

Secondary Education in Canada: A Student Transfer Guide

10th Edition, 2008–2009

Alberta

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Part 1 – Summary Statement

1. Introduction

In Alberta, the Minister of Education prescribes the learning outcomes students should achieve in each subject as presented in documents called programs of study that are developed in both English and French. Programs of study are prepared in consultation with teachers, school administrators, students, parents, representatives from business and industry, other community members, superintendents, school trustees, educational associations, post-secondary institutions, and other government departments. Alberta also works with other provinces and territories to develop common curriculum frameworks of learning outcomes for students. School authorities and their staffs determine the teaching strategies and materials that will be used to help their students achieve the outcomes in the provincial programs of study. They may select from the provincial list of authorized resources or choose other resources to meet the needs of their students.

2. Organization of School System

Parents and students have a wide range of options to choose from within the public education system: public schools, separate schools, francophone schools, charter schools, alternative programs and virtual programs offered by school authorities, and home education. School authorities develop methods of school organization and delivery that best meet the needs of their students.

The school year usually extends from September 1 to June 30 of the following year, with variations from system to system. Some schools provide year-round schooling and other alternative timetables, while others may start their school year in August rather than September.

The number of instructional days may vary from 190 to 200 days. Generally, a minimum of 190 days of instruction is required. The remaining days are used by teachers and school administrators for planning, in-service education, and other related activities. Junior high school students must have access to a minimum of 950 hours of instruction per year per grade. Senior high school students must have access to a minimum of 1000 hours of instruction per year.

Junior high school (Grades 7, 8, and 9) courses are generally offered for the full school year. However, complementary or optional courses may be rotated on a scheduled basis throughout the year. Senior high school (Grades 10, 11, and 12) courses may be offered for the full school year or on a semester basis (two per year). Some schools offer Copernican scheduling that is essentially a quarter-system calendar.

Programming for students with special needs is determined by the school in consultation with the child's parents. An individual program plan (IPP) provides for instruction appropriate to

individual learning needs and is based on, and modified by, the results of continuous assessment and evaluation.

A credit at the senior high school level represents course-specific knowledge, skills, and attitudes. One credit is defined as being equal to twenty-five hours of instruction, within which most students can achieve 1 credit. However, it also is recognized that some students can acquire the knowledge, skills, and attitudes specified for 1 credit in a course of studies in less than twenty-five hours, while others may require more time.

Whatever methods of school organization are adopted, students must have access to instruction focused on the outcomes of the courses they choose and be evaluated on that basis.

3. Explanation of Terms Used

Core Courses

Core courses are courses that all students are required to take.

Optional/Complementary Courses

Optional/complementary courses are courses that students choose either to help them develop their unique talents, interests, and abilities or to prepare them for further studies or entry into the workplace.

Locally Developed Courses

Locally developed courses are courses developed by school authorities to meet local needs.

4. Course Designation

Junior High School

Students register in Grades 7, 8, or 9. Courses are named and assigned a number corresponding to the grade in which the course is normally offered. For example, English Language Arts 7 is the Grade 7 English course.

Senior High School

Students register in courses. Senior high course numbers usually designate the grade level and level of academic challenge. The numbering system of 10 to 15 to designate Grade 10 courses, 20 to 25 to designate Grade 11 courses, and 30 to 35 for the Grade 12 courses is in the process

of being revised to include a dash (-) 1, 2, 3, 4 after the grade-level number to indicate the level of the course sequence within a subject area.

Students planning entry into university and some programs in colleges and technical schools would enroll in courses with the following numbering systems:

- English Language Arts 10-1, 20-1, 30-1
- Français 10-1, 20-1, 30-1
- French Language Arts 10-1, 20-1, 30-1
- Pure Mathematics 10, 20, 30
- Science 10 followed by Biology 20, 30 / Chemistry 20, 30 / Physics 20, 30 / Science 20, 30
- Social Studies 10-1, 20-1, 30-1

Students planning entry into some programs in colleges and technical schools, or some of the trades, or into the workplace would enroll in courses with the following numbering systems:

- English Language Arts 10-2, 20-2, 30-2
- Français 10-2, 20-2, 30-2
- French Language Arts 10-2, 20-2, 30-2
- Applied Mathematics 10, 20, 30
- Science 10, 20, 30
- Social Studies 10-2, 20-2, 30-2

Mathematics 14, 24 (Mathematics 10-3 and 20-3 as of September 2010) and Science 14, 24 are for students planning entry into some of the trades or into the workplace.

Courses designated 15, 25, 35 are locally developed.

The course numbers 10-4, 20-4, 30-4 are the Knowledge and Employability courses, which have replaced the Integrated Occupational Program. These courses provide students with entry-level workplace skills and give them the opportunity to obtain a Certificate of Achievement but not a high school diploma.

The Career and Technology Studies (CTS) curriculum is organized into twenty-two strands with over six hundred courses, each worth 1 credit. The courses are organized into three levels: introductory, intermediate, and advanced. Introductory courses in CTS have numbers in the 1000s, intermediate courses have numbers in the 2000s, and advanced-level courses have numbers in the 3000s.

5. Time Allotments and Course Load

Junior High School

A course in junior high school represents specific knowledge, skills, and attitudes that most students acquire in the amount of time recommended by the province. It is recognized that some students acquire the knowledge, skills, and attitudes specified in a program of studies in less than the recommended time, and that others require more time. Students do not receive credits for junior high school courses, nor do these courses count towards a high school diploma.

The recommended time allotment (hours per year) for each part of the junior high school program is indicated in the following table:

English Language Arts	150 hours or more per year
French Language Arts and English Language Arts OR Français and English Language Arts	250 hours or more per year
Mathematics	100 hours or more per year
Science	100 hours or more per year
Social Studies	100 hours or more per year
Physical Education	75 hours or more per year Students in Grades 1 through 9 receive 30 minutes of daily physical activity.
Health and Life Skills	The Health and Life Skills program of studies has outcomes for each of Grades 7, 8, and 9. It is recommended that students have access to 50 hours or more per year.
Optional Courses	150 hours or more per year
Remainder of Time	Local discretion

Schools shall offer two provincially authorized optional courses except where instruction in a language other than English is offered; then only one provincially authorized optional course is required.

