

---

# *Welcome to Eagle Butte High School*

---

This registration guide has been designed to help students and parents understand more fully the Alberta Senior High School programs offered at Eagle Butte High School. The guide will assist you in planning your education program. Review and use the information to develop a program that will give you the best educational and career advantage.

Students should discuss their course selections with their parents before making a final decision.

Our office is open from 8:15 a.m. to 3:45 p.m., Monday to Friday. Information regarding courses and registration is available by contacting the following personnel at Eagle Butte High School:

Phone: (403) 528-1996

Web Page: [eaglebutte.myprps.com](http://eaglebutte.myprps.com)

## **ADMINISTRATION:**

Mrs. Rocheal Howes– Principal  
Mr. Greg Elgie – Vice Principal  
Mr. Lyall Foran – Vice Principal

E-mail: [rochealhowes@prrd8.ca](mailto:rochealhowes@prrd8.ca)  
E-mail: [gregelgie@prrd8.ca](mailto:gregelgie@prrd8.ca)  
E-mail: [lyallforan@prrd8.ca](mailto:lyallforan@prrd8.ca)

## **SCHOOL COUNSELLORS:**

Mrs. Heather Laturnas (Last names: A – L)  
Mr. Sheldon Wihnan (Last names: M – Z)

E-mail: [heatherlaturnas@prrd8.ca](mailto:heatherlaturnas@prrd8.ca)  
E-mail: [sheldonwihnan@prrd8.ca](mailto:sheldonwihnan@prrd8.ca)

## **WORK EXPERIENCE CO-ORDINATOR:**

Mr. Darren Dola  
Mrs. Laurie Hausauer

E-mail: [darrendola@prrd8.ca](mailto:darrendola@prrd8.ca)  
E-mail: [lauriehausauer@prrd8.ca](mailto:lauriehausauer@prrd8.ca)



## EAGLE BUTTE HIGH SCHOOL REGISTRATION PROCESS

The purpose of this registration guide is to help you plan your high school program. You will spend at least three years earning your high school diploma. If you are to get the most out of the many opportunities the school offers, you need to plan a program that considers each of these years. Read the information carefully and follow the steps below. Aim to get as much as possible out of these three years, and you will increase your chances of success in your personal development and your chosen career.

### THE REGISTRATION PROCESS (Tentative Dates/Times)

1. During the month of March, Grade 9 students will be given assistance in course selection and program planning by the junior high school staff. Counsellors from Eagle Butte High School will visit each Grade 9 class to provide information. Parents are encouraged to discuss student course selections with junior high school personnel.

**A student/parent information evening will be held on Tuesday, March 7, 2023 at 6:30 p.m.** General information, including high school credits, graduation requirements, program highlights, and the registration process will be discussed. The evening is an Open House event for students and parents to tour the school.

2. Registration forms are to be submitted by **March 10, 2023**. Finalized timetables will be established by computer according to these registrations. **After March 10, student's course choices may be limited. For most flexibility in programming, registrations MUST be received by March 10, 2023.**
3. Students lacking proper prerequisites (failed courses) must make necessary arrangements before school starts in the fall. The school counsellors will be available at EBHS in late August to make necessary timetable changes. **Appointments must be made by calling the school at 403-528-1996 the week before school begins.**
4. School fees must be paid by **September 29, 2023**. Non-payment of school fees could result in the loss of student privileges such as participation in extra-curricular and graduation activities. Balances from previous years will be carried forward. Payments can be made on-line with the School Cash Program. Alternatively, cheques/cash will be accepted through the EBHS Business Office (403-528-1996, Ext. 2004).
5. Library: All textbooks are signed out from our automated library system at the beginning of each semester. Following the end of a semester, any outstanding items (textbooks or regular collection), **MUST** be accounted for, either through payment or return, before checkout privileges will be reinstated for the next semester.

### ACADEMY REGISTRATION/INFORMATION – Hockey and Flight

**\*\*Please contact Prairie Rose School Division Office to begin this process as soon as possible @ 403-527-5516.**

## POSSIBLE STUDENT FEES:

<b>Yearbook (optional)</b>	<b>\$ 35.00</b>
<b>Chromebook Rental</b>	<b>\$ 30.00</b>
<b>Option Course Fees (Cost for each class taken):</b>	
<b>Art</b>	<b>\$ 23.00</b>
<b>Concert Band Instrument Rental (if needed)</b>	<b>\$ 105.00</b>
<b>Cosmetology</b>	<b>\$ 47.00</b>
<b>Food Studies</b>	<b>\$ 47.00</b>
<b>Industrial Technologies</b>	<b>\$ 42.00</b>
<b>Physical Education 10</b>	<b>\$ 40.00</b>
<b>Physical Education 20</b>	<b>\$ 57.00</b>
<b>Physical Education 30</b>	<b>\$ 57.00</b>
<b>Robots, Cars and Hovercrafts</b>	<b>\$ 42.00</b>
<b>Sports Performance</b>	<b>\$ 65.00</b>
<b>Wildlife</b>	<b>\$ 55.00</b>

**Graduation Fee** **\$ 90.00**

(Includes costs for graduation portfolios, cap and gown invitations, graduation gown rental, caps, tassels, decorations). All school, extra-curricular, library, and grad fees must be paid to participate in graduation activities.

## ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS

To earn an Alberta High School Diploma, a student must earn a minimum of 100 credits and complete the standards of the courses listed in the chart below. A credit represents the knowledge, skills, and attitudes that most students can achieve with approximately 25 hours of instruction. Most courses are worth 5 credits.

It is important to note that the chart below lists MINIMUM requirements for a high school diploma. At Eagle Butte High School, students are expected to register for courses equaling a total of 40 credits in Grade 10, 40 credits in Grade 11, and 35 credits in Grade 12. This means that students in Grade 10 and 11 must register for 8 courses and students in Grade 12 must register for at least 7 courses.

<b>Credits</b>	<b>Minimum Alberta High School Diploma Requirements</b>		
15	English Language Arts 10-1/10-2	English Language Arts 20-1/20-2	English Language Arts 30-1/30-2
15	Social Studies 10-1/10-2	Social Studies 20-1/20-2	Social Studies 30-1/30-2
10	Mathematics 10C/10-3	Mathematics 20-1, 20-2 or 20-3	
10	Science 10/14	Science 20/24 or Biology 20 or Chemistry 20 or Physics 20	
3	Physical Education 10		
3		CALM	
10	Credits must be at the 30 level, in addition to English Language Arts 30-1 or 30-2, and Social Studies 30-1 or 30-2		
10	Credits must be from Fine Arts, Physical Education 20/30, Second Languages, Career and Technology Studies, RAP or locally developed courses		
24	Additional credits to total a minimum of 100 credits		
<b>100</b>	<b>Total Credits</b>		

## TAG – TEACHER ADVISOR GROUP

Every student at Eagle Butte High School becomes part of a TAG class; **they remain with this same teacher/student group for their three years of high school.** Most TAG classes are grade specific in that all students in a particular TAG class are from the same grade.

The purpose of TAG is to allow students to hear daily announcements; track student attendance; **plan for classroom work completion, do homework, receive help from teachers**, hold assemblies; distribute school documentation, complete registration forms, surveys, as well as participating in any/all school wide initiatives and activities.

At the beginning of each week, students spend individual time with their TAG teacher to consider a plan for work completion in their other courses. If a student is behind in other classes, the TAG teacher and student use the rest of the week to focus on getting caught up. On Fridays, if a student was caught up at the start of the week or got caught up before the end of the week, students may be excused from TAG class (after announcements and attendance is taken) for an extended lunch break. This opportunity is a privilege extended to all students who have met their weekly responsibilities in all of their other classes.

TAG is a great way for our students (and parents) to connect with one key adult in the building, as well as with other students in our high school.

## PROGRAMS AVAILABLE

A full academic program is offered for all grade levels, together with Fine Arts, Second Language Courses, and Career and Technology Studies courses.

### Grade 10 Program

Grade 10 students normally choose courses from the Grade 10 list for a total of 40 credits. Grade 10 students are expected to have a full timetable, with no spare periods.

**Grade 9 marks are significant predictors of student success in Senior High School. Please consider these guidelines when making your course selection. Parents and students who are uncertain about program routes should discuss the decision with school counsellors or administration. Please refer to the appropriate subject sections in the handbook when selecting courses.**

### Grade 11 Program

Grade 11 students may choose courses from any grade level, providing that they have the prerequisite courses. Grade 11 students are expected to enroll in courses totaling 40 credits and to maintain a full timetable.

### Grade 12 Program

During the final year of high school, Grade 12 students must ensure that they have the required courses to meet diploma requirements. Senior students are normally expected to maintain enrolment in 35 credits.

