



École Secondaire Ste Marguerite d'Youville Junior High School Registration Information

2017-2018

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Message from the Administration Team:

Bienvenue à notre école et à notre communauté scolaire. Nous vous félicitons d'avoir choisi de continuer votre éducation secondaire dans un programme académique d'immersion française ici à Ecole Secondaire Sainte Marguerite d'Youville! C'est avec grand plaisir que nous vous souhaitons la bienvenue et nous espérons que votre séjour parmi nous enrichera vos expériences tant académiques que sociales et spirituelles.

Ce livret a pour but de vous aider à mieux comprendre et planifier votre programme d'études, ainsi que de découvrir les choix exceptionnels qui vous attendent à ESSMY. Nous espérons que vous et vos parents profiteront de ces informations pour vous aider à planifier votre programme académique.

This handbook is designed to guide and assist students in planning their high school program. You are encouraged to make realistic academic goals for yourself, which will provide the most opportunities in the future. By continuing your studies in French Immersion, you have already chosen an academic path which will open many more doors for you in the future. Congratulations!

Your parents, your counselor, your teachers and your administration team are dedicated to providing you with any assistance you require in your planning and your studies. You are encouraged to seek their advice and assistance on a regular basis and to use their expertise to your advantage. Our community is here to serve your educational needs.

Our academic program at ESSMY reflects a long heritage of high academic excellence. The size of our school is a significant factor, which promotes greater opportunity for staff and students to work closely together. The strong dedication of a highly qualified and specialized teaching staff will continue to be a major factor in the continued high achievement of our students.

Our unique school community has been enriched by everyone who has contributed in the past and by those who continue to be dedicated to the French Immersion program today. We are proud of our school community and we welcome you to be a part of our continued success.

Mme Penny Baragar-Brcic

Mme Cindy Pereira



ESSMY

We are Alberta's largest single-track French Immersion Junior/Senior High School. We offer a fully Bilingual program from grades seven to twelve, dedicated to a Christ-Centered learning approach. Our results speak for themselves, we are the highest rated French Immersion Senior High in the province. The graduates from ESSMY are well prepared to enter into post-secondary education or the workforce.

Our grade twelve students complete an International French Proficiency Exam giving them International Bilingual Certification. This certification entails the students performing both a written as well as oral French competency exam, from there results they would receive a corresponding level of certification which is recognized internationally by both employers as well as post-secondary institutions.

On the following pages we have listed the courses that are available to students. Our commitment is to offer quality classroom instruction in courses as we have offered in the past.

We welcome students and parents to contact us if you require any further information or to discuss any specific details.

Mme Penny Baragar-Brcic
Principal

Mme Cindy Pereira
Vice-principal

The Junior High Program at ESSMY

Our school year is divided into two semesters, which run from September to the end of January, and from February to the end of June. Each semester is approximately 20 weeks long. Core courses (except Religious Studies) are offered on a full year basis. In order for students to receive academic credits for any course, they must earn a final mark of 50%.

CORE PROGRAM: (All students enroll in these)

Religious Studies

English Language Arts

French Language Arts

Mathematics

Science

Social Studies

Physical Education

Health

OPTION COURSES:

Career and Technology Studies:

Food and Fashion Studies

Construction and Fabrication Technology

Computer Studies

Outdoor Education

Fit for Life

Learning Strategies/Computer Studies

Photography

Fine and Performing Arts:

Art

Drama

Music (Instrumental)

NOTE: Should there be a large enough enrolment and interest, consideration will be given to offering another or a different option course.

Sports Academy: Our school division provides a sports academy program for grades 7,8,9 ESSMY students. Please see our front office for Sports Academy packages for more information.

Student Services

Counseling Services

The counseling services available to all students aim to help individual students to get to know themselves better, to adapt to their social milieu and to prepare them for a future where they can, with utmost ease, make their talents and aptitudes better known and valued. The counseling department also works hand in hand with the teachers to help students succeed academically.

Students are encouraged to take some time to speak to our counselor and/or administration about their career goals and plans for post-secondary studies. They are able to offer expert advice to students.

Cafeteria

The cafeteria is open for lunch Wednesday to Friday. Our cafeteria menu is planned in advance and can be bought through cash online. There are also healthy snack choices for students in our vending machine throughout the day.