Junior High Optional Courses

Schools are required to offer optional courses since they reinforce outcomes in language arts, mathematics, science, and social studies; as well, they address knowledge, skills, and attitudes that are not encountered in these subjects. Students should be encouraged to continue in Grade 8 and Grade 9 with at least one of the optional courses selected in Grade 7. The optional courses are categorized as follows:

- Career and Technology Studies – Introductory level courses for all CTS strands are considered appropriate for junior high school students.
- Environmental and Outdoor Education
- Ethics – This course may be offered in Grades 7, 8, or 9.
- Fine and Performing Arts – Art, Drama, and/or Music (Choral, General, Instrumental)
- Languages
 - Aboriginal Languages
 - Blackfoot Language and Culture Program
 - Cree Language and Culture Program
 - French Language

Because French is the other official language of Canada, the Alberta Department of Education encourages opportunities for all Alberta students to learn French by making the following available:

 - French Immersion Programs
 - French as a Second Language (FSL) Courses
 - International Languages
 - Chinese
 - German
 - Italian
 - Japanese
 - Spanish
 - Ukrainian

- Locally Developed/Acquired and Locally Authorized Complementary Courses
- Religious Studies – Religious studies may be offered at the discretion of the local school board under Section 50 of the *School Act*.

Senior High School

Most senior high school courses are offered for 3, 4, or 5 credits, but some courses may be offered for 10 credits. Career and Technology Studies (CTS) courses are offered for 1 credit.

Each student must have access to at least twenty-five hours of instruction per high school credit, and schools are required to ensure that students have access to a minimum of 1000 hours of instruction per year. Jurisdictions are encouraged to adopt alternatives to the Carnegie

time-credit unit organizational model where an alternative would meet the best interests of individual students.

Instructional time includes time scheduled for purposes of instruction, examinations, and other student activities where direct student–teacher interaction and supervision are maintained.

6. Curriculum Organization

The curriculum is organized to provide for three years of study at the junior high level and three years of study at the senior high level. It is recognized that students may take more or less than three years to complete senior high school. Courses are generally available in both English and French.

Junior High School

Courses for each grade include the following:

- English Language Arts
- Français (Francophone)
- French Language Arts (French Immersion)
- Mathematics
- Science
- Social Studies
- Physical Education
- Health and Life Skills
- Optional Courses

Senior High School

Courses include the following:

- Career and Life Management (CALM)
- Career and Technology Studies (CTS)
- English Language Arts
- Fine Arts
- Français (Francophone)
- French Language Arts (French Immersion)
- Mathematics
- Physical Education
- Science
- Second Languages
- Social Studies
- Social Sciences

- Other: Work Experience, Registered Apprenticeship Program (RAP), special projects, Green Certificate Program

7. Testing and Grading Practices

School boards determine the method for reporting progress on student achievement. However, the province requires schools to report student progress relative to the grade levels of the provincial programs of study in language arts, mathematics, science, and social studies. The province also monitors student achievement in these four subjects through provincially developed achievement tests in Grade 9. Student achievement in each course is reported in letter grades or percentages. Percentages correspond to letter grades as follows:

Letter Grading	Percentage Scale
A	80%–100%
B	65%–79%
C	50%–64%
F	Less than 50%

To obtain credit in high school courses, a student must earn a final mark of 50% or higher. A student who achieves this mark or greater is eligible to take the next higher course in that sequence.

Provincial diploma examinations are required in some courses. For diploma examination courses, the student's final mark is determined by averaging the mark assigned by the school with the mark attained on the diploma examination. The school determines final marks for other courses.

There are diploma examinations in the following courses:

- Applied Mathematics 30
- Biology 30
- Chemistry 30
- English Language Arts 30-1 and 30-2
- Français 30-1 and 30-2
- French Language Arts 30-1
- Physics 30
- Pure Mathematics 30
- Science 30
- Social Studies 30 (to be replaced by 30-1 in 2009)
- Social Studies 33 (to be replaced by 30-2 in 2009)

At the senior high level, all marks are reported to Alberta Education and become part of the student’s record. Alberta Education also issues official transcripts of student achievement. The principal may waive prerequisites if it is in the best interest of the student and the principal is assured the student has the required knowledge, skills, and attitudes of the prerequisite course or courses. Subject to the approval of the school principal, and in accordance with policies established by each school board, a student who successfully completes the course may be granted credit in the prerequisite course in that sequence. (See Section 9 – Prerequisites and/or Co-requisites.)

8. Requirements for Graduation

Promotion of students from one grade to another in junior high and promotion to Grade 10 are determined by the school principal, subject to policies of the local school authority and to provisions in the *Guide to Education: ECS to Grade 12*. Placement of students within senior high school is determined by the principal of the school, subject to policies of the local school board and to the provisions in the provincial *Guide to Education: ECS to Grade 12*.

Depending on the courses completed in senior high school, students may receive one of the following:

- I. Alberta High School Diploma
- II. Certificate of High School Achievement
- III. High School Equivalency Diploma (for mature students)

I. Alberta High School Diploma

ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS (ENGLISH)
The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
100 CREDITS including the following:
ENGLISH LANGUAGE ARTS – 30 LEVEL^o (English Language Arts 30-1, 30-2)
SOCIAL STUDIES – 30 LEVEL (Social Studies 30 or 33)
MATHEMATICS – 20 LEVEL^o (Pure Mathematics 20, Applied Mathematics 20, or Mathematics 24)
SCIENCE – 20 LEVEL^o (Science 20, Science 24, Biology 20, Chemistry 20, or Physics 20)

PHYSICAL EDUCATION 10 (3 CREDITS)[®]

CAREER AND LIFE MANAGEMENT (3 CREDITS)[®]

10 CREDITS IN ANY COMBINATION FROM THE FOLLOWING:

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

10 CREDITS IN ANY 30-LEVEL COURSES

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

These courses may include the following:

- 35-level locally developed/acquired and locally authorized courses
- Advanced Level (3000 series) in Career and Technology Studies courses
- 35-level Work Experience[®]
- 30-4-level Knowledge and Employability course or 36-level IOP course
- 35-level Registered Apprenticeship Program
- 30-level Green Certificate Specialization

- ➊ English Language Arts 30 or 33 can be used to meet this requirement.
- ➋ For students who entered Grade 10 before September 1998, the mathematics requirement—Mathematics 20 or 23 or 24—may also be met with any 10-credit combination of mathematics courses that includes either Mathematics 13 or Mathematics 10; for example, Mathematics 13 and Mathematics 14. Students may also use Pure Mathematics 10, Applied Mathematics 10, Mathematics Preparation 10 (5 credits) in conjunction with Mathematics 10 or Mathematics 13 to meet this requirement.
- ➌ The science requirement—Science 20 or 24, Biology 20, Chemistry 20, or Physics 20—may also be met with the 10-credit combination of Science 10 and Science 14.
- ➍ See information on exemption from the physical education requirement in the Physical Education section of the *Guide to Education*.
- ➎ See information on exemption from the CALM requirement in the CALM section of the *Guide to Education*.