## **SPECIAL INSTRUCTIONAL PROGRAMS**

### **1) Special Needs Education Program**

Research and Alberta Education Policy promotes full inclusion programming as the premium service delivery model for all students. At EBHS full inclusion best practices have exceeded the provincial standards for 20 years. Any students' special needs, whether they be physical, emotional, behavioral, academic, or social can be met in an inclusive environment. A well trained para-professional staff, teacher collaboration, curriculum accommodations, differentiated instruction best practices, test taking accommodations and positive behavior self-management, create a safety net to set all students up for success at EBHS. Detailed planning of curriculum and instruction, utilizing authentic assessment and learning strategies that address student strengths, interests, skills and readiness in flexible learning environments, are all utilized as important tools to identify specific accommodations, modifications and goals for each student. Credits may also be earned by students for up to three levels (15, 25, 35) in the Learning Strategies Course from this program. This research driven program serves a full continuum of student needs towards the goal of attaining a High School Diploma while fully including them in the regular classroom.

This program also includes programming for students with severe disabilities ranging in age from 15 to younger than 19 years as of September 1st. The program offers a totally Individualized Program Plan (IPP) with the necessary accommodations required for each student to succeed. Program content includes focusing on reading, language, math, and social/emotional development with an emphasis on functional life skills. This includes utilizing positive behavior management to develop communication and social skills, as well as all aspects of recreation or leisure skills and job readiness skills. Opportunities are provided for supervised work experience placements both on and off the campus during the school day. Education Assistant support is provided to students in order for them to reach their maximum learning potential. In all cases, students are included in all aspects of the regular school program. Students are fully included in graduation activities and upon completion of the program receive a Certificate of School Completion, a Certificate of High School Achievement OR a full Alberta High School Diploma.

### **2) Mild/Moderate Learning Program**

This special instructional program is for students with mild to moderate learning disabilities. Individualized Program Plans (IPP) will be developed for each student with a focus on accommodations that will be supported by individual teachers through the use of differentiated instruction, a classroom support teacher, and educational assistant support where needed. Learning Strategies courses are available at the 15, 25 and 35 level for students who are part of this program. Students in this program will successfully obtain an Alberta High School Diploma. Please keep in mind that to do so, these students must meet the requirements as set out on Page 2 of this registration guide, including the completion of English 30-2 and Social Studies 30-2 both of which require students to write a final diploma exam.

The **Personal Assistance Center (PAC)** is available to students in this program for academic support and to assist with success in school. The PAC provides students with the accommodations that they cannot receive in the regular classroom setting (such as a reader, assistive technology, scribe services for tests, or an isolated place for work) as outlined in their IPPs.

## **CAREER DEVELOPMENT AND CAREER RELATED WORKPLACE OPPORTUNITIES**

**Eagle Butte High School's partnership with cooperating members of the community enriches the academic experiences of students by extending the boundaries of learning outside of the classroom. Students are encouraged to stop in at the Off-Campus Office to meet with Mrs. Kirchner.**

**Green Certificate:** Students may register in the Alberta Agriculture/Alberta Education recognized *Green Certificate Program* which is designed as an agricultural apprenticeship type program for high school students. The *Green Certificate* is noted on the student's Alberta High School Transcript. A Green Certificate recognizes the skill competence achieved by a person who works and trains outside of school hours in the agriculture industry. Individuals gain competence in career skills in any of the following production areas: Cow/Calf, Equine, Field Crop, Greenhouse, Dairy, Feedlot, Irrigated Crop, Sheep, Swine or Bees. The student will also need to complete AGR 3000 – an on-line 1 credit farm safety course. AGR 3000 must be completed prior to writing any Green Certificate tests. A student can earn 16 credits in the first level of any production area.

**Summer Work Experience:** Work Experience involves high school students in Grades 10, 11 or 12 who are gainfully employed or volunteer doing meaningful work during summer. Work Experience is designed to help students develop a strong work ethic both in and out of school. Focus will be placed on learning the many and varied work place and employability skills that students will need to be successful now and in the future. Students receive 1 high school credit for every 25 hours of work to a maximum of 10 credits per placement. Students wishing to earn work experience credits during the summer must register with the Work Experience Coordinator before any credits may be earned. Hours earned before a work experience contract is handed in complete with signatures are not usable. (Work Experience is also available during the school year for students who have special circumstances... to be determined on a case by case basis.)

**Eagle Butte High School is also a member of CAREERS  
and as such we offer all the following programs through the school as well.**



**Building:**

- Career awareness
- Employability skills
- School-to-work opportunities
- Our future talent pool

**Programs:**

- Pre-RAP Internships and RAP
- Health Services Summer
- ICT Internships
- Agriculture Internships

**Mission:** To provide a community-based partnership in South Eastern Alberta that integrates academic, applied learning and career awareness to support youth in making a successful transition from school to work or post-secondary education.

**Goal:** Through a coordinated effort, youth will have optimal access to career development resources and be better prepared to take advantage of relevant learning and workplace opportunities.

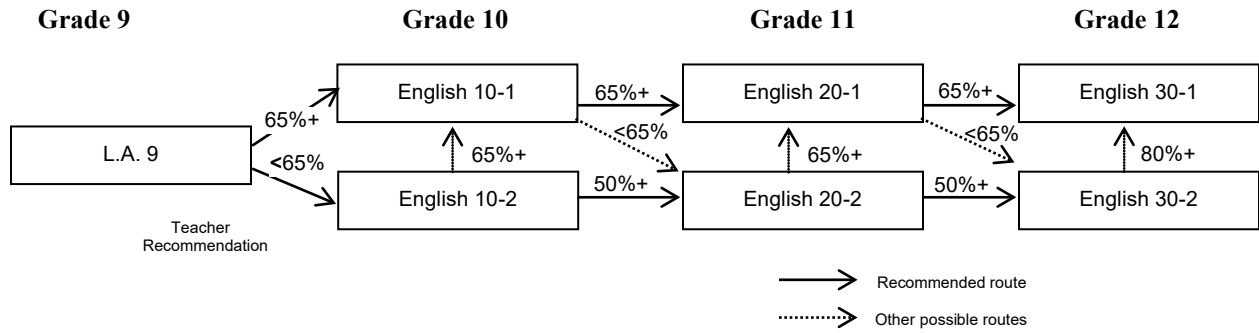
**Pre-RAP Internship**

CAREERS: The Next Generation works with schools to introduce students to the importance of employability skills and to help students become aware of the career opportunities in the trades through classroom presentations to Grade 10 students. Students who meet program criteria have the opportunity to apply to the RAP Program. Students start with a 125-hour pre-RAP internship and then transition from the internship into the RAP program. The off-campus coordinator and administrative assistant are here to guide students all through this journey.

**RAP**

The Registered Apprenticeship Program (RAP) is a program where you, as a registered high school student, can complete your first year apprentice while you are in high school. You earn hours toward your apprenticeship, earn credits toward your high school diploma, and earn a wage -- at the same time. There are 50 apprenticeship trades in Alberta and a student could earn up to 40 credits in this program. There are eight 125-hour courses for 5 credits each.

# ENGLISH LANGUAGE ARTS



Before selecting an English program, students should have some notion career goals and a basic plan for post-secondary studies.

**\*\*\*Students with a mark lower than 65% in grade nine Language Arts should consider registering for English 10-2 at EBHS.**

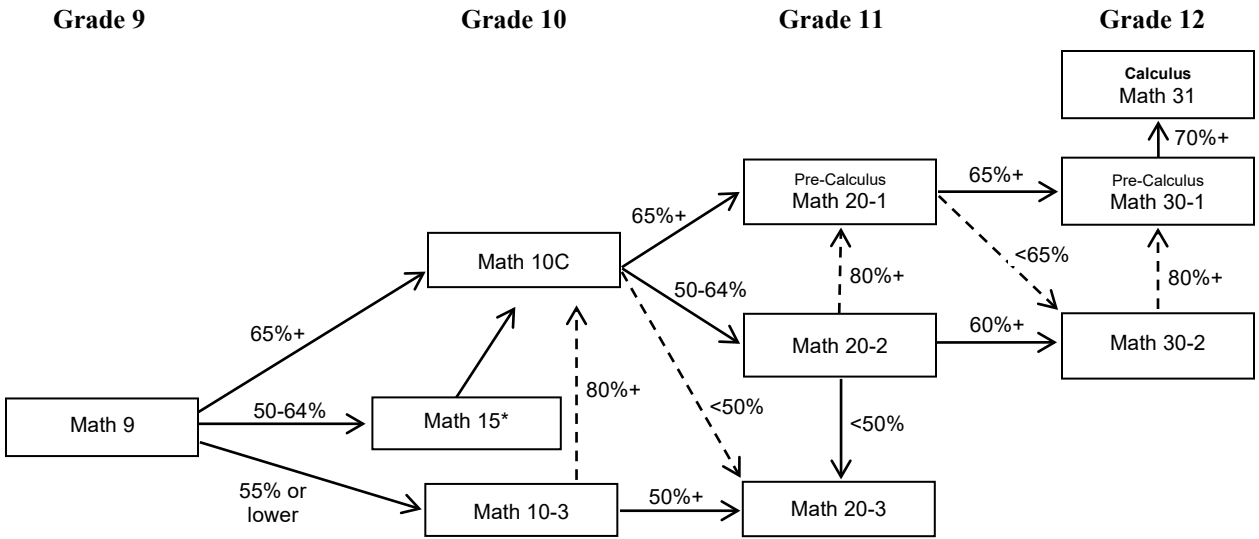
### English Language Arts 10-2, 20-2, 30-2 (5 Credits Each)