Library

Our library is a modern facility with updated documentation in both French and English. This service aims

at meeting student needs. Throughout the day and during their free time, students can access materials for research projects, complete homework assignments or read materials of their choice. It is an ideal place to discover new worlds.

Registration

Students should discuss their program and course selections with parents, counselor, or school administrators. **ONCE COURSE SELECTIONS ARE MADE THEY SHOULD NOT BE CHANGED BECAUSE PLANNING FOR THE ENTIRE SCHOOL YEAR IS BASED ON THESE SELECTIONS.**

To register using the school website, download and print off our registration form, complete the form and bring in person to the school or mail it to the school along with a cheque for the fees (cheques will not be cashed until Sept. 1. You can also pay on line. On the ESSMY website (essmy.ca), is an icon to set-up on-line fee payments.

Note: if you are joining ESSMY from *École Marie Pobouran* or *École Father Jan*, and you already have a school cash-online account, you simply need to edit the student information in the “my account” tab in order to continue to access your account.

If you are joining ESSMY from another school not within our district, once your account is set up you will be able to access cash online.

School Fees

The fee schedule for the current school year is outlined on a separate sheet, in the registration package . The information sheet outlines the basic fees for each grade, the payment options available, as well as descriptions of both basic and other fees, which may be associated with a specific course. All other fees will be collected at a later date and posted to cash online account. Payment plans are available by contacting our Business Manager for set up.

Required Jr. High School Fees:

General Materials	\$60.00
Learning Resources	\$70.00
Student Agenda/Handbook/APP	\$10.00
Student Union	\$15.00
Cultural performances &/or Special events	\$ 5.00
Technology Fee	\$34.00
Locker Rental	\$ 1.00
Lunch Supervision	\$10.00
Total	\$205.00

Other Fees for Options:

- | | |
|-----------------------|---|
| *Art | \$15.00 |
| *Foods and/or Fashion | \$20.00 |
| *Construction | +Fee varies dependent upon student choice of projects |
| *Outdoor Education | dependent upon the activity |
- *Music:
- | | |
|---|----------|
| Instrument rental | \$125.00 |
| (The rental fee only applies if you do not have your own instrument and must rent one from ESSMY) | |
| Play percussion, and/or own your own | \$30.00 |
 - | | |
|--|---------|
| Music Parents' Association Fee | \$30.00 |
| (The MPA (Music Parents Association) manages festivals, excursion, band shirts and other activities for the students. The association is run separately from the school therefore the <u>\$30.00 must be made payable to MPA.</u>) | |

Yearbooks: to be purchased at the beginning of the year \$40.00

Please refer to the Payment Information Sheet in our registration package for additional information.

Eligibility criteria for students to participate in co-curricular and extra-curricular events and activities at ESSMY:

ESSMY supports the practice of establishing sports teams, clubs educational fieldtrips, dances and excursions that enhance student learning, and/or provide learning/growth opportunities for our students. It is understood that some activities may require students to miss instructional time and that when on a school-sponsored activities; students must abide by ESSMY School Regulations and GSACRD School Division policies.

To be considered for participation in any event, a student must meet the following criteria:

Academic

- student is working to their potential in all classes
- homework is complete and up to date
- student is diligent in the pursuit of their studies (arrives on time, with required materials, ready to participate in class)
- successful completion of the course would not be adversely affected by absences
- arrangements will be made to mitigate the loss instructional time (if any time is missed)

Comportment

- student behaves in a manner consistent with the school's motto: *Dignity, Service and Respect*
- student consistently follows the Code of Conduct and the Dress Code as laid out in the school handbook
- student is not under any suspension from regular classes
- student or group health and safety would not be compromised by the student's participation

Athletics and Student Council



Competitive Athletics

ESSMY has junior boys' and girls' athletic teams in volleyball, basketball, cross country running, and track and field. Teams are based on student interest, participation and competitive level.

Intramural Athletics

Students are encouraged to join the lunchtime intramural program as a way to meet other students and to develop a healthy and active lifestyle.