- ⑥ Students may earn any number of credits in the study of second languages, but only a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.
- ⑦ Students registering in Grade 10 since the 1998–1999 school year may use Physical Education 20 and/or 30 to meet this 10-credit requirement.
- ⑧ English at the 30 level or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.
- ⑨ Students may earn any number of credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

FURTHER NOTES:

- For 30-level courses that have a diploma examination, the final course mark consists of an average of the school-awarded mark and the diploma examination mark.
- Students in Francophone programs should consult the Alberta High School Diploma Graduation Requirements for French First Language – Francophone.

Note: Students in francophone programs must present Français 30-1 or 30-2 to meet their language arts diploma requirement. However, they must also present English Language Arts 30-1 or 30-2.

Note: Successful completion of a diploma examination is required for English Language Arts 30-1 or 30-2 or Français 30-1 or 30-2 and Social Studies 30 or 33.

Note: For those taking Pure or Applied Mathematics 30 and 30-level science courses, successful completion of a diploma examination is required. However, successful completion of these courses is not a condition of Alberta High School Diploma graduation requirements.

**ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS
(FRENCH FIRST LANGUAGE – FRANCOPHONE)**

The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and specific courses.

**100 CREDITS
including the following:**

FRANÇAIS 30-1 OR 30-2
ENGLISH LANGUAGE ARTS – 30 LEVEL^① (English Language Arts 30-1, 30-2)
SOCIAL STUDIES – 30 LEVEL (Social Studies 30 or 33)
MATHEMATICS – 20 LEVEL^② (Pure Mathematics 20, Applied Mathematics 20, or Mathematics 24)
SCIENCE – 20 LEVEL^② (Science 20, Science 24, Biology 20, Chemistry 20, or Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS)^②
CAREER AND LIFE MANAGEMENT (3 CREDITS)^②
<p>10 CREDITS IN ANY COMBINATION FROM THE FOLLOWING:</p> <ul style="list-style-type: none"> • Career and Technology Studies (CTS) • Fine Arts • Second Languages^② • Physical Education 20 and/or 30^② • Locally developed/acquired and locally authorized courses in CTS, fine arts, second languages, Knowledge and Employability, or IOP occupational courses • Knowledge and Employability or IOP occupational courses • Registered Apprenticeship Program
<p style="text-align: center;">5 CREDITS IN ANY 30-LEVEL COURSE (IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS, A 30-LEVEL FRANÇAIS, AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE)^②</p> <p>These courses may include the following:</p> <ul style="list-style-type: none"> • 35-level locally developed/acquired and locally authorized courses • Advanced Level (3000 series) in Career and Technology Studies courses • 35-level Work Experience^② • 30-4-level Knowledge and Employability course or 36-level IOP course • 35-level Registered Apprenticeship Program • 30-level Green Certificate Specialization
<p>① English Language Arts 30 or 33 can be used to meet this requirement. There is an exception for Canadian and immigrant unilingual francophone students who enter the Alberta school system within five years of their graduating year.</p> <p>② For students who entered Grade 10 before September 1998, the mathematics requirement—Mathematics 20 or 23 or 24—may also be</p>

met with any 10-credit combination of mathematics courses that includes either Mathematics 13 or Mathematics 10; for example, Mathematics 13 and Mathematics 14. Students may also use Pure Mathematics 10, Applied Mathematics 10, Mathematics Preparation 10 (5 credits) in conjunction with Mathematics 10 or Mathematics 13 to meet this requirement.

- ③ The science requirement—Science 20 or 24, Biology 20, Chemistry 20, or Physics 20—may also be met with the 10-credit combination of Science 10 and Science 14.
- ④ See information on exemption from the physical education requirement in the Physical Education section of the *Guide to Education*.
- ⑤ See information on exemption from the CALM requirement in the CALM section of the *Guide to Education*.
- ⑥ Students may earn any number of credits in the study of second languages, but only a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.
- ⑦ Students registering in Grade 10 since the 1998–1999 school year may use Physical Education 20 and/or 30 to meet this 10-credit requirement.
- ⑧ English Language Arts at the 30 level, 30-level Français, or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.
- ⑨ Students may earn any number of credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

FURTHER NOTES:

- For 30-level courses that have a diploma examination, the final course mark consists of an average of the school-awarded mark and the diploma examination mark.
- Mature students should consult the Mature Students section in the *Guide To Education* for applicable graduation requirements.

II. Certificate of High School Achievement

**CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS[®]
(ENGLISH)**

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

may require additional and/or specific courses.
80 CREDITS[®]
including the following:
ENGLISH LANGUAGE ARTS 20-2 OR 30-4
MATHEMATICS 14 OR 20-4
SCIENCE 14 OR 20-4
SOCIAL STUDIES 13 OR 10-2 OR 26 OR 20-4
PHYSICAL EDUCATION 10 (3 CREDITS)
CAREER AND LIFE MANAGEMENT (3 CREDITS)
5 CREDITS IN[®]
<ul style="list-style-type: none"> • a 30-level Knowledge and Employability Occupational course, or • a 30-level Career and Technology Studies (CTS), or • a 30-level Locally developed course with an occupational focus
AND
5 CREDITS IN
<ul style="list-style-type: none"> • a 30-level Knowledge and Employability Workplace Practicum course, or • a 30-level Work Experience course, or • a 30-level Green Certificate course[®]
OR
5 CREDITS IN
<ul style="list-style-type: none"> • a 30-level Registered Apprenticeship Program (RAP) course
<p>① Students enrolled in senior high IOP as of January 2006 may choose to complete the requirements for the Certificate of High School Achievement or the Certificate of Achievement.</p> <p>② To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course.</p> <p>③ To transition to the new Certificate of High School Achievement, 36-level IOP Occupational courses may be used in lieu of 30-4-level Knowledge and Employability Occupational courses.</p> <p>④ Refer to the Alberta Education website for additional Green Certificate information.</p>

CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS[®]
(FRENCH FIRST LANGUAGE – FRANCOPHONE)
The requirements indicated in this chart are the <u>minimum</u> requirements for

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

80 CREDITS[®]

including the following:

FRANÇAIS 20-2 OR 30-4

ENGLISH LANGUAGE ARTS 20-2 OR 30-4[®]

SCIENCE 14 OR 20-4

SOCIAL STUDIES 10-2, 26, or 20-4

PHYSICAL EDUCATION 10 (3 CREDITS)

CAREER AND LIFE MANAGEMENT (3 CREDITS)

5 CREDITS IN[®]

- a 30-level Knowledge and Employability Occupational course, or
- a 30-level Career and Technology Studies (CTS), or
- a 30-level locally developed course with an occupational focus

AND

5 CREDITS IN

- a 30-level Knowledge and Employability Workplace Practicum course, or
- a 30-level Work Experience course, or
- a 30-level Green Certificate course[®]

OR

5 CREDITS IN

- a 30-level Registered Apprenticeship Program (RAP) course

- ① Students enrolled in senior high IOP as of January 2006 may choose to complete the requirements for the Certificate of High School Achievement or the Certificate of Achievement.
- ② To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course.
- ③ There is an exception for Canadian and immigrant unilingual francophone students who enter the Alberta school system within five years of their graduating year.
- ④ To transition to the new Certificate of High School Achievement, 36-level IOP Occupational courses may be used in lieu of 30-4-level Knowledge and Employability Occupational courses.
- ⑤ Refer to the Alberta Education website for additional Green Certificate information.

III. High School Equivalency Diploma

There are two ways to achieve a High School Equivalency Diploma.

Alternative 1

A person eighteen years of age or older as of September 1 of the current school year who is deficient in the credits needed for an Alberta High School Diploma, who has been out of school for at least ten consecutive months, and who wishes to obtain a High School Equivalency Diploma should apply to the principal of the high school in the community. The principal will forward a letter to the Learner Records and Data Exchange, Alberta Education, indicating that the following requirements have been met. All necessary documents should be included with the letter.

The candidate shall obtain 100 school credits as set forth below:

1. A minimum of 60 credits must be gained through classroom instruction in a school or other institution accredited by or acceptable to Alberta Education (for out-of-province students), offering approved senior high school courses, as follows:

One high school course in Mathematics	5 credits
One high school course in Science	3 credits
English Language Arts 30-1 or 30-2, or French Language Arts 30-1 or 30-2, or Français 30-1 or 30-2	5 credits
One other 30-level course, other than English or French Language Arts or Français	5 credits
Additional high school courses	42 credits

2. A minimum of 40 additional credits that must be earned as follows:
 - additional high school courses
 - additional approved adult education courses under recognized agencies (for example, public colleges, institutes of technology, extension divisions of universities, adult evening classes)

AND/OR

3. A maximum of 15 credits for maturity, according to the following scale:

Age 21–24 (inclusive)	5 credits
Age 25–29 (inclusive)	10 credits
Age 30 and over	15 credits
Extensive Travel	5 credits (maximum)
Extensive Reading or Private Study	5 credits (maximum)

Alternative 2

A person eighteen years of age or older who has been out of school for at least ten consecutive months, who passes all five tests in the General Educational Development (GED) test battery with a minimum standard score of 450 or better in each test, and meets the eligibility requirements will be granted a High School Equivalency Diploma.

Further information regarding High School Equivalency may be obtained from the Provincial GED Administrator, Learner Assessment, Alberta Education.

9. Prerequisites and/or Co-requisites

The principal may waive prerequisites in some circumstances (see Section 7 – Testing and Grading Practices) and may recommend that a student transfer from one course sequence to another during his or her high school program. If the principal waives a prerequisite, the following conditions must be met:

- The student possesses the knowledge, skills, and attitudes identified in the waived course or program of studies.
- Judgments are made on an individual basis, not for an entire class of students.
- It is in the student’s best interest.

The waiver provision for prerequisites does not apply to Locally Developed/Acquired Complementary courses, Mathematics Preparation 10, Physical Education 10, Registered Apprenticeship Program (RAP), Special Projects, and Work Experience.

10. Other Types of Programs

Francophone Programs

Section 10 of the *School Act* states that where individuals have rights under Section 23 of the *Canadian Charter of Rights and Freedoms* to have their children receive school instruction in French, their children are entitled to receive that instruction in accordance with those rights wherever in the province those rights apply. For more information, contact the French Language Services Branch

(<http://www.learning.gov.ab.ca/educationguide/guide.asp?id=071001>).

Work Experience, Registered Apprenticeship Program (RAP), and Green Certificate Program

These programs provide students with opportunities to simultaneously gain experience in the workplace and earn credits towards a high school diploma. These programs are only available to students in Grades 10 to 12.

Information and Communication Technology (ICT)

The ICT program of studies identifies the technology outcomes students should achieve by the end of Grades 3, 6, 9, and 12. ICT outcomes are to be taught within the context of other subject areas being studied.

Daily Physical Activity (DPA)

School authorities ensure students in Grades 1 to 9 are physically active for a minimum of thirty minutes daily through activities that are organized by the school.

11. Assessment of Out-of-Province and/or Foreign Studies

Students entering an Alberta senior high school from outside the province should submit transcripts, or other official statements of previous standing, to the school they plan to attend. The principal evaluates these documents in relation to approved high school courses or designates unassigned credits.

An Alberta High School Diploma is not issued solely on the basis of the evaluation of out-of-Alberta credentials. A student from outside the province who wishes to obtain an Alberta High School Diploma is required to complete a minimum of five approved credits as prescribed by a school principal. The required credits are to be completed in one or more of the subject areas specified under the diploma requirements, exclusive of physical education, and at a level equal to that of the highest Alberta course equivalent granted through credential evaluation.

A copy of the completed High School Evaluation Report form shall be forwarded to the Learner Records and Data Exchange. Evaluation forms can be obtained from the Extranet website of Alberta Education (under Tools and Software).

