WETASKIWIN REGIONAL PUBLIC SCHOOLS

Welcome To High School

Grade 10 Information Evening

PIGEON LAKE REGIONAL HIGH SCHOOL
HIGH SCHOOL INFORMATION
For Grade 10 Students

Alberta High School Completion Documents

Students may earn either an Alberta High School Diploma or a Certificate of High School Achievement associated with the Knowledge and Employability program.

In order to earn an Alberta High School Diploma, students must complete mandatory course requirements and options finishing with a minimum of 100-credits. See chart below for specific course requirements.

In order to earn a Certificate of High School Achievement, students must complete mandatory course requirements and options with a minimum of 80-credits.

Possession of an Alberta High School Diploma does NOT guarantee admission to a post-secondary institution. Students are advised to check the calendars of post-secondary institutions for requirements and possibly make an appointment to see the Inclusion Coach.

Course	Credits	Diploma Exam
English (10/20/30)	15	Yes
Social Studies (10/20/30)	15	Yes
Mathematics (10/20/30)	10	No
Science or Biology or Chemistry or Physics (10/20)	10	No
Physical Education (10 level)	3	No
Career and Life Management	3	No
Subtotal	**56**	
Other Credits	**44**	
TOTAL CREDITS	**100**	

Requirements for an Alberta High School Diploma

To earn an Alberta High School Diploma, a student must earn a minimum of **100 credits** and Complete and meet the standards of the following courses:

- English 30-1 or 30-2
- Social Studies 30-1 or 30-2
- Mathematics 20-1 or 20-2 or 20-3
- Science 20 or 24, Biology 20 or Chemistry 20 or Physics 20 or Science 10 and 14
- Physical Education 10 (3 credits)
- Career & Life Management (CALM) (3 credits)
- Credits from Career Technology Studies (CTS) or Fine Arts or Second Languages
- 10 credits in any 30-level course in addition to English 30-1 or 30-2 and Social Studies 30-1 or 30-2
- One 30-level course (10-credits) from any occupational Knowledge and Employability course will be accepted for students transferring from the Knowledge and Employability course stream to the general High School Diploma Program.

Requirements for a Certificate of High School Achievement

The requirements indicated in this chart are the minimum requirements for a student to attain a Certificate of high School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional courses. **80 CREDITS** including the following:

- English Language Arts 20-2 or 30-4
- Mathematics 10-C or 10-3
- Science 14 or 20-4
- Social Studies 10-2 or 20-4
- Physical Education 10 (3 credits)
- Career and Life Management 20 (CALM) (3 credits)
- Credits in:

➡ 30-level Knowledge and Employability Occupational course or…

➡ 30-level Career and Technology Studies (CTS) or…

➡ 30-level locally developed course with an occupational focus

- AND Credit in:

➡ 30-level Knowledge and Employability Workplace Practicum course or…

- 30-level Work Experience course or…

➡ 30-level Green Certificate course or…

- 5 Credits in:
  - 30-level Registered Apprenticeship Program (RAP) course

High School Credits

CTS courses are designed as a series of one-credit modules. In a semester, a student is expected to earn 3 credits (minimum) in a CTS course – which means taking 3 different one-module courses.

The core subjects of English, Social Studies, Mathematics courses and all the Sciences are 5 credit courses.

Physical Education 10 is offered as a 3 or 5 credit course. A student must have a minimum of 3 Physical Education credits in order to graduate. CALM (Career and Life Management) is offered **as a 3-credit course as well.**

Attendance

As noted, attendance is important in high school, as credits are based on the number of hours of instruction a student receives.

Work Experience

Students are also able to take work experience as a way to get additional credits. Work experience credits are awarded based on one credit for each 25 hours of work done. Students interested in work experience should indicate so on their registration form and then meet with school personnel so that they can enroll in this course.

Work experience done outside of school hours does not count toward the fulfillment of the student's obligation to have a full school program.

Students must also complete a one-module course, HCS 3000, prior to being awarded work experience credits.

RAP – Registered Apprenticeship Program

Students who are able to meet the requirements for an apprenticeship program are able to combine work related credits with in-school credits as they work towards a journeyman's level in a trade. Interested in high school students must speak to a counselor or the school administration in order to begin the process of registering a student in RAP.

