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Secondary School

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# COURSE HANDBOOK

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Revised April 2020



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# Mission Statement

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**To challenge students, through Christ-centered education,  
to know Jesus Christ as Saviour and Lord  
in order to pursue a life of godly character,  
personal and academic excellence  
and service to others.**

**We:**

are an outreach and service ministry of Sherwood Park Alliance Church and adhere to its statement of faith; are an Alternative Program of Elk Island Public Schools who support a comprehensive philosophy of education in our community;

affirm that students are God’s unique creation, deserving of a respectful, loving and nurturing environment which prepares them for life now and eternally;

believe that Christian education develops the total person spiritually, intellectually, socially and physically;

are committed to teaching the Alberta curriculum from the perspective of what the Bible says about God, ourselves and the world;

will develop a qualified, committed Christian teaching staff, providing a supportive environment for their professional development;

respect, value and honour the role and responsibility of parents as partners in education;

are supportive of government, the local and universal church, and our community.

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# Introduction

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## Welcome Message

Welcome to Strathcona Christian Academy Secondary School (SCS), a Christian School that is a ministry of Sherwood Park Alliance Church (SPAC) and an alternative program of Elk Island Public Schools (EIPS). SCS follows the Alberta curriculum interpreted from an evangelical Christian philosophy.

It is our hope that each student will enjoy being in our school, experience excellent learning in a caring and nurturing environment, and experience God through a personal, intimate relationship with Him.

Our mission is important to us. Within it we recognize the following distinctives:

***Christ-centered education:*** We teach the Alberta curriculum from the biblical worldview with the understanding that Jesus Christ is the creator and sustainer of all things. Our desire is to develop in our students the ability to think and live biblically and to apply the Christian worldview to all areas of their lives.

***Knowing Jesus Christ:*** We are created to know, love and bring glory to God by entering into a personal, intimate relationship with Jesus Christ as we live a Holy Spirit-filled life. We desire that our students humbly and obediently choose to serve and follow Jesus Christ in every aspect of their being.

***Godly character:*** We aim to provide our students with instruction in godliness so that they may decide to allow Jesus Christ to build His character into each one of them.

***Academic excellence:*** We are called to challenge our students to excel in their schoolwork as a means of glorifying God and of preparing for their life's work and service in the Kingdom of God.

***Service to others:*** We provide programs whereby students may serve in the school, the church and the community. This includes an emphasis on service projects throughout the school year and student involvement in missions and other kinds of ministry.

SCS strives to meet the needs of individual students by enabling each student to pursue excellence, experience success and realize his/her potential in all aspects of the school's programming. Above this is our desire for students to have a 'heart after God' and pursue all activities at school for the sake of God's kingdom. As a Christian school in EIPS, Christ is our source and our centre.

In Christ,

Jon Elzinga, Principal

Wes Merta, Assistant Principal

Matt Mattheson, Assistant Principal

## GENERAL ACADEMIC INFORMATION

### Exams

Students write exams in the four core subject areas: English Language Arts, Science, Mathematics, and Social Studies. All Grade 7 through 12 students write the full complement of final exams. There are no exemptions.

Final exams are scheduled in January and June. Diploma exams are scheduled by Alberta Education and rescheduling is not contemplated for any reasons other than a school or family emergency. Requests to reschedule exams of any nature **MUST** be made through the principal and not teachers or office staff.

*NOTE: Diploma exams will normally occur regardless of weather. Students are expected to make every reasonable effort to reach the school on these occasions. The school will be open for diploma exams whether or not the buses are running.*

### Report Cards and Honour Roll

Student academic progress is available online via PowerSchool (<https://powerschool.eips.ca/public/>) throughout the school year. Summary term reports can be printed mid-term (after parent/teacher interviews) and at the end of a semester from your PowerSchool Parent portal. SCS only prints report cards unless a personal request is made at the office.

Honour Roll certificates are given to students that achieve an average of at least 80% on their top four core courses. The certificates are presented at the *Awards Night* in fall.

Highest Academic Average – Is awarded to the student with the highest average in their top four core courses taken at the grade level for which the award is given. At high school, these courses must be from the top academic stream (10, 10-1, 20, 20-1, 30, 30-1) and grade 12 courses must have a Diploma Exam. These awards are presented at the *Awards Night* in fall.

### Retention Policy

In senior high, students must achieve a passing grade of 50% to receive credits and move to the next course in the sequence or stream. In some cases, the final grade in prerequisite courses is greater than 50% to move to the next course. See the *SCS Course Handbook* for more details regarding specific course requirements.

### Homework

Homework supplements instructional time in the classroom to enhance knowledge and learning in order for each student to achieve the key learning outcomes established by Alberta Education. Special projects, reports, assignments, worksheets, tests and exams are examples of homework activities intended to benefit each student.

In junior high, an average student can expect to spend 1¼ to 1¾ hours on homework each day. While teachers attempt to provide balance across the subject areas, core subjects are emphasized and the amount of homework may vary from day to day and week to week.

In senior high, the amount of homework is dependent on the types of courses chosen, the ease and speed with which students are able to complete higher level academic work, and the results they wish to

achieve. In general, students do what they must to achieve their academic goals in order to pursue career options of their choosing.

Teachers provide information to parents regarding their homework practices at Meet the Teacher night. Parents are encouraged to contact their son/daughter's teacher to discuss further questions or concerns about how to support and encourage their child's development and growth in a particular course.

Parents are encouraged to provide an environment that will foster and facilitate homework to be done. Homework is part of the goal to achieve independent, confident learners both in school and away from school.

## **School Supplies**

School supplies are standardized across EIPS. Grade specific school supply lists are posted on the school website.

## **JUNIOR HIGH COURSE OFFERINGS**

Strathcona Christian Academy is committed to helping students excel through Junior High. As you peruse Junior High Course Descriptions, you will realize that you have many decisions to make based on a wide variety of choices. As you choose your courses remember that you have many resources to assist you – teachers, the School Counsellor, and administrators. Choose wisely. With very few exceptions, we do not entertain many course changes once initial choices have been made. Course offerings are based on student enrolment, staffing availability, and timetabling.

### **Grade 7 Course Descriptions** **CHRISTIAN STUDIES & LIVING 7**

This course takes our students on a journey through the early part of the Gospels beginning with predictions and purpose of Christ's coming to earth to His actual birth and growing up years. From the way His cousin John the Baptist prepares people for the coming of Messiah and baptizing Jesus to the start of Jesus' ministry, students will experience who Emmanuel, God With Us, is and how much we are loved by Him! Lessons for living focus on principles essential for our physical, mental, social, emotional and spiritual well-being. Required Bible memory includes interacting with key verses that both lay out our need for a Saviour and the hope we have with Jesus walking by our side. Class activities that provide opportunities for students to live out their faith will vary from discussions and exploration to service projects and prayer.

### **LANGUAGE ARTS 7**

The Language Arts program is comprised of seven strands: speaking, listening, viewing, writing, reading, representing and metacognition. These will be experienced within the areas of Written Language and Literature Appreciation (Short story, novel, poem). Grammar, sentence patterns, sources of information, summarizing, paragraph construction, report writing, and composition writing will be studied. Students will also participate in public speaking, oral reading, and other enrichment activities.

### **MATH 7**

This course is based on the Western Canadian Protocol/Alberta Program of Studies, June 1996. It covers the four major strands and sub strands which include: Number Concepts, Number Operations, Patterns, Variables, Equations, Measurement, 3-D Objects 2-D Shapes, Transformations, Statistics, Probability, Data Analysis, Chance and Uncertainty. The processes of learning that will be utilized are: oral & written communication, connections, estimation, mental mathematics, problem solving, reasoning, technology and visualization.

### **SCIENCE 7**

The grade 7 science program emphasizes 4 major areas: science, technology and society (STS), knowledge, skills and attitudes. From these perspectives students examine, Ecosystems, Food and Fibre, Heat and Temperature, Structures and Forces and Planet Earth. "Included in this course is a unit on the origins of life."

### **SOCIAL STUDIES 7**

The grade 7 social studies program will explore the origins, histories and movement of the people who forged the foundations of Canadian Confederation. They will examine how the political, demographic, economic and social changes that have occurred since Confederation have influenced ways in which contemporary Canada has evolved.

## **COMPUTER STUDIES 7**

The Information and Communication Technology (ICT) curriculum covers the nature of technology, how to use and apply a variety of technologies, and the impact of ICT on the individual and society. The units covered are Computer Operations, Alphabetic Keyboarding, Word Processing, Power Point, Hyperstudio, The Internet, and Societal Issues.

## **PHYSICAL EDUCATION 7**

The aim of physical education is to develop an individual in the realms of physical, mental, social, emotional and spiritual growth. Through participating in a variety of activities, the individual student will gain a knowledge and understanding of the importance of physical activity and fitness, and develop an interest in physical activity as an essential component of an active, healthy lifestyle. This is achieved through a medium of carefully selected physical activities: fitness, team games, individual activities, gymnastics, track and field, and student options. Leadership skills are taught and developed. (PE Attire if not previously purchased is required.)