In the case of a dispute over the number of high school credits to be awarded that cannot be resolved at the level of the school authority, the student has the right to appeal to the Special Cases Committee of Alberta Education. This committee, the final procedural level in the appeal process, deals with all matters requiring the interpretation and application of policy relative to individual students.

Students planning to enter directly into a post-secondary institution in Alberta should submit their out-of-province documents to the post-secondary institution of their choice. There are no appeal procedures to Alberta Education in these instances.

Part 2 – Summary of Course Content

12. English (First Language)

Grades 7–9

The English Language Arts program is organized by five general student outcomes that relate to exploratory language, comprehension, and response to texts, information management, enhancing communication, and collaboration with others. Each general outcome includes specific outcomes that students are to achieve by the end of each grade. The general outcomes are interrelated and interdependent; each is to be achieved through a variety of listening, speaking, reading, writing, viewing, and representing experiences.

Grades 10–12

English Language Arts 10-1, 20-1, 30-1

This sequence of courses is appropriate for students intending to pursue further academic studies at the post-secondary level. They address listening, speaking, viewing, reading, and writing skills and provide for the study of the short story, the novel, non-fiction, a full-length modern play, a Shakespearean play, and poetry.

English Language Arts 10-2, 20-2, 30-2

This sequence of courses is designed for students intending to pursue further studies of a practical nature at the post-secondary level, or to enter the world of work. Attention is paid to integrating speaking, listening, and viewing with reading and writing. Practical writing and personal writing are stressed. Literature has a significant role to play, but there is limited attention to the discussion of literary techniques.

English Language Arts 10-4, 20-4, 30-4

This sequence of courses is designed for students who require development of foundational skills. These skills are intended to enhance confidence, build personal identity, and enable individuals to create and sustain meaningful relationships. Through the application of these skills, students can become successful communicators at home, at school, at work, and in the community. These courses provide students with some of the requirements for the Certificate of High School Achievement.

13. French (First Language)

(See also Section 8 – Requirements for Graduation.)

Grades 7–9

Français 7–8–9

The program of studies is developed for students enrolled in francophone schools and emphasizes the use of language as an instrument for communication, thinking, and personal development. Organized into the strands of listening, reading, speaking, and writing, the program provides students with strategies and skills for planning, monitoring, and evaluating their work. In addition to providing opportunities for students to function as effective communicators in everyday situations, it exposes them systematically to various forms of literature such as adventure stories, novel excerpts, fictional narratives, and poetry. Vocabulary and conventions of language such as spelling, basic sentence structure, and agreement of common verbs are explored to enhance the quality of communication.

Grades 10–12

Français 10-1, 20-1, 30-1

The program of studies is developed for students enrolled in francophone schools and emphasizes the use of language as an instrument for communication, thinking, and personal development. Organized into the strands of listening, reading, speaking, and writing, the program provides students with strategies and skills for planning, monitoring, and evaluating their work. In addition to providing opportunities for students to function as effective communicators in everyday situations, it exposes them systematically to various forms of literature such as adventure stories, novel excerpts, fictional narratives, and poetry. Vocabulary and conventions of language such as spelling, basic sentence structure, and agreement of common verbs are explored to enhance the quality of communication.

Français 10-2, 20-2, 30-2 (formerly called Français 13–23–33)

This series of courses is developed for students enrolled in francophone schools. The program, organized into the strands of listening, reading, speaking, and writing, helps students to

- acquire knowledge and basic strategies in oral communication, reading, and writing, and become effective and efficient listeners, readers, speakers, and writers through planning, monitoring, and evaluating their work
- attain a threshold of success and the necessary autonomy to carry out different tasks in everyday life
- be prepared for post-secondary studies and the workplace
- build cultural identity and develop a sense of belonging to the francophone community

14. English (Second/Additional Language)

English as a Second Language (ESL)

School authorities provide English as a second language programs to Alberta students in Grades 1 through 12 who were born in Canada but who are not fluent in English, and to those who have recently arrived in Canada and whose first language is not English. The goal is to facilitate the integration of students into the regular school program at the earliest possible opportunity. The senior high program is organized into five levels. Throughout the five levels, students are expected to grow in their ability to use spoken and written English to gather, interpret, and communicate information, establish and maintain relationships, make decisions, solve problems, and plan and carry out projects, explore, respond to, and extend ideas and experiences.

15. French (Second Language/Core French)

The learning of a second language is optional; however, some jurisdictions have put into place a mandatory language requirement. For this reason, there are two entry points for French: Grade 4 (nine-year program of studies) and Grade 10 for students who have not had any previous language experience in French (three-year program of studies).

Grades 7–9

In Grades 7 to 9, students can continue their study of French, which is a complementary course, from elementary school in the nine-year program of studies course stream.

Grades 10–12

Students with no previous experience in French

In Grades 10 to 12, students who are studying French for the first time can take French 10-3Y, followed by French 20-3Y, and complete the course sequence with French 30-3Y. In this course sequence, students demonstrate the following abilities by the end of the three-year course sequence:

- **Communication:** Learners are able to understand and communicate simple oral and written messages (consisting of at least two or three statements) in contexts and situations that are familiar to them.

- Culture: Learners identify the presence of francophone people and groups in their community, their province, their country, and internationally and learn concrete facts about these cultures.
- Language: Learners understand and are able to use the sound-symbol system, common grammatical structures, and vocabulary that is limited to what they have been taught and word order in order to comprehend and produce simple oral and written communications.

Students continuing their studies from Junior High

In Grades 10 to 12, students who have acquired the knowledge, skills, and attitudes from their studies in elementary and junior high (nine-year program of studies) continue in the following course sequence: French 10-9Y, French 20-9Y, and French 30-9Y.

French 10-9Y

Students completing French 10-9Y demonstrate the following abilities:

- They can understand the main idea(s) and some related details in oral and written texts dealing with familiar, concrete topics, while being able to communicate, with some detail, a series of ideas, orally or in writing, based on familiar content and language structures known to them. These messages are usually prepared in advance, but are occasionally spontaneous.
- They can identify aspects of francophone history, literature, or arts that are of personal interest, using authentic sources.
- They can compare and contrast aspects of their own way of life with aspects of the way of life of individuals or groups from various francophone cultures.
- They can understand and use a variety of grammatical structures in the present and sometimes in the past, accessing a rich vocabulary as they communicate orally and in writing using simple and complex sentences.