The ELA 10-2, 20-2 and 30-2 program is intended for students who **expect to enter a community college program, trade school or the world of work after high school**, to learn the receptive and expressive communication skills essential for success in work and personal situations. Students are expected to respond to literature and visual materials on a literal level and from a personal perspective, relating the ideas from literature to their own lives. Students will study nonfiction, fiction, modern drama, poetry and film, understand and apply basic literary concepts, initiate communication, and respond to the ideas of others through clear and correct speech and writing. The prerequisite for entering this sequence is 50% or higher in Language Arts 9; as well, students should transfer into this sequence if they receive a mark of between 40% - 49% in ELA 10-1 or ELA 20-1.

### English Language Arts 10-1, 20-1, 30-1 (5 Credits Each)

The ELA 10-1, 20-1 and 30-1 program is intended for students who have an interest in language and literature and **are preparing for academic post-secondary studies in college or university**. Through the study of fiction, nonfiction, poetry, drama and film, students are expected to consider abstract ideas and relationships concentrating on human experience and values. They are expected to write thoughtfully about literary structures, characterization, and key literary concepts such as metaphor, irony, theme, point of view, symbol, foreshadowing, and juxtaposition. **It is strongly recommended that students attain 65% or more in Language Arts 9 before entering into this course sequence; as well, a 65% average is desirable at each course level before moving to the higher level in this sequence.**

# MATHEMATICS



**\*Math 15**  
 Placement following Math 15 will be determined based on teacher recommendation. A student may progress to Math 10C, Math 10-3 or Math 20-3 depending upon evidence of student strengths in relation to the learner outcomes.

High School Graduation Requirements:  
**ONLY** require a math course at the 20-level

To be successful in high school mathematics, it is important to enroll in the course that is best suited to your ability and needs.

Changing streams midway through high school is very difficult and sometimes impossible to do. Your course selection should be discussed with a math teacher and/or counsellor.

**Please Note:**

Parents/Students should be aware that some Trades & Technical programs require a specific Math course at the 20- or 30-level. High school graduation requirements ONLY require a Math course at any 20-level (i.e. 10 credits: 5 of which must come from a 20-level course).

Course Sequences		
<b>-1 Course Sequence</b> (University Calculus Prep Stream)	<b>-2 Course Sequence</b> (General Prep Stream)	<b>-3 Course Sequence</b> (Meets Graduation Requirements)
Abstract, Problem-Solving Sequence	Conducive to non-math intensive post-secondary programs	Focuses on basic mathematical understanding

## Course Descriptions

### 10-Level

#### **Mathematics 10C (5 Credits)**

Mathematics 10C is the starting point for the -1 and -2 course sequences. Students in the course study the following topics: Measurement (SI and Imperial), Trigonometry, Polynomial Factoring and Operations, Systems of Equations, Linear Relations and Functions.

#### **Mathematics 10-3 (5 Credits)**

This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades and for direct entry into the work force. Students in this course study the following topics: Measurement (SI and Imperial), Trigonometry, Geometry, Gross & Net Income, Algebraic and Proportional Reasoning.

#### **Mathematics 15 Competencies (5 Credits)**

Mathematics 15 Competencies is a locally developed course designed to help better prepare students for the high school mathematics and science programs they will encounter. This is a bridging course between Math 9 and Math 10C. This course will review vital math concepts and provide students with introductory skills that are needed for future math programming.

Note: Placement following Math 15 will be determined based on teacher recommendation. A student may progress to Math 10C, Math 10-3 or Math 20-3 depending upon evidence of student learning.

### 20-Level

#### **Mathematics 20-1 (5 Credits)**

This course stream is for students who wish to study math or sciences at a university, college, or technical institute and go onto a related career. Students in this course study the following topics: Quadratic Functions and Equations, Radical and Rational Expressions and Equations, Trigonometry, Systems of Equations, Sequences and Series.

#### **Mathematics 20-2 (5 Credits)**

This stream is for students who wish to attend a university, college, or technical institute after high school, but do not need calculus skills. Students in this course study the following topics: Measurement, Trigonometry, Inductive and Deductive Reasoning, Radical Expressions and Equations, Quadratic Functions and Equations, Statistics, Mathematics Research Project.

#### **Mathematics 20-3 (5 Credits)**

This course meets the needs of students wishing to enter some trades or the workforce after high school. It is designed to meet the entrance requirements for apprentices in most trade programs. Students in this course study the following topics: Measurement (SI and Imperial), Geometry, Finance, Numerical, Algebraic and Proportional Reasoning, and Statistics.

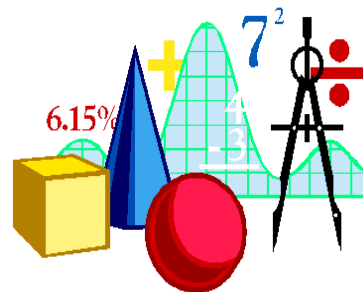
### 30-Level

#### **Mathematics 30-1 (5 Credits)**

This course follows Math 20-1. Students in this course study the following topics: Function Transformations, Radical and Polynomial Functions, Rational Functions, Exponential and Logarithmic Functions, Trigonometric Functions and Identities, Permutations and Combinations, and the Binomial Theorem.

#### **Mathematics 30-2 (5 Credits)**

This course follows Math 20-1 or Math 20-2. Students in this course study the following topics: Logical Reasoning, Probability, Permutations and Combinations, Rational Expressions and Equations, Exponential Equations, Logarithmic Functions, Mathematics Research Project.

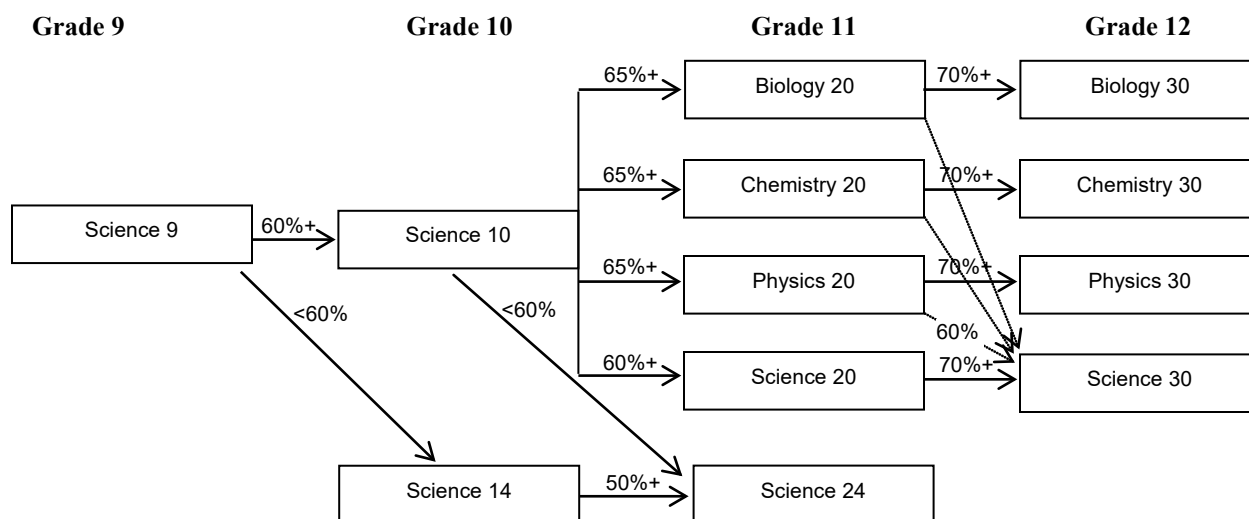


#### **Mathematics 31 (5 Credits)**

This course is primarily designed for highly motivated academic students. This is a beginning calculus course for students entering the Faculty of Engineering, Mathematics, or Science, or planning to take any university math courses. **This course may be required for post-secondary calculus courses. Math 30-1 is a co-requisite for Math 31, but successful completion of Math 30-1 prior to taking Math 31 is recommended.**

Note: Mathematics 31 is **NOT** a diploma exam subject

# SCIENCE



**To find success in high school science, it is important to enroll in courses suited to your ability and needs. The minimum high school graduation requirements include one of Science 10 or 14 followed by one 20-level science course. Some students will achieve this by taking Science 14 and then Science 24. Others might take Science 10 followed by Science 20 or one of the specific streams such as Biology 20, Chemistry 20, or Physics 20. It is important to understand the requirements of post-secondary programs that you are interested in so that you take the correct courses. Your course selection should be discussed with a counsellor.**

**Science courses have been designed to provide knowledge, skills, and perspectives required to develop an understanding of our universe. Students will learn about and utilize the scientific method and develop their critical thinking skills in a variety of different ways throughout each course.**

## **Science 14 and 24**

The Science 14 and Science 24 courses are designed for those students who want to meet their graduation science credit requirements without having to take Biology, Chemistry, or Physics. This stream is designed for students who do not need a strong science background after high school. The topics covered in each course are relevant to everyday life and will help students develop an appreciation for science. They will also learn how to safely handle chemicals.