## **BAND 7**

This course introduces the students to the world of instrumental music. Students may begin the year on flute, clarinet, alto/tenor saxophone, trumpet, French horn, euphonium trombone, or tuba, with auditions for oboe, bass clarinet, baritone saxophone, and percussion occurring in late December. Students will learn to play their instruments, read musical notation and develop their aural skills. Different styles of music will be explored and performances in a variety of band settings will be available. Participation in all band performances, concerts and festivals is a regular and compulsory part of this course. All pertinent dates will be supplied in the band handbook in September. Students are responsible for renting or purchasing the appropriate instrument and cleaning supplies from a recognized music store.

## **FRENCH 7**

This course concentrates on a basic understanding of the French language. Students learn basic grammar as well as specific vocabulary themes throughout the year. Listening comprehension, speaking, reading and writing are stressed as well.

## **DRAMA 7**

This class encompasses many of the facets of dramatic art: movement, voice, improvisation and so on. The overall goal of drama is to foster an awareness of your self – physically, emotionally, socially, creatively, and spiritually. This course, while fun in some aspects, is most importantly intended to be personally demanding. The fuel of this challenge is called risk. The student who stretches themselves and shows a willingness to push beyond boundaries of personal comfort will be highly successful.

## **ART 7**

The goal for this course is to make you a better artist. Whether you are an advanced student or a complete beginner, every artist can learn something new. The course will consist of 3 units, each of which will have several assignments and 1 or 2 projects. The assignments are essentially practice pieces that give you the confidence and show you are ready to move on to the project.

## **RECFIT 7**

The aim of Recreation Fitness is to provide students more time to work on their personal fitness and skill with regards to different sports. Both team and individual games will be played as well as working on their fitness through a variety of different workouts. Students who enjoy Physical Education will love Recreation Fitness.

## **CONSTRUCTION 7**

This course focuses on the woodworking shop. It begins with a strong safety emphasis and with a tool recognition unit. The students will learn how to use hand tools and four of the power tools (scroll saw, band saw, drill press and sander).

## **FOODS AND FASHION 7**

**Foods:** This course is designed to develop each student's confidence in cooking skills, organizational skills, and time management based on meal planning. Food presentation and meal planning are included. Kitchen safety and food-handling safety are reviewed at this level. **Clothing:** This section covers operation and care of all sewing equipment. Students will participate in buying a pattern, preparing and cutting fabric, and constructing a garment.

# **Grade 8 Course Descriptions**

## **CHRISTIAN STUDIES & LIVING 8**

This course is a survey of the New Testament with a focus on the Gospel of John and the Acts of the Apostles. The historical setting of this era is considered along with the place and message of various letters of Paul and other New Testament writers. Lessons for living focus on principles essential for our physical, mental, social, emotional and spiritual well-being. Each student will do Bible memory and a service project.

## **LANGUAGE ARTS 8**

This course provides integrated instruction in the language arts skills: reading, writing, viewing, listening, speaking, and representing. The lessons are grouped into themes (communication, relationships, success) and genres (novel, plays, poetry), and are integrated with skills being taught (eg. Research, writing and communication). Viewing and listening components (films, videos, audio cassettes) are integrated where possible. Christian values, issues and points provide a general context for all aspects of the course.

## **MATH 8**

This course covers the four major strands and sub strands that include: Number Concepts, Number Operations, Patterns, Data, Variables, Equations, Measurement, 3-D Objects, 2-D Shapes, Transformations, Statistics, Probability and Analysis. The learning processes that will be utilized are: oral and written communication, connections, estimation, mental mathematics, problem solving, reasoning, technology and visualization.

## **SCIENCE 8**

The grade eight science program consists of three major areas: nature of science, science and technology, and society and its environment. Specific concepts, skills and attitudes are developed within each of

these major areas. The course consists of the following units: Mix and Flow of Matter, Cells & Systems, Light and Optical Systems, Mechanical Systems, Freshwater & Saltwater Systems, and Scientific Processes. Each unit in the program focuses on specific learner objectives, skills to be developed and achieved, and attitudes to be encouraged.

### **SOCIAL STUDIES 8**

Grade 8 students will examine issues related to contact between societies with differing worldviews. They will explore elements of worldviews and how these views are expressed by people living in different times and in different places. Through this inquiry, students will reflect on their own worldviews and assess the influence that the past has on the present. In addition to these topics there will be a heavy emphasis on current affairs and skill building.

### **COMPUTER STUDIES 8**

The Information and Communications Technology (ICT) curriculum covers the nature of technology, how to use and apply a variety of technologies, and the impact of ICT on the individual and society. Course content will include Touch Keyboarding, Word Processing, Introduction to Excel, Power Point, The Internet, and Societal Issues.

### **PHYSICAL EDUCATION 8**

The aim of physical education is to develop an individual in the realms of physical, mental, social, emotional, and spiritual growth. Through participating in a variety of activities, the individual student will gain a knowledge and understanding of the importance of physical activity and fitness, and develop an interest in physical activity as an essential component of an active and healthy lifestyle. This is achieved through a medium of carefully selected physical activities: fitness, team games, individual activities, gymnastics, track and field and student options. Leadership skills are taught and developed. (PE attire if not previously purchased is required.)

### **BAND 8**

*Prerequisite - Band 7 or by consent of the Band Department*

This course is a continuation of Band 7, with students further developing their musical skills and knowledge. Available instruments of study include: flute, oboe, bassoon, clarinet, bass clarinet, alto saxophone, tenor saxophone, baritone saxophone, trumpet, french horn, trombone, euphonium, tuba and percussion. Students are required to continue with the same instrument on which they finished Band 7. Further performance opportunities in Junior Jazz Band, small ensembles and solo settings will be available and encouraged. Tour dates and fees will be released as they become available. Students are responsible for renting or purchasing the appropriate instrument and cleaning supplies from a recognized music store.

### **JUNIOR JAZZ BAND**

*(offered when the demand exists and when a teacher can schedule the course)*

*Pre-requisite Band 7 and audition (exceptional Band 7 students may be granted admission)*

*Co-requisite – Band 7, 8 or 9*

This ensemble meets before school. Students will be introduced to the study of music performance through the jazz idiom and its various styles, as well as the basics of jazz improvisation in a large jazz ensemble setting.

### **FRENCH 8**

This course builds on grammar vocabulary (speaking and listening comprehension, reading, writing) from grade 7. Students will learn the future tense and review the present tense conjugation.

### **DRAMA 8**

This class encompasses many of the facets of dramatic art: movement, improvisation and so on. The overall goal of drama is to foster an awareness of your self – physically, emotionally, socially, creatively, and spiritually. This course, while fun in many respects, is most importantly intended to be personally demanding. The fuel of this challenge is called risk. The student who stretches themselves and shows a willingness to push beyond boundaries of personal comfort will be highly successful.

### **ART 8**

In this course, students will gain a basic understanding of the elements of art (line, colour, texture, shape, form, space, and value) and the principles of design (rhythm and movement, balance, proportion, variety, and harmony and unity). Students will learn basic drawing skills and methods by studying classic illustrations. The majority of this course is spent on drawing, but students will also have the opportunity to work with paint and clay. Students will be given a list of supplies (some mandatory, some optional) that they will need to purchase. The course fees cover provided supplies, such as clay.

### **RECFIT 8**

A course designed to help students make wise choices about physical activity. With knowledge and experiences, their choices could improve their health, avoid preventable diseases, and allow them to enjoy life to the fullest. The rationale for the program is to get kids active and out of the sedentary lifestyle that modern conveniences have provided us. This is an activity based course.

### **CONSTRUCTION 8**

This course focuses on the woodworking shop. It begins with a strong safety emphasis and with a tool recognition unit. The students will learn how to use hand tools and four of the power tools (scroll saw, band saw, drill press, and sander). Their projects will include CO2 cars, a serving tray, a shelf, and a bubble machine.

### **FILM PRODUCTION 8**

Film Production 8 is intended to be a general overview of film: expect a little bit of everything. There will be lectures, film labs, written assignments, projects, discussions, and guest speakers. As for films, we'll study directors and film artists, specific genres, film styles and techniques, and history. As you progress through the course, the objective is to help you grow as a creator, performer, historian, critic and patron.

### **FOODS AND FASHION 8**

**Foods:** This course is designed to develop each student's confidence in cooking skills, organizational skills, and time management based on meal planning. Food presentation and meal planning are included. Kitchen safety and food-handling are reviewed at this level.

**Fashion:** This section covers operation and care of all sewing equipment. Students will participate in buying a pattern, preparing and cutting fabric, and constructing a garment.

### **VIDEO GAME DESIGN 8**

The objective of Video Game Design (or Game Development) is to teach students what makes a good video game and how to make their own games using the platform Game Guru. After analyzing what elements make a good game and discovering the varied careers in Game Development, students recreate a level of their choice in Game Guru. Upon completion, they embark on a complete level design of their own - creating characters, terrain, story, enemies and other components to make their own great game. They will also create their own promotional material and other features before they play and evaluate each other's games!

## **Grade 9 Course Descriptions**

### **CHRISTIAN STUDIES & LIVING 9**

Central to this course's content will be "applied Christianity" beginning with Christ's life as an example and then challenging students to apply His example to their lives. The students will learn practical Christian life skills and Biblical principles designed to assist them in understanding themselves, relationships, life choices and moral issues. In addition, students will explore career choices and prepare their resume. Also included will be Bible memory and a Christian service requirement.