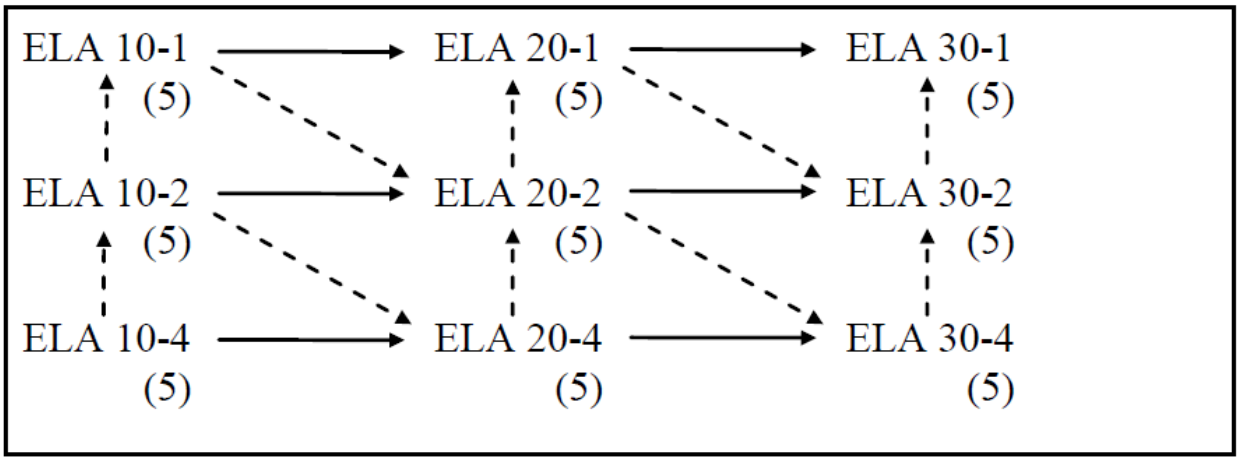
The Importance of Grade 9 Marks

Students who fail grade 9 courses will not have the skills, knowledge or abilities to be successful in the academic courses. As a student progresses through high school, a student should maintain marks at a minimum level of 60% to continue in the academic courses. While 50% is the minimum needed to pass, students who meet this minimum requirement may find grade 11 or grade 12 academic courses difficult and frustrating.

The expectations of a student in an academic course are rigorous. Students are expected to display the highest standards of academic diligence, effort and ability. Students are given the opportunity to choose what stream they wish to take in high school and those who choose the academic route must be prepared to meet the standards in place for this route.

What Courses Should I Take?

ENGLISH



English 10-1 (5 credits)
This course is an introduction to language and literature in high school. The expectation is that students taking 10-1 have strong reading and communication skills as well as an interest in English language arts. 10-1 leads to 20-1 and ultimately 30-1.

English 10-2 (5 credits)
This course is intended to help students achieve success and build confidence in the language arts. 10-2 is the beginning of the series of courses (20-2, 30-2) that provides students with the minimum English requirements for graduation.