### **Science 14 (5 Credits)**

This is the starting point if a student wants to take Science 14 followed by Science 24. In this course students will study the following topics: Properties of Matter, Energy Transfer Technologies, Matter and Energy in Living Systems, and Matter and Energy in the Environment.

### **Science 24 (5 Credits)**

In this course students will study the following topics: Applications of Matter and Chemical Change, Understanding Common Energy Conversions, Disease Defense and Human Health, and Transportation Safety.

### **Science 10 Stream**

**Taking Science 10 is a pre-requisite to all 20-level science courses.**

It is highly recommended that you speak to your counsellor about what specific courses are required for a program you may be interested in. It becomes more challenging to take all the required courses the longer you wait if you do not have the pre-requisites.

### **Science 10 (5 Credits)**

This is the starting point if a student wants to take Biology 20, Chemistry 20, Physics 20, or Science 20. **It is strongly recommended that students attain a 60% or higher in Science 9 before taking Science 10.** In this course students will study the following topics: Chemistry – Energy and Matter in Chemical Change, Physics – Energy Flow in Technological Systems, Biology – Cycling Matter in Living Systems, and Earth Sciences – Energy Flow in Global Systems. Laboratory work is required.

### **Science 20 and 30**

Diverse learning experiences within the Science 20/30 program provide students with opportunities to explore, analyze, and appreciate the interrelationships among science, technology, society, and the environment, and to develop understandings that will affect their personal lives, their careers, and their futures. Both courses include aspects of biology, chemistry, and physics.

### **Science 20 (5 Credits)**

This course is a pre-requisite to Science 30. **It is strongly recommended that students attain a 60% or higher in Science 10 before taking Science 20.** In this course students will study the following topics: Chemical Changes – Matter, Change, and Energy; Changes in Motion – Change, Energy, and Systems; The Changing Earth – Change, Diversity, Energy and Systems; and Changes in Living Systems – Energy, Equilibrium, and Changes in Systems. Laboratory work is required.

### **Science 30 (5 Credits)**

**It is strongly recommended that students attain at least 60% in Biology 20, Chemistry 20 and/or Physics 20 or 70% in Science 20 before taking Science 30.** In this course students will study the following topics: Living Systems Respond to their Environment – Circulatory System and Genetics; Chemistry and the Environment – Acids and Bases; Environmental Issues associated with Chemistry Electromagnetic Energy – Field Theory and the Electromagnetic Spectrum; Energy and the Environment – Renewable and Non-renewable Energy function and Environmental Impact; and Risk/Benefit Analysis. Laboratory work is required. **This course concludes with a diploma examination.**

## **Biology 20 and 30**

Biology is a branch of science that focuses on living organisms and their processes. This sequence of courses is designed for students intending to pursue post-secondary studies at a university college program relating to science or engineering.

### **Biology 20**

This course is a pre-requisite to Biology 30. **It is strongly recommended that students attain a 65% or higher in Science 10 before taking Biology 20.** In this course students will study the following topics: the biosphere, cellular matter and energy flows, matter and energy exchange in the ecosystems, and matter and energy exchange by the human organism. Laboratory work is required.

### **Biology 30**

**It is strongly recommended that students attain a 70% or higher in Biology 20 before taking Biology 30.** In this course students will study the following topics: the nervous system, hormones and control, reproduction and human development, cell division and classical genetics, heredity and molecular genetics, population dynamics, and populations and communities. Laboratory work is required. **This course concludes with a diploma examination.**

## **Chemistry 20 and 30**

Chemistry is a branch of science that focuses on the composition, structure, and properties of substances, as well as the processes and energy involved in transformation of substances. This sequence of courses is designed for students intending to pursue post-secondary studies at a university college program relating to science or engineering.

### **Chemistry 20**

This course is a pre-requisite to Chemistry 30. **It is strongly recommended that students attain a 65% or higher in Science 10 before taking Chemistry 20.** In this course students will study the following topics: Chemical Bonding, Gases, Solutions, Acids and Bases, as well as Stoichiometry, the quantitative relationships in chemical changes. Laboratory work is required.

### **Chemistry 30**

**It is strongly recommended that students attain a 70% or higher in Chemistry 20 before taking Chemistry 30.** In this course students will study the following topics: Organic Chemistry, Energetics, Redox, and Equilibrium. Laboratory work is required. **This course concludes with a diploma examination.**

## Physics 20 and 30

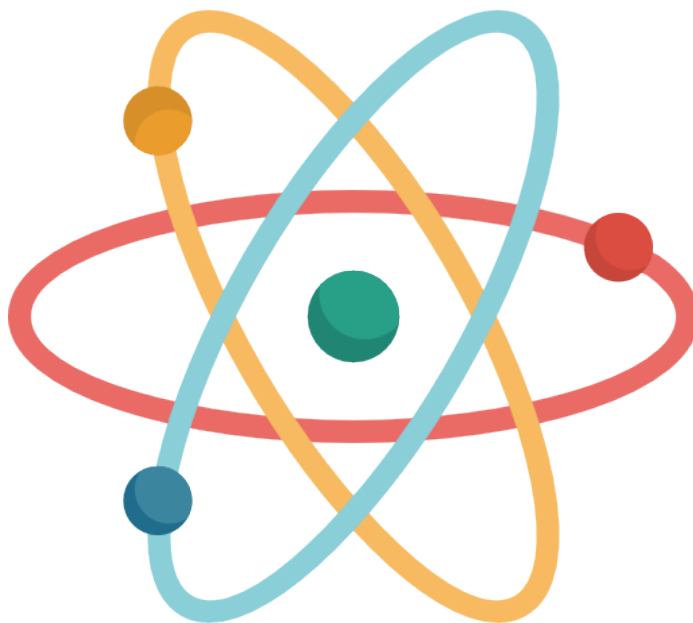
Physics is a branch of science devoted to the study of matter, its motion, and how it interacts with space and time. These courses involve mathematics, graphing, problem solving, and experimental analysis. This sequence of courses is designed for students intending to pursue post-secondary studies at a university college program relating to science or engineering.

### Physics 20

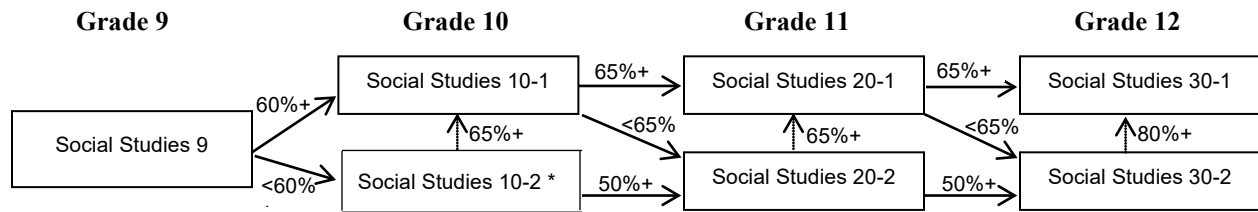
This course is a pre-requisite to Physics 30. **It is strongly recommended that students attain a 65% or higher in Science 10 before taking Physics 20.** In this course students will study the following topics: Kinematics, Dynamics, Circular Motion and Energy, Oscillatory Motion, and Mechanical Waves. Laboratory work is required.

### Physics 30

**It is strongly recommended that students attain a 70% or higher in Physics 20 and Math 20 before taking Physics 30.** In this course students will study the following topics: Momentum and Impulse, Forces and Fields, Electromagnetic Radiation, and Atomic Physics. **This course concludes with a diploma examination.**



# SOCIAL STUDIES



In order to accommodate students with a wide range of abilities, needs, interests and aspirations, two sequences are offered for the Senior High Social Studies Program. Both sequences will assist students in acquiring basic knowledge, skills and positive attitudes needed to become responsible citizens and contributing members of society.