## **LANGUAGE ARTS 9**

This course provides integrated instruction in the language arts skills: reading, writing, viewing, listening, speaking and representing. Literary genres (short stories, poetry, novels, non-fiction, and drama), and skills (writing, communication, speaking), some etymology, grammar, structure, and review of language conventions (pronunciations, spelling) are provided, as well as instruction in research skills and essay writing. ICT outcomes (Information Communication Technology) are integrated where possible. Christian values, issues, and viewpoints provide a general context for all aspects of the course. All students are required to write the Alberta Language Arts Achievement Exam in June.

## **MATH 9**

This course is based on the Western Canadian Protocol/Alberta Program of Studies, June 1996. It covers the four major strands and sub strands which include: Number Concepts, Number Operations, Relations, Patterns, Variables, Equations, Shape and Space, Trigonometry, Measurement, Transformations, Statistics, Probability and Data Analysis. There is a much heavier emphasis on Algebra than there was in earlier grades.

The learning processes that will be utilized include: oral & written communication, connections, estimation, mental mathematics, problem solving, reasoning, technology (computer and calculator) and visualization.

## **SCIENCE 9**

The program consists of the following five units:

1. Unit A - Biological Diversity
2. Unit B - Matter and Chemical Change
3. Unit C - Environmental Chemistry
4. Unit D - Electrical Principles and Technologies
5. Unit E - Space Exploration

## **SOCIAL STUDIES 9**

The first part of the course examines the industrialization of Britain and the American colonies, including an explanation of a market economy and technological growth in the United States of America. The second part of the course deals with Russia (as a centrally planned economy), its past, present, and future through its examination of the history, the government, and the people. The final part of the course examines the impact of technology on the development of Canadian industry, how industrialization has affected this country in the past and how it affects it today. There are term exams, a selected number of chapter assignments, group projects, a discussion component, and the Government Achievement Exam in June.

## **PHYSICAL EDUCATION 9**

The aim of physical education is to develop an individual in the realms of physical, mental, social, emotional and spiritual growth. Through participating in a variety of activities, the individual student will gain a knowledge and understanding of the importance of physical activity and fitness, and develop an interest in physical activity as an essential component of an active, healthy lifestyle. This is achieved through a medium of carefully selected physical activities: fitness, team games, individual activities, gymnastics, track and field and student options. Leadership skills are taught and developed. Students are required to assist with the physical education program by officiating, organizing intramurals and assisting the teacher in class (10 hours). (PE Attire if not previously purchased is required).

## COMPUTERS 9

The Information and Communications Technology (ICT) curriculum covers the nature of technology, how to use and apply a variety of technologies, and the impact of ICT on the individual and society. This course covers extended Keyboarding, Word Processing, Excel, and Internet as well as Societal Issues.

## BAND 9

*Prerequisite - Band 8 or by consent of the Band Department.*

This course is a continuation of Band 8, with students further developing their musical skills and knowledge. Students are required to continue with the same instrument on which they finished Band 8. Performance opportunities in Junior or Senior Jazz Band, small ensembles and solo settings will be available and encouraged. See Band 8 description for a list of available instruments. Participation in all band performances, concerts and festivals is a regular and compulsory part of this course. All pertinent dates will be supplied in the band handbook in September. Students are responsible for renting or purchasing the appropriate instrument and cleaning supplies from a recognized music store.

## FRENCH 9

This course builds on vocabulary grammar (speaking and listening comprehension, reading, writing) from French 8. Students learn the past tense and review the future and present tense.

## DRAMA 9

This class encompasses many of the facets of dramatic art: movement, voice, improvisation and so on. The overall goal of drama is to foster an awareness of your self – physically, emotionally, socially, creatively, and spiritually. This course, while fun in some aspects, is most importantly intended to be personally demanding. The fuel of this challenge is called risk. The student who stretches themselves and shows a willingness to push beyond boundaries of personal comfort will be highly successful.

## ART 9

This course is a continuation of art 8 where students build on the basic understanding of the elements of art (line, colour, texture, shape, form, space, and value) and the principles of design (rhythm & movement, balance, proportion, variety, and harmony & unity). The majority of this course is spent on drawing, but students will also have an opportunity to work with paint and with clay. Students will be given a list of supplies (some mandatory, some optional) that they will need to purchase. The course fees cover supplies that will be provided, such as clay.

## ATHLETIC LEADERSHIP 9

The purpose is to give students the knowledge, skills and attitudes necessary to excel at their sport. Students will learn about resistance and fitness training programs, sports nutrition, goal setting and examine what it means to be a Christ like athlete. The goal is to develop students to be Total Athletes, who are strong mentally, physically and spiritually when it comes to their participation in sports. Class activities are split between the classroom and the Eagles Wellness Centre.

## CONSTRUCTION 9

Shop 9 is designed to meet the needs of both students who have taken Shop 8 as well as those for whom this will be their first woodworking experience. Students are introduced to the whole culture of safety,

both in the correct use of hand and power tools as well as the use of a variety of personal protective equipment. The first project is a small hall table followed by a mantle clock. Should time allow, a third project will be made available which may include some time on the wood lathe.

### **FOODS AND FASHION 9**

**Foods:** This course is designed to develop each student's confidence in cooking skills, organizational skills, and time management based on meal planning. Food presentation and meal planning are included. Kitchen safety and food-handling safety are reviewed at this level. **Clothing:** This section covers operation and care of all sewing equipment. Students will participate in buying a pattern, preparing and cutting fabric, and constructing a garment.

### **TECH APPS SAAVY 9:**

Using creativity to demonstrate the use of design and digital media techniques, students will learn a variety of applications to increase their understanding of, and ability with technology. From 3D modelling, to special effects and app development, students will develop their critical thinking and proficiency in navigating through a digital world.

### **FILM PRODUCTION 9**

Film Production 9 continues where FS8 left off: last year was a broad introduction to film as a whole; this year, we will bring our focus in a bit tighter, looking at film as an ever-evolving continuum which encompasses history, technology, art and business. A greater emphasis will also be placed on roles within the industry, with specific time given to discovering and identifying possibilities and preferences for potential careers within the filmmaking community. As filmmakers this will also be the year of experimentation; trying things that go beyond traditional narrative techniques.

As always, you can expect lectures, film labs, written assignments, projects, discussions, and guest speakers. As for films, we'll study directors and film artists, specific genres, film styles and techniques, and history. As you progress through the course, the objective is to help you grow as a creator, performer, historian, critic and patron.

### **LEADERSHIP 9**

This class prepares and develops students into leaders by taking on tasks such as Student Council, fundraising, Chapels, and Peer Support. Student will be involved in public speaking activities, class discussions, prayer groups, dramas, school spirit, and service in the community.

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## **High School Information**

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Strathcona Christian Academy is committed to helping students excel through High School. As you peruse High School Course Descriptions, you will realize that you have many decisions to make based on a wide variety of choices. As you choose your courses remember that you have many resources to assist you – teachers, the School Counsellor, and administrators. Choose wisely. With very few exceptions, we do not entertain many course changes once initial choices have been made.

## High School Diploma Requirements

Alberta Education issues the high school diploma upon completion of Grade 12. Information on transcripts, statement of courses, marks and diploma examination rewrites is available on the Alberta Education website.

### Credit Requirements:

All students will be required to earn a minimum of 100 credits in high school, including:

English Language Arts 30-1 or English Language Arts 30-2.

Social Studies 30-1 or Social Studies 30-2.

Mathematics – a minimum of 10 credits including a 20 level course.

Science – a minimum of 10 credits including a 20 level course.

Physical Education – a minimum of 3 credits of Physical Education 10

Career and Life Management (CALM) – 3 credits.

Career and Technology Studies or Fine Arts or Second Languages or Physical Education 20 or 30 – a minimum of 10 credits in any combination.

Grade 12 courses – a minimum of 10 credits in 30 level courses in addition to English Language Arts and Social Studies.

## Certificate of High School Achievement Requirements

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

### 80 credits including the following:

English Language Arts 20-2, 30-4

Social Studies 10-2, 20-4

Mathematics 20-3, 20-4

Science 14, 20-4

Physical Education 10 (3 credits)

Career and Life Management (CALM) (3 credits)

5 credits in a 30 level Knowledge & Employability Occupation Course or  
30 level Career and Technology Studies (CTS) Courses

AND

5 credits in 30 level Knowledge & Employability Workplace Practicum Course or  
a 30 level Work Experience Course or a 30 level Green Certificate Course

## Course and Credit Load Requirements

High school students are expected to register in classes that total the following minimums:

- Grade 10 – recommended minimum 35 credits
- Grade 11 – recommended minimum 35 credits
- Grade 12 — enough courses to ensure graduation

## Course Challenges

The *Education Act* allows senior high students to challenge the expectations for a course by participating in a formal assessment process rather than taking the course. It is intended for students who already possess the expected knowledge, skills and attitudes as defined by the *Program of Studies* for a given course, usually because the student has participated in experiences or activities which have enabled the student to gain such knowledge, skills and attitudes. It is not intended as a shortcut for completing courses.