French 20-9Y

Students completing French 20-9Y demonstrate the following abilities:

- They can understand the main idea(s) and most related details in oral and written texts dealing with mostly familiar, concrete topics and some abstract texts with guidance.
- They can communicate, with some detail, a series of ideas, orally or in writing, based on familiar content and language structures that are known to them. These messages are usually prepared in advance, but are demonstrating more spontaneity.
- They can access authentic sources using a variety of information and communication technologies so as to compare and contrast aspects of their own way of life with aspects of the way of life of individuals or groups from various francophone cultures.

- They can understand and use a variety of grammatical structures in the past, present, and immediate future, accessing a rich vocabulary as they communicate orally and in writing using simple and complex sentences.

French 30-9Y

Students completing French 30-9Y demonstrate the following abilities:

- They can understand the main idea(s) and most related details in oral and written texts dealing with concrete topics and abstract texts.
- They can communicate, in detail, a series of ideas, orally or in writing, based on familiar content and language structures that are known to them. These messages can be either spontaneous or prepared in advance.
- They can access authentic sources using a variety of information and communication technologies so as to compare and contrast aspects of their own way of life with aspects of the way of life of individuals or groups from various francophone cultures.
- They can understand and use a variety of grammatical structures in the past, present, and future, accessing a rich vocabulary as they communicate orally and in writing using a variety of simple and complex sentences.

French 13, French 10, French 20, French 30

This course sequence is being phased out. The last year for French 13 was 2007–2008; the following three courses in this sequence will be withdrawn as follows: French 10: 2008–2009; French 20: 2009–2010; French 30: 2010–2011. This is to accommodate students who began their studies in French 13 in the 2007–2008 school year.

French 31a, French 31b, and French 31c

These courses are the continuation of the French 13, 10, 20, 30 course sequence. This sequence will continue to be made available for students who demonstrate knowledge, skills, and attitudes that surpass French 30-9Y.

Communication: French 31a learners understand and interpret the main points and some supporting details in familiar and unfamiliar oral and written messages. When given a communicative task, they express themselves, orally and in writing, by developing ideas coherently (with advance preparation). At French 31b, learners continue to practise the oral and written skills they developed in French 31a and are able to express ideas spontaneously. Learners who are at French 31c can express themselves spontaneously almost all of the time.

Culture: French 31a learners (with the teacher's assistance) review basic factual information in order to examine and analyze the contribution of francophone cultures to our society. French 31b learners continue pursuing similar studies, but more independently. At French 31c, learners

work independently to interpret as well as analyze cultural information, events, and behaviours.

Language: French 31a and French 31b learners understand and use (orally and in writing) the sound-symbol system and vocabulary connected with the fields of experience they explore. They also use simple and complex sentences in the appropriate tenses. At French 31c, learners go on to add appropriate transitional words and linguistic elements, and they refine what they have learned in the previous levels.

16. French Immersion

French Language Arts

Grades 7–9

French Language Arts 7–8–9

The program is developed for French immersion students and emphasizes the use of language as an instrument for communication, thinking, and personal development. Organized into the strands of listening, reading, speaking, and writing, the program provides students with strategies and skills for planning, monitoring, and evaluating their work. In addition to providing opportunities for students to function as effective communicators in everyday situations, it exposes them systematically to various forms of literature such as adventure stories, novel excerpts, fictional narratives, and poetry. Vocabulary and conventions of language such as spelling, basic sentence structure, and agreement of common verbs are explored to enhance the quality of communication.

Grades 10–12

French Language Arts 10-1, 20-1, 30-1

The program is developed for French immersion students and emphasizes the use of language as an instrument for communication, thinking, and personal development. Organized into the strands of listening, reading, speaking, and writing, the program provides students with strategies and skills for planning, monitoring, and evaluating their work. In addition to providing opportunities for students to function as effective communicators in everyday situations, it exposes them systematically to various forms of literature such as adventure stories, novel excerpts, fictional narratives, and poetry. Vocabulary and conventions of language such as spelling, basic sentence structure, and agreement of common verbs are explored to enhance the quality of communication.

French Language Arts 10-2, 20-2, 30-2

This series of courses is developed for French immersion students. The program, organized into the strands of listening, reading, speaking, and writing, helps students to do the following:

- acquire knowledge and basic strategies in oral communication, reading, and writing, and become effective and efficient listeners, readers, speakers, and writers through planning, monitoring, and evaluating their work
- attain a threshold of success and the necessary autonomy to carry out different tasks in everyday life
- be prepared for post-secondary studies and the workplace
- develop an appreciation for the French language and culture

17. Mathematics

Grades 7–9

The junior high mathematics program is based on the Western and Northern Canadian Protocol (WNCP) *K–12 Mathematics Common Curriculum Framework (CCF)* developed by the western provinces and territories. The following content strands are sequenced over the three grades: number, patterns and relations; shape and space; statistics and probability. The student expectations in these strands are accomplished within the context of seven mathematical processes: communication, connections, estimation and mental mathematics, problem solving, reasoning, technology, and visualization.

Grades 10–12

For a high school diploma, mathematics is compulsory to the Grade 11 level and may include Pure Mathematics 20 or Applied Mathematics 20 or Mathematics 24.

Pure Mathematics 10–20–30

This is a three-year course sequence designed for students intending to pursue further studies in mathematical, scientific, or business-related fields in post-secondary institutions. Its primary focus is on algebra and functions, and the course sequence is designed to prepare students for studies in calculus. With a pass in Pure Mathematics 30, a student is qualified to enter all post-secondary institutions. A few programs, such as engineering, may also require a calculus course to be taken in Grade 12.

Applied Mathematics 10–20–30

This is a three-year course sequence designed for students intending to pursue studies in fields that do not require courses in calculus and advanced mathematics as part of the program. Its

primary focus is on numerical and geometrical methods, and the course sequence provides a broader approach to problem solving than algebra-based courses.

Mathematics 14–24

This is a two-year course sequence designed for students whose needs, interests, and abilities focus on the basic mathematical understanding necessary for entry into some of the trades or into the workplace. The emphasis is on the acquisition of practical life skills and proficiency in using mathematics to solve problems, accommodate change, interpret information, and create new knowledge within meaningful contexts.