### **Social 10-2, 20-2, 30-2 (5 Credits each)**

This sequence will be of interest to students who are pursuing a High School Diploma, many of who will probably go directly into the work force or whose post-secondary (university/college) programs do not require advanced Social Studies.

**Social Studies 10-2:** The Social Studies program at the grade 10 level focuses on a single concept, Globalization, and in particular the following issue: *To what extent should we embrace globalization?*

**Social Studies 20-2:** The Social Studies program at the grade 11 level focuses on a single concept, Nationalism, and in particular the following issue: *To what extent should we embrace nationalism?*

**Social Studies 30-2:** The Social Studies program at the grade 12 level focuses on a single concept, Ideologies, and in particular the following issue: *To what extent should we embrace an ideology?*

### **Social Studies 10-1, 20-1, 30-1 (5 Credits each)**

This sequence of courses is designed for those students who will most likely pursue **ADVANCED** post-secondary study (university). The expectations for this stream are more challenging. Students will develop high levels of reading and writing skills.

**Social Studies 10-1:** The Social Studies program at the grade 10 level focuses on a single concept, Globalization, and in particular the following issue: *To what extent should we embrace globalization?*

**Prerequisite:** A passing grade of 60% or greater in Social Studies 9 is *highly recommended*.

**Social Studies 20-1:** The Social Studies program at the grade 11 level focuses on a single concept, Nationalism, and in particular the following issue: *To what extent should we embrace nationalism?*

**Prerequisite:** A passing grade of 65% or greater in Social Studies 10-1 is *highly recommended*.

**Social Studies 30-1:** The Social Studies program at the grade 12 level focuses on a single concept, Ideologies, and in particular the following issue: *To what extent should we embrace an ideology?*

**Prerequisite:** A passing grade of 65% or greater in Social Studies 20-1 is *highly recommended*.

## CAREER AND LIFE MANAGEMENT (CALM)

CALM is prescribed by Alberta Education as a core course for high school diploma requirements. CALM is the high school component of the comprehensive school health education program in Alberta. **It is recommended that students take this course in Grade 11.**

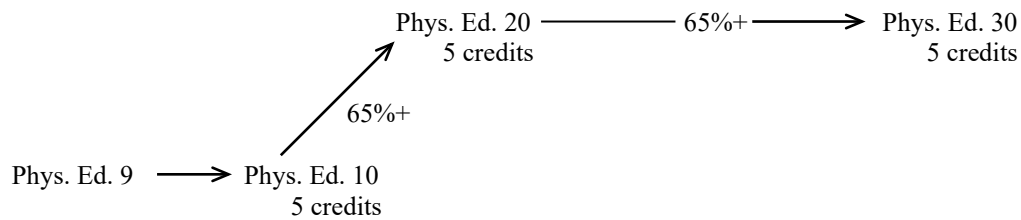
CALM consists of three themes: Personal Choices, Resource Choices, and Career and Life Choices. Students will complete a portfolio which is valuable in assessing their strengths and weaknesses in preparing for the world of work, setting career goals, and preparing for the interview process.

In addition to the three credits earned in CALM, students will also complete two CTS Modules.

The objectives of this course are designed so the student develops a positive self-concept and an understanding of personal interests, values, aptitudes and abilities. It promotes independent personal management by developing the ability to make choices and accept challenges that take into account significant others, values, responsibilities and resources.



# PHYSICAL EDUCATION



The Physical Education program is designed to achieve these objectives:

1. The aim of the Physical Education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle.
2. To develop the whole individual through meeting the following goals:
  - a) Acquire skills through a variety of developmentally appropriate movement activities;
  - b) Understand, experience, and appreciate the health benefits that result from physical activity;
  - c) Interact positively with others;
  - d) Assume personal responsibility to lead an active way of life.

## **Physical Education 10 (5 Credits)**

Students in Physical Education 10 are required to participate in selected activities from five dimensions. The dimensions include: dance, games, types of gymnastics, activities in an alternate environment, and individual activities.

Students will be evaluated on attitude, ability, achievements, and knowledge and emphasis will be placed on active participation. Students are required to have proper gym clothes, which includes sweatpants or shorts, T-shirt, socks and non-marking gym shoes.

## **Physical Education 20 (5 Credits)**

### **Prerequisite PE 10**

Physical Education 20 is an elective and is an extension of Physical Education 10. Greater emphasis will be placed on the development of group and organizational skills through leadership activities and cooperative assignments.

Fitness is a mandatory dimension with activities selected through the following dimensions: individual and dual sports, leadership techniques, skill improvement, lifetime activities, group skills and organization skills.

**Physical Education 30 (5 Credits)**  
**Prerequisite PE 20**

Physical Education 30 is an elective that is designed to emphasize:

- a) individual and dual sports with an increased stress on leisure-time activities;
- b) ability to develop a sound fitness program;
- c) leadership skills;
- d) peer teaching;
- e) analysis of skills and game strategies;
- f) life-long activities.



# FINE ARTS

## Art Courses

**Art 10 (5 Credits)**

**No Prerequisite**

**Art 20 (5 Credits)**

**Prerequisite: Art 10**

**Art 30 (5 Credits)**

**Prerequisite: Art 20**

**Included in the 10, 20 and 30 level Visual Arts courses:**

1. Art Theory – including the elements and principles of design and color theory, as well as various types of media theory and techniques;
2. Drawing – various types of media including graphite, charcoal, pencil crayon, pastel (oil and chalk), ink (dip pen and sharpie);
3. Painting – various types of media including tempera, acrylic and watercolor;
4. Sculpture – various types of media;
5. Mixed Media – a variety of materials and techniques;
6. Art History – projects and Art appreciation;



## **Drama Courses**

### **Drama 10 (5 Credits)**

**Prerequisite: Being open-minded and the willingness to try new things in a SAFE environment.**

This course emphasizes the student's awareness and development of basic acting skills. Students explore character development through concentration, voice, mime, movement and improvisation exercises. Major projects throughout the course give students the opportunity to show what skills they have acquired. There is a special emphasis on personal growth and the development of a positive working attitude in a group atmosphere. Once basic skills have been developed, the opportunities for excitement and enjoyment are endless. Students will work together in rehearsals to prepare for a live theatrical production – always a memorable and fun experience. **This course is open to any and all students whether they have previous acting/performing experience or not.**

### **Drama 20 (5 Credits)**

**Prerequisite: Drama 10**

This course is an extension of Drama 10. Students are expected to further develop their acting skills through the exploration of scripted material. There is a particular focus on playwriting and acting. Students will work together in rehearsals to prepare for a live theatrical production – always a memorable and fun experience. There are opportunities provided to work behind the scenes too – lighting, sound, set and costume design, backstage, and more!

### **Drama 30 (5 Credits)**

**Prerequisite: Drama 20**

This course is designed to exhibit and test the knowledge and skill accumulated from previous experience. It is organized primarily as a production situation in which the students are exposed to the success or failure of their efforts. The focus at the 30 level is on leadership, directing, and acting.

The majority of concepts taught in Drama are done through the real-life hands-on preparation and **performance of a major theatrical production.** Students get to learn and get involved with all levels and areas related to staging a play – from acting to directing to technical theatre to design, and more!



## **Music Courses**

Students have the ability to work on their own repertoire for the instrument of their choice including: acoustic and electric guitar, bass, drums, keyboard, piano, voice and/or concert band instruments. Students have the opportunity to form small groups, and/or work independently, while working on developing their musical abilities. A love of music and the desire to learn and improve is all that is necessary to begin. Music is an active study of how music says who we are as human beings and how we express ourselves through music. Music from a variety of cultures and eras, and music theory, will be studied. A variety of musical instruments and resources are provided for student use during the class.

**Fee: Concert Band Instrument Rental (if needed) \$100.00**

### **General Music 10 (5 Credits)**

#### **No Prerequisite**

General Music 10 is an introductory course for students who are interested in a broad spectrum of musical experiences. Students develop musical abilities by playing/singing, listening, reading, interpreting, and creating music. This program consists of three general areas: performing, listening, and composing. Both the beginner, and the advanced, student of music should find this class a challenging environment where they can learn and practice their craft.

### **General Music 20 (5 Credits)**

#### **Prerequisite: General Music 10**

General Music 20 builds on the knowledge and skills developed in General Music 10. Students develop musical abilities by playing/singing, listening, reading, interpreting and creating music. This program consists of three general areas: performing, listening, and composing. Students will have the opportunity to continue to develop their musical talents—both in practice and in theory, and to further explore the themes introduced in Music 10.

### **General Music 30 (5 Credits)**

#### **Prerequisite: General Music 20**

General Music 30 builds on the knowledge and skills developed in General Music 20. Students develop musical abilities by playing/singing, listening, reading, interpreting and creating music. This program consists of three general areas: performing, listening, and composing. An emphasis will be placed upon composition, as well as learning about the music industry and career opportunities.