Extra Curricular Activities

ESSMY has many organized clubs and activities that develop leadership skills and promote school spirit:

Student Activities

Student activities are coordinated by an elected group of students – the Student Council Executive. In May or early June, elections are held, the role within the Student Council is determined by those elected and the teacher coordinator: President, Vice President, Secretary, Treasurer, Publicist, and Liaison to the Parent Council. Students elected to these positions are guided through a leadership development program and become the responsible body for organizing school dances and student functions, theme days, pep rallies and various projects undertaken by the student council executive. The aims of the Student Council include:

- To promote a Catholic/Christian school spirit through a variety of activities
- To promote respect for the right of others
- To develop within the student body a democratic spirit
- To collaborate with the Administrative team and teachers for the smooth operation of the school.

Student Council's success depends on the participation and willingness of students to get involved as active participants, and/or taking leadership roles. All students are strongly encouraged to become involved.

Evening dances are held during the school year. A variety of other student activities are organized throughout the year, all aimed at promoting school spirit.

Get involved!

Take part and take pride in ESSMY activities!

Religious Education

The Ste. Marguerite d'Youville community lives its Catholic faith in all that it does. Faith is apparent in our prayer life, instruction and interactions among staff, students and parents.

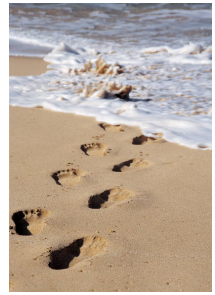
Catholic schools have a goal to educate the whole person. The school community's foundation is the Gospel message of love and service. It is the goal of the Catholic school to “relate all of the human culture to the good news of salvation so that the light of faith will illuminate everything that the students learn about the world, about life, and about the human person.”¹ By example, the staff expresses Catholic/Christian values in every aspect of instruction, and emphasizes the values of love, justice, compassion, understanding, tolerance, service, stewardship, and respect for life.

All members of the school community—students, parents, and staff are on a journey of spiritual growth. We are obligated to help each other along this path by cooperating and sharing our God-given gifts and talents. We, the staff are committed to promoting Catholic/Christian values and, in being roles models for the community.

Religious education is an essential and integral part of the life and culture of a Catholic school. We invite students to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through Jesus Christ. Religious education shares the same goals and objectives of all good education; the growth and development of the complete person in every dimension—physical, intellectual, emotional, social and spiritual.

Prayer is an integral part of the Religious Education Program and of each school day since intimacy with God is the ultimate goal of Catechesis. By respecting the individual differences of children and our changing human needs, prayer is experienced in many different ways: silent reflection, guided imagery, scriptural prayer, song and formal community prayer. As we enter into prayer, we give praise and thanks for God's loving presence and call upon the Holy Spirit to guide, nourish and empower our lives through Jesus Christ.

¹ *The Religious Dimension of Education in a Catholic School, Guidelines for Reflection and Renewal.* Paragraph 1.



Religious Studies

In addition to the prayer life and Permeation of Faith within the ESSMY community, students participate in a Religious Studies course at each grade level.

Religious Studies 7

The Religious Studies Program in grade seven, “Believe in Me”, has a basic goal to help students develop a better understanding of the Catholic faith and the Christian values it is built on. The students will study the Apostles Creed, as a faith summary through which we can explore our beliefs and then more fully understand that Christian faith is something we live everyday.

Religious Studies 8

The grade 8 Religious Studies Program, “Stand by Me”, has a core objective to nurture a relationship with God, Jesus and the Holy Spirit. It is structured around the Apostles Creed as a means of helping students understand the living relationships: God with us, humankind with God, humans with each other and with all creation. Students will also explore the history of the Creed and tradition of the Church so that we can begin to recognize through our own experiences our place in them.

Religious Studies 9

The goal of the grade nine Religious Studies Program is to help students develop a better understanding of the Catholic Faith and the Christian values it is built on. Students will develop a deeper self-awareness and a clearer understanding of the personal qualities that shape their relationships and their decisions by studying the Beatitudes as a guide for being a true friend, a true path to happiness, and the individual virtues that we cultivate.

English



Language Arts 7

This is the first course of the junior high school Language Arts program, which focuses on the integration of the language arts through speaking, listening, and viewing, writing and reading for a communicative purpose. This will be accomplished through pre-reading and pre-writing activities, personal response to literature, peer editing, dramatic presentations and thematic study units. During grade 7, the curriculum will be adapted to provide continuity with the elementary years, and to allow students the opportunity to consolidate their language skills.