## Course Changes

High school students are required to make course changes within the first 2 weeks of each semester. After this date, students may be denied withdrawal from a course. Should a student withdraw from a course, he/she must still meet the standard credit load requirements.

## Distance Learning

Students wishing to do a Distance Learning course must make their own arrangements and still must maintain their required SCS credit load requirements.

## Graduation Requirements

**In order for students to participate in graduation exercises and receive the SCS Graduation Diploma** students must meet the requirements of the Alberta High School Diploma and pass a Christian Studies course for each year they attend our high school.

## High School Course Offerings and Descriptions

### Course Numbers

Grade 10 courses are indicated by the subject followed with a number beginning with "1" such as English Language Arts 10-1. Grade 11 courses are indicated with the subject followed by a number beginning with "2" such as Social Studies 20-1. Grade 12 courses are indicated with the subject followed by a number beginning with "3" such as Chemistry 30.

### Pre Requisites

Course pre requisites are listed with course descriptions. A course *must* be completed with a minimum of 50% before a more advanced course can be taken in the same stream. Recommended marks are included to give a guideline for best academic success.

\*\* Students can upgrade their marks through Summer School if necessary.

# HIGH SCHOOL CORE SUBJECTS

## English Language Arts

### English Language Arts 10-1

5 Credits

Prerequisite: minimum of 50% in ELA 9

Recommended: 65% in ELA 9

Students expand upon their skills of speaking, listening, reading, writing, viewing and representing as they read literary texts (print and visual) and compose personal and critical responses to these texts. An emphasis will be on reading and writing. Students will study the novel, play, poetry, short story, essay, visual and multimedia texts in a genre and/or thematic approach. There will be a focus on critical textual analysis. A Christian world view will be integrated throughout the course.

### English Language Arts 10-1 Honours

5 Credits

Prerequisite: minimum of 80% in ELA 9 (actual admission average depends on number of applicants)

The Honours course will follow the ELA 10-1 program but will offer students who have strengths in English engaging opportunities to expand their abilities. The literary texts studied and the texts created will challenge students in their speaking, listening, reading, writing, viewing and representing abilities.

### English Language Arts 10-2

5 Credits

Prerequisite: None

Students practice the skills of speaking, listening, reading, writing, viewing and representing as they read literary texts (print and visual) and compose personal and critical responses to these texts. An emphasis will be on reading and writing. Students will study the novel, play, poetry, short story, essay, visual and multimedia texts in a genre and/or thematic approach. There will be a focus on personal responses to literary texts, functional writing and reading for enjoyment. A Christian world view will be integrated throughout the course.

### English Language Arts 20-1

5 Credits

Prerequisite: minimum of 50% in ELA 10-1

Recommended: 65% in ELA 10-1

Students will continue to develop their skills of speaking, listening, reading, writing, viewing and representing as they read literary texts (print and visual) and compose personal and critical responses to these texts. An emphasis will be on reading and writing. Students will study the novel, play, poetry, short story, essay, visual and multimedia texts in a genre and/or thematic approach. There will be a definite focus on critical textual analysis. A Christian world view will be integrated throughout the course.

### English Language Arts 20-1 Honours

5 Credits

Prerequisite: minimum of 75% in ELA 10-1 (actual admission average depends on number of applicants)

The Honours course will follow the ELA 20-1 program but will offer students who have strengths in English engaging opportunities to expand their abilities. The literary texts studied and the texts created will challenge students in their speaking, listening, reading, writing, viewing and representing abilities.

### English Language Arts 20-2

5 Credits

Prerequisite: English Language Arts 10-1 or 10-2

Students will build on their skills of speaking, listening, reading, writing, viewing and representing as they read literary texts (print and visual) and compose personal and critical responses to these texts. An emphasis will be on reading and writing. Students will study the novel, play, poetry, short story, essay, visual and multimedia texts in a genre and/or thematic approach. There will be a focus on developing writing and increasing reading strategies. A Christian world view will be integrated throughout the course.

### **English Language Arts 30-1 (This course has a diploma exam)**

5 Credits

Prerequisite: English Language Arts 20-1

Recommended: 60% in ELA 20-1 or 65% in ELA 30-2

**Students earning under 60% in ELA 20-1 may NOT register in ELA 30-1**

Students refine their skills of speaking, listening, reading, writing, viewing and representing as they read literary texts (print and visual) and compose personal and critical responses to these texts. A strong emphasis will be on reading and writing. Students will study the novel, play, poetry, short story, essay, visual and multimedia texts in a genre and/or thematic approach. There will be a significant focus on critical textual analysis. A Christian world view will be integrated throughout the course.

\*Students will be required to write a Diploma Examination upon completion of the course work. This exam will constitute 50% to the final mark while the semester's work will make up the remaining 50%.

### **English Language Arts 30-2 (This course has a diploma exam)**

5 Credits

Prerequisite: English Language Arts 20-1 or English Language Arts 20-2

Students expand upon their skills of speaking, listening, reading, writing, viewing and representing as they read literary texts (print and visual) and compose personal and critical responses to these texts. An emphasis will be on reading and writing. Students will study the novel, play, poetry, short story, essay, visual and multimedia texts in a genre and/or thematic approach. There will be a focus on refining writing and developing proficiency in reading strategies. A Christian world view will be integrated throughout the course.

\*Students will be required to write a Diploma Examination upon completion of the course work. This exam will constitute 50% to the final mark while the semester's work will make up the remaining 50%.

### **English Language Arts 30-1 Honours (This course has a diploma exam)**

5 Credits

Prerequisite: minimum of 75% in ELA 20-1 (actual admission average depends on number of applicants)

The Honours course will follow the ELA 30-1 program but will offer students who have strengths in English engaging opportunities to expand their abilities. The literary texts studied and the texts created will challenge students in their speaking, listening, reading, writing, viewing and representing abilities.

## **Mathematics**

### **Math 10C**

5 Credits

Prerequisite: 50% in Math 9

Topics include: Algebra & Number, Measurement, and Relations & Functions. The following interrelated mathematical processes are intended to permeate teaching and learning: Communication, Connections, Mental Mathematics and Estimation, Problem Solving, Reasoning, Technology, and Visualization. The activities that take place in the mathematics classroom will stem from a problem-solving approach, be based on mathematical processes and lead students to an understanding of the nature of mathematics. In order to facilitate this approach to learning, this curriculum includes fewer topics that will be explored using a variety of methodologies to enhance a deeper understanding for each student.

## Math 10C Honours

5 credits

Prerequisite: 85% in Math 9

Mathematics 10C Honours builds on key concepts from Mathematics 7- 9. Learning through problem solving is the key focus. Students develop and refine their own way of solving problems and show their work in a variety of ways. Students use mathematical vocabulary to explain how they solve problems and continue to acquire the mathematical processes of communication, making connections, mental mathematics, and visualization, and the use of technology as a tool. The honours course will proceed at a faster speed than the Math 10C course as well as include sections on concepts learned in Math 20-1 and Math 30-1.

The topics in Mathematics 10C include:

- Measurement: develop special sense and proportional reasoning
- Algebra and Number: develop algebraic reasoning and number sense
- Relations and Functions: develop algebraic and graphical reasoning through the study of relations.

## Math 10-3

5 Credits

Prerequisite: 40% in Math 9

Learning through problem solving is the key focus. Students develop and refine their own way of solving problems and show their work in a variety of ways. Students use mathematical vocabulary to explain how they solve problems and continue to acquire the mathematical processes of communication, making connections, mental mathematics, and visualization, and the use of technology as a tool. The topics in Mathematics 10-3 include; Measurement, Geometry, Number and Algebra

## Math 20-1

5 Credits

Recommended: 75% in Math 10C

This course is a launch pad for students looking to pursue post-secondary programs that require the study of calculus. Mathematics 20-1 continues to focus on developing student understanding of mathematics through a variety of meaning based learning experiences. The use of manipulatives, visuals, and other interactive tools are used to develop a foundation of Problem solving skills. Topics include: Sequences & Series; Trigonometry; Radical/Rational/Absolute Value Equations; Systems; and inequalities. \*\*For students wanting to receive credit in an Honours stream, students will be required to state their intent upon the beginning of the course. This requires that the student take on additional enrichment components above the regular 20-1 course. In addition, the student must finish the course with achievement above 80% to receive the honours credit.

## Math 20-2

5 Credits

Recommended: 50% in Math 10C

This course is designed for students looking to pursue post-secondary programs that **do not** require the study of calculus. Mathematics 20-1 continues to focus on developing student understanding of mathematics through a variety of meaning based learning experiences. The use of manipulatives, visuals, and other interactive tools are used to develop a foundation of Problem solving skills. Topics include: Measurement; Geometry; Number & Logic; Statistics; Relations & Functions

## Math 20-3

5 Credits

Recommended: 50% in Math 10-3

Mathematics 20-3 builds on key concepts from Mathematics 10-3. Learning through problem solving is the key focus. Students develop and refine their own way of solving problems and show their work in a

variety of ways. Students use mathematical vocabulary to explain how they solve problems and continue to acquire the mathematical processes of communication, making connections, mental mathematics, and visualization, and the use of technology as a tool. The topics in Mathematics 20-3 include; Measurement, Geometry, Number, Algebra and Statistics

### **Math 30-1 (This course has a diploma exam)**

5 Credits

Recommended: 60% in Math 20-1

In the final course of the Pure Math series, students will expand on concepts learned earlier. There will be an emphasis of problem solving throughout the units. Topics include transformations, conic sections, trigonometry, exponents & logarithms, series and sequences, binomial distribution, probability and combinatorics. There will be a project that relates to the diploma exam.