### **Choral Music 10 (5 Credits)**

#### **No Prerequisite**

In this introductory course students will learn about the concepts of rhythm, melody, harmony, form and expression through student participation in the skill areas of singing, listening, reading and composing. There is special emphasis on understanding the use and care of the vocal instrument, developing proper breath control, producing good vocal tone, expanding vocal range and becoming more expressive as singers. Students will study the history of Western classical music, with a special emphasis on Western folk songs. Students may also explore repertoire from musicals or pop/show music as part of this course.

### **Choral Music 20 (5 Credits)**

#### **Prerequisite: Choral Music 10**

Choral Music 20 builds on the knowledge and skills developed in Choral Music 10. Students will continue to demonstrate musical phrasing, continue to develop good vocal tone and to expand vocal range, durability and flexibility. Students will create short original works for voice. There is greater emphasis placed on performance and using music technology.

### **Choral Music 30 (5 Credits)**

#### **Prerequisite: Choral Music 20**

Choral Music 30 builds on the knowledge and skills developed in Choral Music 20. There is a strong emphasis placed on performance; students will have the opportunity to perform a solo and/or sing in a small ensemble. Students will develop an awareness of balance, blend and texture within their ensembles. Students will learn to analyze performance problems and take appropriate measures to resolve them.



## SECOND LANGUAGES

The goals of the second language program are to enable the student to acquire basic communication skills in another language, develop cultural sensitivity through the cultural values and lifestyles, and develop an appreciation of the contributions of other languages to civilization. Other objectives include developing originality and creativity in language through self-expression, acquiring strategies used in learning a second language, and developing a desire to continue the study of another language.

### **French 10 (5 Credits)**

This is an introductory course for the student who has little or no French language instruction. Students will acquire the four basic communication skills of listening, speaking, reading and writing. Grammar skills focus on basic greetings, introductions, questions and instructions.

### **French 20 (5 Credits)**

#### **Recommended Prerequisite: 65% in French 10 (or French 7 – 9)**

This is an intermediate course and a continuation of the program started in Grade 7 or of the beginner French 10. Students will continue their development of the four basic communication skills, with a greater focus on grammar with concepts like past verb tenses, expressions, comparisons and adverbs.

### **French 30 (5 Credits)**

#### **Recommended Prerequisite: 65% in French 20 or FLA 9 French Immersion**

This is an upper intermediate course with an experiential focus where students will expand their communication skills. Grammar concepts consist of pronouns, adjectives and future and conditional verb tenses.



## ACADEMY PROGRAMS

### **Flight Academy\*\***

The South Alberta Flight Academy's mission is to enhance the educational and leadership experiences of our students while helping them attain their full potential in academic excellence, character, and citizenship as well as aeronautical mechanics, drone operations, and wilderness survival skills while acquiring their private pilot license.

In partnership with Super T Aviation, this program will **allow students the opportunity to work towards obtaining their private pilot's license** while earning credits through applicable courses in:

- Aviation-Structures
- Aviation-Flight
- Fabrication
- Leadership
- First Aid
- Mental Health & Wellness
- Recreation
- Wilderness/Wildlife
- Robotics (including flight simulation and drone operation)
- PE

*"Flying is so exciting! It is not something a lot of people get to do, especially people my age. It pushes me outside my comfort zone which applies to all other areas of my life. Flying has given me a lot of confidence and new experiences meeting people in the industry as well as different perspectives on many aspects of the aviation industry. This program and the instructors are awesome!"*



## Hockey Academy\*\*

The High Performance Hockey Academy at Eagle Butte High School was founded in 2018. Our mission is to provide a world class education-based hockey experience that cultivates integrity, leadership, and excellence. Students, teachers, coaches, and performance professionals collaborate to provide academic and athletic experiences that leverage every student's strength.

We provide a whole athlete development model, by emphasizing academic ownership and providing students with additional support needed to achieve their academic potential. Our personal mental performance professionals work with our students on a regular basis, including individual check-ins and classroom mental skills training. Through our mental performance professionals, our students reflect on personal awareness through *HONE athletics*. HONE allows our student-athletes to confidentially record and reflect upon their mental health.

By offering this whole athlete development model, SAHA strives to keep locally grown and developing young athletes in the Southeastern corner of Alberta.

<i>One Ice Themes</i>	<i>Off Ice Programs and Themes</i>
<u>Shooting</u> Ex. technique, release, accuracy  <u>Offensive Skills</u> Ex. support, deception, creating space  <u>Puck Control</u> Ex. set up, hand position, puck protection  <u>Defensive Strategies</u> Ex. body positioning, stick positioning, timing  <u>Goalie Coaching</u> Ex. goalie coaching, position specific drills  <u>Habit Building</u> Ex. consistency, effort, teamwork, details	<u>Foundations of Training</u>  <u>Athletic Development</u> Ex. individualized planning and leadership  <u>Nutrition</u>  <u>Sports Psychology</u>  <u>Hockey IQ</u> Ex. personal and professional video analysis  <u>Mentorship</u> Ex. presentations from professional players

**\*\*For more information and to begin the registration process:  
 Contact Prairie Rose School Division Office @403-527-5516**



## CAREER AND TECHNOLOGY STUDIES

Career and Technology Studies (CTS) is an umbrella title for those courses formerly known as Home Economics, Industrial Arts and Business Education.

CTS offer all students important learning opportunities. Students in CTS will:

1. develop skills that they can apply in their daily lives now and in the future;
2. refine career-planning skills;
3. enhance employability skills;
4. apply and reinforce learning from other subject areas.

CTS is organized into strands and modules. The strands relate to school sectors that offer positive occupation opportunities for students.

These courses are designed to allow students to progress at their own rate with emphasis on the teacher being the facilitator.

The modules are the building blocks for each strand. They define what a student is expected to know and is able to do. The modules are organized into three levels of achievement: introductory, intermediate and advanced.

CTS courses are offered in 1-credit modules. Enough time is allotted so that students would normally complete 5 modules per block.



### BACK TO BUSINESS

Do you have creative ideas that need a chance to have a life? Do you want to be in charge of the creation, advertising, sales, production, financials, webpages, etc. for products or services? If you have a desire to be an entrepreneur (maybe selling your own invention) or you have an inkling for the business side of things, or if you just want to see where some of your creative talents might take you -- this is the option for you! Eagle Butte students are involved with running badlandscre8tions.com - our very own on-line store. You don't have to be good at everything --- but there may be something your talents can lend themselves toward --- **BACK to BUSINESS** is the option class worth giving a try! You can even earn up to six credits in one semester of this class – and can take this option up to three times over the course of your time at EBHS!

## COMMUNICATION TECHNOLOGY

Do you love creating YouTube videos, animation and edited images? Well, this is the class for you. Communication Technology allows students to develop their digital artistic abilities. We use the full Adobe Creative Cloud to make videos and animations, capture and edit photographs, create websites and more.

At the Introductory level, students will be exposed to all the major components of media ... video, and animation. Knowledge and skills acquired in Communication Technology can be used in other courses, giving students an edge in communicating their views and ideas, in understanding others and in completing projects.

### Comm Tech 10, 20 and 30 Planning

<u>Comm Tech 10</u>	<u>Comm Tech 20</u>	<u>Comm Tech 30</u>
<b>Module 1 - Visual Composition (COM 1005)</b>	<b>Module 1 - Media (1015)</b>	<b>Module 1 - Media Impact (2015)</b>
<b>Module 2 - Graphic Tools (1035)</b>	<b>Module 2 - Web Design 2 (2055)</b>	<b>Module 2 - Creative Writing (3005)</b>
<b>Module 3 - Web Design (1055)</b>	<b>Module 3 - Animation 2 (2145)</b>	<b>Module 3 - Animation 3 (3145)</b>
<b>Module 4 - Audio/Video (1105)</b>	<b>Module 4 - Design - Brand Identity (2155)</b>	<b>Module 4 - Design - Advertising Campaigns (3155)</b>
<b>Module 5 - Animation 1 (1145)</b>	<b>Module 5 - Interactive Presentation (2175)</b>	<b>Module 5 - COM Project D (3910)</b>
<b>Module 6 - COM Project A (1910)</b>	<b>Module 6 - COM Project B (2910)</b>	



## **COSMETOLOGY STUDIES**

Cosmetology Studies, a strand in Career and Technology Studies, focuses on personal and professional grooming, body care and enhancement practices, and provides students with opportunities to explore and prepare for cosmetology-related career options. The Cosmetology courses are taught by Mrs. Rose, who is a certified Red Seal Journeyman Hairdresser.

Completion of the High School Cosmetology program will prepare students for a career in the industry, and possible employment during the school years in a work experience setting.

The modules must be completed in order, as they are a prerequisite for the next level. Each module must be completed in full and a minimum of 50% is required, otherwise the module must be repeated.