Mathematics 10-4, 20-4

This sequence of courses is designed for students who require an additional focus on developing essential mathematics knowledge, skills, and attitudes needed for everyday living at home, in the workplace, and in the community. These courses are intended for students who are meeting the requirements for the Certificate of High School Achievement.

Mathematics Preparation 10

Mathematics Preparation 10 can be offered in senior high school to those students who have not experienced success in Grade 9 mathematics. Mathematics Preparation 10 leads to both the applied and pure mathematics sequences and may be offered for 3 or 5 credits.

Mathematics 31 (Introductory Calculus)

The Mathematics 31 course introduces students to the mathematical methods of calculus. The course acts as a link between the Pure Mathematics 10–20–30 program and the requirements of mathematics programs in post-secondary studies. Mathematics 31 is designed in a required-elective format. The required component is intended to take the larger proportion of the instructional time. There are eight units available in the elective component, of which one or more units are intended to take the remainder of the instructional time.

18. Science

Grades 7–9

The secondary science program is guided by the vision that all students have the opportunity to develop scientific literacy.

Science 7

Science 7 has the following five units: interactions and ecosystems; plants for food and fibre; heat and temperature; structures and forces; and planet Earth.

Science 8

Science 8 has the following five units: mix and flow of matter; cells and systems; light and optical systems; mechanical systems; and fresh and saltwater systems.

Science 9

Science 9 has the following five units: biological diversity; matter and chemical change; environmental chemistry; electrical principles and technologies; and space exploration.

Grades 10–12

Science 10–20–30

Alberta has a Science 10–20–30 course sequence that provides a well-rounded science education for those students who want a strong foundation in science and who aspire to career goals that involve study in post-secondary institutions. The Science 10 course is the foundation course for Biology, Chemistry, Physics, and Science 20–30. Science 30 is of the same academic standard as the other 30-level science courses. The Biology 20–30, Chemistry 20–30, and Physics 20–30 courses are designed for students who have clearly defined post-secondary career goals that require science disciplines.

The Science 10–20–30 course sequence emphasizes major concepts, science process skills, and scientific attitudes that provide common threads that run through all units of study. The themes of science (for example, matter, energy, systems) are the conceptual foundations that link the theoretical structures of various scientific disciplines.

Science 10

This common core course for Biology, Chemistry, Physics, and Science 20–30 emphasizes three of the key themes of science: energy, matter, and change. The themes of systems, diversity, and equilibrium are included as well, but receive less emphasis. Students learn about the tremendous impact of science and technology on society (Science, Technology and Society or STS connections), as well as the roles and limitations of science and technology in STS problem solving. Science 10 has four units of study: energy and matter in chemical change; energy flow in technological systems; cycling of matter in living systems; and energy flow in global systems.

Science 20

Change is the theme common to all the units in Science 20. Analysis of change is essential for understanding what is happening and for predicting what will happen; control of change is essential for the design of technological systems. Science 20 has four units: the changing Earth; changes in living systems; chemical changes; and changes in motion.

Science 30

The themes of systems and energy run through all the units of Science 30. Thinking of any collection of objects, cells, or processes as a system draws attention to how the parts of the system interact with one another. Science 30 has four units: living systems respond to their environment; chemistry in the environment; electromagnetic energy; and energy and the environment.

Biology 20–30

The Biology 20–30 course sequence emphasizes the key science themes of energy, matter, change, diversity, systems, and equilibrium as they relate to the biological sciences. These themes provide a means of showing the connections between the units of study in both courses of the program, as well as allowing students to see the nature of the connections to other courses in science.

Biology 20

This course has four units of study: energy and matter exchange in the biosphere; ecosystems and population change; photosynthesis and cellular respiration; and human systems.

Biology 30

Biology 30 has four units of study: nervous and endocrine systems; reproduction and development; cell division, genetics and molecular biology; and population and community dynamics.

Chemistry 20–30

The Chemistry 20–30 course sequence emphasizes key science themes: energy, matter, change, systems, diversity, and equilibrium. The themes show the connections among the units of study and provide a framework for teachers to show students how individual sections of the program relate to the big ideas of science.

Chemistry 20

Matter and chemical change are the themes common to all the units in Chemistry 20. An understanding of the nature of matter and analysis of its changes are essential for understanding what is happening and for predicting what will happen; control of change is essential for the design of technological systems. Chemistry 20 consists of four units of study: the diversity of matter and chemical bonding; forms of matter with focus on gases; matter as solutions, acids and bases; and quantitative relationships in chemical changes.

Chemistry 30

The themes of systems, energy, and change are central in Chemistry 30. Also highlighted to a lesser extent are the themes of equilibrium and matter. Chemistry 30 has four units of study: thermochemical changes; electrochemical changes; chemical changes of organic compounds; and chemical equilibrium focusing on acid-base systems.

Physics 20–30

The Physics 20–30 course sequence emphasizes the science themes of energy, matter, change, systems, diversity, and equilibrium as they relate to physics.

Physics 20

Physics 20 has four units of study: kinematics; dynamics; circular motion, work, and energy; and oscillatory motion and mechanical waves.

Physics 30

Physics 30 has four units of study: momentum and impulses; forces and fields; electromagnetic radiation; and atomic physics.

Science 14–24

Science 14–24 are activity-based general science courses for students who plan to achieve a high school diploma and enter the workplace. Students study the everyday applications of science.

Science 14

Science 14 has four units: investigating properties of matter; understanding energy transfer technologies; investigating matter and energy in living systems; and investigating matter and energy in the environment.

Science 24

Science 24 has four units: applications of matter and chemical change; understanding common energy conversion systems; disease, defence, and human health; and motion, change, and transportation safety. Science 24 represents the minimum science requirement for a high school diploma.

Science 10-4, 20-4

Science 10-4, 20-4 are activity-based general science courses for students who plan to achieve a Certificate of High School Achievement and enter the workplace. Students study the everyday applications of science.

Science 10-4

Science 10-4 focuses on handling chemicals safely, whether at home or in the workplace. This requires an understanding of the properties of pure substances and mixtures. Students actively investigate the properties of a variety of matter, including mixtures and solutions, and elements and compounds encountered in everyday life. The atom as the basic building block of matter is introduced. Students also investigate the classification of elements on the periodic table.