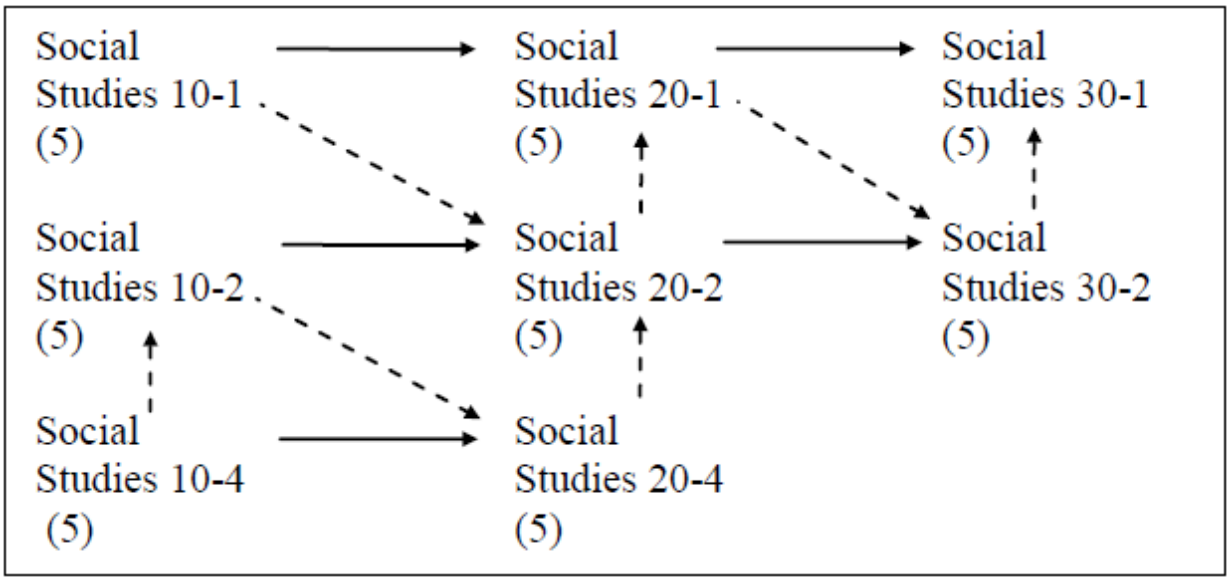
English 20-1 (5 credits)
This course continues the academic examination of language and literature while further developing the student's analytic, research and compositional skills. Literary experiences focus on fiction, non-fiction, drama, and poetry in textual and electronic formats.

English 20-2 (5 credits)
In this course students examine a variety of short stories, essays, poetry, plays and novels. Through literature (textual and electronic), students gain competency and knowledge in terms of practical research and functional communications.

English 30-1 (5 credits)
English 30-1 is the culmination of the high school English academic program. Literature examined represents both classical and contemporary authors. Central to this course is the development of confident and competent reading, writing, research and analytic skills that will serve as a critical foundation and bridge to a post-secondary university education.

English 30-2 (5 credits)
English 30-2 completes a high school English program that emphasizes practical communications, research and analytic abilities. This is accomplished through various forms of literature that challenge the student to consider realistic possibilities of self and society in a literate world. 30-2 is an accepted course for vocational and college programs in the trades and technology fields.

SOCIAL STUDIES



The primary goal of Social Studies is to produce active, responsible citizens. Students and teachers do this by asking questions, talking to one another and accessing technology in addressing the issues that arise in class. By studying the past, the distribution of wealth and the face of this place called earth; students will have an understanding of the world we live in today.
Two main streams of Social Studies exist:
10-1, 20-1, and 30-1 = academic in content, especially in reading and writing.
10-2.20-2, and 30-2 = the academic content is not studied as extensively as in the above "-1" stream.

Social Studies 10-1 (5 credits) - Perspectives on Globalization
Students will explore globalization, the process by which the world's citizens are becoming increasingly connected and interdependent. Students will explore the origins of globalization, the implications of economic globalization and the impact of globalization internationally on lands, cultures, human rights and quality of life. A multiple perspectives approach will allow students to examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities. Students will formulate individual responses to emergent issues related to globalization.

Globalization is a dynamic process affecting environments, economies, political systems and cultures throughout the world. The extent to which the effects are beneficial or detrimental is a subject for research and informed discussion. Students have an opportunity to explore the relationships among globalization, citizenship and identity and to enhance skills for citizenship in a globalizing world.

To what extent should we embrace globalization?
Social Studies 10-2 (5 credits) - Living in a Globalizing World
Students will examine globalization, the process by which the world is becoming increasingly connected and interdependent. They will explore historical aspects of globalization has on their lives and the lives of others. Through a multiple perspectives approach, students will examine the effects of globalization on peoples in Canada and throughout the world, including the impact on Aboriginal and Francophone communities. Students will develop skills to respond to issues emerging in an increasingly globalized world.
Globalization is an ongoing process that is creating major economic, environmental, political, social and cultural change around the world. People disagree as to whether globalization benefits or harms humanity. It is important that students have the opportunity to explore the relationships among globalization, citizenship and identity to better prepare for citizenship in a globalizing world.

Should we embrace globalization?
Social Studies 20-1 (5 credits) – Perspectives on Nationalism
Students will explore the complexities of nationalism in Canadian and international contexts. They will study the origins of nationalism and the influence of nationalism on regional, international and global relations. The infusion of multiple perspectives will allow students to develop understandings of nationalism and how nationalism contributes to the citizenship and identities of peoples in Canada.