### **Math 30-2 (This course has a diploma exam)**

5 Credits

Recommended: 50% in Math 20-1 or 60% in Math 20-2

This is the final course of the Applied Math series. Topics will include matrices and pathways, statistics and probability, finance, cyclic, recursive and fractal patterns, vectors and design. Computers will also be used. The main approach will be to use numerical and geometrical problem-solving techniques. There will be a project that relates to the diploma exam.

### **Math 31**

5 Credits

Prerequisite or Co requisite: 65% in Pure Math 30

Math 31 covers the key ideas of introductory calculus. Topics include limits, derivatives, methods and applications of differentiation, antiderivatives and methods and applications of integration.

## **Physical and Life Sciences**

### **Science 10**

5 Credits

Prerequisite: 50% in Science 9

To follow up the Junior High Science Curriculum, the Science 10 course will continue to emphasize science technology, Society (STS) connections. The major units of study are:

1. Energy and matter in chemical change
2. Energy flow on technological systems
3. Cycling of matter in living systems
4. Energy flow in global systems

### **Science 20**

5 credits

Pre/Corequisite: Science 10

Science 20 is an integrated science course designed for academic students who want to be scientifically literate but do not intend to pursue a science-related post-secondary education. The emphasis in this course is on "breadth rather than depth" as topics covered have less detail than in the individual science disciplines of biology, chemistry and physics."

Students of Science 20 will develop their skills for observing, collecting facts, forming generalizations, hypothesizing, and making inferences from observations. They will show growth in their understanding of scientific concepts by their ability to apply these concepts to relevant situations. They will develop a global view of the sciences as well as an awareness of the connections among them.

The common theme of "change" is explored in units dealing with ecology, chemistry, physics and geology. Ecology topics include succession and interactions in subsystems, cycling of matter and energy, and adaptations and

changes in organisms. Chemistry topics include solutions and concentrations, electrolytic and voltaic cells, and properties of hydrocarbons. Physics topics include motion of objects and conservation of momentum. Geology topics include evidences of geological change, internal structure of the Earth, fossil records, and evidences for climate change.

## **Science 30**

5 credits

Pre/Corequisite: Science 20/Biology 20/Physics 20/Chemistry 20

Science 30 is a five credit course designed for students who want to enhance their understanding of the scientific principles behind the natural events of their world and the technology that they use in their daily lives. The course is designed to provide students with the scientific literacy required to function in a technological society and to prepare them for post-secondary studies.

Students of Science 30 will develop their skills for observing, collecting facts, forming generalizations, hypothesizing, and making inferences from observations. They will show growth in their understanding of scientific concepts by their ability to apply these concepts to relevant situations. They will develop a global view of the sciences as well as an awareness of the connections among them.

Biology topics covered include the heart and circulatory system, immunity and defense, and genetics. Chemistry topics include acids, bases, organic compounds, and environmental effects. Physics topics include forces at a distance and the electromagnetic spectrum. Energy and the environment, including sustainability and renewable energy sources will also be studied.

## **Biology 20**

5 Credits

Prerequisite: 60% required in Science 10

The Biology 20 course deals with four units of study: 1) Energy and Matter Exchange in the Biosphere; 2) Ecosystems and Population Change; 3) Photosynthesis and Cellular Respiration; 4) Human Systems.

## **Biology 30 (This course has a diploma exam)**

5 Credits

Prerequisite: Biology 20 (minimum of 60% recommended)

Biology 30 continues the themes of Human Physiology in Biology 20. The course navigates through four units: 1) Nervous and Endocrine Systems; 2) Reproduction and Development; 3) Cell Division, Genetics and Molecular 35

## **Chemistry 20**

5 Credits

Prerequisite: Science 10 (minimum 65% recommended); Math 10C (minimum 70% recommended)

The units of Chemistry 20 are A) The Diversity of Matter and Chemical Bonding, B) Forms of Matter: Gases, C) Matter as Solutions, Acids, and Bases, D) Quantitative Relationships in Chemical Changes.

## **Chemistry 30 (This course has a diploma exam)**

5 Credits

Prerequisite: Chemistry 20

The units of study for Chemistry 30 are:

- 1) Thermochemical Changes; 2) Electrochemical Changes; 3) Chemical Changes of Organic Compounds; 4) Chemical Equilibrium Focusing on Acid-Base Systems.

## **Physics 20**

5 Credits

Prerequisite: Science 10 (minimum 70% recommended) and Math 10C (minimum 70% recommended)

The units in Physics 20 are A) Kinematics; B) Dynamics; C) Periodic Motion; D) Conservation of Energy.

There may be a field trip near the end of the semester.

## **Physics 30 (This course has a diploma exam)**

5 Credits

Prerequisite: Physics 20

The units of study for Physics 30 are: of: 1) Momentum and Impulse; 2) Forces and Fields; 3) Electromagnetic Radiation; 4) Atomic Physics. We likely will have a field trip to the University of Alberta to perform experiments.

## **Social Sciences**

### **General Psychology**

3 Credits

Prerequisite: None

Psychology is the study of the mind and behaviour. This course introduces the field of psychology, and provides a foundation for post-secondary studies in psychology. Topics include learning, frustration, conflict, emotional problems, behaviour disorders, and careers in psychology. Instruction includes teacher-led and student-led lessons, guest speakers, research projects and psychology related films. Psychology is open only to students in grades 11 and 12. General Psychology does not fulfill the High School diploma requirement for a 20 level Science.

## **Social Studies**

### **Social Studies 10-1**

5 Credits

Prerequisite: 50% in Social 9

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.

### **Social Studies 10-2**

5 Credits

Prerequisite: 50% in Social 9

Students will explore historical aspects of globalization as well as the effects of globalization on lands, cultures, human rights and quality of life. Students will explore the relationships among globalization, citizenship and identity. The infusion of multiple perspectives 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 develop skills to respond to issues emerging in an increasingly globalized world

### **Social Studies 20-1**

5 Credits

Prerequisite: 50 % in Social Studies 10-1

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

critical analysis and evaluation of concepts and content and an examination of related questions and issues an understanding of what it means to be a responsible citizen will be developed.

## **Social Studies 20-2**

5 credits

Prerequisite : 50% in Social 10-1 or 2

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

## **Social Studies 30-1 (This course has a diploma exam)**

5 Credits

Prerequisite: 50% in Social Studies 20-1

Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues. Students with a score below 60 in Social Studies 20-1 may not register in Social Studies 30-1. If they achieve an average of 80% in Social Studies 30-2, they may switch into Social Studies 30-1 late in the semester and write the SS 30-1 diploma exam.

## **Social Studies 30-2 (This course has a diploma exam)**

5 Credits

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

Students will examine the origins, values and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the viability of the values of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues. Students with a score below 60 in Social Studies 20-1 must register in Social Studies 30-2. If they achieve an average of 80% in this course, they may switch into Social Studies 30-1 late in the semester and write the SS 30-1 diploma exam

## **Bible and Christian Studies**

Students at SCS have several options for their Christian Studies. Bible 10, 20, and 30 will include a half to full day mission experience in our local region. This will be coordinated by the Bible teacher, occur during the school day, and include transportation.

### **Bible (3 credits)**

Bible 10 (Religious Meanings)

Bible 20 (Religious Ethics)

Bible 30 (World Religions)

### **Missions (5 credits)**

Global and Local

### **SOWA-School of Worship Arts (5 credits)**

Notes:

1. Grade 10 students are required to take Bible 10 even if they are in Missions or Sowa
2. Students in grades 11 and 12 are required to complete at least one course from the Christian Studies group of courses. Each student must pass at least one Christian Studies course for each year of high school they attend

### **Bible 10 (Religious Meanings 20)** Foundations ...Standing Firm...

3 Credits

Prerequisite: None

This course challenges students to accept and study the Bible as trustworthy and authoritative in all matters of faith and conduct. Considered in the course are topics such as how the Bible was born, the canonization of Scriptures, its revelation of the character of God, basic principles for interpretation, and how the Bible has been misinterpreted and misrepresented by various sects.

### **Bible 20 (Religious Ethics 20)** Ethics ...Applying your Faith...

3 Credits

Prerequisite: None

This course challenges students to know and understand what the Bible teaches about ethics and morality. It encourages them to develop a biblical foundation for their own moral lives, and it strives to help them understand and approach biblically today's ethical problems and dilemmas.

### **Bible 30 (World Religions 30)** Apologetics ...Giving a Reason...

3 Credits

Prerequisite: None

This challenging course looks at the tenets and history of the Christian faith; then it compares and contrasts these to the major world religions (Judaism, Hinduism, Buddhism, Islam, the Oriental religions, and New Age).