Language Arts 8

This is the second course of the junior high school Language Arts program focusing on an integrated approach to the development of the five basic skills: speaking, listening, viewing reading and particularly writing. It is expected that the level of skill development will expand or extend ability that has been developed in the previous grade.

Language Arts 9

This is the last course of the junior high school Language Arts program which focuses on the development of the five basic skills of listening, speaking, viewing, reading and writing and writing through an integrated process so that the inter-relationship between and among these skills will be understood and applied by students. This is accomplished through pre-reading and pre-writing activities, personal response to literature, peer editing, and thematic units to accommodate students' differing skill levels, needs and interests.

Guidelines for Promotion to Senior High School

Language Arts 9	minimum grade of 65%	Recommend 10-1
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Language Arts 9	less than minimum grade of 65%	Recommend 10-2
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French Language Arts

The goal of these courses is to allow the immersion student to develop their abilities in reading, writing, listening, viewing and speaking. Also, the emphasis is for the student to use this second language skill as a tool of communication to enhance personal and social growth. The second objective of this course is to sensitize the Immersion student to the socio-cultural values of the French community through an understanding of the oral and written works. The subject matter is divided as follows:

French Language Arts 7

This is the first course of the junior high school French Language Arts program. The communicative approach is used to develop the oral and written skills of the second language learner. This is achieved through a variety of thematic units and contemporary novel studies. Integrated throughout each unit is grammar and vocabulary development. The curriculum provides continuity with the elementary program.

French Language Arts 8

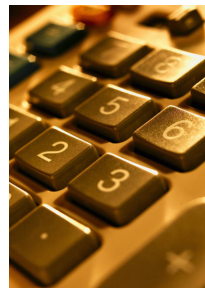
This is the second course of the junior high school French Language Arts program. The language development of the second language learner will continue through the communicative approach. The student will work through thematic units and novel studies to develop oral and written abilities and skills with an emphasis placed on writing. The students will have the opportunity to consolidate their language skills as they will be required to write the Provincial Achievement Test (PAT) provided by the Department of Education in grade 9.

French Language Arts 9

This is the final course of the junior high school French Language Arts program. It continues to focus on the second language development of the student through the communicative approach. The student will work through thematic units and novel studies to develop oral and written abilities and skills with an emphasis placed on writing. The students will have the opportunity to consolidate their language skills, as the students will be required to write the Provincial Achievement Test (PAT) provided by the Department of Education in May and June of their grade 9 year.

Guidelines for Promotion to Senior High School

French Language Arts 9	minimum grade of 60%	FLA 10-1
French Language Arts 9	less than minimum grade of 60%	FLA 10-2



Mathematics

Mathematics 7

This course consists of the following concepts: whole numbers, decimals, measures, factors, multiples, exponents, geometry, fractions, ratio and proportions, percentages, equations, positive and negative numbers, graphs, and the geometry movement.

Mathematics 8

This course consists of the following concepts: whole numbers, decimals, perimeter/area and volume, fractions, ratio and proportions, percentages, geometry, relative whole numbers, problem solving, algebra and translations.

Mathematics 9

This course consists of the following concepts: whole numbers relative and rational; exponents and square roots, polynomials, positive and negative rationals, measures, geometry, rates, proportions and percentages, linear relations, statistics and probability, trigonometry and geometry of transformations.

Guidelines for Promotion to Senior High School

Mathematics 9	above 70%	Mathematics 10C
Mathematics 9	between 50% and 70%	Mathematics 10-3
Mathematics 9	below 50%	Mathematics 14

Science



Science 7

The grade 7 science program places a major emphasis on Science and Technology. The other areas of study include Environmental Issues and the Nature of Science. After participating in the activities and completing the assignments associated with this course, the student should be able to demonstrate a knowledge as well as being capable of discussing:

- characteristics of living things
- force and motion
- micro-organisms and food supply
- structures and design
- temperature and heat measurement
- evidence of erosion

Science 8

The grade 8 science program continues the emphasis on the technological aspects of Science and Nature. The focus is the role that Technology plays in our society and in the decisions that we make. Areas of study are:

- matter and mixtures
- consumer product testing
- managing plant growth
- energy and machines
- the earth's crust
- environmental interactions

Science 9

The science course in grade 9 follows the same areas of study as those in grades 7 and 8, (i.e. Science and Technology, the Nature of Science, Science-Technology-Society) and goes into greater detail in all of these areas. The specific topics covered are:

- understanding chemistry
- controlling heat
- diversity of living things
- fluids and pressures
- using electricity
- environmental quality

Science courses provide the students with facts, principles and concepts so that he/she may develop a better understanding of our environment. In this scientific age, it is important that all students acquire some competence in critical thinking and the methods of science. The textbook utilized is Science Directions.

Guidelines for Promotion to Senior High School

Science 9	minimum grade of 65%	Science 10
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Science 9	less than minimum 65%	Science 14
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Physical Education

Physical Education 7

This course is an introduction to physical and recreational activities. These activities vary but are drawn from the following dimensions: team games, individual games, combat games, dance, gymnastics and outdoor pursuit. By offering the student a variety of activities, he/she is better able to develop basic motor skills, which are essential to proper growth and good health.

Physical Education 8

This course is a continuation of what is learned in grade 7. The activities are new or more advanced than the preceding year. Game rules and officiating form an essential part of the activities.

Physical Education 9

Activities and skills that were learned in grades 7 and 8 are refined. A greater portion of time is dedicated to individual activities such as dance, gymnastics, and track and field. Physical fitness is a major component of the program and contributes to a greater appreciation of good health and fitness. A greater emphasis is also placed on the technical aspects of the activities.

The Fine Arts Program

The courses offer a great opportunity for students to develop their creative and performing talents. In addition to the regular class work, fine arts students have the opportunity to write and perform dramatic works for in-school and community performances. Music students may join any one of our bands for school and community concerts. Art students participate in art competitions and exhibits beyond the basic course work.

Instrumental Music

ESSMY Music Parents' Association will be using personal information pursuant to section 33(c) of the FOIP Act as the information relates directly to and is necessary to run the music program. The information used will be name, telephone number and address. As well, photos will be on our website and on school posters.

Instrumental Music 7

The grade seven band program, through closely following the Alberta Curriculum Guide, offers a new and exciting way to learn how to play musical instruments. Students learn to play both brass and woodwind instruments, then, based upon their expertise and interests, they choose the instrument best suited for them.

Instrumental Music 8

The grade eight program builds upon the concepts found in the previous year. More emphasis will be placed on jazz improvisation, solo work, and musical writing. More performance opportunities can be expected.

Instrumental Music 9

The grade nine program builds upon the concepts found in the previous years. More emphasis will be placed on ensemble work, conducting, and improving delivery. Performance opportunities will be encouraged.

The Visual Arts Program

Visual Arts 7

This art program endeavours to develop an enjoyment of Art through perception and self-expression. A study of art fundamentals will be made so as to heighten visual awareness and sensitivity. Various techniques and media for 2-D and 4-D expressions will be experienced. Fundamental art learning will take place in the following areas: design, painting, printing, modeling, crafts. The student's work will be assessed continually throughout the semester.

Visual Arts 8

This program develops a greater visual sensitivity and creativity. Problems describing Art Elements of line, shape, value, texture and colour will be explored through various media and techniques. Students will apply visual, analytical, and critical skills and develop control and competency.

Visual Arts 9

This studio program will explore and develop individuals' techniques in design, drawing, sculpture, crafts and painting. Emphasis will be on developing creativity, sensitivity, imagination, and art appreciation.

The Dramatic Arts Program

The dramatic arts program places emphasis on the creative skills of the student while developing self-esteem and building self-confidence. Each level of the junior high program integrates theatre skills from the following units: speech, movement, theatre studies, theatre techniques, and improvisation.

Dramatic Arts 7

This is the first course of the junior high dramatic arts program. This introductory course enables the student to develop creativity and self-expression. The speech unit will focus on the narrative and radio plays. The movement unit will introduce the art of mime and farcical plays. Classical and Elizabethan theatre will be introduced during the theatre studies theme. Theatre techniques will include make-up and costume as well as certain elements in lighting. The last unit of study, improvisation, will develop spontaneity and role-playing.