While nationalism has historically examined the relationship of the citizen to the state, contemporary understandings of nationalism include evolving individual, collective, national and state realities. Exploring the complexities of nationalism will contribute to an understanding and appreciation of the interrelationships among nation, nationalism, internationalism, globalization, and citizenship and identity. Developing perspectives of others will encourage students to develop personal and civic responses to emergent issues related to nationalism.

To what extent should we embrace globalization?
Social Studies 20-2 (5 credits) – Understandings of Nationalism
Students will examine historical and contemporary understandings of nationalism in Canada and the world. They will explore the origins of nationalism as well as the impacts of nationalism on individuals and communities in Canada and other locations. Examples of nationalism, ultranationalism, supernaturalism and internationalism will be examined from multiple perspectives. Students will develop personal and civic responses to emergent issues related to nationalism.
As perspectives on personal identity continue to evolve, so do understandings of nationalism and what it means to be a member of a collective, community, state and nation. This evolution is significant in the Canadian context as nationalism contributes to an appreciation and awareness of the interrelationships among nationalism, internationalism, citizenship and identity.

Should we embrace globalization?

Social Studies 30-1 (5 credits) - Perspectives on ideology

Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understanding of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

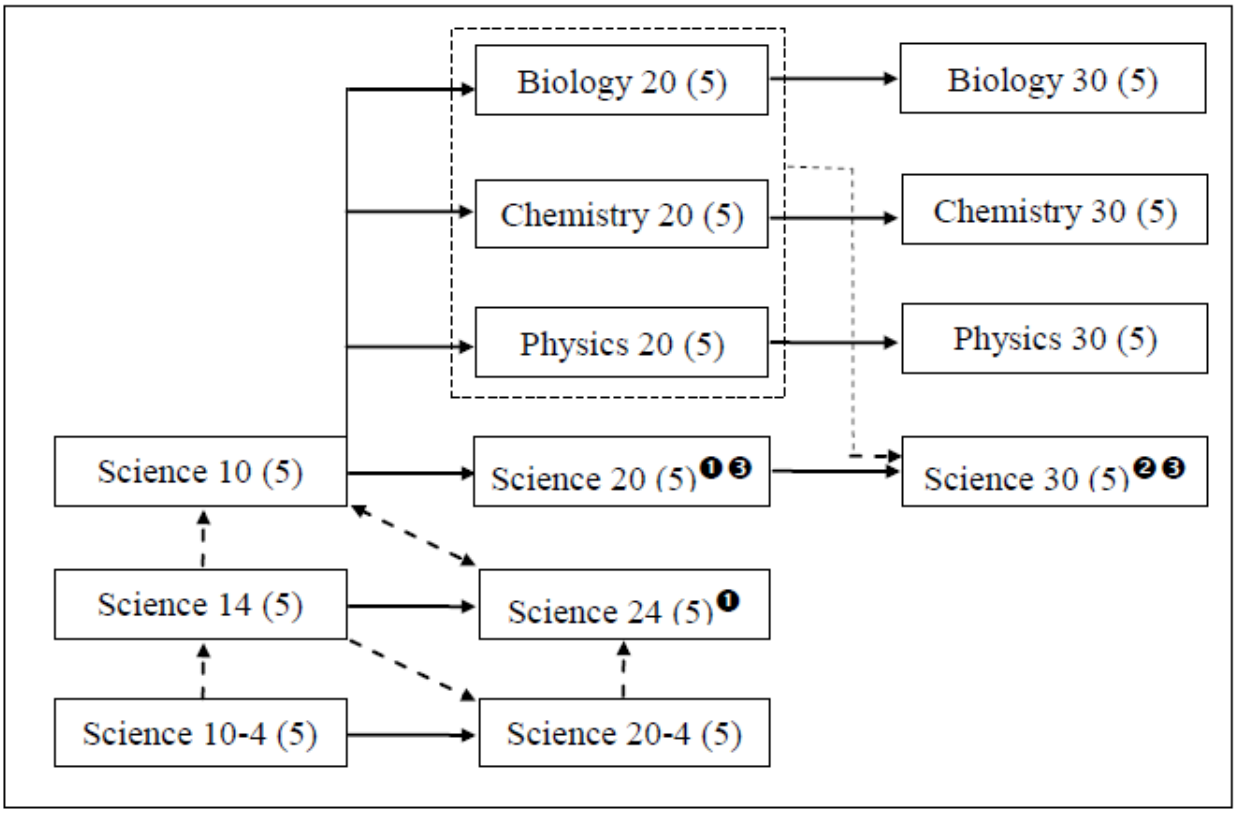
To what extent should we embrace globalization?