## **Missions Global 10/20/30**

5 Credits, (full year course)

Prerequisite: Students must apply and be accepted into the program

Are you ready to embark upon a great adventure? If so, SCA Missions is just for you. Our Missions Program is an opportunity for students to be trained in ministry and service and then for them to put that into practice and experience God at work through them on a mission trip. During the program students will:

- Study the Biblical concept of ministry and leadership
- Develop leadership skills through committee work and class activities
- Develop public speaking skills through our Toastmasters International Program
- Participate in a mission trip

Mission Trips include Montreal (Grade 10 in late May) and Belize (Grade 11 & 12 during Spring Break)

## **Missions Local 10/20/30**

3 Credits (Semester 1 or 2)

Missional Living is a community and a program that strives to practically live out the redemption of the world in everyday living. Being on mission is one of the purest and most natural forms of worship found in the Bible.

Missional Living introduces students to a spectrum of ministries both here in our community of influence and in the detours that God calls us to. Some of the current ministries that we partner with include: World Vision, Food for the Hungry, SPAC Missions & Justice, PAC Center, Big Buddy Ministry, Sonburst, Strathcona Probation Services, Mustard Seed, Hope Mission, PALM ministries, Heart 2 Heart Ministries. We operate under this belief:

*The mission field that God has called you to, He's called you to today. It's with the people you know, the gifts He's given you, and the trajectory of your life.*

*We must be present among those who need us, giving ourselves to them and for them. Jesus Himself was always present. He lived and dwelled and touched and healed those around Him.*

*We are called to mission.*

*Every day. Today. Now. Follow me.*

The course is unique from our traditional Missions courses in that students do not need to apply to get in. There will not be any class fundraising so students are required to pay the expense of any detour trip.

COURSE NOTE: Students can register in this course without going through an application process. This course is for 3 credits and is per semester

## **School of Worship Arts 15/25/35 (Chamber Ensemble 15/25/35)**

5 Credit (full year course)

Pre-requisite: Entrance by audition and interview and enrollment in Choral or Band.

This course is available to the following instruments: Piano, Bass, Drums, Guitar, and Voice. Students wishing to participate on another instrument must consult the Music Department.

This course aims to raise up highly skilled musicians with a firm Biblical foundation in worship leadership. Students will study the fundamentals of musical technique on their instruments as well as basic music theory and ear training common to all musicians. A firm scriptural basis for worship components, styles and leadership techniques will be thoroughly explored and applied as the students learn to lead the band and their fellow students in practical settings such as chapels and other times of worship. The course consists of in-class components as well as practical, out-of-class projects requiring the demonstration of skills learned.

Course Fee - covers costs of periodic professional clinicians on each instrument

## **Career and Life Management**

3 Credits

Prerequisite: None

This program is designed to provide all senior high school students with opportunities to learn life skills and to make choices regarding their future. The course covers three themes which relate to choices (Personal, Career and Financial Choices). These themes are explored from a Christian world view. Due to timetabling restrictions, students should **NOT** take CALM through summer school or Alberta Distance Learning without permission from the office.

One of the major components of CALM is the preparation of a Career Portfolio. Each student will be provided with a portfolio binder compliments of the Sherwood Park and District Chamber of Commerce.

The portfolio constitutes a major part of the final CALM mark.

Note 1: CALM in SCS is normally taken in grade 11

Note 2: CALM must be completed before you can receive a high school diploma.

## **HIGH SCHOOL OPTIONS**

### **Computers, Digital Media and Film**

#### **Information Processing**

3 Credits

Prerequisite: None

A course designed to provide all students with a basic understanding of word processing, spreadsheets and visual composition. Students begin with word processing using Microsoft Word as a resource. The course then moves to working with spreadsheets through the use of Microsoft Excel. Finally, students

will learn aspects of visual construction and manipulation within various medias using a variety of different software. This last module is a prerequisite for all high school computer option courses. After successfully completing this module, a student can pursue modules in photography, yearbook, digital art, print shop and digital multimedia.

1 Credit Courses: Word Processing 1 (INF1030), Spreadsheet 1 (INF1060) & Visual Composition (COM1005)

## **Digital Media 10/20/30**

3 credits

This course concentrates on the field of graphic design and media in digital formats. Using the Adobe Creative Cloud, students will have the opportunity to create a comprehensive digital portfolio including: digital art, animation, film, and 3D modelling. In the introductory level, students are introduced to all facets of graphic design and collaborate on a film production crew for our very own film festival. By learning how to use industry-leading software and understanding the elements and principles of design, students will be able to bring their artistic visions to life. Intermediate level students will further these skills, learning how to apply them in practical and creative ways. The advanced level will focus on career-based application of skills and concepts. Note: most students at SCA are enrolled in Computers 10 where they will complete COM1005 as a part of the course. Students who will not be enrolled in Computers 10, will need to complete this credit in their first semester of Digital Media.

## **Film & Media Art 10/20/30**

5 credits

Prerequisite: none

Film & Media Art 10/20/30 will engage students in a comprehensive analysis of the history and evolution of the technical and artistic aspects of filmmaking. The course is designed for students who wish to develop an advanced understanding of filmmaking, to enhance their critical appreciation of films and for those considering post-secondary studies or a career in the industry.

The course is designed to increase students' understanding of film as a distinct form of art, technology, and visual media

## **Construction Technologies**

### **Construction Technologies 10**

3 Credits

There is nothing like building something with your own hands. The material we will be constructing with is wood, one of God's marvelous inventions. You will be introduced to many man-made inventions as well – both hand and power tools that will help you measure, cut, shape and assemble a variety of beautiful projects. This three credit course will begin with an Introduction to Basic Tools and Materials (CON1010), where you will build a mantle clock. Then we will proceed to Project Management (CON1120) and create a pine hall table. Our final project is a beautiful country wall shelf. We will create this in Solid Stock Construction (CON1130). There will be a healthy emphasis on personal safety. Each student will receive their own set of Oakley-style safety glasses as well as daily access to hearing protection. **Note:** No previous experience is needed, so don't be afraid to come into our woodworking lab and start building! The second and third levels focus on various aspects of cabinet making, additional furniture making, tool maintenance, furniture repairs and finishing operations as time, space and interest permit.

Course Fee: for building materials

### **CON 20 Construction Technology Intermediate**

3 credits

Prerequisite: Con 10

Modules: CON1160 – Manufactured Materials

CON2120 – Multiple Materials  
CON2130 – Furniture Making I (Box Construction)  
CON2150 – Finishing & Refinishing  
CON2160 – Cabinet Making I (Web and Face Frame)  
CON2170 – Cabinet Making II (Door and Drawer)

### **CON 30 Construction Technology Advanced**

3 credits

Prerequisite: Con20

Modules: CON3120 – Tool Maintenance

CON3130 – Furniture Making III (Leg and Rail)

CON3140 – Furniture Making IV (Surface Enhancement – Tile Inlay)

CON3160 – Cabinet Making III (Cabinets/Countertops)

## **Fine Arts**

### **Art 10**

3 credits

Prerequisite: None

The secondary art program for Grades 10 - 12 is a unified sequential course.

Art 10 is designed to build up both basic skills, as well as teaching students how to express themselves. Students will explore various topics, such as self-expression, social justice, spirituality, environmentalism and culture. Although basic skills are taught in this course, the emphasis is on unlocking the creativity and expression that is in all of us. Students will be required to create art through drawing, painting and sculpture, but will also be given the opportunity to explore other mediums, such as digital art, 3D design and photography.

Please note that a student cannot get credit for both Art 10 and Digital Art 10. However, a student who has credit for Art 10 could go into Digital Art 20.

Course Fee: covers some materials – *Students will be given a list of materials that are necessary to purchase*

### **Art 20**

3 credits

Prerequisite: Art 10

This course is a continuation of the skills developed in Art 10. Students will explore various topics, such as self-expression, social justice, spirituality, environmentalism and culture. Although basic skills will be built upon in this course, the emphasis is on unlocking the creativity and expression that is in all of us. Students will be required to create art through drawing, painting and sculpture, but will also be given the opportunity to explore other mediums, such as digital art, 3D design and photography.

Please note that a student cannot get credit for both Art 20 and Digital Art 20. However, a student who has credit for Art 20 could go into Digital Art 30.

Course Fee: covers some materials – *Students will be given a list of materials that are necessary to purchase*

*Also, some materials may be re-used from Art 10 (ie. sketchbook, ruler, etc.)*

### **Art 30**

5 credits

Prerequisite: Art 20

This course is a continuation of the skills developed in Art 20. Students will explore various topics, such as self-expression, social justice, spirituality, environmentalism and culture. Although the skills developed in Art 20 continue to be built upon, the emphasis is on unlocking the creativity and expression that is in all of us. Students will be required to create art through drawing, painting and sculpture, but will also be given the opportunity to explore other mediums, such as digital art, 3D design and photography. Students will also be given instruction on creating a portfolio for University submission.

As this is a 5 credit course, students who take this class over only 1 block must complete the other half of the work outside of the course.

Please note that a student cannot get credit for both Art 30 and Digital Art 30.

Course Fee: covers some materials – *Students will be given a list of materials that are necessary to purchase*

*Also, some materials may be re-used from Art 20 (ie. sketchbook, ruler, etc.)*

### **Senior Jazz Band – Instrumental Jazz Ensemble 15/25/35**

5 credit full year course

\*This course is offered outside the regular timetable. Students registered in this class may take a spare in the regular schedule.