Dramatic Arts 8

Dramatic activity involves the whole person - the development of the individual, through experience and expression of the creative self - in movement, mime, improvisation or the scripted play. This second course in the series includes an enrichment of creativity and a growing awareness of art form, which may include a limited theatre experience. Through the dramatic arts the students will acquire communicational techniques as well as develop a positive self-esteem.

Dramatic Arts 9

This is the last course in the junior high dramatic arts program. This immediate course enables the student to further develop creativity and self-expression. The speech unit will focus on the narrative and radio plays. The movement unit will study the art of mime and clownesque theatre. Classical and Elizabethan theatre will be further studied during the theatre studies theme. Theatre techniques will include make-up, costume, lighting, sound, and playwriting. The last unit of study, improvisation, will develop spontaneity and role-playing.

Study Skills

This course provides the students with life long skills, techniques and strategies that they can use in both the academic setting and the work place environment. Students will learn additional strategies and supports that help them be successful as they transition from elementary to junior to senior high school. They are introduced to different ways to take notes, create and organize graphic organizer and given tips on how to manage their studying time. Time will be spent on goal setting and some more “test wise” to help develop confidence in the learning environment. As well, organizing oneself and the workspace as well as the material will be addressed.

Learning Strategies

This course provides the students with life long skills, techniques and strategies that they can use in both the academic setting and the work place environment. Students will learn additional strategies and supports that help them be successful as they transition from junior high to high school. Students demonstrate an ability to independently consolidate, practice and review information for a variety of purposes. Students will better understand themselves as learners and monitor which strategies/tools work best under which circumstances.

Career and Technology Studies

Career and Technology Studies (CTS) provides students with practical, hands-on learning experiences in the area of personal interest, applied technology and general career exploration. In CTS, students use and apply technology effectively and efficiently to solve problems, and/or produce usable products within a personal working environment.

In the Christian tradition, work is seen as co-operation and participation in the creative work of God. The dignity of one's work comes from the dignity of the worker in the sight of God. In Catholic schools, work, the creative use of God-given gifts, talents, and skills applied for the good of the community, is recognized as an essential aspect of each Christian's vocation to build a just society for all. Students in CTS are expected to:

- Develop skills that can be applied in their daily lives now and in the future
- Refine career planning skills
- Develop technology-related skills
- Improve employability skills
- Apply and reinforce learning developed in other subject areas

Integrated throughout CTS are employability skills, those basic competencies that help students develop personal management and social skills. Employability skills allow students to transfer knowledge and technical skills to the workplace. Personal management skills improve as students increase responsibility for their learning, design innovative solutions to problems and challenges, and efficiently manage resources, including time. Social skills improve through learning experiences that require students to work with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

Construction



Building Construction Grade 7

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

Building Construction Grade 8

Students develop basic hand tool and production skills to transform common building materials into useful products. Students develop basic hand and power tool skills to build a product made from solid wood.

Building Construction Grade 9

Students develop basic hand tool and production skills to transform common building materials into useful products. Students develop basic hand and power tool skills to build a product made from solid wood. Students select and use the appropriate materials and tools to build a product or structure from a wood composite or other manufactured material.

Students seeking an advanced experience may choose from any of the other Construction and Fabrication courses available on the Alberta Learning Website. Specific arrangements may be made with the teacher.

Examples:

Turning operations – Wood Lathe

The design process – Drafting

CAD fundamentals – Computer Assisted Drafting

Furniture making

Photography

Students demonstrate basic photographic skills using various photographic equipment, materials and processes. Students describe the role of photography in society and use various processing methods such as black and white, colour, digital. Students demonstrate basic competencies with photography.

Communication Technology Grade 8+9

Printing 1 (Silk Screen)

Optional component that grade 8+9 students may include as a part of their Construction and Fabrication program.

Students are introduced to basic layout and design techniques and print reproduction processes. Projects include hand cut design production and screen production on paper and t-shirts.

Welding

Students may be able to pursue work in welding – individual projects will be designed with the teacher.