Social Studies 30-2 (5 credits) – Understandings of Ideologies

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

To what extent should we embrace globalization?

SCIENCE



Science 10 (5 credits)
This is an introductory course to high school science that is designed for academic students. In Science 10 you will take an introductory look at biology, chemistry and physics to prepare you for whichever 20 level science course(s) you enroll in. There is a fourth unit that combines information gained in the first three to study social and environmental issues in science.

Science 20 (5 credits)
This is a general science course that investigates earth science, biology, chemistry and physics. You will study topics like – continental drift, earth-quakes, food chains and webs, solution and organic chemistry, Newton's three laws and more.

Science 30 (5 credits)
This is an academic course which can be used by some programs for university entrance. Science 30 is a general science course with units in biology, chemistry, physics and energy and the environment. Some of the things you will be studying include – the circulatory system, genetics, acid and base chemistry, environmental chemistry, electricity, light, origin of the universe, global energy demand, power generation (traditional like coal and alternatives like solar) and much more.

***Any 20 level science course will give you the prerequisite for this course.

Biology 20 (5 credits)
In Biology 20 you will study how human systems; including the respiratory, circulatory, excretory, digestive and muscular systems, exchange matter and energy with the environment. You will also study photosynthesis and cellular respiration, biogeochemical cycles and biomes.

Biology 30 (5 credits)
In this course you will study such topics as the nervous system and senses, the endocrine system, the reproductive system, cell division, genetics, DNA and protein synthesis and changes in populations. Through-out the course connections will be made with relevant societal, technological and political issues. Examples of this may be discussing/researching genetic engineering and/or reproductive technologies.

Chemistry 20 (5 credits)
Areas of study in Chemistry 20 include: chemical bonding (ionic and molecular bonds), gases (behaviors and laws), solutions (dilution, concentration and acid/base calculations), and stoichiometry (calculating quantities of substances in reactions). You will have many opportunities to conduct experiments to test the theories that you are learning.

Chemistry 30 (5 credits)
You will study energy changes and how they are related to changes in matter. Some of the topics studied in this course are – laws of conservation of energy, thermodynamics, oxidation-reduction reactions, organic chemistry, acids and bases, and dynamic equilibrium. As in chemistry 20 there will be laboratory opportunities to test out the new material you learn.