Pre-requisite – Entrance by Audition/Approval of Music Department

Co-Requisite - Students MUST be enrolled in Senior Concert Band in order to participate in Senior Jazz Band.

This course is available to the following instruments: Alto Saxophone, Tenor Saxophone, Baritone Saxophone, Trumpet, Trombone, Piano, Electric/Acoustic Bass, Drums and Electric Guitar. Other instruments accepted by consent of the Band Department. The focus of this course is the study of music performance through the jazz idiom and its various styles, as well as the development of jazz improvisation in a large jazz ensemble setting. Students will explore Jazz History and the development of Jazz music in addition to specific study of the prominent performers of their instrument. New students will pre-register in the Spring for conditional acceptance. Final acceptance will occur after an audition in September. ***This class is scheduled two mornings a week from 7:25AM – 8:40AM.***

**Participation in all band performances, concerts and festivals is a regular and compulsory part of this course. All pertinent dates will be supplied in the band handbook in September.**

Course Fee: for incidental supplies

Tour dates and fees will be released as they become available.

### **Senior Concert Band – Instrumental Music 10/20/30**

5 credit full year course

This course is offered outside the regular timetable. Students registered in this class may take a spare in the regular schedule.

Prerequisite: Band 9/10/20 or by consent of the Band Department

This course is a continuation of Band 9, Band 10, and Band 20 respectively, with students further developing their musical skills and knowledge. Students are required to continue with the same instrument on which they finished Band 9 or they must display adequate competence on their chosen instrument. Performance opportunities in Senior Jazz Band, small ensembles and solo settings will be available and encouraged. Available instruments of study include: flute, oboe, bassoon, clarinet, bass clarinet, alto saxophone, tenor saxophone, baritone saxophone, trumpet, french horn, trombone, euphonium, tuba, string bass and percussion. ***This class is scheduled Monday (Full Band) and Friday (Alternating Sectionals - Brass/Percussion OR Woodwinds) mornings from 7:30AM – 8:40AM.***

**Participation in all band performances, concerts and festivals is a regular and compulsory part of this course. All pertinent dates will be supplied in the band handbook in September.**

Course Fee: \$75 (includes a \$50 tour deposit)

Reed Fee: An optional fee of \$30.00 supplies the student of any reed instrument with sufficient reeds for the year. Those who choose not to pay this fee are responsible for supplying their own reeds.

Percussion Maintenance Fee: \$35.00 – applies only to percussionists.

Tour dates and fees will be released as they become available.

Students are responsible for renting or purchasing the appropriate instrument and cleaning supplies from a recognized music store. (Some exceptions may apply for larger/more expensive instruments)

## School of Worship Arts 15/25/35 (called Chamber Ensemble 15/25/35)

5 Credit (full year course)

Pre-requisite: Entrance by audition and interview and enrollment in Choral or Band.

This course is available to the following instruments: Piano, Bass, Drums, Guitar, and Voice. Students wishing to participate on another instrument must consult the Music Department.

This course aims to raise up highly skilled musicians with a firm Biblical foundation in worship leadership. Students will study the fundamentals of musical technique on their instruments as well as basic music theory and ear training common to all musicians. A firm scriptural basis for worship components, styles and leadership techniques will be thoroughly explored and applied as the students learn to lead the band and their fellow students in practical settings such as chapels and other times of worship. The course consists of in-class components as well as practical, out-of-class projects requiring the demonstration of skills learned.

Course Fee - covers costs of periodic professional clinicians on each instrument

## Choral Music 10/20/30 (Choir)

5 credit, full year course

This course is open to all students who have a desire to learn about Choral Music. There is no prerequisite, but previous musical knowledge (piano lessons, singing in church, singing in choir) is helpful. Topics that will be covered in class are as follows: reading melody, harmony, rhythm, singing in different languages, singing in a variety of musical styles and genre, singing in 4 part harmony, and any other issues related to choral music. **Participation in all choral performances, concerts and festivals is a regular and compulsory part of this course.** We may also be touring with the senior concert band. The course fee is \$50 which will be used for the purchasing of new music and/or masterclasses

## Food Studies

### Food Studies 10

Prerequisite: None

3 credits

The Foods Program begins an adventure into one aspect of God's incredible provision for us – FOOD! Students will taste gourmet delights they prepare while learning the basics of successful cooking and the benefits of healthy food choices. As they gain confidence in their cooking, they can share their results with family and friends. Knowledge gained here can enhance daily living skills and may open doors to career opportunities. The course contains a combination of lab work and academic work.

Modules covered in the course are as follows:

FOD 1010: Food Basics

FOD 1020: Baking Basics

FOD 1040: Meal Planning I

FOD 1030: Snacks and Appetizers

FOD 1050: Fast and Convenience Foods

FOD 1060: Canadian Heritage Foods

Course Fee : for materials and lab costs

### Food Studies 20

3 Credits

Prerequisite: Food Studies 10

Course Fee : for materials and lab costs

### Food Studies 30

3 Credits

Prerequisite: Food Studies 20

Course Fee : for materials and lab costs

## **Student Leadership Options**

### **Mentorship**

Mission:

- 1) Enhance the spiritual development of our students
- 2) Provide emotional support for younger students
- 3) Improve the self-esteem of students

If you have the desire to pour into the life of a younger students with your time and friendship, prayerfully consider taking this course. We match a responsible high school student with a grade 7 in hopes to foster a meaningful connection between older and younger students at our school. Student mentors are expected to be committed to a full-year of weekly mentoring sessions (during the school day) and to be role-models at all times! Students who complete the 62.5 hours of mentorship time- which includes training, group and individual mentoring sessions, weekly journals and additional assignments- will earn 3 credits towards their diploma.

### **Student Council Leadership**

3 – 5 Credits

Prerequisite: None

The Leadership Program at SCS is the group of students that makes up the Senior High Student Council. The instruction and planning required for the Student Council happens out of class and usually meets at noon or after school. Helping to run the student store is a requirement for this course as well as plan Senior High activities throughout the school year.

## **Photography**

### **Photography 10**

3 Credits

Prerequisite/Co requisite: INF 103

This course is an introduction to the world of photography. Students learn how to operate an SLR camera and how to create specific photographic effects by adjusting shutter speed settings and aperture values. Students will also learn the elements of composition and learn to recognize these elements within other people's photographs as well as their own. The course is comprised of three one credit modules packaged into one cohesive course. Each student is expected to provide their own digital camera to use throughout the course.

Photography Intro. (COM1205), Photography Exposure (COM1215) & Photography Composition (COM2205)

### **Photography 20**

3 Credits

Prerequisite: Photography 10 (Communication Technology 10)

This course takes students from the black and white photography of Photo 10 and into the vivid world of color and the great outdoors. The first module of the course expands student skills in photo editing and manipulation. These skills will serve students well as they explore the complexities of color photography. Finally, students research, plan for, and capture incredible outdoor photographs using the collective knowledge that they have gained in the photography program. This course is offered outside of school hours with numerous field trips.

Each student is expected to provide their own digital camera to use throughout the course.

1 Credit Courses: Digital Processing 1 (COM1275), Outdoor (COM3245), & Color (COM3225)

### **Photography 30**

3 Credits

Prerequisite: Photography 20

In photography 30, students can choose one of 2 pathways that greater aligns with their interests. Students can pursue photographic communication (magazine covers, posters, etc...) or studio lighting. Each pathway ends with a special project module for students to exercise their creativity and to channel their passion for photography. This course is offered outside of school hours with numerous field trips. Each student is expected to provide their own digital camera to use throughout the course.

1 Credit Courses: Digital Processing 2 (COM3275), Communication (COM2215), Com Project B (COM2910), Studio Lighting (COM3205), COM Project D (COM3910)

## French

The French program strives to help students develop an understanding of the contemporary values and culture of French-speaking people. The program also assists students to achieve competence in the four basic language skills: listening, speaking, reading, and writing.

### French 10

5 Credits

Prerequisite: French 9

This French course takes students from a beginning level French to an intermediate Level French. It continues to develop speaking and listening skills alongside those of writing and reading. Pronunciation and syntax/grammar will also continue to be developed.

### French 20

5 Credits

Prerequisite: French 10

This intermediate level French course builds on an acquired proficiency with French and extends this through exposure to a wider range of vocabulary and language structures. Oral and written communication skills are strengthened and cultural awareness is deepened.

### French 30

5 Credits

Prerequisite: French 20

The second intermediate level French course increases oral and written accuracy through structured exercises and compositions. It provides students with University entrance in French

## Sports and Fitness

### Personal Fitness 15/25/35

3 Credits / level

Prerequisite: None

The purpose of Personal Fitness is to provide student athletes an opportunity to learn a wide variety of knowledge, skills and attitudes that will help improve their physical, mental and social skills in sports. Through the combination of theory and practical exposure to areas of sport, students will learn about sport development through the study of:

- 1) training principles
- 2) performance enhancement
- 3) sports injuries
- 4) sports studies
- 5) personal development

### Physical Education 10

5 Credits

Prerequisite: None

The aim of Physical Education 10 is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Strong evidence exists that involvement in physical activity contributes to the overall well-being of individuals. Students will meet the aim of the program if they have developed a desire to participate regularly in physical activity. The aim can only be achieved by addressing the prescribed outcomes within an environment wherein students are emotionally and physi-

cally safe, the climate is positive, and a variety of developmentally appropriate, skill-building experiences are provided. The program is based on four general outcomes that are interrelated and interdependent. The ABCD's of PE are: Activity, Benefits to health, Cooperation and Do it daily for life.