Computer Studies Grade 7-8-9

Student may combine any 3 courses to provide opportunities for specialization and/or to explore an interest. Sample listing is below. A complete listing of courses is available at www.education.gov.ab.ca under Career and Technology Studies

Keyboarding

- Demonstrate keyboarding competence:
 - Text entry at 20 words per minute (wpm)
 - Numeric entry at 80 keystrokes per minute (kpm)
- Apply consistent, appropriate workstation routines
- Demonstrate basic competencies

Word Processing

- Demonstrate correct use of software functions, by producing malleable, properly formatted:
 - Paginated reports with headings and references letters with basic components
 - Two-column tables with main headings and subheadings
- Apply consistent, appropriate workstation routines
- Demonstrate basic competencies

Graphic Tools.

- Demonstrate the basic elements and principles of design by using computer software graphics tools to:
 - Duplicate graphics designs
 - Create graphics layouts
- Demonstrate use of software functions
- Apply consistent, appropriate workstation routines
- Demonstrate basic competencies

Information Highway 1

- Demonstrate knowledge of the history of the Internet and of its basic functions
- Demonstrate ability to communicate with others through the Internet
- Demonstrate ability to access and report specific information from the World Wide Web
- Apply consistently appropriate workstation routines
- Demonstrate basic competencies

Hyper-Media Tools

- Demonstrate basic hypermedia software competence by:
 - Accessing hypermedia tools
 - Applying hypermedia tools to produce a short presentation
- Using hypermedia tools to edit a short presentation
- Apply consistently appropriate workstation routines

Audio –video productions

- Make your own Music Video!
- Apply consistently appropriate workstation routines



Foods and Fashion Studies Grade 7

This course offers students 2 areas of study. Foods and Fashion Studies. In Fashion Studies, simple projects such as boxer shorts, pajamas or an accessory to decorate your room are made. In Foods, you will learn how to understand recipes, to care in handling food, and create tasty food products based on Canada's Food Guide.

Foods and Fashion Studies Grade 8+9

Ready Set Sew!

Prerequisite: none

Discover the creative world of sewing! Learn how to safely use and care for sewing and pressing equipment, and apply these skills in project assembly. Choose your own simple project to complete such as boxer shorts, pajamas or an accessory to decorate your room.

Creating Accessories 1

Prerequisite: Ready Set Sew!

Details are important - in your wardrobe and in decorating your home. Use basic sewing skills learned in Ready Set Sew to construct a home or personal accessory. Create something new for your room like cushions, picture frames, or a closet organizer. Or make a useful personal accessory like a backpack, sports bag, or hat and mittens.

Creating Home Décor

Prerequisite: Ready Set Sew!

Apply design and sewing techniques to create a home decor fashion. Possible projects include a quilt or quillow, pillow shams, a window covering, or furniture throw. This is your chance to show your personal style through home decor.

Food Basics

Prerequisite: none

Learn to make wise food choices and to understand recipes, equipment, care in handling food, and the importance of safe and efficient work habits. Create tasty food products based on Canada's Food Guide during hands-on labs and in your own kitchen.

Baking Basics

Prerequisite: Food Basics

Never buy a birthday cake again! Develop an understanding of basic baking ingredients by combining them in a variety of ways to make wonderful cookies, cakes, muffins and biscuits.

Snacks and Appetizers

Prerequisite: Food Basics

Snacking is an important part of a good diet. Learn to make informed snack choices that are both nutritious and delicious. Try out a variety of recipes for wholesome and mouth-watering snacks.

Fast and Convenience Foods

Prerequisite: Food Basics

Consider budget, time and quality of food while learning to make wise choices in buying and using fast foods and convenience foods. Create your own versions of favorite fast foods at home such as oven fries, chicken fingers, and pizza. Make your own affordable, nutritious convenience foods, too, such as cake mix and pudding mix.

Environment and Outdoor Education Studies 7-8-9



This course is designed for students who are particularly concerned with environmental issues, are seriously considering ways in which they can help to make a difference and would enjoy an outdoor experience. At each grade level, an excursion is planned. For more information and photos of the activities, visit www.essmy.ca "Photo Gallery." Parent volunteers are at the heart of the success of the program. If you have a love of outdoors pursuits and would like to share it along with your student, contact the teacher to find out how you can contribute.

The course develops the following four objectives:

- 1) seasonal approach to outdoor studies
- 2) respect for the earth and its peoples
- 3) sensitivity to environmental issues
- 4) practical knowledge of how to live in harmony with the environment

Note: There is a separate fee for the excursion, based on the location of the outing.