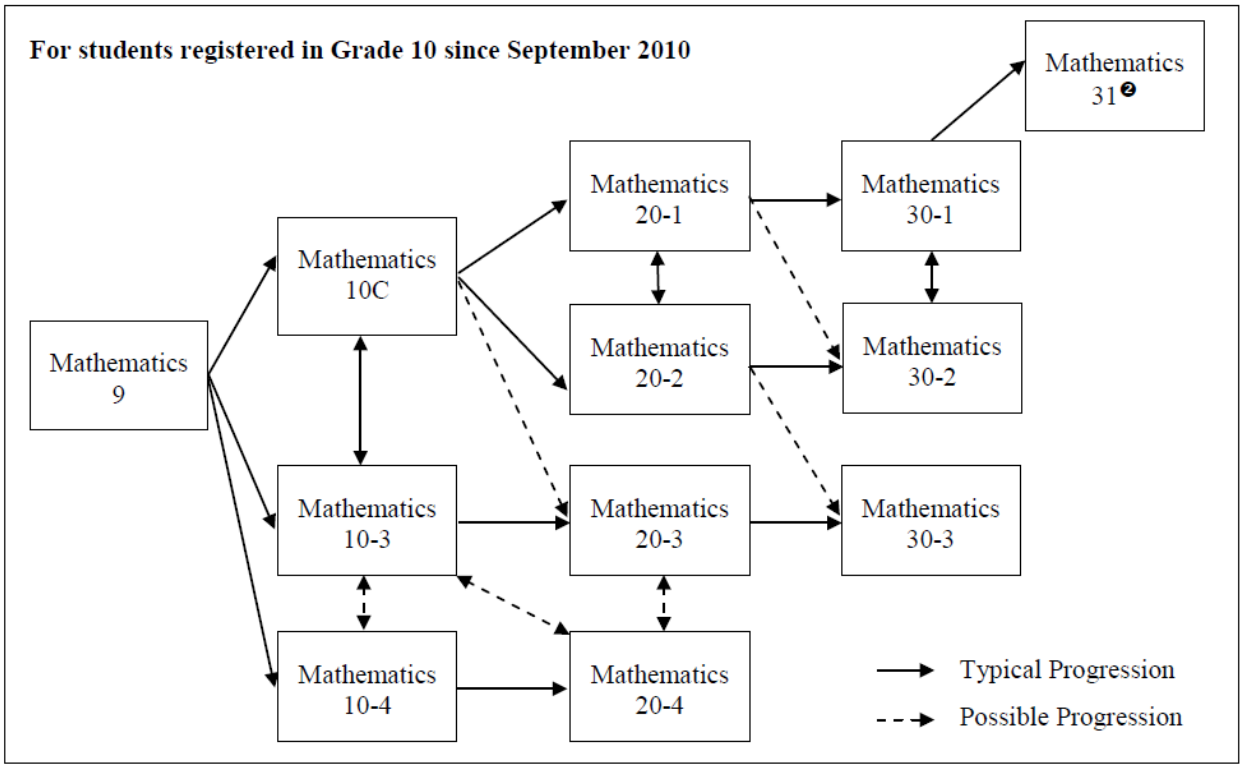
Physics 20 (5 credits)
In this course you will study kinematics and dynamics, periodic motion and conservation of energy. A strong link between these areas of study and laboratory work is present throughout the course.

Physics 30 (5 credits)
If you take Physics 30 you will have the opportunity to study – the conservation of energy and momentum, electric and magnetic forces and fields, electromagnetic radiation and the photoelectric effect and atomic physics (including the structure of the atom and nuclear reactions).

Science 14 (5 credits)
Science 14 covers topics like the properties of matter, simple machines, plant and animal cells and ecosystems. If you take Science 14 you will get to do several assignments in the computer lab and you will have the opportunity to do lab work.

Science 24 (5 credits)
This course is the continuation of Science 14, successful completion of Science 24 will provide you with the minimum 10 credits in science that are required to graduate. In this course you will study chemical reactions, electricity, fossil fuels, diseases, transportation safety and more.

MATHEMATICS



The high school mathematics curriculum provides three different sequences designed to best meet students' needs. The following provides a brief background on the mathematics course sequences at the high school level, but parents and students should seek advice from the counseling department if they are unsure of which sequence best meets the needs and abilities of the student.

The "-1" sequence is designed for students who are planning on pursuing post-secondary programs that require the study of calculus.

The "-2" sequence is designed for students who are planning on pursuing post-secondary studies in programs that do not require the study of calculus.

The "-3" sequence is designed for students who are planning on entry into the majority of trades and direct entry into the workforce.

Grade ten students planning to complete either the "-1" or "-2" sequence will enroll in Mathematics 10-C (10-Combined), while students planning to complete the "-3" sequence will enroll in 10-3.

Math 10-C (5 credits)
A combined mathematics course for students planning on completing the "-1" or "-2" sequences. Students need to have successfully completed Mathematics 9 in order to enroll in Mathematics 10-C.

Units of study in this course include measurement (systems of measurement, 3-dimensional geometry, trigonometry), algebra and number (exponents, radicals, polynomials), relations and functions (linear functions, equations, graphs), and systems of equations (graphical and algebraic solutions).

Math 10-3 (5 credits)
The introductory course for students pursuing the "-3" sequence.
Units of study in this course include measurement (systems of measurement, surface area, volume), geometry (Pythagorean theorem, 2-dimensional geometry, trigonometry), number (mathematics of income and finance), and algebra (algebraic manipulations and application).

Math 20-1 (5 credits)
Mathematics 20-1 is the grade eleven course in the -1 high school mathematics sequence. Students need to have successfully completed Mathematics 10-C to be enrolled in this course.