<b>COSMETOLOGY 10</b>	<b>COSMETOLOGY 30</b>
HSA3900 Apprenticeship Safety	COS3010 Professional Relationships
COS1010 Personal and Professional Practice	COS3020 Long Hair Design 3
COS1020 Long Hair Design 1	HSA3421 Consultation and Draping
HSA3431 Hair and Scalp Analysis	HSA3416 Hair Cutting Tools and Equipment
HSA3511 Drying Hair	HSA3571 Coloring Hair 2
EST1070 Manicuring 1	
<b>COSMETOLOGY 20</b>	<b>COSMETOLOGY 31</b>
HSA 3900 Apprenticeship Safety	EST3060 Facial/Body Adornment
COS2010 Long Hair Design 2	EST3070 Pedicuring
HSA3566 Coloring Hair 1	EST3090 Nail Enhancement-Gel
HSA3436 Shampoo and Condition Hair	COS2210 Client Services and Sales 1
HSA3526 Updo and Styling Techniques	COS2920 Project C Hair Design
EST3010 Spa Awareness	



## DESIGN STUDIES

Design Studies focuses on the development of ideas/needs into working drawings, models and presentations. Once students learn the basics of design philosophy, they apply this knowledge towards 2-dimensional and 3-dimensional projects related to communication and function in the world of business.

<b>INTRODUCTORY</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
DES1020 Design Process	DES2035 2-D Design 2*	DES3035 2-D Design 3*
DES1030 2-D Design 1*	DES2055 CAD 2*	DES3045 3-D Design 3*
DES1040 3-D Design 1*	DES2060 The Evolution of Design	DES3055 CAD 3*
DES1050 CAD 1	DES2910 Project B	DES3155 Modelling – Virtual*
DES1060 Technical Design and Drafting 1	DES2920 Project C	DES3170 Future of Design
DES1910 Project A		DES3910 Project D

**\*Note: An asterisk denotes one or more pre-requisites**

Students develop skills in the following areas:

1. The design process
2. Computer assisted drawing and design
3. Drafting techniques

Design Studies will be useful to any student wanting to pursue a career in:

1. Advertising
2. Architecture
3. Engineering
4. Drafting
5. Industrial Design





## **INDUSTRIAL TECHNOLOGIES**

**Construction, Fabrication Studies and Mechanics are all offered at the same time**

### **Construction**

Students will develop basic skills with a variety of hand and power tools and machines while building useful products from common building materials. Starting from shop drawings, estimating and work schedules, students develop and build the products that vary from simple projects to complex furniture. Students learn basic skills that can lead to the fields of carpentry, cabinet making and furniture making.

<b>INTRODUCTORY</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
CON1010 Construction Tools/Materials	CON2120 Multiple Materials	CON3130 Furniture Making 3
CON1120 Project Management	CON2130 Furniture Making 1	CON3140 Furniture Making 4
CON1130 Solid Stock Construction	CON2140 Furniture Making 2	
CON1140 Turning Operations	CON2150 Finishing and Refinishing	
CON1160 Manufactured Materials	CON2160 Cabinet Making 1	
	CON2170 Cabinet Making 2	
	CON2180 Wood Forming	

### **FABRICATION STUDIES**

Students may choose to explore several types of welding while working in this area, Oxy-acetylene welding and cutting, MIG welding, and Arc welding. While developing their skills, students will apply safety skills while experimenting with various electrodes, metals and welding joints. Welding experiences can lead a student to occupations in the field of welding and may be useful around the farm.

Students have the opportunity to develop skills in pattern reading, pattern development and fabricating with sheet metal in the construction of projects. Students may also choose to develop skills in the fabrication of projects using the metal lathe and milling machines.

<b>INTRODUCTORY</b>	<b>INTERMEDIATE</b>
FAB1010 Fabrication Tools and Materials	FAB2030 Oxyfuel Welding
FAB1040 Oxyacetylene Welding	FAB2048 Fluxcore Arc Welding I
FAB1048 Semi-Automated Welding	FAB2050 Arc Welding
FAB1050 Basic Electric Welding	FAB2060 Arc Welding 2
FAB1090 Sheet Fabrication 1	FAB2070 Gas Metal Arc Welding 1
FAB1100 Fabrication Principles	FAB2090 Sheet Fabrication 2
FAB1110 Bar and Tube Fabrication	FAB2110 Forging Fundamentals
FAB1130 Principles of Machining	FAB2130 Precision Turning
	FAB2140 Precision Milling
	FAB2160 Custom Fabrication

### **MECHANICS**

Mechanics' modules will be available for students who take the Construction/Fabrication class. Students will explore modules relating to the service and maintenance of vehicles.

## **INFORMATION PROCESSING 10**

Technology is constantly evolving, and it is important that students entering high school are adept users and have knowledge of tools that will be necessary to be successful throughout high school.

As 21st century learners, students must be educated digital citizens. Students engage in lessons related to digital citizenship. “Digital citizenship can be defined as the norms of appropriate, responsible behavior with regard to technology use” (Ribble, 2017). Students will learn about the 9 elements of digital citizenship outlined by Ribble and have opportunities to discuss, reflect upon and practice these concepts (<http://www.digitalcitizenship.net/nine-elements.html>).

The Workplace Safety Systems module is a part of Info Pro 10. This course is a prerequisite for earning off-campus credits (eg. work experience and RAP). Students will learn about the health and safety systems that workplaces must adhere to. The course provides an introduction to workplace safety which is critical for students to be aware of as they begin their first jobs.

All students who attend Eagle Butte High School will take Information Processing in Grade 10. Students enrolled in this course have the opportunity to earn 6 credits.

Students will engage in the following modules in Information Processing 10; these modules will be run concurrently throughout the semester\*

INF1030 Word Processing 1
INF1070 Digital Presentation
INF1910 Project A
INF2910 Project B
INF2020 Keyboarding
HCS3000 Workplace Safety Systems ( <i>Pre-requisite for Work Experience credits</i> )

**\*Modules offered are subject to change**

## **INFORMATION PROCESSING 10 ID - INTERDISCIPLINARY**

Students who are enrolled in English 10-2 will automatically be enrolled in Information Processing 10 ID. This is an interdisciplinary course which connects the content from English 10-2 and Information Processing 10.

This course allows students to gain valuable computer skills while connecting the content of both courses. Through these connections, students are able to see how their technological skills will apply to other courses throughout high school. The connection of these courses and the ability to create projects which fulfill requirements in both classes through their projects means that students produce high quality work that demonstrates the depth of their learning.

As 21st century learners, students must be educated digital citizens. Students engage in lessons related to digital citizenship. “Digital citizenship can be defined as the norms of appropriate, responsible behavior with regard to technology use” (Ribble, 2017). Students will learn about the 9 elements of digital citizenship outlined by Ribble and have opportunities to discuss, reflect upon and practice these concepts (<http://www.digitalcitizenship.net/nine-elements.html>).

The Workplace Safety Systems module is a part of Info Pro 10. This course is a prerequisite for earning off-campus credits (eg. work experience and RAP). Students will learn about the health and safety systems that workplaces must adhere to. The course provides an introduction to workplace safety which is critical for students to be aware of as they begin their first jobs.

All students who attend Eagle Butte High School will take Information Processing in Grade 10. Students enrolled in this Information Processing Interdisciplinary course have the opportunity to earn 5 credits.

INF1030 Word Processing 1
INF1070 Digital Presentation
INF1910 Project A
INF2020 Keyboarding
HCS3000 Workplace Safety Systems ( <i>Pre-requisite for Work Experience credits</i> )

**\*Modules offered are subject to change**

## **PSYCHOLOGY STUDIES**

Have you ever wondered why you do what you do? What drives human behavior, personality and emotions? Are we born being athletic or are we developed to be athletic based on our environment? Explore these topics and much more in Psychology Studies. Psychology Studies allows students an introduction into the world of psychology and the study of human behavior, the human mind, and experience.

Psychology courses would appeal to students who are interested in careers like:

- Social Work
- Teaching
- Psychology/Therapist
- Law Enforcement
- Trainers
- Business

In this course, students may earn six credits – three credits from Personal Psychology 20 and three credits from Experimental Psychology 30.

<b>Course</b>	<b>Description</b>
Personal Psychology 20 (3 credits)	Students will examine the development of personality, behavior and intelligence, and what influences them. We will also examine instincts and perception as well as the nature vs. nurture debate.
Experimental Psychology 30 (3 credits)	Students will investigate the purpose of research and experiments in psychology as well as their implications.