Fit for Life 7 – 8 – 9

The Fit for Life program focuses on ways and attitudes to help students develop the mindset to be fit for life. A variety of innovative physical activities are presented along with classroom work that involves getting to know one's body and how it works as a whole. Students track their fitness levels and seek ways at self-improvement.

Objectives of the Course

To assist the student to:

- become aware of their own fitness and health levels
- understand, experience and appreciate the health benefits that result from physical activity
- interact positively with others
- assume personal responsibility to lead an active way of life
- encourage life-long learning

Robotics



Robotics provides a structured sequence of programming activities in real-world project-based contexts. The projects are designed to get students thinking about the patterns and structure of not just robotics, but also programming and problem-solving more generally. Students see how hypotheses, equations and planning translate into real-world solutions, skills and successes. Through real-life themes and engaging physical and digital creation students grow and develop 21st century learning skills.



Graduation Requirements:

The graduation requirements for the Alberta High School Diploma are outlined below. The courses listed are the highest level students must complete to earn a diploma. These requirements are set to ensure student's graduate from high school with a broad education. These requirements are not always the same as those needed to enter post-secondary institutions. For example, Social Studies 30 or 33 are a diploma requirement but may not be a requirement of the post-secondary institution you are interested in attending. Mathematics 24 fulfills the diploma requirement but may not be enough to fulfill the requirement of the post-secondary institution you are interested in attending. It is most important to check with the registrar of the institution you wish to attend to clarify entrance requirements.

To earn an Alberta High School Diploma, a student must:

- earn a minimum of 100 credits
- meet the standards and complete the following courses:
 - English Language Arts 30-1 or 30-2
 - Social Studies 30-1 or 30-2
 - Math 20-1 or Math 20-2
 - Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20

Note: Successful completion of a diploma examination is required for English Language Arts 30-1 or 30-2 and Social Studies 30-1 or 30-2. For those going to 30-level Mathematics and Science courses, successful completion of a diploma examination is also required.

- meet the standards and complete the following:
 - Physical Education 10 (3 credits)
 - Career and Life Management (CALM) 20 (3 credits)
- 10 credits, in any combination, from:
 - Career and Technology studies (CTS)
 - or
 - Fine arts or second languages
 - or
 - Locally Developed Courses
 - or
 - Physical Education 20 and/or 30
 - or
 - Locally developed and authorized courses in CTS, Fine Arts or Second languages
- Earn 10 credits in any 30-level courses including:
 - Locally developed/acquired and authorized courses in addition to English Language Arts 30 or 33 and Social Studies 30 or 33.
 - 3000 series, advanced level, in CTS courses.
 - 35 level Work Experience
- **To participate in the ESSMY graduation ceremonies, 60% of credits earned in the final semester of Gr. 12, must be earned at ESSMY, as well students must complete Religion 35 and French Language Arts 30.**

Post Secondary Education

Choosing high school courses

When choosing high school courses, it is important to keep in mind post-secondary options. For example: some university programs require either Mathematics 30 or French 30. If you are missing any required courses you will not be admitted to the program. Information regarding pre-requisite courses for specific programs and institutions are available from our counselor.

Your average is important

Acceptance to post-secondary programs at all institutions is becoming increasingly competitive. Institution calendars indicate minimum *application averages*. These are the minimum averages a person could possibly have in order to be accepted into a program. In fact, however, actual averages needed for acceptance may be significantly higher than minimum. Averages are determined each year based on the number of students applying and the level of their marks.

Looking ahead

The academic calendars of post-secondary institutions are available for perusal on-line. Sites for the main schools in the Edmonton area:

University of Alberta	http://www.registrar.ualberta.ca
Concordia University College	http://www.concordia.ab.ca
Northern Alberta Institute of Technology	http://www.nait.ab.ca
MacEwan University	http://www.gmcc.ab.ca
NorQuest College	http://www.norquest.ab.ca
King's University	http://www.kingsu.ca
Faculté Saint Jean Université	http://www.ualberta.ca/campus-saint-jean

The calendars are also available for reference only (therefore may not be removed) at the St. Albert Public Library, the ESSMY guidance office and ESSMY library.