5 credit course - no fee required

**NOTE:** PE dress code required

Course Fee: for supplies

### **Physical Education 20/30**

3 or 5 credits / level

Prerequisite: Physical Education 10

The aim of Physical Education 20/30 is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Strong evidence exists that involvement in physical activity contributes to the overall well-being of individuals.

Students will meet the aim of the program if they have developed a desire to participate regularly in physical activity. The aim can only be achieved by addressing the prescribed outcomes within an environment wherein students are emotionally and physically safe, the climate is positive, and a variety of developmentally appropriate, skill-building experiences are provided.

The program is based on four general outcomes that are interrelated and interdependent. The ABCD's of PE are: Activity, Benefits to health, Cooperation and Do it daily for life.

**NOTE:** Course Fee: for off campus activities

PE dress code required

Other equipment may be required: e.g. hockey helmet, skates, hockey stick

### **Sports Performance 15/23/35**

3 credits / level

Sports Performance focuses on developing elite athletes for the mental and physical demands of their sport or activity. The primary focus of this class is to develop sport specific, athletic development plans, which the students use during their time in the SCA Fitness Centre. Students will be assessed using the Functional Movement Screen in order to help design training plans that fit the needs of each individual student. Students learn about the Long Term Athletic Development model and examine how anatomy and physiology have a role to play in skill development. Students will also examine and assess the impact mental fitness has on sports performance through a variety of Sport Psychology credits.

### **Robotics**

3 Credits

An introduction to the basics of robotics including soldering, electrical circuits, and electromagnetism. Students complete a number of projects including building a robot as a team.

### **Theatre Arts**

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

5 Credits / level

Prerequisite: Audition

These courses require participation in the spring musical performance. The musical theatre program aims to provide an interactive environment of integrated study in dance, drama, technical theatre and vocal music for students who seek the challenge of working through the creative process to performance. It is expected that competencies in all of the above disciplines will become developed to the point where the individual feels confident in sharing their work with others through project work and/or performance both as a performer and informed critical viewer. Students need to understand the historical, cultural, and social aspects of both the musical theatre genre and selections chosen whether as individual selections or as the entire score of a show. Additionally, the course will foster an appreciation for the form and a professional attitude to performance preparing students for post-secondary and life-long

theatre experiences-both amateur and professional in the role of performer as well as in the enjoyment of audience member. Students will also endeavour to extend learning to other situations and career choices.

**Course Fee:** for production cost

## Technical Theatre

3 credits

This course corresponds with Musical Theatre and is an option for those who may want to help build the stage set or work with sound and lighting. You work with the Musical Theatre Director.

## Off Campus Education

**Off-Campus Education (OCE)** The purpose of this program is to familiarize grade 10-12 students with the world of work and 'test-drive' different career paths they are interested in. We offer three streams: Work Experience, RAP (Registered Apprenticeship Program) and Green Certificate. Before students can begin Off-Campus Education courses, they must complete the Job Safety Course.

The SCS Off-Campus Education Program is all about students learning valuable work skills beyond the walls of their school. A company work site within the community becomes your 'classroom'. Mr. Rempel, SCS's OCE (Off-Campus Education) Coordinator, helps you locate a business that wants to partner with the school in your learning experience. Real-life resumes and interviews help you land a quality job, while customized skill and safety training give you the opportunity to excel at your work site. **Note: existing jobs students may have, do not normally qualify for Work Experience unless there is new learning going on. Also, the supervisor must be on site and not be leaving the work site for extended periods of time.**

OCE is different from a part-time job because of the training support you will receive and the unique job opportunities the school has access to. Students will also earn up to a maximum of 15 credits towards their high school diploma at a rate of 1 credit for every 25 hours of work.

In addition, many Work Experience students are promoted to RAP (Registered Apprenticeship Program) positions where they can earn up to 40 high school credits and count hours directly towards their first year apprenticeship and permanent employment. This program has enabled some students to complete their first year apprenticeship hours before graduating. What a head start on their career!!!

## Workplace Safety

4 Credits

Prerequisite: None

Workplace Safety is a series of courses designed to prepare you for the world of work. You will learn how to present yourself to prospective employers and what rights and responsibilities you have as an employee. 60% of work-related accidents happen to young workers, so it's important to learn to identify hazards and protect you from them. Employers are also looking for applicants who possess a wide range of special training certificates and in this course you will earn level 1 & 2 Safety Skills certificates through the Job Safety Skills Society, a Red Cross Standard First Aid/CPR ticket, as well as the Job Preparation module. **This course is a prerequisite for all Off-Campus Education courses including Work Experience, RAP and the Green Certificate program.**

Modules

### **1.CTR 1210: Personal Safety Management**

- a.) Hazard Identification
- b.) Hazardous Materials
- c.) Fire Safety
- d.) Personal Protective Equipment

### **2. CTR 2210: Workplace Safety Practices**

- a.) Ergonomics
- b.) Home and Farm Safety Programs

c.) TDG, Electrical Safety, Fire Prevention

**3. CTR 1010: Job Preparation**

- a.) Cover letters and Resumes
- b.) Career Search and Interviews
- c.) Work Place Safety

**4. CMH 2120: First Aid/CPR (a two-day course)**

- a.) Scene Management
- b.) Artificial Respiration and CPR
- c.) Choking and severe bleeding
- d.) Fractures, eye injuries and medical conditions

**The following is a basic outline of our three main Off-Campus programs:**

**Work Experience**

- 1) Can earn between 3 and 10 credits in any or all of Work Experience 15, Work Experience 25 and Work Experience 35 with a maximum 15 credits towards diploma. For example: 10 credits of W.Ex. 35 and 5 credits of W.Ex. 25.
- 2) These courses can be taken in any order (a student could start with Work Ex 35).
- 3) Students must earn a minimum of three credits (75 hrs) in the Work Experience course.
- 4) The coordinator will create student learning outcomes/ evaluation criteria.

**Registered Apprenticeship Program**

- 1) Following a 125 hour trial period through Work Experience, student is indentured with an approved company in any of the 50 + trades to begin their apprenticeship.
- 2) Eight 5 credit modules are completed in order (15a, 25a, 25b, 25c, 35a, 35b, 35c, 35d). These represent the 1000 hour work component of a first year apprenticeship.
- 3) Supervisor must have a journeyman in trade. There are some exceptions. Ask Mr. Rempel.
- 4) Coordinator will develop learning outcomes/evaluation criteria using first year apprenticeship learning outcomes in Blue Book as a guide.

**Green Certificate Program**

- 1) 15 credits + Personal Safety Management 1210 module (1 credit) will earn student an agricultural “Technician” certificate that is recognized across Alberta.
- 2) Student works with a farm “sponsor” who will provide employment and training expertise to learn the specific curriculum (developed in partnership with Alberta Agriculture) in chosen field (e.g. hogs, dairy, cow/calf, equine, bees, etc.)

## **PROGRAMS AND SERVICE OPPORTUNITIES**

### **Athletics**

The SCS Eagles compete in the EIPS junior high league and in the Metro Edmonton High School Athletic Association (a member of Alberta Schools’ Athletic Association, or ASAA) in senior high.

Many student athletes compete through interschool competition. Teams include:

- |               |                             |
|---------------|-----------------------------|
| Badminton     | Basketball                  |
| Golf          | Soccer – indoor and outdoor |
| Track & Field | Volleyball                  |
| Cross Country |                             |

Students who wish to participate in sports not offered at SCS under the auspices of other schools must notify the Athletic Director. Official letters of request and permission are then exchanged between principals to conclude the agreement and responsibilities.

Participation is a privilege and subject to staff approval, satisfactory progress in all subjects, and good conduct and attitude in school. Students who successfully become a member of a school team must pay all team fees within 30 days.

## **Student Council – Leadership**

SCS has a High School Student Council and a Junior High Student Council that operates within the Leadership class. These groups provide leadership opportunities for our students and coordinate activities that promote school spirit.

## **Music**

Band: Concert and Jazz Band (includes performances, competitions and tours)

Choral

School of Worship Arts (Audition required)

## **Drama**

Musical Theatre Productions

Drama 10/20/30

Film & Media Arts - movie making

## **Spiritual**

Encounter Ministry Teams - serving with the Campus Pastor

Worship Bands (School of Worship Arts)

Devotional Team - leading devotions to fellow students

Missions Global (see course description under Bible and Christian Studies)

Mission Local (see course description under Bible and Christian Studies)

Bible Classes (see course descriptions under Bible and Christian Studies)

## **Committees, Groups and Clubs**

Graduation Committee (Grade 12)

Teens Against Violent Oppression (TAVO)

Best Buddies (program facilitated through School Counsellor's office)

Mentorship

Yearbook

Eagles Nest Cafeteria Crew

Robotics