

- ___ Éducation chrétienne 30
- ___ Français 30
- ___ Histoire 30
- ___ Français intégré B20 (Film & Entrepreneurship)

Electives:

- ___ Biology 30
- ___ Chemistry 30
- ___ Earth Science 30
- ___ Physics 30
- ___ Computer Science 30
- ___ Band 30
- ___ Choral 30
- ___ Dance 30
- ___ Drama 30
- ___ Instrumental Jazz Band 30
- ___ Music 30 (Rock Band)
- ___ Visual Art 30
- ___ Pre-Advanced Calculus 30
- ___ Calculus Math 30
- ___ Workplace & Apprenticeship Math 30
- ___ Foundations of Math 30
- ___ Pre-Calculus Math 30
- ___ Animation 30L
- ___ Active Living & Fitness Leadership 30L
- ___ Career & Work Exploration A30
- ___ Career & Work Exploration B30
- ___ Commercial Cooking 30
- ___ Communication Media 30
- ___ Construction & Carpentry 30
- ___ Cosmetology 30
- ___ Dance 30
- ___ Drafting & Computer-Aided Design 30
- ___ Entrepreneurship 30
- ___ Hockey 30L
- ___ Information Processing 30
- ___ PAAS-Carpentry & Furniture Building A30
- ___ Welding A30
- ___ Welding B30
- ___ Instructional Physical Education 30 Boys
- ___ Instructional Physical Education 30 Girls
- ___ Instructional Physical Education 30 Co-ed

of Credits _____

Total Number of Credits _____