## ROBOTS, CARS AND HOVERCRAFTS

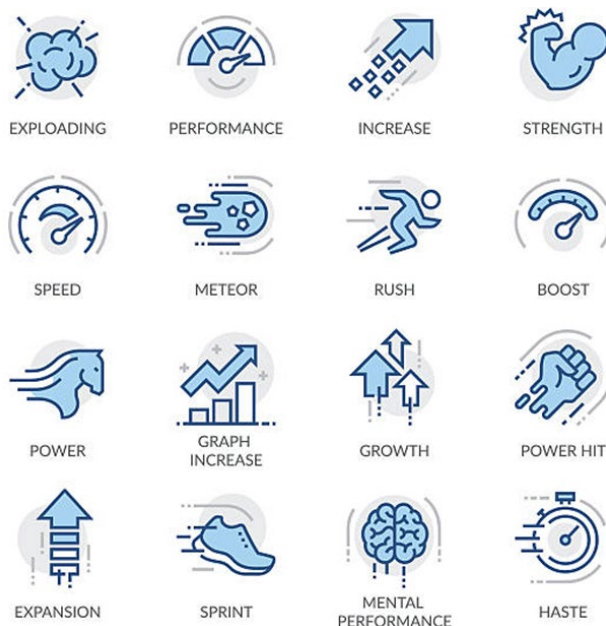
Have you ever wanted to build your own robot? Have you ever wanted to design and build a vehicle? How about lay waste to a medieval castle with a trebuchet? What about navigating a course with a hovercraft of your own design? If you have thought about any of the above this 5 credit CTS course is just for you. ***This is not your typical shop class. In this class the theory, engineering, and processes used to build will be explored.*** Students are given an engineering problem and will go through the processes: getting their ideas from their minds to paper to the building of projects. ***Yes, you will actually make robots, cars, trebuchets and hovercrafts.*** Of course, safety is a priority and is stressed at all times. Students will learn the problem solving and practical building skills through theory, exploration, and trial and error. Students will be required to work on individual projects as well as in groups for some projects.

All projects will culminate in a friendly competition.

## SPORTS PERFORMANCE 10 - 20 - 30

Sports Performance will provide students with knowledge, skills and attributes necessary to understand the wide range of factors related to athletic performance in a variety of sports and athletics. A combination of course work and practical application will allow students to learn and demonstrate outcomes related to strength & conditioning, anatomy & physiology, nutrition and program development. Understanding these outcomes, students will be better equipped to improve their own athletic performance, overall health and lifelong physical activity.

Sports Performance is a 5 credit CTS based course. Students are required to bring appropriate clothing and footwear for physical activity each class. The fee for the course covers transportation, community learning opportunities, and equipment (tape, testing materials, etc.).



## WILDLIFE

The Wildlife Program is broken down into introductory (10) and intermediate/advanced (20/30) levels. Within each of those levels are **6, one-credit courses**. Students will begin by exploring the introductory level of Wildlife. Through a combination of hands-on work, theory knowledge, and employability skills, students will gain a basic knowledge of the outdoors, ecosystems, and species which make up our vast wilderness. Students will have the opportunity to explore wildlife through a holistic lens with hands on application through various field trips, outdoor activities, leadership, and mentorship experiences. The wildlife program is an opportunity for students to explore all aspects of wildlife with a focus on ethical sportsmanship, an appreciation of the outdoors and respect for wildlife. Over the course of their high school career, students will have the opportunity to receive high school credit as well as Alberta Hunters Education Certification, National Pleasure Craft Certification, Alberta Sportfishing Education, and basic archery experience.



## WORLD RELIGIONS 30

(Open to students in grade 10, 11, 12)

EBHS students regardless of grade have an opportunity to earn six (6) credits. The objectives of *World Religions* are to provide an opportunity to explore the major religions of the world, through examining their beliefs and practices. This class, when possible, will consist of guest speakers. The purpose of the *World Religions* course is to deepen our understanding of our own worldview while taking an intelligent and informed look at the religions of the world. In addition, the thought is that one can use the study of religion as a separate discipline to “develop a philosophy based upon values conducive to ethical and moral behavior and reflected in an understanding of human worth.”

### **Objectives**

- To examine the concept of worldview and understand the role this plays in understanding religion and one’s concept of truth;
- To develop a respect for peoples of other religions as they also seek truth;
- To become familiar with information about various world religions;
- To encourage students to become critical thinkers and develop reliable research methodology;
- To discover, understand and embrace our own personal worldview.

## EAGLE BUTTE HIGH SCHOOL DUAL CREDIT COURSES

Prairie Rose Public Schools has partnered with several colleges in Alberta to provide students with the opportunity to allow high school students to get a head start on their post-secondary education while still earning high school credits.

A high school student enrolled in a dual credit course will earn credits towards a specific college program while remaining at their present school. They will also earn high school credits for the courses they complete.

Courses may be available in a variety of areas and **interested students should inquire with their school counsellor** about which courses will be offered in the coming year. Students must also meet eligibility requirements for courses they are interested in. Most courses would be appropriate for students to complete in their grade 12 year. Students complete a course(s) as part of their regular school day.



## **GRADE 12 DIPLOMA EXAMINATIONS**

Alberta students must write Alberta Education diploma examinations to qualify for a high school diploma. Examinations are written in the following subjects:

English 30-1	Math 30-1	Physics 30
English 30-2	Math 30-2	Biology 30
Social Studies 30-1	Chemistry 30	
Social Studies 30-2	Science 30	

### **Examination Dates**

#### **A) January and June Diploma Examinations**

Examinations are written at all high schools offering the diploma examination courses. All students who are currently in diploma courses are registered for the examinations by their high school principal. All others wishing to write the diploma examinations must submit an application. Application forms are available from our high school.

#### **B) April, August and November Diploma Examinations**

Diploma examinations are written at any number of examination centres throughout the province in April, August and November. Please contact Eagle Butte High School as:

- i) pre-registration for these examination sessions is required;
- ii) not all diploma exams are written at each of these writing sessions.

#### **C) Eligibility to Write**

- i) Students currently enrolled in an examination subject must write the diploma examination in that subject before credits are awarded.
- ii) Students who have already been awarded credit for the course may re-write the diploma examination for a higher grade. These students must apply to re-write the subject examination and pay a re-write fee in advance.

#### **D) Examination Results**

Alberta Education has created a computerized website for students to access their marks online. Visit [myPass.alberta.ca](http://myPass.alberta.ca) to request access to view and print diploma exam results, check graduation status, order transcripts and more.

Each school will receive a summary of scores for students registered in that school for each diploma examination.

#### **E) Appeal Procedures**

A student who is dissatisfied with the **diploma examination mark** may:

1. appeal, *in writing*, on a Re-score Application form to have the examination re-scored, or;
2. rewrite the examination at a later administration date.

**There is a \$26.25 fee for re-scoring an examination. The student will receive the result of the re-scored examination as the final mark in that diploma examination.**

A student who is dissatisfied with the **school-based mark** must direct an appeal to:

1. the subject teacher first,
2. the principal, *in writing*, not more than one week after these marks are delivered to the student. The written appeal must specify the reason for the student's belief that the teacher-awarded mark should be higher.

#### **F) Re-write Procedure**

Students who wish to re-write a diploma examination must register with the school counsellor to write at the next examination date. **There is a \$26.25 fee for re-writing a diploma exam. This fee is non-refundable and non-transferrable.**

#### **G) High School Diplomas**

Alberta Education will issue High School Diplomas in April and November to students meeting the diploma requirements. A transcript showing all high school courses will accompany each diploma. If and when additional courses are completed, it is the responsibility of the student to request an updated transcript.

#### **H) Definitions**

1. Prerequisite - a course that must be completed with a minimum mark of 50% before a more advanced course may be taken.
2. Credits - one credit represents approximately 25 hours of scheduled instruction. The average course spans 125 hours and is worth 5 credits. Credits are awarded only if the final mark is 50% or above. Credits cannot be earned twice in one course.
3. Retroactive Credits - Students achieving a final mark of 40-49% in some courses may choose to continue in an alternate course sequence, and if successful, receive retroactive credit for the prerequisite course.

#### **EXAMPLE – COURSE SEQUENCING:**

**FAILED COURSE**  
(40 – 49%)

Social Studies 10-1  
Science 10  
English 10-1

**ALTERNATIVE PROGRAM**  
(Student mark over 50%)

Social Studies 20-2  
Science 24  
English 20-2

**RETROACTIVE**  
(Receive credit for)

Social Studies 10-2  
Science 14  
English 10-2



## EXTRA-CURRICULAR ACTIVITIES

Eagle Butte High School has many different clubs and sports activities that our students can enjoy. We have something to suit every personality. Possibilities may include:

Girls Volleyball Boys Volleyball Girls Basketball Boys Basketball Badminton Baseball Cross Country Running Team Curling Football Golf Track and Field Rugby Girls Softball	Archery Book Club Chess Choir D & D Games Club Drama GSA Club – Alphabets & Allies Pay It Forward Club Rodeo Snack and Chat Student Council
--	---



*Don't sit back.....*

***GET INVOLVED!!!!***

## NOTES