Science 20-4

Science 20-4 extends students' understanding of matter by investigating and classifying simple chemical reactions used at home and in the workplace. Students also become aware that many different materials can be created from a relatively small number of components and that technologies based on chemical change are widely used in producing useful materials for our daily use.

19. Social Studies

The goal of the social studies program is active and responsible citizenship. The program is compulsory for Grades 1 to 12 and integrates major concepts and skills from history, geography, ecology, economics, law, political science, and other social sciences. About 60 per cent of the content is Canadian.

The new Alberta Program of Studies for Social Studies, Kindergarten to Grade 12, is currently in an implementation phase, with the Grade 12 level to be implemented in the 2009–2010 school year.

Grades 7–9

Social Studies 7: Canada: Origins, Histories and Movement of People

This course provides a comprehensive examination of Canadian history preceding and following Confederation. The concept of intercultural contact is introduced through an examination of migration and immigration. This course forms the foundation for the continued dialogue on citizenship and identity in Canada.

Note: Social Studies 7 was implemented in September 2006.

Social Studies 8: Historical Worldviews and Challenges

This course expands on the concept of intercultural contact and continues to develop historical thinking skills through an examination of past societies in different parts of the world.

Note: Social Studies 8 was implemented in September 2007.

Social Studies 9: Canada: Opportunities and Challenges

This course focuses on citizenship, identity, and quality of life and how they are impacted by political and legislative processes in Canada. The role of economic systems in Canada and the United States is also examined.

Note: Social Studies 9 is optional in September 2008; mandatory implementation is September 2009.

Grades 10–12

There are three sequences in senior high social studies: Social Studies 10-1, 20-1, 30, and 30-1 focus on academic and theoretical studies. Social Studies 10-2, 20-2, 33, and 30-2 have issues and topics similar to those in Social Studies 10-1, 20-1, 33, and 30-1, but are less theoretical and more applied. Social Studies 10-4, 20-4 are part of an activity-based sequence of courses for students who are meeting the requirements for the Certificate of High School Achievement.

Social Studies 10-1: Perspectives on Globalization

This course explores the multiple perspectives on the origins of globalization and the local, national, and international impacts of globalization on lands, cultures, economies, human rights, and quality of life.

Note: Social Studies 10-1 was implemented in September 2007.

Social Studies 10-2: Living in a Globalizing World

This course explores the historical aspects of globalization as well as the effects of globalization on lands, cultures, human rights, and quality of life. There is a focus on relationships among globalization, citizenship, and identity.

Note: Social Studies 10-2 was implemented in September 2007.

Social Studies 10-4: Living in a Globalizing World

This course examines globalization, the process by which the world is becoming increasingly connected and interdependent.

Social Studies 20-1: Perspectives on Nationalism

This course explores the complexities of nationalism in Canadian and international contexts through study of the origins of nationalism and the influence of nationalism on regional, international, and global relations.

Note: Social Studies 20-1 was implemented in September 2008.

Social Studies 20-2: The Growth of the Global Perspective

This course examines historical and contemporary understandings of nationalism in Canada and the world through an exploration of the origins of nationalism and the impacts of nationalism on individuals and communities in Canada and other locations.

Note: Social Studies 20-2 was implemented in September 2008.

Social Studies 20-4: Nationalism in Canada and the World

This course examines various forms of nationalism and applies their perceptions to their own identity and sense of citizenship.

Social Studies 30: The Contemporary World

This course examines two major topics: political and economic systems and global interactions.

Social Studies 30-1: Perspectives on Ideology

This course is currently under development and will replace Social Studies 30 in September 2009.

Social Studies 33: The Contemporary World

This course examines two major topics: political and economic systems and global interactions.

Social Studies 30-2: Understandings of Ideologies

This course is currently under development and will replace Social Studies 33 in September 2009.

20. Other Courses

Aboriginal Studies

Aboriginal Studies 10–20–30 provides a conceptual framework for all learners to enhance understanding of the diverse Aboriginal cultures within their region, Canada, and the world. Students examine how Aboriginal peoples are striving towards maintaining and promoting cultures and identities that reflect values based on respect for the laws of nature and a continual pursuit of balance among individuals, the family unit, the larger community, and global community context. The term *Aboriginal* refers to First Nations, Métis, and Inuit.

Career and Life Management

The aim of senior high school Career and Life Management (CALM) is to enable students to make well-informed, considered decisions and choices in all aspects of their lives and to develop behaviours and attitudes that contribute to the well-being and respect of self and others. CALM is the core course for health literacy at the senior high level in Alberta and is required for high school graduation.

Career and Technology Studies

Career and Technology Studies (CTS) is a complementary program consisting of approximately six hundred, 1-credit courses designed for Alberta's secondary school students. As a program of choice, CTS offers students opportunities to develop skills that can be applied in their daily lives, that will help them prepare for careers and employment in technology-related fields, and that reinforce learnings in other subject areas.

Fine Arts

The fine arts encompass art, drama, and music in which students are involved as creators, performers, historians, critics, and consumers. These optional programs for high school enable students to enhance the depth and breadth of their expression and intuitive response to the fine arts.

Language and Culture Courses in Languages Other than English or French

Language courses for senior high school have been developed provincially for Blackfoot, Cree, German, Italian, Japanese, Latin, Spanish, and Ukrainian.

Physical Education 10–20–30

The aim of the Grades 7 to 12 physical education program is to enable individuals to develop the knowledge, skills, and attitudes necessary to lead an active, healthy lifestyle. Students are required to successfully complete Physical Education 10 for high school graduation.

Social Sciences

The Social Sciences 20–30 program is intended to complement the Alberta social studies program by encouraging increased understanding of human society and social relationships. Courses in this program are distinct from the social studies curriculum in that they focus on the structure, concepts, and methodologies of specific social science disciplines.

Locally Developed/Acquired and Authorized Junior and Senior High School Complimentary Courses

Alberta Education supports the local development and authorization of junior high school and senior high school optional courses, which do not duplicate provincially authorized courses, in order to further develop and cultivate the unique interests and abilities of students, to foster educational improvement and excellence through innovation at the local level, and to meet the unique needs of a local community.

21. Contact Information

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