Topics of study include radical arithmetic and equations; rational expressions and equations; coordinate trigonometry and the sine and cosine laws; polynomial functions and inequalities; absolute value functions; quadratic functions and equations; and arithmetic and geometric sequences.

A T1-83+ or T1-84+ calculator is required for this course.

Math 20-2 (5 credits)
Mathematics 20-2 is the grade eleven course in the -2 high school mathematics sequence. Students need to have successfully completed Mathematics 10-C to be enrolled in this course.

Topics of study include rate, ratios, and scale factors; trigonometric proofs and the sine and cosine laws; inductive and deductive reasoning; radical arithmetic and equations; statistics; and quadratic functions and equations.

A T1-83+ or T1-84+ calculator is required for this course.

Math 20-3 (5 credits)
Mathematics 20-3 is the grade eleven course in the -3 high school mathematics sequence. Students need to have successfully completed Mathematics 10-3 to be enrolled in this course.

Topics of study include surface area and volume; right angle trigonometry; numerical reasoning; finance; slope and unit analysis; and statistical graphing.

Math 20-3 (5 credits)
Mathematics 20-3 is the grade eleven course in the -3 high school mathematics sequence. Students need to have successfully completed Mathematics 10-3 to be enrolled in this course.

Topics of study include surface area and volume; right angle trigonometry; numerical reasoning; finance; slope and unit analysis; and statistical graphing.

Math 30-1 (5 credits)
Mathematics 30-1 is the grade twelve course in the -1 high school mathematics sequence. Students need to have successfully completed Mathematics 20-1 to be enrolled in this course.

Topics of study include trigonometric functions, equations and identities: function composition and transformations: logarithmic and exponential functions; polynomial, rational and radical functions; and combinations.

A T1-83+ or a T1-84+ calculator is required for this course.

Math 30-2 (5 credits)
Mathematics 30-2 is the grade twelve course in the -2 high school mathematics sequence. Students need to have successfully completed Mathematics 20-2 to be enrolled in this course.

Topics of study include logic and reasoning; probability and combinatorics; rational expressions and equations; logarithmic and exponential functions; and exponential functions; and exponential, logarithmic, polynomial and sinusoidal data.

A T1-83+ or T184+ graphing calculator is required for this course.

Math 30-3 (5 credits)
Mathematics 30-3 is the grade twelve course in the -3 high school mathematics sequence. Students need to have successfully completed Mathematics 20-3 to be enrolled in this course.

Topics of study include measurement; applied trigonometry; two-and three-dimensional transformations; vehicle and small business finance; linear relations; statistics; and probability.

Math 31 (5 credits)
Math 31 is a course in basic differential and integral calculus, and is designed for those students planning on enrolling in post-secondary programs such as engineering, commerce, and science. Completion of this course provides students with significant preparatory skills for their first year calculus courses in post-secondary programs. Topics of study include limits, rules of differentiation, applications of derivatives, calculus of trigonometric, exponential, & logarithmic functions, anti-differentiation, techniques of integration & differentials, and applications of integration. Math 30-1 is a prerequisite/ corequisite for Math 31.

Retroactive Credits

A student can fail a course but can still receive credit and move on to the next grade level if they "drop down". For example: English 10-1 – 44%
Next year, the student can take English 20-2 and if they pass, they receive "retroactive" credits for English 10-2.

Spares:

Only students in Grade 12 are eligible to take a spare

Dropping classes/changing classes

Students are given the opportunity to drop a class or change a class according to a strict schedule.

The first few weeks of a semester are relatively open for students to change courses, as students may register in a course and quickly find that it is too difficult or for some other reason they need to change. After the first few weeks , changing courses becomes quite difficult as hours of instruction come into play, but it may still be possible to move from a higher academic to a lower academic course once the appropriate counseling has taken place and administrative details are worked out.

Students who wish to change or drop a class need to complete the appropriate form, which is available from the office.

Students in grade 10 and 11 are not allowed to have "spares" therefore they are required to have a full course load.

Students in grade 12 are allowed to have spares, but will have a minimum course load of at least 30 credits. They are able to drop a course if they find it difficult or not needed for graduation or post-secondary reasons.

There are times when students will be taken out of a course by the school administration for reasons such as excessive tardiness, absenteeism, behavior, etc.

Extra-curricular Opportunities

Extracurricular activities/trips

Students will be expected to pay the costs, including transportation costs, set by the school for participation in extracurricular activities.

Team Participation

Transportation: for away games, all players must travel with the team and ride in the transportation provided by the school. Most likely, this will be a bus. It is possible for parents to drive to away games, provided they have completed the necessary forms from the school and are, therefore, approved by the school to drive. The coach and/or staff advisor will decide whether or not the team takes a bus, the school van or parent vehicles. **Students are NOT allowed to drive to away games. Students who do will be removed from the team.**

Students are able to drive themselves to practices or home games.

Fees: fee to participate will be set each year and will reflect costs involved in league registration, referees and transportation. Players must pay the fee prior to playing games. This fee is non-refundable.

Player Conduct: players are expected to conduct themselves appropriately. They must display good sportsmanship and good behavior at all times. Students are representing the school and any student who fails to conduct him or herself as good representatives are subject to removal from the team as well as to such discipline from the school as is appropriate.

Eligibility to play:

Students must attend Pigeon Lake School in order to participate on a team. Students must further remain "in good standing" to participate on an extracurricular team. Please refer to the section on good standing. In summary, a student must adhere to the following:

1. Students must maintain passing grades. Students who are failing two courses may be removed from the team until such time as their grades have improved to passing.
2. Students must maintain a good attendance record.
3. Students must not be habitually late for class.
4. Students must demonstrate appropriate behavior – those students involved in incidents that include suspensions from school may lose their eligibility to play.
5. Fees must be paid.

Team Commitment: Players are expected to make all practices and games. If a player is unable to attend a practice or a game, they must inform the coach at least one day prior.

Signing out/skipping school/ late for class

Pigeon Lake has a closed campus, which means that students are not allowed to come and go from the school without parental consent and without formally "signing out". Signing out means the student must come to the office and inform the office staff that he/she will be leaving the school. They must be prepared to state the reason for leaving and that they have parental consent. Often, the school will contact parents/guardians as a check to make sure that consent has been given.

If a student leaves the school building/grounds (campus*) without signing out, they are considered to be skipping school and subject to disciplinary actions, including suspension from school. A student who leaves the school after signing out but, upon a check by the school, does not have parental consent, is considered to have skipped school and subject to disciplinary action.

The only time a student, in high school, may leave the school ground without signing out, is during the lunch break. At that time, students who are going home off campus to eat lunch may do so without signing out so long as they return prior to the beginning of afternoon classes.

Once a student leaves home, either on the school bus or by private vehicle, with the implied intent of coming to school, they are considered to be "in attendance" at school. Thus, if a student who does leave home as noted and does not go to classes, that student will also be considered to have skipped school and subject to disciplinary action.

Students who arrive at school after classes have started must check in at the office. Five or more lates in the period preceding a dance will result in the student losing the privilege to attend the dance.

Smoking/Vaping

Smoking / vaping is prohibited on or near the school campus by students. As noted, students are not allowed, at any time, to walk off campus to smoke / vape. Students caught smoking/ vaping or leaving the campus to smoke, will be subject to severe penalties, including suspension. Students are also not allowed to have cigarettes or other tobacco products at school, either on their person or in their locker. These products will be confiscated and destroyed and students subject to disciplinary action, which may, again, involve suspensions.

Foul/Offensive/Obscene use of language

Students who engage in the use of foul, offensive, or obscene language will be subject to disciplinary action from any staff member. Foul language directed at a staff member will result in immediate suspension for a student. A school is not a place where students need to use offensive language even while talking to each other. Students' use of language will be closely monitored and habitual use of foul language will be subject to progressive discipline, which will include suspension.

Student Dress Policy

Students are expected to dress in a clean, neat, appropriate manner. The learning atmosphere should be considered comparable to a business atmosphere. Clothing with offensive words, slogans, or pictures is considered inappropriate. Bare midriffs, or sheer fabrics are not appropriate. Short shorts and short skirts are also not acceptable. Students are expected to have a second pair of shoes to be worn in the gym.

A note on Graduation: in the spring, Pigeon Lake holds its official graduation ceremonies for those students who have achieved the required credits to receive a high school diploma or certificate. The valedictorian address is given at this time and the graduating students, in cap and gowns, receive their official diploma or certificate.